



Master's Thesis Evaluation Form

Student's name: Thi Quynh Anh Nguyen

Thesis title: Transnational Aspects of Identity: The Vietnamese of the 1.5 and Second Generations in Prague

Name of the supervisor: doc. PhDr. Zdeněk Uherek, CSc.

Name of the opponent: RNDr. Tereza Freidingerová, Ph.D.

What are the strengths and weaknesses of the thesis? Please give your reasons for the suggested grade in detail below.

1. *Does the author show understanding of one or more theories, and use theory to generate a hypothesis or to make the problem area more understandable.*

Comments:

- The thesis has an extensive theoretical and overview part, but unfortunately lacks a narrowed focus and a clear and explicit statement of why it is important to know this or that idea from the theoretical part in order to understand the topic of the thesis as a whole. There is no clear and explicit connection between the theory and the topic. As a result of the lack of focus, the author always approaches the topic extremely broadly, e.g. in theory the reader only gets to the topic of identity through a review of how scholars have viewed the topic of international migration over the decades of the development of the field of migration studies. In the chapter on the Vietnamese diaspora, the reader gets to the heart of the matter - the 1.5 and second generation - after an overview of migration from Vietnam to Czechia, but this information is not pursued further. It is not clear to the reader why he or she should know about migration in the 1950s in the context of identity formation. The theoretical chapters stand on their own, but it is not explicitly and clearly stated why this or that is important to know in the context of the topic of the study. Similarly, 20-year-old findings are uncritically accepted as valid today.
- A great deal of work was done on the thesis, that is indisputable. Unfortunately, the poor quality of the literature search and therefore the overlooking of a number of contemporary works on the topic, leads to the fact that the thesis could not continue the research path that has already begun long ago, but in parallel "discovered" what has already been published for years. Nevertheless, I am of the opinion that even so, in terms of the essential purpose of the thesis - to practise academic work - the task was accomplished.

2. *Is the research question articulated clearly and properly? Is the research question sufficiently answered in the conclusion?*

Comments:



- The thesis focuses on the formation of ethnic identity through 12 stories of 1,5 and 2 generations of Vietnamese living in Prague and it addresses the question of how identity negotiation processes differ between 1.5- and second-generation Vietnamese and what factors influence their sense of self and whether it affects their career trajectories. The questions were answered.

3. *Is the thesis based on relevant research and literature and does it accurately summarize and integrate the information?*

Comments:

- The thesis has a rich list of sources, but most of them are older, but still authoritative in the field, however irrelevant to the topic of the thesis (Lee 1966, Simons 1901, Stark and Bloom, 1985, Wallerstein, 1974 etc.). On the other hand, I lack literature sources both on the topic of 2 generations in general,
 - o Portes, A., ed. (1996). *The New Second Generation*. New York: Russel Sage Foundation, 256 p.
 - o Portes, A., Zhou, M. (1993). *The New Second Generation: Segmented Assimilation and Its Variants*. AAPSS, 530.
 - o Rumbaut, R.G. (2004). *Ages, Life Stages, and Generational Cohorts: Decomposing the Immigrant First and Second Generations in the United States*. *The International Migration Review*, 38(3), 1160–1205.
- and on the topic of 2 generations of Vietnamese in Czechia. I cannot agree with the author's statement that "research on the integration of Vietnamese youth in Czechia is mainly limited to educational aspects; also, not much has been done on their identity formation." A more qualitative literature search would certainly have found that this is not the case. For instance:
 - o Pham, T.H., Kraus, F. (2024). "Banana", Vietnamese or Czech? *Diaspora Studies*.
 - o Lopatková, M., Formánková, L. (2022). "Confessions of the Vietnamese" Facebook Page: The Intergenerational Conflict of Young Vietnamese Migrants in the Online Space in the Czech Republic. *Český lid*.
 - o Freidingerová, T., Nováková, B., (2021). Civic engagement and self-empowerment of second-generation Vietnamese in Czechia. *Asian and Pacific Migration Journal*
 - o Homoláč, J., Sharman, T. (2020). „Vy, mladí Vietnamci (,nenakažení‘), nás počestěné banány prostě pochopit nemůžete“: Mladí Vietnamci a superdiverzifikace českého novomediálního prostoru. *Sociologický časopis*, 56 (2).
 - o Andra Svobodová's doctoral thesis

4. *What is the quality of the data or the other sources? Are the sample method, data collection and data analysis appropriate?*

Comments:

- The author changed the research methods from the planned design. Plan: combination of qualitative and quantitative methods, 30 interviews. Implementation: 12 semi-structured interviews. It is not clear why such a significant change was made. Nevertheless, the sample is sufficient and the methods of data collection and analysis



are appropriate. What is questionable, however, is the age range of the sample, which is from 17 to 31 years old, which may significantly affect the conclusions. This is because a person who is in his/her teens assesses himself/herself differently from a person who is already an adult and has children.

5. *Are the findings relevant to the research question? Are the conclusions of the thesis based on strong arguments?*

Comments:

- The findings are relevant to the questions posed, however, as I have already stated, the paper does not bring new insights because everything it has found has already been published.
- It is a pity that the research question was not narrowed down considerably, e.g. how and depending on what the identity of young Vietnamese Prague residents is changing depending on the current geographical context, social context, etc. I.e. what they identify with in Vietnam, in Czechia, elsewhere in Europe, outside of Prague, etc. Or if one of the arguments for the choice of the sample was that respondents must live in the city of Prague, how the place influences their identity. This question was forgotten in the result.

6. *Are the author's thoughts distinguished unambiguously from the borrowed ideas?*

Comments:

- Yes, they are.

7. *Is the thesis containing original/innovative research (in terms of topic, approach, and/or findings)?*

Comments: Unfortunately, no, see above.

8. *What is the quality of style and other formal requirements?*

Comments:

- It corresponds to the standard.

9. *Are there any other strengths and weaknesses of the thesis, which are not included in the previous questions? Please list them if any.*

Comments:

- A major weakness of the paper is poor quality of the initial literature search and research. Fundamental sources on this topic are lacking.
- Another weakness is the vague definition of the second and 1.5 generations as understood in this paper. A crucial term for the analysis is given in two different versions (p. 8 and 16), which do not correspond to each other. According to the broadest version (p 8), 1.5 generations can be anyone between the ages of 0 and 19. According to the narrower version (p. 16), only persons under 13 years of age.



10. *What topic do you suggest for the discussion in the thesis defence?*

Comments:

- The intention was to focus on young people in Prague as a city, because “There are many social patterns possible to follow or blend with traditional Vietnamese norms and customs, as well as ways to develop specific transnational patterns of communication.” (p 9). In the end, however, Prague remained more as a backdrop than as an object of your research. Therefore, I would like to ask, what is the influence of Prague on your respondents' self-identification? Even in comparison to the non-Praguean context, for example.

Overall assessment of the thesis:

(Please, state clearly whether the thesis is or is not recommended for a defence and write the main reasons for the recommendation).

Proposed grade: C

(A- B: excellent, C-D: very good, E: good, F: fail)

Date: 11/06/2024

Signature: