**UNDERGRADUATE THESIS TOPICS, March 2022**

**PhDr. Jarmila Petrlíková, Ph.D.**

1. **English ways of the expression of the Czech dative case in its individual semantic meanings**

(the grammatical category of case in English; the means of the expression of individual nominal cases in English with focus on the dative; the relationship of the English dative and the Czech dative case; 200 examples of the Czech dative case and English equivalents of these nominal forms)

1. **The Competition of root and epistemic modality of the modal auxiliary *may*** **with respect to Czech**

(the grammatical and semantic description of the modal auxiliary *may* and the following analysis of 200 examples of its occurrence in an original English text including the comparison with its Czech equivalents)

1. **Semantic category of general agent and the ways of its expression in English with respect to Czech** (the description of the semantic category of “GENERAL AGENT”, the description of the means of its realization in English followed by the analysis of 200 examples of its occurrence including the comparison with its Czech equivalents)
2. **Fronted elements in an English declarative sentence** **– the competition of the grammatical and functional sentence perspective aspects** (the functions of the objective word order in an English sentence, the conditions of the occurrence of fronted expressions and potential change of their communicative dynamism)
3. **The competition of individual determiners of a nominal element in an English negative sentence**  (the description of individual determiners of a noun in a negative sentence and potential change of the semantic meaning of the noun as a result of the choice of individual determiners).
4. **The English copular predications with respect to their Czech equivalents** (the English copular verbs, the description of the copular predications, the semantic types of copular predications in English, the comparison of the copular predication in English and Czech, analysis of 200 examples of English copular predications and their Czech equivalents, considering the results of the analysis and drawing conclusions)

**PhDr. Magdaléna Potočňáková, Ph.D.**

**1.** Rudyard Kipling as a Controversial Classic

**2.** Manifestations of Orientalism in a chosen literary or film work(s)/ India in Film and Literature -

**3.** Children’s Literature in the Changing World

**4.** Vlastní téma – po domluvě

**Doc. Justin Quinn, Ph.D.**

I am happy to supervise theses in literature and culture (poems, novels, pop culture, genre fiction like sci-fi, etc.) that connect with some of the larger themes of your studies, such as intercultural theory, postcolonialism, immigration, transnationalism.

**PhDr. Naděžda Stašková, Ph.D.**

1. Phonology: Weak and strong forms in English depending on the context and situation. (Identifikace možných slabých a silných forem u gramatických slov v různých typech textů, v závislosti na kontextu a situaci. Ověření jejich realizace u mluvčích angličtiny.)
2. Phonology: Aspects of connected speech: phonological analysis of an authentic text (linking, assimilation, elision). (Identifikace jednotlivých *potencionálních* aspektů v psaném textu, následný experiment u různých mluvčích a zjišťování, které aspekty byly skutečně realizovány v řeči.)
3. Lexicology: Polysemy in literature: metaphor, metonymy, synecdoche and other figures of meaning transfer. (Sémantická analýza literárního nebo novinového textu z hlediska přenášení významu, identifikace metafory, metonymie, synekdochy a dalších figur v textu podle vlastního výběru.)
4. Stylistics: writing letters in English. (Výklad o typech dopisů, o pravidlech jejich uspořádání, o jazykové stránce různých typů dopisů, sběr konkrétního materiálu a jeho analýza – zmapování převládajících tendencí v praxi v porovnání s teorií.)
5. Téma podle vlastního výběru studenta, vztahující se k fonetice a fonologii, lexikologii nebo stylistice.

**Mgr. Andrew Tollet, M. Litt.**

**1**. Stereotypical images of English people

**2.** Sporting idioms in English

**3.** The language of the British tabloid press

**4.** English in the streets of Plzeň\*

This topic would involve an analysis of English texts designed for popular public consumption in the city, whether these be tourist materials, public information signs, menus, etc., as well as shop signs and advertising slogans which may not be aimed primarily at English speakers.

\* Students may substitute a town or city of their own choice if this can provide enough material for analysis.

**5.** A cultural studies or sociolinguistics related topic of the student’s own choosing\*

\* subject to supervisor's approval

**Bradley Vice, Ph.D.**

Please note, all of these topics should be explored though the lens of one or more of the following: Cultural Intelligence (CQ), Politeness Theory, Postcolonialism, Global English, The Psychology of Culture Shock, tools from the Intercultural Toolbox or other concepts introduced to you through the KAN Culture curriculum.

**1.** Listen to the podcast Austenistan (or read the transcript) from Rough Translation: <https://www.npr.org/2018/07/10/627779858/austenistan> and read this culture article from <https://www.thenationalnews.com/arts-culture/books/ms-binat-and-mr-darsee-reimagining-pride-and-prejudice-in-the-subcontinental-and-muslim-worlds-1.883517>

This diploma work will focus on how women from certain Muslim countries use the novels of Jane Austen to navigate their own social conventions and restrictions concerning love, romance, sex, and marriage.

In addition: The author may choose to compare Uzma Jalaluddin’s Ayesha at Last, or Soniah Kamal’s Unmarriagable, or Sonali Dev’s Pride, Prejudice and Other Flavours, or one of the many other cross-cultural novels in which a non-Anglo author takes up Austen source materials in English. So no Bridget Jones, please.

(More than one student can select this topic)

**2.** Mexican Gothic: Read this article published by Vox: <https://www.vox.com/culture/21517606/mexican-gothic-silvia-moreno-garcia-post-colonial-empire-vox-book-club>

Similar to the Austen project, a student may select to read Silvia Morena-Garcia’s *Mexican Gothic* and apply skills learned in our postcolonialism classes to compare it to source materials *Jane Eyre* and *Dracula*.

**3.** India inside *The Secret Garden:* For this project the student will either explore the intercultural tension between India and Yorkshire in Francis Burnett’s *The Secret Garden* or explore *The Secret Garden* in relation to other (children’s) novels in which one of the protagonists are transported from one world to another. (*Alice in Wonderland*, *Coraline*, etc.)

**4.** Sci-Fi/Fantasy. Select a science-fiction or fantasy novel which depicts the collision of two worlds/planets/kingdoms that has a metaphorical/intercultural connection to our own: (for example: Ursula Le Guin’s *The Left Hand of Darkness* or “Coming of Age in Karhide”, or Ray Bradbury’s *The Martian Chronicles*, Frank Herbert’s *Dune*, George R. R. Martin’s *Game of Thrones*, the short stories of Ted Chaing – the film *Arrival* is based on his “Story of Your Life”).

(More than one student may select this topic)

**5.** Open topic: Students are encouraged to propose a topic inspired by the curriculum, i.e ( CQ, Politeness Theory, Intercultural Toolbox, or any of the many works of fiction, film, TV, or other cultural productions encountered in your classes here at KAN.