

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-24/21	<b>Course title:</b> Abstraction and Idealization
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. written assignments throughout the semester (10 points), 2. in-class presentation (10 pts.), 3. submission of presentation in written form (5 pts.). Grading scale: 100-92% of total: A, 91-84%: B, 83-76%: C, 75-68%: D, 67-60%: E, 59-0%: Fx. A violation of academic integrity may result in the voiding of points earned in the given category. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students are familiar with the most important approaches to the methods of abstraction and idealization in the philosophy of science, as well as with critical objections to them. Upon finishing the course, students can characterize the ways in which particular scientific theories or models use both methods (e.g. to identify idealizing assumptions).	
<b>Class syllabus:</b> 1. Abstraction and idealization: a first look 2. Abstraction and idealization in the classical approaches to explanation and laws 3. The Poznan School on idealization 4. McMullin's approach to idealization 5. Weisberg and Jones on idealization 6. Problems of non-Galilean idealization 7. Abstraction and idealization in social-scientific theories	
<b>Recommended literature:</b> BOKULICH, A. Explanatory Fictions. In: SUÁREZ, M., ed. Fictions in Science: Philosophical Essays on Modeling and Idealization. London: Routledge, 2009, 91–109. ISBN 978-0-41-588792-2. JONES, M. R. Idealization and Abstraction: A Framework. In: JONES, M. R. a CARTWRIGHT, N., eds. Idealization XII. Correcting the Model. Amsterdam: Rodopi, 2012, 173–217. ISBN 978-90-420-1955-3.	

KNUUTTILA T. Representation, Idealization, and Fiction in Economics. In: SUÁREZ, M., ed. Fictions in Science: Philosophical Essays on Modeling and Idealization. London: Routledge, 2012, 205–231. ISBN 978-0-41-588792-2.

MCMULLIN, E. Galilean Idealization. Studies in History and Philosophy of Science. 1985, 16(3), 247–273. ISSN 0039-3681.

NOWAK, L. Laws of Science, Theories, Measurement. Philosophy of Science. 1972, 39(4), 533–548. ISSN 0031-8248.

ROHWER, Y. – RICE, C. Hypothetical Pattern Idealization and Explanatory Models. Philosophy of Science. 2013, 80(3), 334–355. ISSN 0031-8248.

WEISBERG, M. Three Kinds of Idealization. The Journal of Philosophy. 2007, 104(12), 636–659. ISSN 0022-362X.

Readings will be made available to students in electronic form.

**Languages necessary to complete the course:**

Slovak (seminars)

English (B2, readings)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
50,0	0,0	50,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Juraj Halas, PhD.

**Last change:** 04.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muSZ-120/00	<b>Course title:</b> Alternative Schools
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be evaluated: a) active participation, preparation and discussion in seminars (50 points) b) final colloquial exam. (50 points) Classification scale: A: 93-100%, excellent - excellent results, B: 85-92%, very well – above average standard, C: 76-84%, well - reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient – the results meet the minimum criteria, Fx: 0-59%, insufficient – additional work required The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Weight of the intermediate / final evaluation: 100/0 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has basic knowledge and orientation in the theory and practice of alternative schools in Europe and Slovakia. Can explain the social circumstances of the emergence of reform pedagogy and alternative schools. He has the knowledge and is able to critically evaluate their contribution to the reform of education and innovation of teacher work. He has the ability to identify the strengths and weaknesses of individual alternative schools, to compare them with others.	
<b>Class syllabus:</b> 1. Definition and concept of alternative schools. Basic (classic and newly created) models of alternative schools. Causes of alternative schools, common pedagogical features. 2. Reform pedagogy, New Education Movement, Reform pedagogical currents of the 20th century. 3. Pragmatic pedagogy. J. Dewey, W. Killpatrick, G. Kerschensteiner	

4. Pedagogical concepts of francophone representatives: O. Decroly, E. Clapred, A. Ferrier, C. Frienet.
5. Rural schools - C. Reddie, H. Lietz, P. Geheeb, K. Hanh
6. Dalton plan.
7. Pedagogical concept of M. Montessori.
8. Waldorf pedagogy
9. Summerhill A.S. No.
10. Alternative schools of the 60's and 70's of the 20th century, movement for anti-authoritarian education, movement for school retraining.
11. dialogical pedagogy and their influence on the emergence of models of alternative schools: School School, First Street School, Native American schools.
12. The contribution of alternative schools to the dissemination of innovation in teaching practice and the contribution to education reform.

**Recommended literature:**

ARON, Y.L. 2006 An Overview of Alternative Education. Washington: National Center of Education nad the Economy- Dostupné na: <http://www.ncce.org/wp-content/uploads/2010/04/Overview/AltEd.pdf>  
<http://learningalterantives.net/wp-content/uploads/legacy/alted.pdf>  
 CHUBB, J. E. : Good Schools by Choice. A new strategy for educational reform. Frankfurt am Main, 1993  
 MATULČÍKOVÁ, Mária. Reformno-pedagogické a alternatívne školy a ich prínos pre reformu školy. Bratislava: Musica Liturgica, 2007. ISBN 978-80-969-784-0-3  
 RÝDL, Karel. Alternativní pedagogické hnutí v současné společnosti. Brno, 1994. ISBN 80-900035-8-3.  
 ZELINA, Miron. . Alternativne školstvo. Bratislava: Iris, 2000. ISBN 8088778980.  
 WALLRABENSTEIN, W.: 1991. Offene Schule - offener Unterricht. Hamburg.  
 \* additional literature will be added at the beginning or during the semester.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 346

A	ABS	B	C	D	E	FX
52,02	0,0	23,12	14,74	6,07	2,02	2,02

**Lecturers:** doc. PhDr. Mária Matulčíková, CSc.

**Last change:** 29.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-404/22	<b>Course title:</b> Ancient Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KFDF/A-boFI-005/22	
<b>Course requirements:</b> A) Preliminary evaluation during the instruction period: one written examination during the semester assessed by max. 50 points. b) In the examination period: oral examination. The student will be admitted to the examination only with a minimum of 20 points from the test. The exam assignment contains two questions from the syllabus. For the examination, the student can score max. 50 points. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. The exact date for the test will be announced at the beginning of the semester. The dates for the examination will be announced through AIS no later than in the last week of the instruction period. The teacher will accept a maximum of two absences with documentation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 50% preliminary/50% examination period	
<b>Learning outcomes:</b> After successfully completing the course, the students have knowledge of the basic developmental lines and central figures of ancient philosophical thought. They understand how the different periods of ancient philosophy built on each other and how they differed. They are able to deal with basic philosophical questions and problems in other subjects of his specialised study.	
<b>Class syllabus:</b> 1. The origin of ancient philosophy. Division into periods. Sources. 2. Milesian school: Anaximander and his sociomorphism. Heraclitus. 3. Parmenides and his followers: Atomists, Empedocles, Anaxagoras and their concept of mixture. 4. Sophists and Socrates. 5. Plato: work, era, relationship to Socrates, efforts to reform the society. 6. Plato's epistemology. 7. Plato's ontology. 8. Plato's concept of ideal state.	

9. Aristotle: work, relationship to Alexander, historical significance for the history of thought and science.
10. Aristotle's physics: theory of four causes of motion.
11. Aristotle's ethics and politics.
12. Hellenistic philosophy. Plotinus, Christianity and the transfer to medieval thought

**Recommended literature:**

KALAŠ, Andrej. O Pyrrhon : eudaimon philosophos choris aksies. Nicosia: Cyprus University Press, 2017. ISBN 978-9925-553-04-4.

COPELSTON, Frederick. A History of Philosophy. Greece&Rome. London: Search Press, 1946. ISBN (UK) 0 85532 181 4.

KALAŠ, Andrej. I ypodochi tou Pyrrona stin istoria tis anazitisis tou kritiriou eudaimonias ston arxaio skeptikismo. Athens: Parnassos 52, 2010, pp. 79-88. ISSN 0048-301X.

**Languages necessary to complete the course:**

Greek

**Notes:**

**Past grade distribution**

Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
23,71	0,0	13,79	16,81	7,76	10,34	27,59

**Lecturers:** doc. Mgr. Andrej Kalaš, PhD.

**Last change:** 22.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-167/22	<b>Course title:</b> Ancient Skepticism
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Assessment carried out during the instruction period of the semester includes: a) Successful presentation of a paper on one of the seminar topics (max. 30 points) b) Successful completion of a control test at the end of the instruction period of the semester (max. 70 points) The student will be admitted to the test only with a minimum of 8 points from paper. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. The exact date for the test and the topics of the paper will be announced at the beginning of the semester. The teacher will accept a maximum of two absences with documentation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> Students who have successfully completed the course will be able to identify the sceptical elements in the various historical periods of ancient philosophy. They understand the specific connection between ancient scepticism and the ethical need to attain the blissful life. They are able to apply the acquired knowledge in philosophical discourse beyond ancient philosophy.	
<b>Class syllabus:</b> 1. Sceptic elements in Pre-Socratic philosophy (Xenophanes) 2. Scepticism and relativism in sophists (Protagoras, Gorgias) 3. Scepticism in Socrates and his ethical dimension (“I know that I know nothing”). 4. Scepticism in Socrates’ followers (Antisthenes, Diogenes, Plato) 5. Scepticism of the middle and new Academy, negative dogmatism (Arkesilaos, Carneades). 6. Sceptical atomism 7. Pyrrhon and Timon 8. Pyrrhon and India in terms of the transfer of sceptical ideas. 9. Neo-pyrrhonism and its phenomenalism 10. Rationalistic and empirical medical school, Stoic division of the non-obvious and distinction of symptoms 11. The ethical dimension of ancient scepticism 12. Dogmatism versus scepticism in Hellenistic philosophy.	

**Recommended literature:**

Predsokratovci a Platón. Zostavil Jaroslav Martinka. Bratislava: Iris, 1996. ISBN 80-88778-50-6.  
Diogenove zlomky. Úvodná štúdia, preklad zlomkov a komentár [Diogenés zo Sinopy]; Jaroslav Cepko, Andrej Kalaš, Vladislav Suvák. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4099-1.

KALAŠ, Andrej. Sloboda u Sokrata a jeho nasledovníkov v skeptickej Akadémii. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-2963-7.

GAHÉR, František.. Stoická sémantika a logika z pohľadu intenzionálnej logiky. Bratislava: Stimul, 2000. ISBN 80-88982-18-2.

KALAŠ, Andrej. Raný pyrrhónizmus alebo blažený život bez hodnôt? Bratislava: Univerzita Komenského, 2009. ISBN 978-80-223-2519-6.

MARKO, Vladimír. Štyri antické argumenty o budúcich náhodnostiach. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4425-8.

Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Andrej Kalaš, PhD.

**Last change:** 23.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-401/22	<b>Course title:</b> Aquinas - Theory of Law
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the instruction period of the semester: one test (in the first half of the semester) and the seminar paper is submitted in the penultimate week of the instruction period of the semester. Students can score a maximum of 100 points for the test, the minimum for passing the course is 60 points. The weight of the test is 50% of the final assessment. The remaining 50% of the assessment consists of seminar paper. Test grading scale: A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0% The teacher will accept a maximum of two absences with documentation. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100%/ 0%	
<b>Learning outcomes:</b>	
<b>Class syllabus:</b> Definition of law . Law and reason; law and will. Classification of laws. Eternal law. Natural law - 1. Natural law - 2. Law and practical reason; synderesis and conscience. Positive law. Functions of the positive law. Division of the positive law. Relation of the Decalogue, the natural and positive law. Criticism and reception of natural-law theories.	
<b>Recommended literature:</b> Thomas Aquinas: Summa theologiae, q.90 - 97; q.100; q.107.	

Kluxen, W.: Philosophische Ethik bei Thomas von Aquin. Hamburg : Meiner - Verlag, 1998. q.90 - 97; q.100; q.107. Prague : Krystal OP, 2003.

**Languages necessary to complete the course:**

English, German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 22.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-170/22	<b>Course title:</b> Axiology - Theory of Values
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester continuously: Active attendance (20 p.), Presentation (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.) 1 absence accepted. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59 Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 50%/ 50% - The overall assessment is the sum of the continuous and final assessment.	
<b>Learning outcomes:</b> After successfully completing the course, the students will be familiar with the key ideas and concepts of the main representatives and trends of axiology; the content and meaning of the concept of values in philosophy and science. In the area of practical philosophical competencies and skills, they can develop philosophical thinking about the contemporary issues in axiology.	
<b>Class syllabus:</b> 1. What is axiology? 2. History of axiology 3. Concept of value 4. Concept of valuation 5. Theory of good and evil 6. Values and facts 7. Values and norms 8. Types of values 9. Crisis of values and nihilism 10. Humanism	

**Recommended literature:**

BROŽÍK, Vladimír. Hodnotové orientácie. Nitra: UKF, 2007.  
HARTMANN, Nicolai. Struktura etického fenoménu. Praha: Academia, 2002.  
VÁROSS, Marián. Úvod do axiológie. Bratislava: Epoque, 1970.  
WINDELBAND, Wilhelm. Prelúdiá. In: Hrušovský I., Zigo M., ed. Antológia z diel filozofov. zv. 7. Bratislava: VPL, 1967, 501-537.  
WINCH, Peter. Idea sociální vědy. Brno: CDK, 2004.  
WRIGHT VON, Henrik Georg. Humanizmus Ako životný postoj. Bratislava: Kalligram, 2001.  
Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance), English; The information sources and sources used to work on the subject seminars are also in English. Request - min. level B1.

**Notes:****Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
83,33	0,0	0,0	0,0	0,0	0,0	16,67

**Lecturers:** prof. PhDr. Emil Višňovský, CSc.

**Last change:** 23.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-boFI-901/22	<b>Course title:</b> Basics in Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the instruction period of the semester: two tests (first in the first half of the semester, second in the penultimate week of the instruction period of the semester). Tests will be on material covered during the semester. Students can score a maximum of 100 points for both tests, the minimum for passing the course is 60 points. A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0% Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The teacher will accept a maximum of two absences with documentation. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, the students have knowledge of basic philosophical problems, conceptual frameworks and argumentative strategies used in the main philosophical disciplines (ethics, metaphysics, epistemology). They are familiar with the main historical-philosophical trends and concepts from ancient times to the 20th century and have a basic knowledge of them.	
<b>Class syllabus:</b> 1. Philosophy in the system of cultural activities. 2. Historical transformations of philosophy and paradigms of European philosophical thought. 3. Character and methods of philosophical thinking, philosophical argumentation. 4. Philosophical disciplines and directions. 5. Terminological apparatus of philosophy as the conceptual basis of the social sciences and humanities. 6. Selected key issues in ethics. 7. Selected theories of the justification of moral norms. 8. Selected key topics in philosophical anthropology. 9. Selected key issues in metaphysics. 10. Selected key issues in philosophy of mind, the mind-body relationship. 11. Selected key issues in the theory of knowledge. 12. Selected key theories of philosophy of language.	

**Recommended literature:**

LIESMANN, Konrad, ZENATY, Gerhardt. O myšlení. Olomouc: Votobia, 1994. ISBN: 80-85619-94-6.

HOLLIS, Martin. Pozvání do filosofie. Brno: Barrister & Principal, 2001. ISBN: 80-85947-61-7.

PEREGRIN, Jaroslav. Filozofie pro normální lidi. Praha: Dokořán, 2008. ISBN 9788073631925.

NAGEL, Thomas. Čo to všetko znamená. Stručný úvod do filozofie. Bratislava: Bradlo, 1991. ISBN 80-7127-04-0.

Supplementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library UK literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:****Past grade distribution**

Total number of evaluated students: 763

A	ABS	B	C	D	E	FX
40,37	0,0	27,92	17,04	7,34	4,59	2,75

**Lecturers:** prof. Mgr. Michal Chabada, PhD., doc. PhDr. Mariana Szapuová, CSc., Mgr. Martin Nuhlíček, PhD., Mgr. Róbert Maco, PhD.

**Last change:** 01.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KS/A-AboSO-35/15	<b>Course title:</b> Basics in Sociology for Students not Specializing in Sociology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KS/A-AboSO-34/15 or FiF.KS/A-boSO-101/22 FiF.KS/A-boAG-084/15	
<b>Course requirements:</b> Written exam in the exam period with a gain of at least 60 points. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> During the course, students will get acquainted with the subject and focus of sociology and with the basics of sociological cognition through the presentation of selected key problem areas in the field of sociology. Upon successful completion, the student has knowledge of the structure and functioning of the company, its basic institutions and processes. Understands the determinants of social behavior of individuals and groups and the interconnectedness of social phenomena. The acquired knowledge strengthens his ability to understand the context of social life and to be able to apply them appropriately in various areas of future professional activity.	
<b>Class syllabus:</b> 1. Introduction to sociology, structure of sociology, basic approaches 2. Development of modern society through the eyes of a sociologist and current social trends 3. Family as an institution and family behavior - current characteristics and problems 4. Culture, society and the individual - the process of socialization and enculturation, current problems of clash of cultures 5. Social stratification of society and social inequalities 6. Dimensions of social inequalities and their manifestations in different areas of life 7. Social deviations and social norms 8. Social control and social sanctions 9. Political system of society - main institutions and processes 10. Economic system of society - main institutions and processes 11. Basic cognitive strategies of sociological	

research and specifics of sociological research 12. Principles of questionnaire creation and question formulation - practical application

**Recommended literature:**

1. BAUMAN, Zygmunt a Tim MAY. Myslet sociologicky. Netradiční uvedení do sociologie. Praha: SLON, 2004. ISBN 80-86429-28-8.
2. BERGER, Peter L. Pozvání do sociologie. Humanistická perspektiva. Praha: Barrister and Principal, 2007. ISBN 978-80-870-2910-7
3. GIDDENS, Anthony. Sociologie. Praha: Argo, 1999. ISBN 80-7203-124-4.
4. JANDOUREK, Jan: Úvod so sociologie. Praha: Portál 2003. ISBN 8071787493
5. KELLER, Jan. Úvod do sociologie. Praha: SLON, 2005. ISBN 80-86429-30-3.
6. Kniha sociologie. Praha: Universum, 2016. ISBN 978-80-242-5395-4.
7. PETRUSEK, Miloslav. Základy sociologie. Praha: AVP, 2009. ISBN 978-80-872-0702-4. Available at the Comenius University Academic Library and at reference library of the Department of Sociology.  
The literature is supplemented to individual topics of the subject in teaching presentations.

**Languages necessary to complete the course:**

slovak/english

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2049

A	ABS	B	C	D	E	FX
20,35	0,05	21,38	21,77	16,59	13,62	6,25

**Lecturers:** prof. PhDr. Gabriela Lubelcová, CSc., Mgr. Martina Zboroňová, Mgr. Tímea Szabó

**Last change:** 02.07.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-127/22	<b>Course title:</b> Between Literature and Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the relationship between philosophy and literature in its historical and contemporary forms. They know the characteristic and specific features of both philosophy and literature, understanding the nature of their relationship. They have a more specific knowledge of the theory of the essay used by both literary authors and philosophers. They are able to analyse and critically reflect on selected texts of authors who have paid attention to the given issue.	
<b>Class syllabus:</b> 1. Historical forms of the relationship between literature and philosophy. 2. Specifics of literary texts. 3. The forms of philosophical texts. 4. Comparing the functions of literature and philosophy. 5. The relationship of fiction and philosophy. The forms of so-called national literatures and philosophies. 6. Philosophical and literary style. 7. Autobiographical memoir. 8. Philosophical novel. 9. Theory of essay. 10. Intentions and interpretations of texts.	

**Recommended literature:**

FRANK, Manfred. Štýl vo filozofii. Bratislava: Archa, 1994. ISBN 80-7115-051-7.  
GOMÉZ-MARTINÉZ, José Luis. Teória eseje. Bratislava: Archa, 1996. ISBN 80-7115-121-1.  
CAMPAGNON, Antoine. Démon teórie. Literatúra a bežné myslenie. Bratislava: Kalligram, 2006. ISBN 80-7149-804-1.  
FARKAŠOVÁ, Etela. Paralely a prieniky. Bratislava: V SSS, 2015. ISBN 978-80-8061-886-5.  
SARTRE, Jean-Paul: Slová. Bratislava: VSSS, 2011. ISBN 978-80-8061-430-0.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:****Past grade distribution**

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
68,0	0,0	12,0	0,0	4,0	4,0	12,0

**Lecturers:** doc. Mgr. Erika Lalíková, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-14/15	<b>Course title:</b> Causality
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous during the semester: active participation in seminars } 10 points two presentations (20 + 20 points) ; Final evaluation: seminar paper of 6-8 standard pages (50 points); Grading scale: A: 100-93 points; B: 92-85 points; C: 84-77 points; D: 76-69 points; E: 68-60 points; Fx: 59-0 points. Violation of academic ethics may result in the cancellation of the points earned in the respective grade item. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The course is conceived as a text seminar and by its absolving a student gains knowledge about the concept of causality, various interpretations of the term "cause", on aspects of causality in the contexts such as time, explanation, laws of nature, or philosophy of science.	
<b>Class syllabus:</b> Causality - historical bases and opinions. Causes and conditions (Mackie). Causal relations (Davidson). Causality and Determination (Anscombe). Logic and epistemology of causal relations (von Wright). Contrafactual Theory of Causality (Lewis, Horwich, Bennett). Probabilistic causality (Salmon). Causality: Reduccionism vs. Realism (Tooley). Russell's theory of causal processes. Causality and Laws (Van Fraassen, Horwich).	
<b>Recommended literature:</b> RUSSELL, B. : "On the Notion of Cause"; "On the Notion of Cause, with Applications to the Free Will Problem," In: B. Russell, Our Knowledge of External World, London: Sagwan Press, 2015 (1914). ISBN 978-1296941499 BUNGE, M.: Causality. Harvard: Harvard University Press, 1959. ISBN 9780608328195 DUMMETT, M.: "Bringing about the Past", Philosophical Review, 73(3):338-359. 1964. HANKINSON, R. J. (ed.): Cause and Explanation in Ancient Greek Thought, Oxford: Clarendon Press, 1998. 9780198237457 HEIL, J. & A. MELE: Mental Causation, Oxford: Oxford University Press, 1993. ISBN: 9780198235644	

LEWIS, D.: "Causation as Influence," Journal of Philosophy 97 (4):182-197, 2000.  
 LEWIS, D.: „Counterfactual dependence and time's arrow“, Noûs 13 (4):455-476, 1979.  
 SOSA, E. and TOOLEY, M. ed.: Causation, Oxford: Oxford University Press, 1993. ISBN 9780198750932  
 TOOLEY, M.: Causation: A Realist Approach. Oxford: Clarendon Press. 1987. ISBN 9780198249627  
 WOODWARD, J.: Making Things Happen: A Theory of Causal Explanation. Oxford: Oxford University Press, 2003. ISBN 9780195189537

**Languages necessary to complete the course:**

Slovak (work on seminars, part of literature) English (part of literature)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
38,1	0,0	28,57	19,05	0,0	0,0	14,29

**Lecturers:** doc. Dr. Vladimír Marko, PhD.

**Last change:** 04.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-213/22	<b>Course title:</b> Children's and Youth Literature in Educational Process
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KMJL/A-muMA-213/18	
<b>Course requirements:</b> a) Over the course of the semester, each student will prepare and present a model lesson (30%), the purpose of which is to analyze a work of children's and young adult literature based on the student's chosen method. b) In the examination period: written test (70%) The condition for admission to the examination is the achievement of a minimum of 10% of the continuous assessment. Violation of academic ethics will result in the cancellation of the points obtained in the respective item The student will be required to complete the item in question in the appropriate marking item. <b>Grading Scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 30/70.	
<b>Learning outcomes:</b> After successful completion of the course, the student will have knowledge of the development of Hungarian children's and youth literature, will be familiar with prominent representatives and authors of the genre, and will gain an overview of the specifics of the analysis of children's literature. The student will be familiar with the social circumstances of the emergence, historical	

and theoretical aspects of children's literature from the beginning to the 21st century and will have a basic knowledge of world trends in children's and young people's literature.

**Class syllabus:**

**Recommended literature:**

- LOVÁSZ, Andrea. Felnőtt gyerekirodalom. Budapest: Cerkabella, 2015. ISBN 978-963-982-060-9. Dostupné na: <https://olvasas.opkm.hu/Plugins/Interactive/Media/536/media/lovaszandrea.pdf>
- KOMÁROM, Gabriella. A gyermekkönyvek titkos kertje. Budapest: Pannonica, 1998. ISBN 963-8469-78-1.
- KOMÁROMI, Gabriella. Gyermekirodalom. Budapest: Helikon, 2001. ISBN 963-208-610-4.
- PROPP, Vlagyimir J. A varázsmese történeti gyökerei. Budapest: L'Harmattan, 2005. ISBN 963-734-330-X. Dostupné aj v MS TEAMS.
- BOLDIZSÁR, Ildikó. Meseterápia. Budapest: Magvető, 2012. ISBN 978-963-14-2893-3.
- HANSÁGI, Ágnes et al. "Kézifékes fordulást is tud..." Tanulmányok a legújabb magyar gyerekirodalomról. Balatonfüred: Városért Közalapítvány, 2018. ISBN 978-963-9990-60-9.

**Languages necessary to complete the course:**

Hungarian (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
81,25	0,0	6,25	0,0	0,0	6,25	6,25

**Lecturers:** doc. Mgr. Zoltán Csehy, PhD.

**Last change:** 22.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/AmoLO-22/15/17	<b>Course title:</b> Contemporary Analytic Philosophy 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active in-class participation, final paper. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students are familiar with the chosen texts from contemporary analytic philosophy and are able to critically discuss such texts.	
<b>Class syllabus:</b> 1. Introduction to contemporary analytic philosophy 2. The area of topics that are central in the contemporary analytic philosophy and philosophical logic 3. Reading and discussing chosen texts from contemporary analytic philosophy (or philosophical logic)	
<b>Recommended literature:</b> CANE, Peter. Responsibility in law and morality. Oxford and Portland: Hart Publishing, 2002. CHESTERMAN, Simon. We, the robots? Regulating artificial intelligence and the limits of the law. Cambridge: Cambridge University Press, 2021. MATTHIAS, Andreas. The responsibility gap: ascribing responsibility for the actions of learning automata. Ethics and Information Technology, 2004, 6(3), 175-183. SCANLON, Thomas. Forms and conditions of responsibility. In: The nature of moral responsibility, New York: Oxford University Press, 2015, s. 89-111. TURNER, Jacob. Robot Rules: Regulating Artificial Intelligence. Cham: Palgrave Macmillan, 2019. Students will be acquainted with the mandatory reading during the term. All mandatory reading will be at the students' disposal.	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 10						
A	ABS	B	C	D	E	FX
40,0	0,0	20,0	0,0	0,0	0,0	40,0
<b>Lecturers:</b> prof. Mgr. Marián Zouhar, PhD., PhDr. Daniela Vacek, PhD.						
<b>Last change:</b> 04.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/AmoLO-23/15/17	<b>Course title:</b> Contemporary Analytic Philosophy 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active in-class participation, final paper. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students are familiar with the chosen texts from contemporary analytic philosophy and are able to critically discuss such texts.	
<b>Class syllabus:</b> 1. Introduction to contemporary analytic philosophy 2. The area of topics that are central in the contemporary analytic philosophy and philosophical logic 3. Reading and discussing chosen texts from contemporary analytic philosophy (or philosophical logic)	
<b>Recommended literature:</b> CANE, Peter. Responsibility in law and morality. Oxford and Portland: Hart Publishing, 2002. CHESTERMAN, Simon. We, the robots? Regulating artificial intelligence and the limits of the law. Cambridge: Cambridge University Press, 2021. MATTHIAS, Andreas. The responsibility gap: ascribing responsibility for the actions of learning automata. Ethics and Information Technology, 2004, 6(3), 175-183. SCANLON, Thomas. Forms and conditions of responsibility. In: The nature of moral responsibility, New York: Oxford University Press, 2015, s. 89-111. TURNER, Jacob. Robot Rules: Regulating Artificial Intelligence. Cham: Palgrave Macmillan, 2019. Students will be acquainted with the mandatory reading during the term. All mandatory reading will be at the students' disposal.	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
60,0	0,0	40,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. Mgr. Marián Zouhar, PhD.						
<b>Last change:</b> 04.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-168/22	<b>Course title:</b> Contemporary theories of knowledge
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: a) Seminar paper on a selected topic from the course syllabus: max. 10 points; b) Written test focusing on the knowledge of texts analysed in seminars: max. 10 points. The topic of the seminar paper has to be discussed with the teacher in advance. The deadline for submission of the seminar paper as well as the deadline for the written test will be announced at the beginning of the semester. Grading scale: A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60%; FX: 59%-0%. Absences with documentation not exceeding 25 % of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance. Scale of assessment (preliminary/final): 100 % preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the most important trends in contemporary epistemology. They understand the claims of a philosophical theory of knowledge as well as the major problems involved in formulating it in a satisfactory way. They are able to analyse and critically reflect on issues of human knowledge in the broader relations between epistemology, ethics and philosophy of science.	
<b>Class syllabus:</b> 1. Traditional theories of knowledge. 2. Gettier's problem. 3. A causal approach to knowledge. 4. Reliabilism. 5. Advantages and problems of reliabilism. 6. Internal and external justification. 7. Disputes over the notion of justification. 8. Justificatory scepticism. 9. Epistemology of virtues. 10. The nature of cognitive virtues. 11. Cognitive character and responsibility.	

12. Metaepistemological perspectives.

**Recommended literature:**

NUHLÍČEK, Martin. Čo je zdôvodnenie? (Odpoveď M. Taligovi). Filozofia. 2013, 68 (2), 139-150. ISSN 0046-385X.

NUHLÍČEK, Martin. Spory o charakter zdôvodnenia v súčasnej analytickej epistemológii. Filozofia. 2013, 68 (6), 517-522. ISSN 0046-385X.

NUHLÍČEK, Martin. Sceptical and Practical Criticisms of Epistemic Externalism. Prolegomena. 2015. 14 (1), 31-45. ISSN 1333-4395.

GOLDMAN, Alvin I. What Is Justified Belief? In: PAPPAS, George S. (ed.). Justification and Knowledge. Dordrecht: Reidel, 1979, s. 1-23.

ZAGZEBSKI, Linda. What Is Knowledge? In: GRECO, John, SOSA, Ernest (eds.). The Blackwell Guide to Epistemology. Malden: Blackwell, 1999, s. 92-116.

Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak; some texts are in English - required level B2.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
44,44	0,0	55,56	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Martin Nuhlíček, PhD.

**Last change:** 13.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-moCJ-101/22	<b>Course title:</b> Creative Writing for Teachers 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-moCJ-101/12	
<b>Course requirements:</b> The evaluation is a combination of the following components: portfolio 80%, colloquium 10%, analytical-critical evaluation of texts 10% Assessment: 100% -91% - A, 90% -81% - B, 80% -73% - C, 72% -66% - D, 65% -60% -E, 59% and less - FX (student did not meet the criteria) The exact date and topics of assessment will be announced at the beginning of the semester. Violation of the academic code of ethics results in the loss of the obtained points. 2 absences are allowed with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student knows the key theoretical background and didactic aspects of creative writing as a method applicable in the teaching of the mother tongue and foreign language and literature and other humanities at various levels of education. The student is able to apply creative writing as a method in the teaching process and thus stimulate the development of exploration and experimental creativity competencies of their students, thus contributing to the development of students' personality through self-expression, self-knowledge, self-reflection and self-learning. The student is able to apply practical methodological procedures in their pedagogical practice. At the end of the course, students have a general idea of what creativity is, what its manifestations are and the principles of its development; they are able to develop lateral thinking, as well as metaphorical expression in their pupils and to use in their pedagogical practice techniques aimed at generating ideas and searching for topics; they can apply the acquired knowledge in their own academic and creative activities.	
<b>Class syllabus:</b> A selection from:	

- creativity, its development; synergy of language, literature and creativity; creative approach to teaching and learning;
- techniques developing fluency, flexibility, originality and elaboration;
- techniques developing lateral thinking, metaphorical expression and imagination;
- techniques fostering generation of ideas, fast writing, selecting ideas, establishing a viewpoint;
- techniques helping arrange information, structuring the text, and writing the rough draft;
- techniques of text reduction, expansion, and transformation;
- techniques focused on minimalisation of expression;
- techniques helping text reception and creation of short texts of poetic forms
- assessment of text products.

**Recommended literature:**

ELIAŠOVÁ, Věra et al. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav, 2007. ISBN 978-80-89225-35-4.

ELIAŠOVÁ, Věra. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4295-7.

ELIAŠOVÁ, Věra. Tvorivé písanie na strednej škole. Učebný text z edície Tri oriešky. Bratislava: Vydavateľstvo Univerzity Komenského, 2018. ISBN 978-80-223-4565-1.

ELIAŠOVÁ, Věra. Tvorivé písanie v cudzom jazyku. Efektivita, kreativita, synergia [online]. Bratislava: Stimul, 2013 [cit. 2021-23-10]. Dostupné na: [http://stella.uniba.sk/texty/FIF\\_VE\\_tvorive\\_pisanie.pdf](http://stella.uniba.sk/texty/FIF_VE_tvorive_pisanie.pdf)

MORLEY, David a Philip NEILSEN. The Cambridge companion to creative writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.

Supplementary literature will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 177

A	ABS	B	C	D	E	FX
88,14	0,0	10,73	0,0	0,0	0,0	1,13

**Lecturers:** doc. PhDr. Věra Eliašová, PhD.

**Last change:** 27.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-moCJ-102/22	<b>Course title:</b> Creative Writing for Teachers 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-moCJ-102/13	
<b>Course requirements:</b> The evaluation is a combination of the following components: portfolio 80%, colloquium 10%, analytical-critical evaluation of texts 10% Assessment: 100% -91% - A, 90% -81% - B, 80% -73% - C, 72% -66% - D, 65% -60% -E, 59% and less - FX (student did not meet the criteria) The exact date and topics of assessment will be announced at the beginning of the semester. Violation of the academic code of ethics results in the loss of the obtained points. 2 absences are allowed with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100 /0	
<b>Learning outcomes:</b> The student is familiar with the key theoretical background and didactic aspects of creative writing as a method applicable in the teaching of the mother tongue and foreign languages and literature and in other humanities at various levels of education. The student is able to apply creative writing as a teaching method and thus can stimulate the development of experimental creativity competencies of their students, thus contributing to the development of students' personality through self-expression, self-knowledge, self-reflection and self-learning. The student is then able to apply these practical methodological procedures in their own pedagogical practice. At the end of the course students: <ul style="list-style-type: none"> <li>- have mastered some procedures improving writing, literary and creative competencies;</li> <li>- are able to critically reflect on the creative process and creative products;</li> <li>- are able to reduce texts to an absolutely essential minimum ;</li> <li>- use various techniques of reception and creation of shorter texts.</li> </ul>	
<b>Class syllabus:</b> Topics:	

- techniques on developing narration and description;
- identification of story construction items;
- building characters;
- relevance of context and details;
- principle Show, do not tell!
- focus and view point of narration;
- techniques of text reduction, text expansion and text transformation
- monologue and dialogue;
- techniques of minimalism in narration;
- text assessment;
- self-evaluation; group/peer evaluation.

**Recommended literature:**

ELIAŠOVÁ, Věra et al. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav, 2007. ISBN 978-80-89225-35-4.

ELIAŠOVÁ, Věra. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4295-7.

ELIAŠOVÁ, Věra. Tvorivé písanie na strednej škole. Učebný text z edície Tri oriešky. Bratislava: Vydavateľstvo Univerzity Komenského, 2018. ISBN 978-80-223-4565-1.

ELIAŠOVÁ, Věra. Tvorivé písanie v cudzom jazyku. Efektivita, kreativita, synergia [online]. Bratislava: Stimul, 2013 [cit. 2021-23-10]. Dostupné na: [http://stella.uniba.sk/texty/FIF\\_VE\\_tvorive\\_pisanie.pdf](http://stella.uniba.sk/texty/FIF_VE_tvorive_pisanie.pdf)

MORLEY, David a Philip NEILSEN. The Cambridge companion to creative writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.

Supplementary literature will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 111

A	ABS	B	C	D	E	FX
90,99	0,0	6,31	1,8	0,0	0,9	0,0

**Lecturers:** doc. PhDr. Věra Eliašová, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-159/22	<b>Course title:</b> Czechoslovak Dissent and Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance. Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, the students have knowledge of Czechoslovak dissent. They understand the relationship between Marxist and so-called non-Marxist philosophies in the post-World War II period. They know the most important dissident personalities and can critically reflect on and analyse their views.	
<b>Class syllabus:</b> 1. Life behind the “Iron Curtain”. 2. Specifics of philosophical (and literary) texts and their forms in the period from World War II to 1989 in the Czech Republic and Slovakia. 3. Features of the formation of Marxist philosophy in the Central European context. 4. Charter 77, the period of normalization and its impact on the status and level of philosophy. 5. Prague and Bratislava seminars and samizdat. 6. The Demon of Consent by Dominik Tatarka. 7. Big Brother and Big Sister by Milan Šimečka and Miroslav Kusý. 8. Marian Városov, Ján Kocka, Ivan Kadlečík, Marcel Strýko. 9. Jan Patočka, Ladislav Hejdlánek and Václav Havel. 10. Critical probing and looking back.	
<b>Recommended literature:</b>	

DAYOVÁ, Barbara. Sametoví filozofové. Brno: Doplněk, 1999. ISBN 80-7239-045-7.  
 KUSÁ, Jolana, ZAJAC, Peter (eds.). Prítomnosť minulosti, minulosť prítomnosti. Bratislava: Nadácia M. Šimečku, 1999. ISBN 80-967156-8-2.  
 PATOČKA, Jan, Češi I. Praha: OIKOYMENH, 2006. ISBN 80-7007-230-X. ISBN 80-7298-181-1.  
 ŠIMEČKA, Milan. Společenství strachu a jiné eseje. Bratislava: Nadácia M. Šimečku, 2003. ISBN 80-89008-16-X.  
 KUSÝ, Miroslav, ŠIMEČKA, Milan. Veľký brat a veľká sestra. Bratislava: Nadácia M. Šimečku, 2000. ISBN 80-89008-01-1.

Additional literature will be presented at the beginning and during the semester. Teacher presentations will be available in MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
82,61	0,0	13,04	0,0	0,0	4,35	0,0

**Lecturers:** doc. Mgr. Erika Lalíková, PhD.

**Last change:** 23.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-15/15	<b>Course title:</b> Determinism - Conceptions and Critics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester: active participation (10 points), a seminal presentation of two appropriate subject (20 + 20 points), Final assessment: seminal work, 6-8 pages (50 points); Grading 100 - 92, B: 91 - 84, C: 83 - 76, D: 75 - 68, E: 67 - 60, FX: 59 - 0 pts Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students is informed about classical arguments for and against determinism in ancient period (Demokritos, Aristotles, Epicuros, Stoce) and in the philosophy of the twentieth century.	
<b>Class syllabus:</b> Ancient theories of determinism. Fatalism. Causal, nomological and logical determinism. Compatibilism and incompatibilism. Laws of Nature and the problem of explanation. Prediction, responsibility and free will. Modern theories, interpretations and problems of determinism.	
<b>Recommended literature:</b> BERNSTEIN, M. H.: Fatalism, University of Nebraska Press, 1992. ISBN ISBN 0-8032-1227-5. BUNGE, M.: Causality. The Place of the Causal Principle in Modern Science. Cambridge: Harvard University Press., 1959. ISBN †978-0486237282 EARMAN, J.: A Primer on Determinism, Dordrecht: Reidel, 1986. ISBN 978-9027722416 HONDERICH, T.: A Theory of Determinism. Oxford: Oxford University Press, 1988. ISBN 978-0198244691 HUME, D.: An Enquiry Concerning Human Understanding, Oxford, †Oxford University Press, 1999. 978-0199549900 KANE, R.: The Oxford Handbook of Free Will, Oxford: Oxford University Press, ii ed. 2011. ISBN 978-0195399691 LUCAS, J. R.: "The Open Future", in The Nature of Time, Flood & Lockwood (eds.), Oxford: Wiley-Blackwell, 1986. 978-0631165781 LUKASIEWICZ, J.: Selected Works, ed. L. Borkowski, Nort-Holland, Amsterdam-London, 1990. ISBN 9780720422528 TAYLOR, R.: Metaphysics, 4ed. Prentice Hall, 1992, ISBN 978-0135678190	

ZAGZEBSKI, L.: Foreknowledge and Free Will, 2017. Stanford: <https://plato.stanford.edu/entries/free-will-foreknowledge/>

**Languages necessary to complete the course:**

Slovak (work on seminars, part of literature) English (part of literature)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
42,86	0,0	0,0	28,57	14,29	0,0	14,29

**Lecturers:** doc. Dr. Vladimír Marko, PhD.

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muSZ-001/22	<b>Course title:</b> Diagnosing in Pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muSZ-001/15	
<b>Course requirements:</b> Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% presentation in class Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> After completing the course, the student has the knowledge and skills needed to conduct action research in the classroom, along with the use of the necessary diagnostic methods to determine the diagnosis of the student (s); can express a pedagogical measure and a presumption about the further development of the pupil (s).	
<b>Class syllabus:</b> 1. Diagnostics and diagnosis. 2.Processive aspects of diagnostics. 3. Action research as a specific professional activity of a teacher. 4. Observation methods. 5. Interview. 6. Products of students' activities and their use. 7. Children's drawing and its diagnostic use. 8. Concept map. 9. Sociometry and social climate measurement. 10. Didactic tests. 11. Methods of student evaluation. 12. Methods of testing students. 13. Evaluation of conditions and results of school and teacher work.	
<b>Recommended literature:</b> GAVORA, Peter.: Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma Publishing, 3. vyd. 2011. ISBN 978-80-89132-91-1 GAVORA, Peter. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <a href="http://www.e-metodologia.fedu.uniba.sk/">http://www.e-metodologia.fedu.uniba.sk/</a> ISBN 978-80-223-2951-4. HRABAL, Vlastimil.: Diagnostika. Pedagogickopsychologická diagnostika žaka s úvodom do diagnostické aplikácie štatistiky. Praha: Karolinum, 2002. ISBN: 80-246-0319-5	

<p>KOLÁŘ, Zdeněk a Renata ŠIKULOVÁ: Hodnocení žáků. Praha: Grada Publishing, 2005; 2. vyd. 2009. ISBN 978-80-247-2834-6          KOMPOLT, Pavol a Bibiána TIMKOVÁ: Pedagogická diagnostika a akčný výskum. Bratislava: UK, 2010. ISBN 978-80-223-2787-9</p>						
<p><b>Languages necessary to complete the course:</b> Slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 719</p>						
A	ABS	B	C	D	E	FX
58,83	0,0	15,02	10,85	9,6	5,29	0,42
<p><b>Lecturers:</b> PaedDr. Darina Dvorská, PhD.</p>						
<p><b>Last change:</b> 11.04.2022</p>						
<p><b>Approved by:</b></p>						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FMFLKAG+KDMFI/2- UXX-991/22	<b>Course title:</b> Diploma Thesis Defense
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Course requirements:</b> Examination: state examination Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> The student is able to work on the chosen topic at the level of scientific study with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. The diploma thesis is a contribution in the relevant field of study.	
<b>Class syllabus:</b> 1. The contribution of the final work for the given field of study depending on its nature and degree of study. The evaluation of the diploma thesis takes into account whether the student adequately processes the selected topic at the level of scientific study with a representative selection of professional literature, whether the chosen scientific procedures are appropriate and appropriate, and whether he adequately works with hypotheses that can be verified. The diploma thesis should be a clear contribution in the relevant field of study; 2. Originality of the thesis (the final thesis must not have the character of a plagiarism, must not infringe the copyrights of other authors), part of the documentation for the defense of the final thesis as a subject of state examination is the protocol of originality from the central register. 3. Correctness and correctness of citation of used information sources, research results of other authors and author groups, correctness of description of methods and working procedures of other authors or author groups; 4. Compliance of the structure of the final work with the prescribed composition defined by Internal Regulation no. 12/2013; 5. Respecting the recommended scope of the final thesis (the recommended scope of the diploma thesis is usually 50 - 70 standard pages - 90,000 to 126,000 characters, including spaces), the adequacy of the scope of the thesis is assessed by its supervisor; 6. Linguistic and stylistic level of work and formal arrangement; 7. The method and form of the defense of the final thesis and the student's ability to adequately respond to comments and questions in the opinions of the supervisor and the opponent. 8. In the teaching of art-educational subjects, the final work and its defense may also include the presentation of artistic outputs and performances.	
<b>State exam syllabus:</b>	
<b>Recommended literature:</b> According to the topic of the master thesis.	
<b>Languages necessary to complete the course:</b>	

Slovak, English
<b>Last change:</b> 22.06.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FMFLKDMFI+KAG/2- UXX-939/22	<b>Course title:</b> Diploma Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation, ongoing reporting on work on the thesis. A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the thesis topic, overview of the current state of problem solving, choice of the theoretical-methodological concept of the thesis and the ability to work selectively and correctly with secondary literature.	
<b>Class syllabus:</b> Choice of thesis topic. Review of literature on the topic. Basic material research and the procedure of its processing. Methods of processing and producing the thesis (citation standards, manuscript editing, note-taking apparatus). Presentation of a partial output (e.g. in the form of one chapter of the thesis).	
<b>Recommended literature:</b> Selection of literature according to the chosen topic of the thesis; The current directive of the Rector of Comenius University on the basic requirements of theses; KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma 2007.	
<b>Languages necessary to complete the course:</b> Slovak, English	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 25						
A	ABS	B	C	D	E	FX
88,0	0,0	8,0	4,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. RNDr. Pavel Chalmovianský, PhD., PaedDr. Peter Vankúš, PhD., doc. PaedDr. Klára Velmovská, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-162/22	<b>Course title:</b> Feminist Philosophy in the Historical Perspective
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II., III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: presentation of one selected topic (30 points) In the examination period: colloquial exam consisting of the presentation and defence of a written thesis (40 points) The condition for admission to the exam is the scoring of min. 10 points from the preliminary assessment. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Grading scale: A: 70-65, B: 64-59, C: 58-53, D: 52-47, E: 46-42, Fx: 41-0. A maximum of 2 excused absences are accepted. The exact date and topic of the preliminary assessment will be announced at the beginning of the semester. Dates of examination will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 43%/ 57%	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the genesis and historical development of feminist philosophy and are familiar with the periodisation of feminist thought. They know the typology of feminist philosophical concepts and currents, being familiar with their conceptual apparatus. They understand the differences between the individual historical types of feminist philosophy and understand the issues that feminist thought has thematised at different stages of development. They are able to navigate different concepts and understand the central lines of argument.	
<b>Class syllabus:</b> 1. What is feminist philosophy - definition of basic terms. 2. Feminist reflection and critique of the philosophical canon. 3. Historical stages in the development of feminist thought, the origins of feminist philosophy. 4. Developmental forms of feminist philosophy: the philosophical starting points of the Enlightenment liberal feminism. 5. Enlightenment feminism and the problem of gender disparity (Rousseau versus Wollstonecraft).	

6. Enlightenment Liberal Feminism - Harriet Taylor Mill and John Stuart Mill.
7. Woman as the Second One - Simone de Beauvoir, existentialist inspirations.
8. Theories of the second wave of feminism, typologies of feminist concepts and currents.
9. Philosophical foundations of liberal feminism and its limits.
10. Radical feminism, its main themes and starting points. Analysis of patriarchy and sexual politics theory.
11. The materialist theory of women's oppression and the problem of domestic work.
12. Feminist philosophy and postmodernism.

**Recommended literature:**

SZAPUOVÁ, Mariana. Kapitoly z feministické filozofie. Bratislava: Univerzita Komenského v Bratislave, 2010. Elektronický zdroj. ISBN 978-80-233-2786-2.

SZAPUOVÁ, Mariana. Filozofický pohľad na rovnosť žien a mužov: perspektíva J. S. Milla. Filozofia, 2005, roč. 60, č. 2, s. 103-114. ISSN (Available on: <http://www.klemens.sav.sk/fiusav/doc/filozofia/2005/2/103-114.pdf>) ISSN 0046-385X.

MILL, John Stuart. Poddanstvo žien. Bratislava: Kalligram, 2003. ISBN 80-7149-593-X.

FARKAŠOVÁ, Etela. Na ceste k „vlastnej izbe“. Postavy, podoby, problémy feministické filozofie. Bratislava: Iris, 2006, s. 13-77. ISBN 80-89256-00-7.

MILLETT, Kate: Sexuální politika. In: Oates-Indruchová, Libora (ed.). Dívčí válka s ideologií. Praha: Sociologické nakladatelství, 1998. s. 69 – 89. ISBN 80-85850-67-2.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
64,0	0,0	12,0	8,0	0,0	2,0	14,0

**Lecturers:** doc. PhDr. Mariana Szapuová, CSc.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPA/A-muSZ-150/22	<b>Course title:</b> Gender aspects of education and socialization
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) Interim evaluation: individual preparation for each topic (study of recommended literature and existing research on the topics), analysis of thematic documents and films, active participation in discussions on each topic (60 % of the total evaluation) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent linguistic expression, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students can: <ul style="list-style-type: none"> <li>- grasp the basic paradigm of gender studies and its overlap with other social science disciplines (pedagogy, psychology, sociology, social pathology),</li> <li>- understand the basic structure, terminology and subject of interest of gender studies,</li> <li>- analyse gender aspects in different areas of education and socialisation, identify and analyse current problems and trends in gender-sensitive education and gender-specific socialisation,</li> <li>- take a critical-analytical stance towards gender-determined social problems,</li> <li>- apply knowledge of gender aspects of education and socialisation in different social settings - family, school, school-type institutions, community and regional settings,</li> </ul>	

- critically reflect on gendered socio-pedagogical phenomena in socio-educational practice on the basis of available scientific theories.

**Class syllabus:**

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Gender in social discourse. Sex and gender, gender studies. Critique of misogyny, androcentrism and dichotomy. Gender neutrality. Gender and power, power relations. Patriarchy and democratic citizenship.
3. The relationship between public and private spheres from a gender perspective. Public and private. Gender identities and life choices. Emancipation and 'dualism' in the public and private spheres. The changing boundaries of private and public.
4. The power of gender stereotypes. The structure and content of gender stereotypes. The construction and reproduction of gender stereotypes. Consequences of gender stereotypes, sexism. Examples of good practice: elimination of gender stereotypes.
5. Gender, family and upbringing. Gender, women and motherhood. Concepts of motherhood. Maternal instinct as myth. Gender, men and fatherhood. The participation of men and fathers in the promotion of gender equality policies. Transformations of fatherhood - active fatherhood.
6. Gender and school. Gender-sensitive pedagogy and gender-specific socialisation of children and young people in the school environment. Gender stereotypes in teaching, communication and learning materials. Feminisation of education and the attractiveness of the teaching profession. The role of men in the educational process at school.
7. Gender dimension of socialization in the social context. Socialization as a process of becoming a man and a woman. Roles of gender socialization in society, theories of gender identification. Gender socialisation in practice: family, school, peer groups, work, media and society.
8. Gender and social pathology. Gender-based violence in the family, peer relationships, school and work environments. Gender-based violence at the societal level.
9. Gender and social pathology. Other gender-based social pathologies (prostitution, pornography, etc.).
10. Tolerance of difference, human rights and LGBTI. Gender and sexual identity, sexual orientation.
11. Final colloquium.

**Recommended literature:**

- BUTLER, Judith. Trampoty s rodom: feminizmus a podryvanie identity. Bratislava: Aspekt, 2014. ISBN 978-80-8151-028-1.
- DONČEVOVÁ, Silvia. Rodová politika : možnosti implementácie vo verejnej správe . Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2013. ISBN 978-80-8105-487-7.
- DVOŘÁKOVÁ KANĚČKOVÁ, Eva. Výchova dívek v Čechách a na Moravě, 2021. ISBN 978-80-271-1292-0
- HANYŠ, Milan. Gender, soukromí a intersubjektivita: o poddanství žen J. S. MILLA. In FILOZOFIA, vol. 73 - 9, s. 755 – 766, 2018.
- JARKOVSKÁ, Lucie. Gender před tabulí. Praha: Slon, 2014. ISBN 9788074191190.
- WAGNEROVÁ, Alena. Žena za socialismu. Praha: Karolinum, 2021. ISBN 978-80-246-5005-0.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 27						
A	ABS	B	C	D	E	FX
88,89	0,0	7,41	3,7	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Silvia Ťupeková Dončevová, PhD.						
<b>Last change:</b> 26.04.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-111/15	<b>Course title:</b> General Linguistics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) during the semester (throughout) written tests (30%) and homework (20%) on a selected topic in general linguistics. (b) in the examination period: examination (written part 20%, oral part 30%) The condition for admission to the examination is the achievement of at least 30% of the continuous evaluation. A violation of academic ethics will result in the cancellation of the points obtained in the relevant item of the evaluation. Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. The teacher will accept a maximum of 2 absences. The exact dates and topics for the continuous evaluation will be announced at the beginning of the semester. The exam dates will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After successful completion of the course, students - drawing on the acquired knowledge from the particular linguistic disciplines - will have acquired basic knowledge about human language as such and its most important characteristics, gain an overview of the history of linguistics and the most important trends in contemporary linguistics. They will also be introduced to the basic issues of language ideologies, their different types and their impact on language management and on language change.	
<b>Class syllabus:</b>	

1. Introduction to general linguistics. Areas of linguistics. Language and other communication systems. Language universals.
2. Language ideologies concerning the nature of language.
3. Glottogenetics. Theories and speculations about the origins of language and languages. Glossolalia. Language and thought, speech and thought. The theory of linguistic relativism.
4. Views on language: on the arbitrariness vs. motivation of linguistic features. Psychological, logical, aesthetic, structural, functional approaches to language.
5. The history of the ancient and the medieval linguistics. The history of linguistics in modern times. The most important trends in contemporary linguistics.
6. Spoken and written language, basic differences and similarities. The grammar of the spoken language.
7. Linguistic diversity and its research. Historical and comparative linguistics.
8. Language ideologies related to language diversity and language variation.
9. Basic questions of the typological classification of languages.
10. Applied linguistics: basic issues. Language management and its directions.
11. Language ideologies related to language change and language management.
12. Discourse. Conversation as a joint result of cooperation of communication partners. Conversational maxims. Implicatures.

**Recommended literature:**

- DOLNÍK, Juraj. Všeobecná jazykoveda: opis a vysvetľovanie jazyka. Bratislava: Veda–JÚLŠ, 2013. ISBN 978-80-224-1201-8.
- KENESEI, István, red. A nyelv és a nyelvek. Budapest: Akadémiai Kiadó. ISBN 978-963-05-8998-7.
- MÁTÉ, Jakab 1997. A 19. századi nyelvtudomány rövid története. Budapest: Nemzeti Tankönyvkiadó. ISBN 963-18-7650-0.
- MÁTÉ, Jakab 1998. A 20. századi nyelvtudomány történetének főbb elméletei és irányzatai. Budapest: Nemzeti Tankönyvkiadó. ISBN 963-18-8342-6.
- ROBINS, Robert Henry. A nyelvészet rövid története. Budapest: Osiris, 1999. ISBN 963-379-535-4.
- SAUSSURE, Ferdinand de. Bevezetés az általános nyelvészetbe. Budapest: Corvina, 1997. ISBN 963-13-4414-2.

Supplemental readings will be presented at the beginning and throughout the semester. The teacher's presentations are available in MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (C2)  
English (B2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 100

A	ABS	B	C	D	E	FX
25,0	0,0	31,0	16,0	15,0	8,0	5,0

**Lecturers:** prof. PhDr. István Lanstyák, CSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-214/18	<b>Course title:</b> Greek Mythology and Drama
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously) a report (30%) on a selected topic from the influence of ancient mythology on Hungarian literature, e.g.: Odysseus in Babits and Márai; Mythology in the poems of S. Weöres; The figure of Aphrodite in the novel by G. Devecseri; Theseus as a mythological-allegorical figure in L. Grendel; Narcissus in the works of P. Nádas, etc. (b) in the examination period: written test (70%) The condition for admission to the examination is the achievement of at least 10% of the intermediate mark. Violation of academic ethics will result in the cancellation of the points obtained in the respective item. The student will be required to complete the item in question in the appropriate marking item. <b>Grading Scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. Instructors will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 30/70.	
<b>Learning outcomes:</b> -The seminar focuses on the treatment of mythological motifs in Greek and European literature and art, with an emphasis on the influence of ancient mythology on Hungarian literature and culture. Upon successful completion of the course, the student has knowledge of the cultural heritage of	

Greek civilization, and is able to identify and interpret mythological elements, ancient elements and allusions in works of Hungarian literature.

**Class syllabus:**

1. Basic concepts: myth, mythology. Gods and heroes. Religious-cultural content of ancient Greek myths.
2. Cosmogony and theogony. Hierarchy of the gods. The Olympian gods.
3. The cult of the god Dionysus and Greek drama.
4. The myths of the Theban cycle. Sophocles: King Oedipus, Antigone. Aeschylus: Seven against Thebes.
5. Myths of Heracles. Sophocles.
6. Myths of the Trojan Cycle I. Euripides: Iphigeneia in Aulida. Sophocles: Philoctetes, Aias.
7. Myths of the Trojan Cycle II. Aeschylus: Oresteia (Agamemnon, The Sacrifices, The Eumenides).
8. Iason and Medea. Argonauts.
9. Phaedra. The Metamorphoses. Prototypes of love stories.
10. Persephone. The sphere of the underworld. Aristophanes: Frogs.
11. Roman mythology.
12. Ancient elements, mythological figures in Hungarian literature.

**Recommended literature:**

- APOLLÓDÓROSZ. Mitológia. Budapest: Európa, 1977. Dostupné na: <https://mek.oszk.hu/05700/05780/index.phtml>
- POLGÁR, Anikó. Fejezetek az antik irodalomból magyar szakosok számára (Oktatási segédlet). Kapitoly z dejín antickej literatúry pre maďarčinárov (učebný text). Bratislava: Združenie Alberta Szenci Molnára, Szenci Molnár Albert Egyesület, 2020. ISBN 978.80-973-425-3-1. Dostupné na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/kmj1/2020AntikTankoenyv.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kmj1/2020AntikTankoenyv.pdf)
- KERÉNYI, Kerény. Görög mitológia. Budapest: Gondolat, 1977. ISBN 963-280-376-0. Dostupné na: <http://mohay.gergely.btk.ppke.hu/gorog%20vallas%20ea/Kerenyi%20Karoly%20-%20Gorog%20mitologia.pdf>
- GRAVES, Robert. A görög mítoszok I-II. Budapest: Európa Könyvkiadó, 1970.
- ELIADE, Mircea. Vallási hiedelmek és eszmék története I-II. Budapest: Osiris-Századvég Könyvtár, 2006. ISBN 963-389-805-6. Supplemental readings will be presented at the beginning and throughout the semester. Teacher presentations are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

Hungarian, min. B2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 8

A	ABS	B	C	D	E	FX
75,0	0,0	25,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Zoltán Csehy, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-121/22	<b>Course title:</b> Hellenistic philosophy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary assessment during the instruction period: a report (max. 30 points) on one of the seminar topics and a seminar paper of 6-8 standard pages (max. 70 points) on one of the topics offered by the course teacher. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. Exact deadlines for the submission of the selected topics of seminar papers and reports chosen by the students will be announced at the beginning of the semester. In the first lesson, the teacher will specify the topics of the seminar papers. The teacher will accept a maximum of two absences with documentation. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students will be able to critically read and interpret philosophical texts of the Hellenistic period. They understand the basic methodological principles guiding the critical treatment of a stated topic (problem) in the history of philosophy of the particular period. They are able to further continue the historical and philosophical exploration based on a scientific approach to the sources and interpretations of the research authorities.	
<b>Class syllabus:</b> Reading and interpretation of selected primary and secondary texts in Hellenistic philosophy addressing the following topics: <ol style="list-style-type: none"> <li>1. Epicurean sensualist epistemology</li> <li>2. Divergence of the atom and free will (Epicurus, Lucretius, Cicero)</li> <li>3. Negative hedonism</li> <li>4. Epicurean views on society (Epicurus, Lucretius)</li> <li>5. Pyrrhon and Timon (the problem of sources, their evaluation and reconstruction)</li> <li>6. Aristocles' fraction in Eusebius and its interpretation</li> <li>7. Pyrrhon and India</li> <li>8. The negative dogmatism of the Middle and New Academies (Arkesilaos, Carneades)</li> <li>9. Sextus Empiricus as a source and sceptical philosopher, Neopyrrhonian Phenomenalism</li> </ol>	

10. Stoic physics: the cosmos as a dynamic continuum, the pneuma and its tension, the doctrine of the soul and man, the division and hierarchization of causes, determinism and freedom.  
 11. Stoic ethics.  
 12. A basic introduction to the principles of Stoic logic.

**Recommended literature:**

LONG, Anthony Arthur. Hellénistická filosofie. Preložil Petr Kolev. Praha: OIKOYMENH, 2020. ISBN 978-80-7298-497-8.

KALAŠ, Andrej. Raný pyrrhónizmus alebo blažený život bez hodnôt? Bratislava: Univerzita Komenského, 2009. ISBN 978-80-223-2519-6.

EPIKUROSOVI. O šťastnom živote. Preložil Miloslav Okál. Bratislava: Pravda, 1989. ISBN 80-218-0013-5.

TITUS LUCRETIUS CARUS: O přírodě. Preložila a úvod napísala Julie Nováková. Praha: Svoboda, 1971 (ISBN nedostupné).

Zlomky starých stoikov. Preložil Miloslav Okál. Bratislava: Pravda, 1984 (ISBN nedostupné).

GAHÉR, František. Stoická sémantika a logika z pohľadu intenzionálnej logiky. Bratislava: Stimul, 2000. ISBN 80-88982-18-2.

Temporary teaching texts for the subject are available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance); English (minimum level B1 required)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Andrej Kalaš, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-001/22	<b>Course title:</b> History of 20th-Century Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary: activity in seminars 10%, report 10%, check-up test 20% Examination period 60%: Final oral exam 1 absence accepted. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59 Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 40%/ 60%; The overall assessment is the sum of the preliminary and final assessment.	
<b>Learning outcomes:</b> After successfully completing the course, students will have the knowledge of the nature of 20th century philosophy and its development; the basic trends in 20th century philosophy and their major ideas and contributions; and the fundamental ideological contribution and significance of American Pragmatism. In terms of skills, the students are able to analyse and interpret selected texts of 20th century philosophers; ask questions and formulate answers on issues in the history of 20th century philosophy, as well as to think (philosophize) independently about philosophical issues raised in 20th century philosophy.	
<b>Class syllabus:</b> 1. Introduction. The main topics, problem areas and subdivisions of 20th century philosophy. 2. Classic Pragmatism. 3. Analytic Philosophy. 4. Ludwig Wittgenstein and ordinary language philosophy. 5. Edmund Husserl and phenomenology. 6. Martin Heidegger and fundamental ontology. 7. Jean-Paul Sartre and existentialism. 8. Michel Foucault and (post)structuralism. 9. Jürgen Habermas and critical theory of the Frankfurt School.	

10. Logical positivism and post-analytic philosophy.  
 11. Richard Rorty, neopragmatism and postmodernism.

**Recommended literature:**

DESCOMBES, Vincent. Stejné a jiné. 45 let francouzské filosofie (1933 – 1978). Praha 1995.  
 PEREGRIN, Jaroslav Kapitoly z analytické filosofie. Praha 2005.  
 PETŘÍČEK, Miroslav. Úvod do (současné) filosofie. Praha 1997.  
 THURHNER, Rainer – RÖD, Wolfgang – Schmidinger, Heinrich. Filosofie 19. a 20. století III. Praha: Oikoymenth 2009.  
 VIŠŇOVSKÝ, Emil. Nové štúdie o pragmatizme a neopragmatizme. Bratislava: Veda, 2014.  
 VIŠŇOVSKÝ, Emil. Richard Rorty a zrkadlo filozofie. Bratislava, Kalligram, 2015.  
 Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 136

A	ABS	B	C	D	E	FX
17,65	0,0	17,65	23,53	16,91	16,18	8,09

**Lecturers:** prof. PhDr. Emil Višňovský, CSc., Mgr. Róbert Maco, PhD.

**Last change:** 23.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/AmoLO-28/23	<b>Course title:</b> History of Analytic Philosophy 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During semester: active participation (20 pts), presentation of a selected topic at a seminar (30 pts); After semester: essay, 4 - 6 standard pages (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts. Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students learn about the key topics that are the subject of analytic philosophy, and learn to use the conceptual apparatus used in their solution. They are acquainted with the most important representatives of analytic philosophy and theories from the analytic philosophical tradition. They learn to evaluate the argumentation procedures that are being developed within the analytic philosophy, and gain the ability to use them in their own work.	
<b>Class syllabus:</b> Linguistic turn and origins of analytic philosophy. Gottlob Frege – refusal of psychologism and forerunner of linguistic turn. Bertrand Russell – traditional empiricism and new logic. Russell’s epistemology and ontology; logic and language; logicism. Ludwig Wittgenstein – Tractatus logico-philosophicus; picture theory of language. Logical positivism of the Vienna Circle and the radical refusal of metaphysics; the empiricist criterion of meaning; protocol sentences; Karl Popper’s response to logical positivism.	
<b>Recommended literature:</b> COFFA, Alberto. The Semantic Tradition from Kant to Carnap. Cambridge: Cambridge University Press, 1991. ISBN 978-05-21447-07-2. PEREGRIN, Jaroslav. Kapitoly z analytické filosofie. [Chapters from Analytic Philosophy.] Praha: Filosofia, 2005. ISBN 80-7007-207-5. SOAMES, Scott. Philosophical Analysis in the Twentieth Century. Vol. 1. Princeton: Princeton University Press, 2005. ISBN 978-0-691-12244-X.	

ZOUHAR, Marián. Problémy jazyka a počiatky analytickej filozofie. [Problems of Language and the Origins of Analytic Philosophy.] Bratislava: aleph, 2010. ISBN 978-80-89491-02-7.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. Mgr. Marián Zouhar, PhD.

**Last change:** 16.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/AmoLO-29/23	<b>Course title:</b> History of Analytic Philosophy 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During semester: active participation (20 pts), presentation of a selected topic at a seminar (30 pts); After semester: essay, 4 - 6 standard pages (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts. Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students learn about the key topics that are the subject of analytic philosophy, and learn to use the conceptual apparatus used in their solution. They are acquainted with the most important representatives of analytic philosophy and theories from the analytic philosophical tradition. They learn to evaluate the argumentation procedures that are being developed within the analytic philosophy, and gain the ability to use them in their own work.	
<b>Class syllabus:</b> Ludwig Wittgenstein – Philosophical investigations. Oxford philosophy of natural language: John Langshaw Austin, Gilbert Ryle, Peter Strawson. Speech act theory. Strawson’s descriptive metaphysics. Willard Van Orman Quine: against two dogmas of empiricism and ontological relativity. Wilfrid Sellars and the myth of the given. Donald Davidson and the third dogma of empiricism. Return of metaphysics into analytic philosophy – Saul Kripke, David Lewis. Analytic metaphysics – fundamental problems and theories. Analytic epistemology – fundamental problems and theories. Ethics in analytic philosophy.	
<b>Recommended literature:</b> MARTINICH, A.P. a Ernest SOSA (ed.). Analytic Philosophy: An Anthology. Chicester: Wiley-Blackwell, 2011. ISBN 978-14-44335-70-5. PEREGRIN, Jaroslav. Kapitoly z analytické filosofie. [Chapters from Analytic Philosophy.] Praha: Filosofia, 2005. ISBN 80-7007-207-5. SOAMES, Scott. Philosophical Analysis in the Twentieth Century. Vol. 1. Princeton: Princeton University Press, 2005. ISBN 978-0-691-12244-X.	

SOAMES, Scott. Philosophical Analysis in the Twentieth Century. Vol. 2. Princeton: Princeton University Press, 2005. ISBN 978-0-691-12312-8.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
33,33	0,0	33,33	0,0	0,0	0,0	33,33

**Lecturers:** prof. Mgr. Marián Zouhar, PhD.

**Last change:** 16.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-106/15	<b>Course title:</b> History of Hungarian Language and Dialectology 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The evaluation consists of two parts: (a) during the teaching part (on-going): regular class work and homework based on the literature (elaboration of professional articles, text analysis, written tests, reports, data collection, etc.). (40%). Class work and homework support the expansion of students' skills in literature processing. (b) In the examination period: oral examination of the knowledge and skills acquired (60%). Credit will not be awarded to a student who has not mastered at least 60% of the syllabus. <b>Grading scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Violation of academic ethics will result in the cancellation of the points earned in the respective grade item. The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching period.	
<b>Learning outcomes:</b> After successful completion of the course, the student knows that historical linguistics and dialectology are closely related; he/she knows the differences between the classical and modern approaches; he/she has knowledge of the theory and methods of historical and comparative linguistics, as well as of the languages with which the Hungarian language has been in contact and the consequences of these contacts. The student is familiar with the most important Hungarian linguistic monuments and the most important milestones in the development of the phonetic, morphological and syntactic levels of the Hungarian language up to the end of the 18th century.	

The student is also provided with knowledge of writers with a mother tongue other than Hungarian who wrote in Hungarian in the multilingual Kingdom of Hungary.

**Class syllabus:**

1. Classical approaches to the history of language and dialectology: positivism, structuralism; development of phonetics, morphology and syntax; synchrony and diachrony
2. The relationship between language change and language variability: socio-historical linguistics and sociolinguistics
3. The nature of linguistic data and their evaluation, theoretical and methodological foundations; periods in the history of the Hungarian language
4. Linguistic monuments and their types, methodological differences in their analysis: written and other linguistic monuments
5. Theory and methods of historical-comparative linguistics
6. Genetic affinities of the Hungarian language and Proto-Hungarian periods
7. The Proto-Hungarian period: early relations of the Hungarian language with other languages (Iranian, Turkish, Slavic languages)
8. Old Hungarian period: linguistic monuments, linguistic contacts, linguistic changes, orthographic schools
9. Central Hungarian period: linguistic monuments
10. Central Hungarian period: language contacts, language changes
11. The earliest printed products in Hungarian, Bible translations, grammars, secular writings
12. Language centres and networks: printing houses, colleges, exile literature
13. Writers of multilingual Hungary

**Recommended literature:**

- SÁNDOR, Klára. Határtalan nyelv. Budapest: SZAK, 2014. ISBN: 978-963-9863-37-8.
- BERECZKI, Gábor. A magyar nyelv finnugor alapjai. Budapest: Universitas, 2003. ISBN: 963-9104-79-5.
- KISS, Jenő a PUSZTAI, Ferenc red. Magyar nyelvtörténet. Budapest: Osiris Kiadó, 2005. ISBN: 963-389-802-1.
- DÖMÖTÖR, Adrienne. Régi magyar nyelvemlékek – a kezdetektől a XV. század végéig. Budapest: Akadémiai Kiadó, 2006. ISBN: 963-05-8344-5.
- FAZAKAS, Emese. A magyar nyelv kis történeti nyelvtana. Kolozsvár: Egyetemi Műhely Kiadó, 2008. ISBN: 978-963-88620-3-6.

Supplemental readings will be presented at the beginning and throughout the semester. Instructor presentations are available in MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (C2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
84,0	0,0	12,0	4,0	0,0	0,0	0,0

**Lecturers:** prof. Klára Sándor, DrSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-107/15	<b>Course title:</b> History of Hungarian Language and Dialectology 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The evaluation consists of two parts: (a) during the teaching part (on-going): regular class work and homework based on the literature (elaboration of professional articles, text analysis, written tests, reports, data collection, etc.). (40%). Class work and homework support the expansion of students' skills in literature processing. (b) In the examination period: oral examination of the knowledge and skills acquired (60%). Credit will not be awarded to a student who has not mastered at least 60% of the syllabus. <b>Grading scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Violation of academic ethics will result in the cancellation of the points earned in the respective grade item. The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching period. Weighting of the midterm/final assessment: 40/60	
<b>Learning outcomes:</b> Upon successful completion of the course, the student will know the history of the Hungarian language in the modern period, including the important period of the first third of the 19th century, in which, on the one hand, an extensive revival of the Hungarian language took place and, on the other hand, a written variety of the Hungarian language was created. He is able to explain the methods and procedures of dialectological research, and has an in-depth knowledge of the larger collections of dialects (dialectological handbooks, language atlases, dialect maps with sound	

recordings). The student is able to characterise the Hungarian dialects found in present-day Hungary or in neighbouring countries, with special emphasis on the Hungarian dialects in Slovakia.

**Class syllabus:**

1. The view of language in the Enlightenment and the period of Hungarian language renewal: the birth of national languages, the principles of Hungarian language renewal
2. The view of language in the Reformation period and the positivist view of language: the emergence of written Hungarian
3. The origins and history of the normativist view of language and its influence on dialects
4. Methods of studying contemporary Hungarian dialects and the division of Hungarian dialects
5. Language atlases, sound atlases
6. Hungarian dialects in Hungary
7. Minority language varieties in Hungary
8. Hungarian language in Slovakia
9. Hungarian dialects in Slovakia
10. Hungarian dialects in Romania
11. Hungarian dialects in Ukraine, Austria and the South
12. Contact varieties of the Hungarian language outside Europe (North and South America, Australia)
13. Hungarian language in the age of globalisation

**Recommended literature:**

- SÁNDOR, Klára. Határtalan nyelv. Budapest: SZAK, 2014. ISBN: 978-963-9863-37-8.
- KISS, Jenő red. Magyar dialektológia. Budapest: Osiris, 2001. ISBN: 963-05-8344-5.
- CS. NAGY, Lajos a N. CSÁSZI, Ildikó. Magyar nyelvjárások. Budapest: Tinta, 2015. ISBN: 978-963-409-020-5.
- MENYHÁRT, József, PRESINSZKY, Károly a SÁNDOR, Anna. Szlovákiai magyar nyelvjárások. Nyitra: KFE, 2009. ISBN: 978-808-094-575-6.
- KISS, Jenő a PUSZTAI, Ferenc, red. A magyar nyelvtörténet kézikönyve. Budapest: Tinta, 2018. ISBN 978-963-409-118-9.

Supplemental readings will be presented at the beginning and throughout the semester. Instructor presentations are available in MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (C2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
80,0	0,0	12,0	8,0	0,0	0,0	0,0

**Lecturers:** prof. Klára Sándor, DrSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-102/15	<b>Course title:</b> History of Literary Studies
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1) During the semester: Continuous preparation: reading of predetermined theoretical texts (approx. 2 for each lesson), their home processing in the form of brief notes, active participation in discussions about the text within the lesson. The student's actual notes should be available to the teacher, and the reading experiences of the given texts can be tested in a quick test or quiz (20%). The rate of the continuous and final evaluation: 1: 4 2) in the examination period: written test (80%). <b>Grading scale:</b> 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The credits will not be given for the student who does not pick up at least 60% of the curriculum. The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Scale of assessment (preliminary/final): 20/80	
<b>Learning outcomes:</b> The aim of the course is to provide a complete picture about the development of modern literary science. After completing the course, the student should be able to orientate between individual schools and trends of literary criticism, he should get acquainted with their basic terminology and should get an idea of the methods and procedures of these directions.	
<b>Class syllabus:</b> 1. Orality and Literacy (Lord, Parry, Goody, Havelock, Ong) 2. Theory of literature of the early modern – positivism and Geisteswissenschaft (Taine, Brunetiére, Scherer, Dilthey) 3. Russian formalism (Shklovsky, Tynyanov, Tomashevsky, Propp) 4. Structuralism: The Prague School (Saussure, Jakobson, Mukařovský) 5. Structuralism: narratology (Todorov, Genette), The drama theory (Szondi, Bécsey) 6. Structuralism: The Paris School (Lévi-Strauss, Barthes, Kristeva). Poststructuralism (Bartes, Derrida, Deleuze, Foucault) 7. Comparative theory and imagology (Corbineau-Hoffmann, Ďurišín, Pagéaux, Leersen, Beller)	

8. The Marxist literary theory (Gramsci, Benjamin, Bachtin, Williams)
9. The cultural turn. The anthropological horizon of the text (White, Marcus, Bruner, Clifford, Fabian)
10. Postcolonialism (Fanon, Said, Bhabha, Spivak)
11. Hermeneutics (Schleiermacher, Dilthey, Gadamer, Ricoeur)
12. Postmodernism (Lyotard, Foucault, Lacan, Baudrillard)
13. Deconstruction (Derrida, de Man, Rorty)

**Recommended literature:**

BOJTÁR, Endre (ed.). Struktúra, jelentés, érték. A cseh és a lengyel strukturalizmus az irodalomtudományban. Budapest: Akadémiai, 1988. ISBN 963-05-4763-5

BÓKAY, Antal. Bevezetés az irodalomtudományba. Budapest: Osiris, 2006. ISBN 963-389-883-8

BÓKAY, Antal et al. (ed.). A posztmodern irodalomtudomány kialakulása. A posztstrukturalizmustól a posztkolonialitásig. Szöveggyűjtemény. Budapest: Osiris Kiadó, 2002. ISBN 963-379-522-2

BÓKAY, Antal and VILCSEK, Béla (ed.). A modern irodalomtudomány kialakulása. A pozitivizmustól a strukturalizmusig. Szöveggyűjtemény. Budapest: Osiris, 1998. ISBN 963-379-298-3

DÁNÉL, Mónika et al. (ed.). Tér – elmélet – kultúra. Interdiszciplináris térelméleti szöveggyűjtemény. Available at: <http://www.eltereader.hu/kiadvanyok/danel-monika-hlavacska-andras-kiraly-hajnal-vincze-ferenc-szerk-ter-elmelet-kultura/>

HANKISS, Elemér (ed.). Strukturalizmus I–II., Budapest: Európa Könyvkiadó, 1971.

JEFFERSON, Ann and ROBEY, David (ed.). Bevezetés a modern irodalomelméletbe. Összehasonlító áttekintés. Budapest: Osiris, 1995. ISBN 963-379-102-2

MIKULÁŠ, Roman (ed.). Podoby literárnej vedy. Teórie – Metódy – Smery. VEDA, Bratislava: Vydavateľstvo Slovenskej akadémie vied, 2016. ISBN 978-2-8130-0377-5

NYÍRI, Kristóf and SZÉCSI, Gábor (ed.). Szóbeliség és írásbeliség. A kommunikációs technológiák története Homérosztól Heideggerig. Budapest: Áron Kiadó, 1998. ISBN 963 85504 9 X Available at: <https://mandadb.hu/tetel/183126/>

Szobeliseg\_es\_irasbeliseg\_A\_kommunikacios\_tecnologiak\_tortenete\_Homerosztol\_Heideggerig

\* The presentations and notes of the teacher are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (B2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 99

A	ABS	B	C	D	E	FX
14,14	0,0	14,14	30,3	27,27	12,12	2,02

**Lecturers:** doc. Mgr. Zoltán Cseh, PhD., doc. Mgr. art. Pavol Száz, PhD.

**Last change:** 01.04.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-220/15	<b>Course title:</b> Hungarian Language and Literature
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 4..	
<b>Educational level:</b> II.	
<b>Course requirements:</b> The student can take the state exam a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies, b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program, c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act, d) if no disciplinary action is taken against them. Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting. On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place. The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam a) on the following dates assigned for state examinations in the relevant academic year or b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act. If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam. Scale of assessment (preliminary/final): 0/100	

**Learning outcomes:**

The student who passes the state exam has comprehensively mastered the issue of the state exam in the context of specified areas. The student has theoretical and practical skills based on the current state of information from the theory of knowledge organization and bibliometrics, as well as the ability to apply and use the skills creatively. He is able to apply the things he learned about knowledge organization and bibliometrics to interdisciplinary relationships, is able to think critically, offer solutions for the knowledge organization and bibliometrics problems, and use scientific arguments.

**State exam syllabus:****Recommended literature:**

- DOLNÍK, Juraj. Všeobecná jazykoveda: opis a vysvetľovanie jazyka. Bratislava: Veda–JÚLŠ, 2013. ISBN 978-80-224-1201-8.
- KENESEI, István. A nyelv és a nyelvek. Budapest: Akadémiai Kiadó. ISBN 978-963-05-8998-7.
- MÁTÉ, Jakab 1997. A 19. századi nyelvtudomány rövid története. Budapest: Nemzeti Tankönyvkiadó. ISBN 963-18-7650-0.
- MÁTÉ, Jakab 1998. A 20. századi nyelvtudomány történetének főbb elméletei és irányzatai. Budapest: Nemzeti Tankönyvkiadó. ISBN 963-18-8342-6.
- ROBINS, Robert Henry. A nyelvészet rövid története. Budapest: Osiris, 1999. 963-379-535-4.
- SAUSSURE, Ferdinand de. Bevezetés az általános nyelvészetbe. Budapest: Corvina, 1997. ISBN 963-13-4414-2.
- BOJTÁR Endre (red.). Struktúra, jelentés, érték. A cseh és a lengyel strukturalizmus az irodalomtudományban. Budapest: Akadémiai, 1988. ISBN 963-05-4763-5
- BÓKAY Antal. Bevezetés az irodalomtudományba. Budapest: Osiris, 2006. ISBN 963-389-883-8
- BÓKAY Antal et al. (szerk.). A posztmodern irodalomtudomány kialakulása. A posztstrukturalizmustól a posztkolonialitásig. Szöveggyűjtemény. Budapest: Osiris Kiadó, 2002. ISBN 963-379-522-2
- BÓKAY Antal, VILCSEK Béla (szerk.). A modern irodalomtudomány kialakulása. A pozitívizmustól a strukturalizmusig. Szöveggyűjtemény. Budapest: Osiris, 1998. ISBN 963-379-298-3
- DÁNÉL Mónika, HLAVACSKA András, KIRÁLY Hajnal, VINCZE Ferenc (szerk.): Tér – elmélet – kultúra. Interdiszciplináris térelméleti szöveggyűjtemény. Available on: <http://www.eltereader.hu/kiadvanyok/danel-monika-hlavacska-andras-kiraly-hajnal-vincze-ferenc-szerk-ter-elmélet-kultura/>
- HANKISS Elemér (szerk.). Strukturalizmus I–II., Budapest: Európa Könyvkiadó, 1971.
- JEFFERSON, Ann – ROBEY, David (szerk.). Bevezetés a modern irodalomelméletbe. Összehasonlító áttekintés. Budapest: Osiris, 1995. ISBN 963-379-102-2
- MIKULÁŠ, Roman (red.). Podoby literárnej vedy. Teórie – Metódy – Smery. VEDA, Bratislava: Vydavateľstvo Slovenskej akadémie vied, 2016. ISBN 978-2-8130-0377-5
- NYÍRI Kristóf, SZÉCSI Gábor (red.). Szóbeliség és írásbeliség. A kommunikációs technológiák története Homérosztól Heideggerig. Budapest: Áron Kiadó, 1998. ISBN 963 85504 9 X Available at: <https://mandadb.hu/tetel/183126>

**Languages necessary to complete the course:**

Hungarian Language (C2)

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-562/00	<b>Course title:</b> Hungarian Literature of the 20th Century within the Context of the World Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1) During the instruction is expected active participation on the lessons. It is required to accomplish tasks continuously for the actual lesson and in the form of the short report. The tasks are concerned to the previously accessed literary texts, like analysis of poetic devices, narrative-rhetoric forms, comparison of certain texts, and so on. (70%) The requirement for being admitted to the exam is accomplishing 50% of the continuous compounding. 2) During the examination period: shorter seminar paper or report. (30%) <b>Grading scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. The credits will not be given for the student who does not pick up at least 60% of the curriculum. The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> The aim of the course is to clarify the influence of the key works of world literature on Hungarian modern literature. The student should gain an overview about the influences of foreign language literature, Western trends, Central European social contexts determined the works or development of Hungarian literature of the XX. century. Through comparative studies, analysis of translation or	

the tools of genre and poetics, the student should be able to map the basic lines of these interliterary relationships.

**Class syllabus:**

1. Hungarian reception and translations of the works of F. Villon in the XX. century.
2. The influence of Villon's poems on the modern Hungarian poetry (Attila József, Gy. Faludy). 3. The metamorphosis of the ballada in Hungarian poetry of the XX. century.
4. The influence of the French avantgarde I. – G. Apollinaire and Miklós Radnóti.
5. The influence of the French avantgarde II. – B. Cendrars and Lajos Kassák.
6. The influence of the primitive arts mediated by the Western avant-garde.
7. New patterns of the influence of ancient Graeco-Roman literature on the modernism.
8. Hungarian modernism and the influence of R.M. Rilke (D. Kosztolányi, Á. Nemes Nagy).
9. H. Heine as the source of new inspiration (E. Ady, Gy. Faludy, F. Fejtő).
10. The influence of existentialism: A. Camus and M. Mészöly.
11. The work of J. Joyce and its Hungarian translations.
12. The grotesque and the absurd literature: Western influences, Central-European contexts.
13. The influence and reception of F. Kafka's works.
14. The influence and reception of Czech prose (Hašek, Čapek, Olbracht, Hrabal, Langer).
15. Hungarian Gulliver-adaptations (F. Karinthy, S. Szatmári, D. Szabó)

**Recommended literature:**

CSEHY, Zoltán and POLGÁR, Anikó. Gyakorlati magyar verstan. Oktatási segédlet. (Praktická příručka maďarskej verzológie). Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4521-7

FERENCZ, Győző. Radnóti Miklós élete és költészete kritikai életrajz. Budapest: Osiris, 2009. ISBN 978-963-276-043-8

KIRÁLY, István (ed.). Világirodalmi lexikon. Vol. I–XVIII. Budapest: Akadémiai Kiadó, 1986–1995 ISBN 963-05-4399-0

KÖPECZI, Béla and SÖTÉR, István (ed.). Eszmei és irodalmi találkozások. Tanulmányok a magyar–francia irodalmi kapcsolatok köréből. Budapest: Akadémiai Kiadó, 1970. ISBN

MÉSZÖLY, Dezső. Az igazi Villon. Budapest: Gondolat Könyvkiadó–Magyar Művészeti Akadémia, 1993. ISBN 963-282-683-3

PÁL, József (ed.). Világirodalom. Budapest: Akadémiai Kiadó, 2005, ISBN 963-05-8238-4

\* The presentations and notes of the teacher are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (B2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
64,71	0,0	19,12	13,24	2,94	0,0	0,0

**Lecturers:** doc. Mgr. Zoltán Csehy, PhD., doc. Mgr. art. Pavol Száz, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-206/15	<b>Course title:</b> Identity and Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously) a paper (30%) on a selected topic from the issue of depiction of identity in literature, e.g.: questions of identity in the poems of A. Lesznai; minority identity in the works of L. Grendel; gender, gender, identity in the works of P. Nádas; Forms of Otherness in the Works of A. Gerevich, etc. b) in the examination period: written test (70%) The condition for admission to the examination is the achievement of at least 10% of the intermediate mark. Violation of academic ethics will result in the cancellation of the points obtained in the respective item The student will be required to complete the item in question in the appropriate marking item. <b>Grading Scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. Instructors will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 30/70.	
<b>Learning outcomes:</b> After successful completion of the course, the student has basic knowledge of the analysis of artistic texts from the aspect of national, minority and gender identity, is familiar with the methodological issues of literary analysis, is familiar with various transcultural interpretation procedures, can recognize the ideological and philosophical background of the text.	

**Class syllabus:**

1. Identity and text
2. Concepts of identities in literature
3. Minority identities in artistic texts
4. Pseudo-identity in literature
5. Gender specificity in literature
6. Gender identity
7. Camp, queer and sexual minority identity in literature
8. The dissolution of identities in literature
9. Identity as construction and performativity in lit. in creative work
10. Identification and Identity
11. Identity and discursive analysis
12. Identity and ideology

**Recommended literature:**

- CSEHY, Zoltán. Szodoma és környéke. Homoszocialitás, barátságretorika és queer irányulások a magyar költészetben. Pozsony: Kalligram, 2014. ISBN 978-80-8101-754-4.
  - ZSADÁNYI, Edit. A másik nő. A női szubjektivitás narratív alakzatai. Budapest: Ráció, 2006. ISBN 978-963-960-521-3.
  - KULCSÁR SZABÓ, Zoltán. Metapoétika. Önprezentáció és nyelvszemlélet a modern költészetben. Pozsony: Kalligram, 2007. ISBN 978-80-7149-920-6.
  - STURCZ, János, A heroikus ego lebontása. A művész teste mint metafora a magyar művészetben a nyolcvanas évek közepétől napjainkig. Budapest: Magyar Képzőművészeti Egyetem, 2006. ISBN 963-7032-02-9.
  - WOODS, Gregory. Articulate Flesh. Male Homo-eroticism and modern Poetry. New Haven and London: Yale University Press, 1997. ISBN 978-030-004-752-3.
  - DAVIS, Whitney. Queer Beauty. Sexuality and Aesthetics from Winckelmann to Freud and Beyond. New York, Chichester: Columbia University Press, 2010. ISBN 978-023-151-955-7.
- Supplemental readings will be presented at the beginning and throughout the semester. Teacher presentations are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (min. B2).

**Notes:****Past grade distribution**

Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Zoltán Csehy, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-244/22	<b>Course title:</b> Information Literacy in Education
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> during the teaching part: 1. creation of a methodological sheet for teaching information literacy at secondary schools (20 points); 2. written test in the credits assignment week (20 points). All parts of the evaluation are mandatory. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The graduate of the course has theoretical knowledge in the field of terminological definition of information literacy and related terms. He understands problematic aspects of the information environment in the context of ethical use of information and information resources. He knows the most important domestic and foreign researches of information literacy, information literacy indicators, concepts and standards in this area. He is able to think critically, can categorize students in the context of their work with information and to design the integration of information literacy into education. He can incorporate the methodology of using information sources in the teaching process and propose procedures for solving problematic aspects related to the information environment.	
<b>Class syllabus:</b> 1. Information environment. Problem aspects of the information environment with regard to education. Literacy research. 2. Secure use of information. Creative use of information. 3. Ethical use of information and information sources from the point of view of legislation (copyright, code of ethics, ISO 690). 4. Academic ethics and integrity, plagiarism, types of plagiarism. 5. Information literacy, meta-literacy, multi-literacy. Reading literacy and education. 6. Information and constructivist and research-oriented approach to education, information and problem and project approach.	

7. Concepts and standards of information literacy. Information fluctuation. MIL in Education (UNESCO concept). Curriculum integrating information literacy. Information literacy indicators vs. Lifelong learning, competence education.
8. Competences of a teacher in the information society (UNESCO concept - information literacy of a teacher, assessment literacy)
9. Critical thinking in education. Metacognition and self-reflection in working with information.
10. Student personality typology and work with information (information overload, information fatigue syndrome, information hygiene and information detox).
11. Strategies and possibilities of IG integration into education. Problems of IG integration into education. Functions of memory and fund institutions in education.
12. Methodology of working with information in the educational environment (information need, search for information and information resources, evaluation of information resources, use of resources, evaluation of information processes).

#### **Recommended literature:**

- Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2020-08-13]. Available at: <https://midas.uniba.sk/>
- LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65. ISSN (print) 1338-4163. Available also at: [https://uniba.sk/fileadmin/ruk/nasa\\_univerzita/NU2020-21/201021\\_Nasa\\_univerzita\\_1\\_20-21.pdf](https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf)
- LLOYD, Annemaree a Talja SANNA. Practising Information Literacy: Bringing Theories of Learning, Practice and Information Literacy Together [online]. Elsevier Science & Technology 2010 [cit. 2020-11-12]. Available at: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=1584736&query=information+literacy+teacher>
- GRIZZLE, Alton et al. 2013. Media and information literacy: policy and strategy guidelines [online]. Paris: UNESCO, 2021 [cit. 2020-11-12]. ISBN: 978-92-3-001239-7, 978-92-3-600052-7 (ara). Available at: [https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef\\_0000225606&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_6d1d0004-2152-48bf-bf7a-8dd3aa69236f%3F\\_%3D225606eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000225606/PDF/225606eng.pdf#%5B%7B%22num%22%3A131%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2Cnull%2Cnull%2C0%5D](https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000225606&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_6d1d0004-2152-48bf-bf7a-8dd3aa69236f%3F_%3D225606eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000225606/PDF/225606eng.pdf#%5B%7B%22num%22%3A131%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2Cnull%2Cnull%2C0%5D)
- GRIZZLE, Alton et al. Media and information literate citizens: think critically, click wisely! [online]. Paris: UNESCO, 2021 [cit. 2020-11-12]. ISBN: 978-92-3-100448-3. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000377068>
- WILSON, Carolyn et al. Media and information literacy curriculum for teachers [online]. Paris: UNESCO, 2011 [cit. 2020-11-12]. ISBN: 978-92-3-104198-3. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000192971>

#### **Languages necessary to complete the course:**

Slovak, for recommended literature English at level B2

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** PhDr. Ľudmila Hrdináková, PhD., doc. Mgr. Lucia Lichnerová, PhD.

<b>Last change:</b> 01.04.2022
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<b>Approved by:</b>
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## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-27/22	<b>Course title:</b> Interpretivism in Social Science
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in seminars, written assignments throughout the semester (15 pts.), in-class presentation (also submitted in written form; 15 pts.). Grading scale: 100-92% of total: A, 91-84%: B, 83-76%: C, 75-68%: D, 67-60%: E, 59-0%: Fx. A violation of academic integrity will result in the voiding of points in the given category. A violation of academic integrity may result in the voiding of points earned in the given category. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students can characterize the basic assumptions of one of the main research strategies in social science. They are able to draw comparisons between the various forms of interpretivism and situate them in a wider context of philosophical debates, as well as critically assess the arguments in favor or against them. They can also identify interpretivist theses in social-scientific texts.	
<b>Class syllabus:</b> 1. Interpretivism, anti-positivism, anti-naturalism and intentionalism: A terminological introduction 2. Origins of interpretivism in the 19th century "debates on method" (W. Dilthey, neo-Kantianism) 3. M. Weber's "verstehende Soziologie" 4. A. Schuetz's fenomenological sociology 5. Symbolic interactionism (G. H. Mead, H. S. Becker) 6. Ethnomethodology (H. Garfinkel) 7. The culturalist turn in anthropology and problems of "translation" (P. Winch, C. Geertz) 8. Contemporary empiricist critiques of interpretivism 9. Interpretivism vs. critical theory	
<b>Recommended literature:</b> Selected texts by key authors (Dilthey, Weber, Schuetz, Mead, Becker, Garfinkel, Winch and Geertz) published in the four-volume anthology: DAVID, M. ed. Methods of Interpretive Sociology. London: SAGE Publications, 2010. ISBN 978-18-4787-947-9. Secondary literature:	

BEVIR, M. and BLAKELY, J. Interpretive Social Science : An Anti-Naturalist Approach. Oxford: Oxford University Press, 2018. ISBN 978-01-9883-294-2.  
MATTICK JR., P. Social Knowledge : An Essay on the Limits of Social Science. London: Hutchinson, 1986. ISBN 0-09-165460-2.  
Readings will be made available to students in electronic form.

**Languages necessary to complete the course:**

Slovak

English (B2, required for readings)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Juraj Halas, PhD.

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPol/A-bpSZ-25/22	<b>Course title:</b> Introduction into Economics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPol/A-bpSZ-25/15 FiF.KPol/A-boPO-003/15 FiF.KPol/A-boPO-003/22	
<b>Course requirements:</b> The assessment consists of: 10% Attendance at seminars (preliminary assessment) 90% Final written test with the possibility of an oral re-examination (in the examination period) Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0% To obtain credits, it is necessary to obtain min. 60% of the total assessment. Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Scale of assessment (preliminary/final): 10/90	
<b>Learning outcomes:</b> The aim of the course is to provide students with a basic overview of economic institutions, their origin and evolution, as well as the most important theories and concepts in economics. Students will understand the basic economic concepts, their historical development, current significance as well as the mechanism of operation of economic transactions and economic policy instruments. Upon successful completion of this course, students should understand common economic phenomena, the functioning of economic institutions (such as banks, money, bonds, stock exchanges, trading companies and various financial products), basic economic indicators and thus understand most economic news.	
<b>Class syllabus:</b> 1 / Introduction - economic systems: socialism and capitalism - planned and market economy, current welfare states and mixed economies	

2 / Economic systems: socialism and capitalism-economic transition / transformation from planned to market economy

3 / Banking and money - evolution and typology of money, functions and properties of money, monetary policy and monetarist theory

4 / Public finances - deficits, debts and state bankruptcies. Government bonds and bond markets. Fiscal institutions.

5 / Modern trading companies - joint stock companies with limited liability. Stocks, stock markets, stock exchanges, financial bubbles and crises.

6 / Insurance, pension and hedge funds, financial derivatives, welfare states. Classical typology of welfare states, socio-economic models and variations of capitalism.

7 / Real estate markets and mortgage markets. State institutions - economic policy instruments.

8 / Big debates I .: What is the wealth of nations? Free trade or protectionism? Mercantilists versus classical liberalism. Economic and financial globalization. Trade and currency wars.

9 / Great debates II .: Laissez faire versus interventionism - liberalism or (neo) classical economics versus keynesianism / keynesianism. The role of competition in economic growth.

10 / Big Debates III .: Why are some countries rich and some poor? Various explanations, the role of institutions. Ownership rights, law enforcement and the rule of law (rule of law) as a cornerstone of the success of capitalism

11 / Big Debates III .: Why are some countries rich and some poor? Different explanations, the role of culture, religion, value orientations and traditions.

**Recommended literature:**

FERGUSON, Niall. Vzostup peňazí. Finančné dejiny sveta. Bratislava: Kalligram, 2011. ISBN: 978-80-8101-456-7

HOLMAN, Robert. Dějiny ekonomického myšlení. Praha: C. H. Beck, 2005. ISBN: 80-7179-380-9

LISÝ, Ján et al. Dejiny ekonomických teórií. Praha: Wolters Kluwer, 2018. ISBN: 978-80-7598-080-9

POLOUČEK, Stanislav et.al. Peniaze, banky, finančné trhy. Bratislava: Iura Edition, 2010. ISBN: 978-80-8078-305-1

ŠILENAS, Žilvinas a VYŠNIAUSKAITE, Marija. Ekonómia v 31 hodinách. Bratislava: Expol Pedagogika, 2019. ISBN: 978-80-8091-532-2

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 323

A	ABS	B	C	D	E	FX
17,65	0,0	35,29	21,05	11,76	9,29	4,95

**Lecturers:** Mgr. Zsolt Gál, PhD.

**Last change:** 01.07.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPol/A-muFI-033/15	<b>Course title:</b> Introduction into Political Science
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPol/A-boPO-001/22	
<b>Course requirements:</b> - Active participation in the seminar: participation in the seminar is graded, provided that the student is actively involved in the discussion and properly performs the seminar tasks. 10% - Continuous assignments: the aim of continuous assignments is to process the assigned task with the help of professional literature and through it to apply the knowledge of agreement in their own academic practice. The assignments are specified below (including submission deadlines). The deadlines for the elaboration of assignments are strictly given in advance. Assignments are submitted electronically via the Moodle platform. 25% - Written test: The aim of the written test is to test the knowledge of students acquired in the thematic areas of this course. Skills within the seminar part of the course will not be tested through a test. 25% - Final written exam: (hereinafter also exam) takes the form of written work and is key in this course. Through the elaboration of the thesis, the student demonstrates mastering not only the skills of academic writing, but also an understanding of basic political science concepts. The student is required to work critically and academically on a selected topic. The seminar paper must be processed in the range of 4 standard pages (1000 words, including spaces), while compliance with the formal requirements in its elaboration is considered a matter of course (non-compliance with them entitles the teacher to reject the thesis). 40% A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0% Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> The course is intended for students of the Faculty of Arts, Comenius. The aim of the course is to introduce the most important concepts of political science and political analysis. Course evaluation consists of testing the acquired knowledge and academic skills. Upon successful completion of this course, students should be able to find answers to the following questions: What areas of current events is political science dealing with? By what means does it study these phenomena? How do we write about given phenomena in political science?	
<b>Class syllabus:</b>	

Political science as a social science  
Politics, government and state  
Power, authority and legitimacy  
Democracy, representation, public interest  
Sovereignty, nation and transnational communities

**Recommended literature:**

HEYWOOD, A. (2007). Politics. 3rd Edition. NY: Palgrave MacMillan. ISBN 0-230-52497-4

STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Martin: Vydavateľstvo Osveta. ISBN 978-80-8063-359-2

UČEŇ, P. (2007). Parties, Populism, and Anti-Establishment Politics in East Central Europe. SAIS Review, 27(1), s. 49 – 62. DOI:10.1353/sais.2007.0021

VASIĽKOVÁ, A. –Androvičová, J. (2019). Príčiny nárastu podpory pravicového radikalizmu a extrémizmu na Slovensku: príklad politickej strany Kotleba–ĽSNS. Central European Journal of Politics 5(1), s. 71–99.

BUSTIKOVÁ, L. & GUASTI, P. (2017). The Illiberal Turn or Swerve in Central Europe? Politics and Government 5(4), s. 166-176. <https://doi.org/10.17645/pag.v5i4.1156>

**Languages necessary to complete the course:**

SVK, ENG

**Notes:**

**Past grade distribution**

Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
36,92	0,0	29,23	18,46	6,15	9,23	0,0

**Lecturers:** doc. Mgr. Erik Láštic, PhD.

**Last change:** 04.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-160/22	<b>Course title:</b> Introduction into Quantum Theory 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points: 30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E). Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the basic concepts and methods of elementary quantum mechanics. They are able to apply them quantitatively to simple (one-dimensional, one-particle) cases.	
<b>Class syllabus:</b> 1. Basic characteristics of classical physics. 2. From classical physics to quantum physics - key problems and experiments: black body radiation (M. Planck), photoelectric phenomenon (A. Einstein). 3. From classical physics to quantum physics - key problems and experiments: Compton's phenomenon, models of the atom (J. J. Thomson, E. Rutherford, N. Bohr). 4. Basic concepts of probability theory and statistics: probability density, average value, variance, standard deviation. 5. Complex numbers and complex functions in quantum theory. 6. The wave function and Schrödinger equation. 7. The wave and particle image. 8. Born's statistical interpretation of the wave function. 9. One-dimensional single-particle quantum mechanics: Free particle 10. One-dimensional single-particle quantum mechanics: Particle in the potential well. 11-12. Quantum harmonic oscillator.	

**Recommended literature:**

EINSTEIN, Albert, INFELD, Leopold. Fysika jako dobrodružství poznání. Praha: Orbis, 1957.

BEISER, Arthur. Úvod do moderní fyziky. Praha: Academia, 1978.

KNIGHT, Randall. Physics for scientists and engineers A strategic approach with modern physics.

Harlow: Pearson Education, 2017. ISBN 1-292-15742-9.

GRIFFITHS, David. Introduction to Quantum Mechanics. Upper Saddle River: Pearson/Prentice Hall, 2005. ISBN 0-13-191175-9.

Supplementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library UK literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
50,0	0,0	50,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Róbert Maco, PhD.

**Last change:** 13.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-161/22	<b>Course title:</b> Introduction into Quantum Theory 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points: 30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E). Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students have a deeper insight into the mathematical structure and the system of postulates of non-relativistic quantum mechanics. They understand the philosophical problems associated with the interpretation of quantum mechanics. They have the mathematical skills necessary to understand not only quantum mechanics, but also much of the exact sciences, and are therefore able to address questions of the philosophy of science at an advanced level.	
<b>Class syllabus:</b> 1. Postulates of quantum mechanics - introduction and comparison with classical mechanics. 2. Postulates of quantum mechanics - analysis of the main physical concepts. 3. Mathematical apparatus of quantum mechanics: Differential equations. 4. Mathematical apparatus of quantum mechanics: The basics of linear algebra. 5. Mathematical apparatus of quantum mechanics: Hilbert space. 6. Mathematical apparatus of quantum mechanics: Operators in quantum mechanics. 7. The generalised Heisenberg uncertainty relation. 8. Position and momentum representation of the state vector. Fourier transforms. 9. Problems of interpretation of quantum mechanics: The "measurement problem", quantum entanglement and the problem of locality. 10. Problems of interpretation of quantum mechanics: ontological/epistemological status of the wave function, wave-particle dualism, determinism vs indeterminism.	

**Recommended literature:**

EINSTEIN, Albert, INFELD, Leopold. Fysika jako dobrodružství poznání. Praha: Orbis, 1957.

BEISER, Arthur. Úvod do moderní fyziky. Praha: Academia, 1978.

KNIGHT, Randall. Physics for scientists and engineers A strategic approach with modern physics.

Harlow: Pearson Education, 2017. ISBN 1-292-15742-9.

GRIFFITHS, David. Introduction to Quantum Mechanics. Upper Saddle River: Pearson/Prentice Hall, 2005. ISBN 0-13-191175-9.

Supplementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library UK literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
50,0	0,0	0,0	50,0	0,0	0,0	0,0

**Lecturers:** Mgr. Róbert Maco, PhD.

**Last change:** 13.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-472/00	<b>Course title:</b> Introduction into Sociolinguistics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester (throughout) written tests (25%) and homework (25%) on a selected topic in sociolinguistics. b) in the examination period: examination (written part 20%, oral part 30%) The condition for admission to the examination is the achievement of at least 30% of the continuous evaluation. A violation of academic ethics will result in the cancellation of the points obtained in the respective item of the evaluation. <b>Grading scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. The teacher will accept a maximum of 2 absences. The exact dates and topics for the continuous evaluation will be announced at the beginning of the semester. The exam dates will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Upon the successful completion of the course, the students will have gained an overview of the most important areas of sociolinguistics, with a special regard to variational sociolinguistics. They will acquire an insight into language that will help them solve independently, without external help, the various linguistic problems they may encounter in the future. They will consider linguistic variability as a fundamental feature of language, something to be constantly reckoned with and a source of different possibilities for expression as well as for signalling one's own linguistic or	

other identity. They will also acquire knowledge that will help them understand the social context of linguistic change.

**Class syllabus:**

1. Introduction. The subject of sociolinguistics. Directions in sociolinguistics. Related disciplines. Basic elements of the sociolinguistic view of language. Structuralism and sociolinguistics. Issues of norm and language culture from the perspective of sociolinguistics.
2. General issues of language varieties. Registers, including within them stylistic varieties.
3. Other issues of stylistic varieties. Style varieties in the languages of the world. Diglossia. Qualilects.
4. Mediolects and specialized registers. The theory of linguistic accommodation. General intelligibility, the Plain Language Movement.
5. Dialects and the basic concepts related to them (idiolect, dialect, accent, genolect, ethnolect, chronolect). Issues of coiné varieties and standard.
6. The interlingual aspect of linguistic heterogeneity: the dialect continuum. Intercomprehension.
7. Standardization as a kind of language management.
8. Inherent variability: sociolinguistic variables and its types, prestige and stigmatized forms, etc. Basic issues of variational sociolinguistics.
9. Linguistic interlectuality and its interlingual dimension. Code-switching.
10. Systematicity of variability. The connection between social and stylistic stratification. Stereotypes, markers and indicators.
11. Sociolinguistics of language change. Basic issues of historical sociolinguistics. Modes of spread of language change. Social determinants of language change.
12. Other issues of language change. Language innovation and language change.

**Recommended literature:**

- CSERESNYÉSI, László. *Nyelvek és stratégiák avagy a nyelv antropológiája*. Budapest: Tinta Könyvkiadó, 2004. ISBN 963-7094-02-4.
- CHAMBERS, Jack K. *Sociolinguistic Theory: Linguistic Variation and its Social Significance*. Chichester: Wiley-Blackwell, 2009. ISBN 978-1-4051-5246-4.
- LANSTYÁK, István a SZABÓMIHÁLY, Gizella. *Magyar nyelvhasználat – iskola – kétnyelvűség*. Pozsony: Kalligram Könyvkiadó, 1997. ISBN 80-7149-173-X.
- SZABÓMIHÁLY, Gizella a LANSTYÁK István, red. *Magyarok Szlovákiában VII. kötet*. *Nyelv*. Somorja: Fórum Kisebbségkutató Intézet, 2011. ISBN 978-80-89249-54-1.
- WARDHAUGH, Ronald. *Szociolingvisztika*: Budapest: Osiris Kiadó, 1995. ISBN 963-379-046-8.

Supplemental readings will be presented at the beginning and throughout the semester. The teacher's presentations are available in MS TEAMS.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 99

A	ABS	B	C	D	E	FX
29,29	0,0	23,23	18,18	13,13	11,11	5,05

**Lecturers:** prof. PhDr. István Lanstyák, CSc., prof. Klára Sándor, DrSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-204/15	<b>Course title:</b> Introduction into Text Studies
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously) a report (40%) on a selected topic in the field of written and spoken text b) in the examination period: comprehensive textual analysis (60%) The condition for admission to the examination is the achievement of at least 10% of the intermediate mark. Violation of academic ethics will result in the cancellation of the points obtained in the relevant item The student will be required to complete the assessment in the appropriate marking item. <b>Grading Scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. Instructors will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the last day of the teaching period.	
<b>Learning outcomes:</b> After successful completion of the course, the student has knowledge of the theories of textual theory, the basics of descriptive, functional and cognitive textual theory. The student is able to carry out a complex analysis of oral and written text. The student also understands the structure of multimedia texts. Recognises the macro and micro structure of text. Is able to correct texts of learners of different ages grammatically, semantically and stylistically.	
<b>Class syllabus:</b> 1. Textology and its place in linguistics.	

2. Basic issues of discourse analysis.
3. Basic knowledge about text. The concept and basic components of textuality.
4. Acoustic properties of the text.
5. The written form of the text.
6. Textual grammar.
7. Textual semantics.
8. Textual pragmatics.
9. Basic components of the text.
10. Text typology.
11. Text formation.
12. Text analysis.

**Recommended literature:**

- BALÁZS, János. A szöveg. Budapest: Gondolat. 1985. ISBN 963-281-549-1.
- DOLNÍK, Juraj a BAJZÍKOVÁ, Eugénia 1998. Textová lingvistika. Bratislava: Stimul. 1998. ISBN 80-85697-78-5.
- SZIKSZAINÉ NAGY, Irma. Leíró magyar szövegtan. Budapest: Osiris Kiadó. 1999. ISBN 963-379-422-6.
- TOLCSVAI NAGY, Gábor. A magyar nyelv szövegtana. Budapest: Nemzeti Tankönyvkiadó. 2001. ISBN 963-19-1229-9.
- TOLCSVAI NAGY, Gábor. Szöveg és típus. Szövegtipológiai tanulmányok. Budapest: Tinta Könyvkiadó. 2006. ISBN 978-963-7094-63-7.

Supplemental readings will be presented at the beginning and throughout the semester. In Moodle and MS TEAMS presentations of the lecturers are available.

**Languages necessary to complete the course:**

Hungarian B2, C1

**Notes:**

**Past grade distribution**

Total number of evaluated students: 92

A	ABS	B	C	D	E	FX
65,22	0,0	18,48	6,52	5,43	4,35	0,0

**Lecturers:** doc. Orsolya Katalin Nádor, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-03/15	<b>Course title:</b> Introduction into Transparent Intensional Logic
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Mastery of the basics of classical propositional and predicate logic is assumed	
<b>Course requirements:</b> Continuous during the semester: active participation (20 points), home preparation (20 points); Final grade: summative test (60 points); Grading scale: A: 100-91 points; B: 90-81 points; C: 80-76 points; D: 75-70 points; E: 69-60 points; Fx: 59-0 points. Violation of academic ethics may result in the cancellation of the points earned in the respective grade item. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> Students are introduced to the basics of the Transparent Intensional Logic system, its characteristics, background and some concepts.	
<b>Class syllabus:</b> The meaning of a linguistic expression. Formal language, symbolic language, language as coding, logical analysis of natural language. Individuals versus roles (individual anti- essentialism, intensional essentialism). Characteristic features of TIL: acceptance of the principle of compositionality, anti-contextualism, realism, formalism only as a tool (anti-formalism), anti- actualism. Basic background and some concepts: object base, intensional base, types, constructions (procedures). Transparent semantic scheme.	
<b>Recommended literature:</b> 1. Duží, M. – Materna, P.: TIL jako procedurální logika (TIL as procedural logic). Aleph, Bratislava 2012. ISBN 978-80-89491-08-7. 2. Tichý, P.: Jednotliviny a ich roly. (I) – (IV). Organon F, r.1, č.1 až 4., Bratislava. ISSN 1335-0668. 3. Tichý, P.: The Foundations of Frege's Logic. De Gruyter, Berlin – New York, 1988. ISBN 3-11-011668-5. 4. Tichý, P.: O čem mluvíme. Vybrané stati k logice a sémantice. Filosofía, Praha, 1996. ISBN 80-7007-087-0.	
<b>Languages necessary to complete the course:</b> slovak czech	

english						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 22						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PhDr. František Gahér, CSc.						
<b>Last change:</b> 13.03.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/AmoLO-24/19	<b>Course title:</b> Introduction to Bayesian Epistemology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During semester: Active participation and assignments (50 pts), After semester: test (50 pts); Classificatory scale: A: 100 – 93 pts.; B: 92 – 85 pts.; C: 84 – 77 pts.; D: 76 – 69 pts.; E: 68 – 60 pts.; Fx: 59 – 0 pts. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students are good at fundamentals of the probability theory in order to effectively use its apparatus (in Bayesian epistemology) for modelling different “strength” of belief epistemic agents. Given a finer-grained epistemic apparatus, students have the ability to analyse and evaluate some of the standard problems of epistemology and methodology, e.g. the problem of induction, disagreement, justification, etc.	
<b>Class syllabus:</b> 1. Belief and Degrees of Belief 2. Theory of probability: A Theoretical Minimum 3. Subjective and Objective Bayesianism 4. Hume’s Problem of Induction 5. The New Riddle of Induction 6. The Ravens’ paradox 7. Bayesian Confirmation Theory 8. Justification, Knowledge and Probability	
<b>Recommended literature:</b> BRADLEY, D. (2015): A Critical Introduction to Formal Epistemology. Bloomsbury. SCHUPBACH, J. N. (2022): Bayesianism and Scientific Reasoning. Cambridge: Cambridge University Press. ISBN: 978-1108714013, DOI: <a href="https://doi.org/10.1017/9781108657563">https://doi.org/10.1017/9781108657563</a> TITELBAUM, M. (2022): Fundamentals of Bayesian Epistemology. Vol. 1. Oxford: Oxford University Press. ISBN: 9780198707615. TITELBAUM, M. (2022): Fundamentals of Bayesian Epistemology. Vol. 2. Oxford: Oxford University Press. ISBN: 9780192863157	

Literature will be provided in electronic form.						
<b>Languages necessary to complete the course:</b> Slovak (seminar activity) English (literature, seminar activity)						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 19						
A	ABS	B	C	D	E	FX
84,21	0,0	10,53	5,26	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Lukáš Bielik, PhD.						
<b>Last change:</b> 11.04.2024						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-19/15	<b>Course title:</b> K. Marx's Methodology of Critical Social Science
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Written assignments (30 pts.), active participation in class (bonus points or points subtracted due to lack of engagement). Grading scale: 100-92% of total: A, 91-84%: B, 83-76%: C, 75-68%: D, 67-60%: E, 59-0%: Fx. A violation of academic integrity may result in the voiding of points earned in the given category. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students are familiar with the conceptual system of one of the classics in social theory. They can identify the theoretical assumptions originating in the Marxian approach in other, more modern social theories.	
<b>Class syllabus:</b> 1. Introduction to political economy and Marx's critique 2. Marx's analysis of commodity circulation 3. Marx's concept of capital 4. Marx's critique of the "law of appropriation" 5. Epistemological and methodological aspects of Marx's Capital 6. Marx's notion of a critical social science	
<b>Recommended literature:</b> MARX, K. Grundrisse. Foundations of the Critique of Political Economy (Rough Draft). London: Penguin, 1973. ISBN 978-0-14-021667-7. MARX, K. Capital I: A Critique of Political Economy. Harmondsworth: Penguin, 1976. ISBN 978-0-14-044570-1. RUBIN, I. I. Essays on Marx's Theory of Value. Montréal: Black Rose Books, 1990. ISBN 978-0-91-961818-3. Readings will be made available to students in electronic form.	
<b>Languages necessary to complete the course:</b> Slovak	

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
50,0	0,0	25,0	25,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Juraj Halas, PhD.						
<b>Last change:</b> 04.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A- AmoLO-18/15/15	<b>Course title:</b> Karl Marx's Metatheory of Humanities
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Written assignments (30 pts.), active participation in class (bonus points or points subtracted due to lack of engagement). Grading scale: 100-92% of total: A, 91-84%: B, 83-76%: C, 75-68%: D, 67-60%: E, 59-0%: Fx. A violation of academic integrity may result in the voiding of points earned in the given category. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students are familiar with the fundamentals of Marx's approach to social research. They are able to identify the assumptions underlying Marx's view of society, and assess them critically. They can apply concepts introduced by Marx into social theory and methodology.	
<b>Class syllabus:</b> 1. Introduction to the sources of Marx's social theory 2. The development of Marx's theory: from the philosophical critique of religion and politics ("early Marx") to the theory of modern society and critique of political economy ("late Marx") 3. Principles, problems and variants of the "materialist view of history" 4. Contradictions between Marx's metatheory and scientific practice 5. Marx's influence on 20th century social theory and its methodology	
<b>Recommended literature:</b> MARX, K. A Contribution to the Critique of Political Economy. Available at: <a href="https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/">https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/</a> MARX, K. Early Writings. London: Penguin, 1975. 978-0-14-044574-9 MARX, K. Grundrisse. Foundations of the Critique of Political Economy (Rough Draft). London: Penguin, 1973. ISBN 978-0-14-044575-6. MARX, K. – ENGELS, F. The German Ideology. Available at: <a href="https://www.marxists.org/archive/marx/works/1845/german-ideology/">https://www.marxists.org/archive/marx/works/1845/german-ideology/</a> SAYER, D.: The Violence of Abstraction. London: Basil Blackwell, 1987. ISBN 978-0-63-115318-4.	

Readings will be made available to students in electronic form.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 17						
A	ABS	B	C	D	E	FX
52,94	0,0	35,29	0,0	5,88	5,88	0,0
<b>Lecturers:</b> Mgr. Juraj Halas, PhD.						
<b>Last change:</b> 04.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-212/15	<b>Course title:</b> Literary Translation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously) a paper (30%) on the topic of a great personality of Hungarian artistic translation, e.g. Károly Szász, Mihály Babits, Árpád Tóth, Lőrinc Szabó, Gábor Devecseri, György Faludy, Ádám Nádasy, László Márton etc. b) during the examination period: seminar work, translation of an artistic text (70%) The condition for admission to the exam is the achievement of min. 10% of the ongoing evaluation. Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Classification scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credits will not be awarded to a student who does not master 60% of the curriculum. Teachers accept max. 2 absences with proven documents. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the course parts. Scale of assessment (preliminary/final): 30/70.	
<b>Learning outcomes:</b> After successfully completing the course, the student will gain knowledge of the history of Hungarian artistic translation and improve his practical skills in a specific translation activity. He knows the basic handling procedures and methods, and tests them in practice. The best results will be published in the department's proceedings or in lit. magazines.	
<b>Class syllabus:</b> 1. Stylistic and semantic value of language resources in the target and source culture context.	

2. Language layers of translation, problems of dialects in translation.
3. Exoticization, naturalization.
4. Anachronisms in translation.
5. Problems of translation of geographical names.
6. Stylistic expressive elements of specific authors in the context of target literature.
7. Realities and universals.
8. Proofreading of translations.
9. Critique of translated literature.
10. Edition, editing - compilation of thematic blocks for literary magazines.
11. Reception of translated literature in the context of target literature.
12. Translation and publishing practice.

**Recommended literature:**

- KABDEBÓ, Lóránt, KULCSÁR SZABÓ, Ernő, MENYHÉRT, Anna, KULCSÁR SZABÓ, Zoltán. A fordítás és intertextuális alakzatai. Budapest: Anonymus Kiadó. 1998. ISBN 963-796-657-9.
  - BARNA Imre. Pont fordítva. Budapest: Európa, 2018. ISBN 978-963-405-891-5.
  - STEINER, George. Bábel után I. Budapest: Corvina, 2005, 2009. ISBN 963-13-545-6-3.
  - VAJDOVÁ, Libuša. Myslenie o preklade. Bratislava: Kalligram, 2008. ISBN 80-810-100-64.
  - ZÁMBOR, Ján. Preklad ako umenie. Bratislava: Univerzita Komenského, 2000. ISBN 80-223-1407-2.
  - POLGÁR, Anikó. Catullus noster. Pozsony: Kalligram, 2004. ISBN 978-80-8101-034-7.
- Additional literature will be presented at the beginning and during the semester. Teachers' presentations are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (min. C1).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
33,85	0,0	38,46	21,54	4,62	0,0	1,54

**Lecturers:** doc. Mgr. Zoltán Csehy, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-13/15	<b>Course title:</b> Logical Interpretation of Historical Arguments and Their Reconstruction
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Grades in the basics of classical propositional and predicate logic.	
<b>Course requirements:</b> During the semester: active participation (10 points), a seminal presentation of two appropriate subject (20 + 20 points), Final assessment: seminal work, 6-8 pages (50 points); Grading 100 - 92, B: 91 - 84, C: 83 - 76, D: 75 - 68, E: 67 - 60, FX: 59 - 0 pts Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The student has knowledge about logical problems and arguments of ancient authors - about the ways and outcomes of their historical and philosophical reconstructions, as well as their current logical interpretations. Student is familiar with logical problems and arguments of Ancient authors - their linguistic, historical, philosophical and logical reconstruction as well as their current logical interpretations.	
<b>Class syllabus:</b> Methodological basics of historical reconstruction within history logic and the problems of the reconstruction of historical sources. Propositional, predicate, modal, tense and deontic logic during the Hellenism. Reconstruction, analysis and interpretation of classical themes from history logic: Aristotle's problem of tomorrow's sea battle; Diodorus' The Master Argument ; Aristotle and Stoic understanding of basic logical concepts: proposition, truthfulness, axioma, meaning, sign, inference.	
<b>Recommended literature:</b> Keimpe Algra, Jonathan Barnes, Jaap Mansfeld, Malcolm Schofield, eds: Cambridge History of Hellenistic Philosophy, 1999. ISBN 9781139053617 BOBZIEN, S.: Determinism and Freedom in Stoic Philosophy, Oxford: Clarendon Press, 1998. ISBN 9780198237945	

<p>HUGHES, G.E.: John Buridan on Self-Reference: Chapter Eight of Buridan's 'Sophismata', with a Translation, an Introduction, and a Philosophical Commentary, Cambridge, CUP, 1982. ISBN 9780521288644</p> <p>SHARPLES, R.W.: Cicero, On Fate and Boethius, Consolation of Philosophy IV.5-7. and V, London: Aris &amp; Phillips, 1991. ISBN 978-0856684753</p> <p>SEXTUS EMPIRICUS: Outlines of Scepticism. Cambridge: Cambridge University Press, 2nd ed. 2000. ISBN 978-0521778091</p> <p>WHITAKER, C. W. A.: Aristotle's De Interpretatione: Contradiction and Dialectic. Oxford: Clarendon Press, 1996. ISBN 978-0198236191</p>						
<p><b>Languages necessary to complete the course:</b> Slovak (work on seminars, part of literature) English (part of literature)</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 12</p>						
A	ABS	B	C	D	E	FX
33,33	0,0	8,33	25,0	0,0	25,0	8,33
<p><b>Lecturers:</b> doc. Dr. Vladimír Marko, PhD.</p>						
<p><b>Last change:</b> 31.03.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-208/15	<b>Course title:</b> Mass and Elite Literature in the 19th and 20th Centuries
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester: a) a paper (50%) on a selected topic on the subject, e.g. the emergence of the concept of mass culture, its genres, forms, issues of referentiality of art and literature, the pop culture character of contemporary culture, etc. b) presentation of a novel chosen by the student, taking into account the specifics of a particular genre form (50%) Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. The teacher will accept a maximum of 2 absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will become familiar with the issues of mass and elite literature with regard to the genre forms of the Hungarian novel of the 19th and 20th centuries, taking into account the contextual connections with the genre forms of the novel in world literature.	
<b>Class syllabus:</b> 1. Introduction, definition of terms 2. Definition of the authors under study, justification 3. The specifics of the 19th century Hungarian novel, taking into account the trends of the "great" literatures; the requirement of national orientation and the enrichment of the readership 4. Parallels of the influence of French, English and German mass and elite literature on the formation of the genre (W. Scott and E. Sue) 5. Elements of mass literature in the work of the defining authors of the 19th century Hungarian novel: Jókai's "industrialism" 6. The origins of the detective novel in the work of L. Kuthy and I. Nagy 7. Brief characteristics of mass literature of the first half of the 20th century 8. Authors, trends, the detective novel as a genre form in the first half of the 20th century 9. The building novel of socialist realism (Gladkov) 10. Parallels of the Hungarian building novel with the national demands of the 19th century Hungarian novel	

11. Intertextuality in 20th century literature  
12. Possibilities of penetration of substandard elements into the authors' work (Esterházy, Pynchon)

**Recommended literature:**

BENYOVSZKY, Krisztián. Bevezetés a krimi olvasásába. Dunaszerdahely: Lilium Aurum, 2007. ISBN 978-80-8062-359-3.

BLOOM, Harold. Kánon západní literatury. Praha: Prostor, 2000. ISBN 80-7260-013-3.

ECO, Umberto. Hat séta a fikció erdejében. Budapest: Európa, 2007. ISBN 963-0782-32-6.

ECO, Umberto. Apokalyptiker und Integrierte. Frankfurt am Main: Fischer Verlag, 1968.

HORVÁTH, Károly. A romantika értékrendszere. Budapest: Balassi Kiadó, 1997. ISBN 963-506-152-8.

SZÁVAI, Dorottya a Zoltán Z. VARGA, eds. Műfaj és komparatiztika. Budapest: Gondolat, 2018. ISBN 978-963-693-835-2.

Additional literature will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Hungarian (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 31

A	ABS	B	C	D	E	FX
64,52	0,0	32,26	3,23	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Zoltán Csehy, PhD., doc. PhDr. Anikó Dušíková, CSc.

**Last change:** 01.04.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KAA/A-muAN-595/15	
<p><b>Course requirements:</b></p> <p>All matters pertaining to state examination are set out in Article 14 of the Study Regulations of the Faculty of Arts.</p> <p>In the master's study programmes, the state examination consists only of the defence of the Master's thesis. The student chooses the department as a training centre which corresponds to the discipline within which he/she wants to write the final thesis. He/she reports this choice by the deadline set by the department, provided that he/she is able to find a supervisor and a suitable topic in the relevant department.</p> <p>For the successful defence of the Master's thesis as the subject of the state examination in the master's degree programmes conducted at the Department of British and American Studies, students will receive credits according to the current study plan (currently 10 credits).</p> <p>Requirements for the admission to the defence are as follows:</p> <ul style="list-style-type: none"> <li>- fulfillment of the requirements of the study plan concerning the prescribed composition of courses and their credit value so that after awarding the credits for the state examination the student obtains the required number of credits for the master's degree;</li> <li>- submission of the Master's thesis (electronically via the academic information system AIS) by the thesis submission deadline corresponding to the relevant state examination period according to the academic year schedule set by the faculty.</li> </ul> <p>The thesis is evaluated by the standard grading scale (0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A) by the supervisor of the thesis and the designated opponent in the assessment reports, which are available to the student no later than 3 working days before the state examination.</p> <p>The supervisor's report shall also include the percentage of compliance results from the originality check protocols (CRZP, Theses), which must be explicitly evaluated by the supervisor with the wording "the thesis shows/does not show signs of plagiarism".</p> <p>The Master's thesis will take the following form:</p> <p>The defence will consist of a thesis presentation (the student chooses the form of the defence, the PPT format can also be used) and the student's response to a broader theoretical question, which is assigned to the student by the supervisor upon the Master's thesis submission. The supervisor will include this question in the assessment report as one of the points of discussion for the defence; it will also be included in the defence report.</p> <p>The thesis presentation must:</p> <ul style="list-style-type: none"> <li>- Include a clearly articulated thesis statement,</li> <li>- have a clear and logical structure of argumentation and findings,</li> <li>- reflect a new perspective on the issue as a result of adequate and appropriate work with the findings gained through own research, the conclusions of which the student is able to present and formulate.</li> </ul>	

The criteria for the evaluation (of the defence) of the Master's thesis at the Department of British and American Studies are as follows:

- Quality of the Master's thesis (originality, significance of the analysis, clear formulation of the scientific problem and hypotheses under study, scope of the professional and scientific literature used),
- the adequacy of the methodological approach to the topic under study, the analysis logically and coherently answers the research questions,
- systematic and logical summary of the results of the analysis,
- compliance with citation standards (MLA...),
- language level of the presentation (academic language at least at B2 level),
- quality of the presentation and communication skills.

The evaluation of the thesis will include the areas below with the corresponding weighting (out of 100):

**PART A: CONTENT**

- Overall structure and organization (adequacy, scope, objectivity, coherence, cohesion) 15
- Theoretical knowledge related to the research topic 15
- Methodology (identifying concepts, research problems, aims, tasks, choosing adequate methods) 15
- Analysis (quality, depth, complexity) 15
- Originality and contribution (degree of originality, own contribution to knowledge) 10

**PART B: FORM**

- Adequate work with information sources (extent, structure, reliability, adequacy, compliance with a citation style) 15
- Language and style 10
- Typography and layout 5

Scale of assessment (preliminary/final): 0/100 (%)

**Learning outcomes:**

- Upon successful completion of the defence, students will be familiar with the basic requirements for academic writing and with the rules of academic integrity.
- They will have mastered the theory of working with sources and have the skills to compile correct bibliographic entries.
- They will have understood the principles of writing a Master's thesis, both in terms of form and content, as laid out by the university's regulations.
- They will have understood the causes of plagiarism, they will be able to recognize its types and know how to avoid it.
- They will have sufficient research skills to obtain, process, and interpret sources.
- They will have mastered the basics for writing a Master's thesis.
- They will have a deep knowledge of the thesis topic and will be able to approach it both critically and creatively.

**Class syllabus:**

1. The student presents the Master's thesis in front of the state examination committee, the supervisor and the opponent of the Master's thesis, and those present.
2. The student responds to the comments and questions in the assessments.
3. The student responds to the questions of the state examination committee or the questions in a broader debate.
4. A closed vote of the state examination committee on the evaluation of the Master's thesis defence.
5. Announcement of the evaluation (of the thesis defence) of the Master's thesis.

**State exam syllabus:**

**Recommended literature:**

BAZERMAN, Charles. The Informed Writer: Using Sources in the Disciplines. 3rd edition. Boston: Houghton Mifflin, 1989. ISBN 0-395-36901-0.

BLAIR, Lorrie. Writing a Graduate Thesis or Dissertation [online]. Brill, 2016. Dostupné na: EBSCOhost, search.ebscohost.com/login.aspx?

direct=true&db=e000xww&AN=1171828&lang=sk&site=ehost-live&scope=site.

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016. Dostupné na: stella.uniba.sk/texty/LL\_pisanie\_obhajoba\_zaverecne\_prac.pdf

Vnútný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015. Dostupné na: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)

WHITE, Barry. Mapping Your Thesis [online]. Camberwell, Vic: ACER Press,

2011. ISBN 9780864318237. Dostupné na: <https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=384475&lang=sk&site=ehost-live&scope=site>.

**Languages necessary to complete the course:**

Students must be proficient to at least CEFR level C1 to attend the Master's thesis defence.

**Last change:** 08.04.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KE/A-muES-585/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.</p> <p>The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.</p> <p>Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A</p> <p>Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.</li> <li>2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.</li> <li>3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.</li> <li>5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of work and formal adjustments.</li> </ol> <p>The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The</p>	

student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.  
Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 0/100

**Learning outcomes:**

The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

**Class syllabus:**

1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.
2. The student responds to the evaluations – comments and questions.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

**State exam syllabus:**

**Recommended literature:**

- LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: [http://stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prace.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf)
- Vnútorňý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)
- Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/>

**Last change:** 01.03.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b> Submission of the diploma thesis by the deadline specified in the timetable of the current academic year for the respective date of the state examination. The diploma thesis is submitted in a printed version in two bound copies (at least one of which is in hardcover) to the relevant department and in an electronic version via AIS. The thesis must meet the parameters specified by Internal Regulation No. 7/2018 Directive of the Rector of Comenius University on the basic requisites of final theses, rigorous theses and habilitation theses, control of their originality, storage and accessibility at Comenius University in Bratislava. The provisions of Article 14 of the Study Regulations of the Faculty of Arts of Comenius University apply to the evaluation of the diploma thesis as a subject of the state examination. Scale of assessment (preliminary/final): 0%/100%</p>	
<p><b>Learning outcomes:</b> When writing the diploma thesis, students are able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. The diploma thesis is a contribution to the relevant field of study.</p>	
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the students adequately treat the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether they work adequately with hypotheses that can be verified. The diploma thesis shall be an apparent contribution to the relevant field of study.</li> <li>2. Originality of the thesis (the thesis must not be plagiarized, it must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination also includes an originality protocol from the central register, the results of which are commented on by the supervisor and the opponent in their opinions;</li> <li>3. Accuracy and correctness of the quotation of used information sources, research results of other authors and author teams, correctness of the description of methods and working procedures of other authors or author teams;</li> <li>4. Compliance of the structure of the thesis with the prescribed structure defined by Internal Regulation No. 12/2013;</li> <li>5. Respecting the recommended length of the thesis (the recommended length of a diploma thesis is usually 50-70 standard pages - 90,000 to 126,000 characters including spaces), the appropriateness of the scope of the thesis is judged by the supervisor;</li> <li>6. Linguistic and stylistic level of the thesis and formal editing;</li> </ol>	

7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's evaluations.
<b>State exam syllabus:</b>
<b>Recommended literature:</b> According to the topic of the thesis.
<b>Languages necessary to complete the course:</b> Slovak
<b>Last change:</b> 11.03.2022
<b>Approved by:</b>

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis. The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale (0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A), which the student receives a minimum of three working days before the defence. Master thesis evaluation criteria consider the fulfilment of the goals of the thesis in its assignment, originality of the work verified by protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations. Correctness and accuracy of citation of used information sources, compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University and linguistic and stylistic level of work and formal adjustments are also taken in account. The adequacy of the length of the thesis is assessed by the thesis supervisor. The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the bachelor's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<p><b>Learning outcomes:</b></p> <p>The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.</p>	
<p><b>Class syllabus:</b></p> <p>1. The student presents the bachelor's thesis in front of the committee for state exams, the opponent of the master's thesis, and those present.</p>	

<p>2. The student responds to comments and questions in the evaluations.</p> <p>3. The student responds to the questions of the committee for state exams or the questions in a broader debate.</p>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b></p> <p>LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Dostupné na: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf">http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</a></p> <ul style="list-style-type: none"> <li>• Vnútorý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a></li> <li>• Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/</a></li> </ul>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Last change:</b> 01.04.2022</p>
<p><b>Approved by:</b></p>

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.</p> <p>The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.</p> <p>Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A</p> <p>Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.</li> <li>2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.</li> <li>3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.</li> <li>5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of work and formal adjustments.</li> </ol> <p>The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The</p>	

student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.  
Scale of assessment (preliminary/final): 0/100

**Learning outcomes:**

The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

**Class syllabus:**

1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.
2. The student responds to the evaluations – comments and questions.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

**State exam syllabus:**

**Recommended literature:**

- LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: [http://stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prace.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf)
- Vnútorň predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)
- Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/>

**Languages necessary to complete the course:**

Hungarian (C2)

**Last change:** 01.04.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/A-muNE-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Submission of the thesis by the deadline specified in the timetable of the current academic year for the respective date of the state examination. The thesis is submitted in an electronic version via AIS. The thesis must comply with the parameters specified by the internal quality system of Charles University. The provisions of Article 14 of the Internal Regulation No. 5/2020 (Study Regulations of the Faculty of Arts of Charles University) shall apply to the evaluation of the thesis. The thesis supervisor and the thesis opponent will prepare a thesis report and propose a grade in the A-FX grading scale, which will be available to the student at least 3 working days before the defence.</p> <p>1. Contribution of the thesis, fulfillment of the thesis objectives in its assignment and fulfillment of the requirements for the content of the thesis given by the internal quality system of Charles University. It is assessed whether the student has treated the chosen topic at the level of a scientific study, with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the field of study is evaluated, the degree of demonstration of knowledge and understanding of the thesis topic is reflected; 2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis includes originality protocols from the CRZP and Theses, the results of which are commented on by the supervisor of the thesis and the opponent in their opinions; 3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams; 4. Compliance of the structure of the thesis with the prescribed structure defined by the internal quality system of Charles University; 5. Respect for the recommended scope of the thesis (thesis 50 to 70 standard pages (90,000 to 126,000 characters including spaces)), the adequacy of the thesis scope is assessed by the supervisor; 6. The linguistic and stylistic level of the thesis and formal editing. The student orally presents the content, achieved objectives and conclusions of the thesis and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the thesis, assess the manner and form of the defence and the student's ability to respond adequately to the comments and questions in the thesis supervisor's and opponent's evaluations. The evaluation will be obtained from the arithmetic average of the evaluations from the thesis supervisor's, the thesis advisor's and the examination committee's evaluation.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<p><b>Learning outcomes:</b></p> <p>The student has mastered the requirements of writing a professional text in compliance with the rules of academic ethics. He/she knows the methods used in the field of study, is able to elaborate the chosen topic of the diploma thesis at the level of a scientific study, with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After</p>	

<p>a successful defence of the thesis, the student is able to design, implement, critically reflect and justify his/her research plan. He/she understands the context of the problem addressed, can clearly formulate research conclusions, conceive his/her own positions and propose recommendations. Can respond flexibly to questions about the research topic, its methodology and conclusions.</p>
<p><b>Class syllabus:</b>  1. Presentation of the diploma thesis to the students before the state examination committee, the opponent of the diploma thesis and the attendees. 2. Student's response to the reviews - comments and questions. 3. Student's response to questions from the State Examination Committee, or in a wider discussion.</p>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b>  LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Dostupné na: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf">http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</a>. Vnútorý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a>. Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a></p>
<p><b>Languages necessary to complete the course:</b>  german level C1/C2, slovak</p>
<p><b>Last change:</b> 03.04.2022</p>
<p><b>Approved by:</b></p>

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-muSL-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KSJ/A-muSL-595/15	
<p><b>Course requirements:</b></p> <p>Submission of the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The thesis must meet the parameters determined by the internal quality system of the Comenius University. The provisions of Article 14 of the Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts, Comenius University) apply to the master's thesis evaluation. The supervisor of the final thesis and its opponent will prepare assessments of the master's thesis and propose an evaluation in the A-FX grading scale, which the student has at his/her disposal min. 3 working days before the defence. Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis and the requirements for the content of the master's thesis given by the internal quality system of the Comenius University. It is assessed whether the student has developed a chosen subject at the level of a scientific study, with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the field of study is also assessed, and the degree of demonstration of knowledge and understanding of the master's thesis is reflected.</li> <li>2. Originality of the thesis (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses, to the results of which the thesis supervisor and the opponent express their opinions in their assessments.</li> <li>3. Correctness of citing the selected information sources, research results of other authors and author's collectives, correctness of description of methods and working procedures of other authors or author's collectives.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of the Comenius University.</li> <li>5. Respecting the recommended range of the master's thesis (the recommended range of the master's thesis is usually 50 - 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the range of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of the thesis and formal layout.</li> </ol> <p>The student orally presents the content, achieved goals and conclusions of the master's thesis and answers the questions and comments of the thesis supervisor, opponent, or members of the examination board. The commission will comprehensively evaluate the quality of the master's thesis, assess the method and form of the defence and the student's ability to adequately respond to comments and questions in the assessments of the thesis supervisor and of the opponent. The final evaluation will consider the evaluations from the supervisor's and opponent's assessment, the evaluation of the final thesis defence by the commission.</p>	

Scale of assessment (preliminary/final): 0/100 Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 0/100
<p><b>Learning outcomes:</b></p> <p>The student has mastered the basic requirements of writing a professional text in compliance with the rules of academic ethics. He/she knows the methods used in his/her study field, is able to compose the selected subject of the master's thesis on a scientific study level, with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student can project, implement, critically reflect on and justify his/her research goal. He/she understands the contexts of the problem to be solved, he/she can clarify his/her research outcomes, form his/her own opinions and suggest recommendations. He/she can argumentatively and promptly react to questions concerning the subject, its methodology and conclusions.</p>
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Presentation of the master's thesis to students with the commission for state exams, opponents of the master's thesis and others present.</li> <li>2. Student's response to the assessments – comments and questions.</li> <li>3. Student's response to the commission's questions or questions in the discussion.</li> </ol>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b></p> <p>LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf">http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</a></p> <p>Vnútorň predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a></p> <p>Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a></p> <p>Additional literature depends on the master's thesis specialization.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>slovak</p>
<p><b>Last change:</b> 23.03.2022</p>
<p><b>Approved by:</b></p>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-muAN-592/15	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a>	

Závěrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/>

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
71,43	0,0	10,71	10,71	3,57	1,79	1,79

**Lecturers:** Mgr. John Peter Butler Barrer, PhD., PhDr. Beáta Borošová, PhD., PhDr. Katarína Brziaková, PhD., Mgr. Marián Gazdík, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., doc. Mgr. Ivan Lacko, PhD., prof. PhDr. Daniel Lančarič, PhD., Mgr. Jozef Lonek, PhD., Mgr. Lucia Paulínyová, PhD., PhDr. Jozef Pecina, PhD., Mgr. Ivo Poláček, PhD., doc. Mgr. Alena Smiešková, PhD., doc. Mgr. Pavol Šveda, PhD., M. A. Linda Steyne, PhD., doc. Mgr. Eva Reid, PhD.

**Last change:** 20.06.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KE/A-muES-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 93-100%, excellent - excellent results, B: 85-92%, very well – above average standard, C: 77-84%, well - reliable work, D: 68-76%, satisfactory - acceptable results, E: 60-67%, sufficient – the results meet the minimum criteria, Fx: 0-59%, insufficient – additional work required	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a> Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>	

<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Michal Babiak, CSc., prof. PhDr. Oliver Bakoš, CSc., Mgr. Viera Bartková, PhD., prof. Mgr. Juraj Hamar, CSc., Mgr. Jozef Kovalčík, PhD., prof. PhDr. Peter Michalovič, CSc., Mgr. Simona Mischnáková, PhD., Mgr. Juraj Oniščenko, PhD.						
<b>Last change:</b> 29.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Scale of assessment (preliminary/final): preliminary 100%	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available on: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a>	

Závěrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available on: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>						
<b>Languages necessary to complete the course:</b> Slovak, (add another language according to the specifics of the study programme in case of language studies)						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 22						
A	ABS	B	C	D	E	FX
68,18	0,0	4,55	18,18	4,55	4,55	0,0
<b>Lecturers:</b> prof. Mgr. Michal Chabada, PhD., prof. PhDr. Zlatica Plašienková, CSc., prof. PhDr. Emil Višňovský, CSc., prof. PhDr. František Gahér, CSc., prof. Mgr. Marián Zouhar, PhD., doc. Mgr. Andrej Kalaš, PhD., doc. Mgr. Erika Lalíková, PhD., doc. PhDr. Mariana Szapuová, CSc., Mgr. Róbert Maco, PhD., Mgr. Martin Nuhlíček, PhD., doc. Mgr. Lukáš Bielik, PhD., Mgr. Juraj Halas, PhD., doc. Dr. Vladimír Marko, PhD., Mgr. Filip Tvrдый, PhD., PhDr. Daniela Vacek, PhD.						
<b>Last change:</b> 17.03.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Recommended literature: Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis;	

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: [stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prac.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf)  
Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 29

A	ABS	B	C	D	E	FX
68,97	0,0	13,79	6,9	0,0	10,34	0,0

**Lecturers:** prof. Mgr. Miroslav Daniš, CSc., Mgr. Daniela Hrnčiarová, PhD., prof. Mgr. Martin Hurbanič, PhD., Mgr. Matej Ivančík, PhD., doc. PhDr. Viliam Kratochvíl, PhD., doc. Mgr. Vincent Múcska, PhD., prof. Eduard Nižňanský, CSc., Mgr. Daniela Rošková, PhD., PhDr. Lukáš Rybár, PhD., doc. Mgr. Eva Škorvanková, PhD., doc. Mgr. Dušan Zupka, PhD., Mgr. Peter Benka, PhD., PhDr. Eva Benková, PhD., prof. PhDr. Roman Holec, DrSc., prof. Mgr. Martin Homza, PhD., Mgr. Stanislava Kuzmová, PhD., doc. PhDr. Peter Podolan, PhD., doc. Mgr. Martin Vašš, PhD., PhDr. Jakub Palko, PhD., Mgr. Ivana Lukáč Labancová, PhD., Mgr. Peter Vanek, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-muNE-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment - the seminar takes place through individual consultations with the supervisor. Final evaluation based on averaging of work results. With regard to the specifics of the course, the following are evaluated: systematic preparation of the thesis in accordance with the objectives set out in the assignment, regular consultations with the thesis supervisor and acquaintance of the thesis supervisor with the progress on agreed tasks, which include: . The evaluation in the A-FX classification scale will be awarded to the graduate by the supervisor of the final thesis on the basis of meeting the individual conditions agreed at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student knows the published domestic and foreign secondary literature, or. archival sources concerning the issues of the diploma thesis, can analyze, interpret and critique them. He has the knowledge and skills to process the theoretical and analytical part of his thesis. Practically manages theoretical preparation, methodology and research methods, can formulate a research problem, research questions and hypotheses. He knows how to design a research plan. He / she is able to process the obtained data, verify hypotheses and formulate conclusions.	
<b>Class syllabus:</b> 1. Defining the main and partial goals of the diploma thesis. 2. Information survey on the issue of diploma thesis. 3. Analysis, interpretation and critique of professional literature, or. historical sources and others information sources on the issue of the diploma thesis. 4. Data collection, processing and interpretation. 5. Continuous and consistent creation of citation apparatus for the diploma thesis. 6. Compilation of the structure of the diploma thesis in the context of its topic and requirements for the structure of the diploma thesis given by the internal quality system of Charles University. 7. Terminological definition of the diploma thesis. 8. Methodological definition of the topic. 9. Elaboration of the theoretical part of the diploma thesis. 10. Elaboration of the practical part of the diploma thesis.	
<b>Recommended literature:</b>	

Selection of professional literature according to the chosen topic of the thesis and the recommendations of the thesis supervisor; Current directive of the Rector of Charles University on the basic requirements for final theses; LICHNEROVÁ, Lucia: Writing and defense of final theses: university scripts for students of Comenius University in Bratislava [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: [stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prac.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf).

**Languages necessary to complete the course:**

german (level C1/C2), slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 11

A	ABS	B	C	D	E	FX
72,73	0,0	27,27	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Katarína Motyková, PhD., Mgr. Miloslav Szabó, Ph.D., Mgr. Monika Šajánková, PhD., doc. Mgr. Jozef Tancer, PhD.

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muPE-592/15	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis).	
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>• Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2021-08-13]. Dostupné na: <a href="https://midas.uniba.sk/">https://midas.uniba.sk/</a></li> <li>• LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2021-01-09]. Dostupné na: <a href="https://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a></li> <li>• LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri</li> </ul>	

písání vědeckých a odborných textů? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65. ISSN (print) 1338-4163. Dostupné tiež na: [https://uniba.sk/fileadmin/ruk/nasa\\_univerzita/NU2020-21/201021\\_Nasa\\_univerzita\\_1\\_20-21.pdf](https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf)

- Vnútroňý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)
- Závěrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/>
- Selection of scholarly literature according to the chosen topic of the thesis.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
71,43	0,0	0,0	14,29	0,0	14,29	0,0

**Lecturers:** PaedDr. Darina Dvorská, PhD., Mgr. Zuzana Hráan, PhD., doc. PhDr. Július Matulčík, CSc., Mgr. Janka Medved'ová, PhD., doc. PhDr. Ľuboslava Sejčová, CSc., PhDr. Silvia Ťupeková Dončevová, PhD., doc. PhDr. Mária Matulčíková, CSc., Mgr. Gabriela Pleschová, PhD., prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 09.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-muSL-350/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Violation of academic ethics results in the cancellation of earned points in the relevant item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a>	

Závěrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 32						
A	ABS	B	C	D	E	FX
40,63	0,0	25,0	28,13	3,13	0,0	3,13
<b>Lecturers:</b> doc. Mgr. Alena Bohunická, PhD., doc. Mgr. Gabriela Múcsková, PhD., Mgr. Katarína Muziková, PhD., prof. PhDr. Oľga Orgoňová, CSc., Mgr. Zuzana Popovičová Sedláčková, PhD., Mgr. Maryna Kazharnovich, PhD., Mgr. Miloš Horváth, PhD., doc. PhDr. Andrea Bokníková, PhD., doc. Mgr. Peter Darovec, PhD., Mgr. Marta Fülöpová, PhD., prof. Mgr. Dagmar Garay Kročanová, PhD., doc. PhDr. Zuzana Kákošová, CSc., Mgr. Marianna Koliová, PhD., Mgr. Matej Masaryk, PhD., prof. PhDr. Miloslav Vojtech, PhD.						
<b>Last change:</b> 29.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-592/22	<b>Course title:</b> Master's Degree Thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a>	

Závěrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/>

**Languages necessary to complete the course:**

Hungarian Language C2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 8

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Zoltán Csehy, PhD., doc. PhDr. Anikó Dušíková, CSc., prof. PhDr. István Lanstyák, CSc., doc. Mgr. Katarína Misadová, PhD., doc. Orsolya Katalin Nádor, PhD., prof. Klára Sándor, DrSc., Mgr. Szilárd Sebők, PhD., doc. Mgr. art. Pavol Száz, PhD.

**Last change:** 28.06.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> PriF.KDPP/N-mOBH-101/22	<b>Course title:</b> Master's Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 22.08.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> PriF.KDPP/N-mUXX-102/22			<b>Course title:</b> Master's Thesis Seminar			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 86						
A	ABS	B	C	D	E	FX
54,65	0,0	20,93	15,12	1,16	5,81	2,33
<b>Lecturers:</b> prof. RNDr. Miroslav Prokša, CSc., doc. RNDr. Štefan Karolčík, PhD., doc. RNDr. PaedDr. Zuzana Haláková, PhD., doc. PaedDr. Elena Čipková, PhD., RNDr. Soňa Nagyová, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., PaedDr. Anna Drozdíková, PhD., Mgr. Lenka Šikulíncová, PhD., prof. RNDr. Ladislav Tolmáči, PhD., doc. Mgr. Marcel Horňák, PhD., RNDr. Ivan Ružek, PhD., doc. RNDr. František Križan, PhD., RNDr. Katarína Danielová, PhD., Mgr. Marta Nevřelová, PhD., PhDr. ThLic. Peter Ikhardt, PhD., Mgr. Štefan Zolcer, PhD., RNDr. Jana Ciceková, PhD., doc. RNDr. Eliška Gálová, PhD., prof. RNDr. Andrea Ševčovičová, PhD., RNDr. Jana Chrappová, PhD., doc. RNDr. Jozef Tatiersky, PhD., doc. Ing. Mária Mečiarová, PhD., Mgr. Milica Križanová, PhD.						
<b>Last change:</b> 14.09.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-166/22	<b>Course title:</b> Mathematics in the History of Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points: 30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E). Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of significant events in the history of ancient and modern mathematics, which are closely related to philosophical thinking. They have a deeper understanding of the role of exact thinking in philosophy. They are able to apply and extend their mathematical skills (algebra, arithmetic, geometry, basics of differential calculus) using particular examples.	
<b>Class syllabus:</b> 1. The relationship between philosophy and mathematics in the history of philosophy. 2. Thales and the idea of mathematical proof. 3. Pythagoreans and the discovery of incommensurability. 4. Zeno's aporias (paradoxes). 5. Aristotle's solution of Zeno's aporia. 6. Zeno's aporias from the perspective of modern science. 7. Plato's philosophy of mathematics. Platonism in the philosophy of mathematics. 8. Aristotle's philosophy of mathematics. The problem of (mathematical) infinity. 9. Euclid's Elements as a model for mathematics and philosophy. 10. Descartes' analytic geometry as a model method. 11. Spinoza's ethics according to the model of geometry. 12. Leibniz as a mathematician. The discovery of infinitesimal calculus.	

**Recommended literature:**

ZNÁM, Štefan (a kolektív). Pohľad do dejín matematiky. Bratislava: Alfa, 1986.

ČIŽMÁR, Ján. Dejiny matematiky - Od najstarších čias po súčasnosť. Bratislava: Perfekt, 2017. ISBN 978-80-8046-829-3.

STRUIK, Dirk J. Dějiny matematiky. Praha: Orbis, 1963.

RÉNYI, Alfréd. Dialógy o matematike. Bratislava: Alfa, 1977.

Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
30,56	0,0	8,33	41,67	5,56	11,11	2,78

**Lecturers:** Mgr. Róbert Maco, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-403/22	<b>Course title:</b> Mathematics in the History of Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points: 30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E). Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of significant events in the history of ancient and modern mathematics, which are closely related to philosophical thinking. They have a deeper understanding of the role of exact thinking in philosophy. They are able to apply and extend their mathematical skills (algebra, arithmetic, geometry, basics of differential calculus) using particular examples.	
<b>Class syllabus:</b> 1. The relationship between philosophy and mathematics in the history of philosophy. 2. Thales and the idea of mathematical proof. 3. Pythagoreans and the discovery of incommensurability. 4. Zeno's aporias (paradoxes). 5. Aristotle's solution of Zeno's aporia. 6. Zeno's aporias from the perspective of modern science. 7. Plato's philosophy of mathematics. Platonism in the philosophy of mathematics. 8. Aristotle's philosophy of mathematics. The problem of (mathematical) infinity. 9. Euclid's Elements as a model for mathematics and philosophy. 10. Descartes' analytic geometry as a model method. 11. Spinoza's ethics according to the model of geometry. 12. Leibniz as a mathematician. The discovery of infinitesimal calculus.	

**Recommended literature:**

ZNÁM, Štefan (a kolektív). Pohľad do dejín matematiky. Bratislava: Alfa, 1986.

ČIŽMÁR, Ján. Dejiny matematiky - Od najstarších čias po súčasnosť. Bratislava: Perfekt, 2017. ISBN 978-80-8046-829-3.

STRUIK, Dirk J. Dějiny matematiky. Praha: Orbis, 1963.

RÉNYI, Alfréd. Dialógy o matematike. Bratislava: Alfa, 1977.

Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
30,3	0,0	9,09	42,42	3,03	12,12	3,03

**Lecturers:** Mgr. Róbert Maco, PhD.

**Last change:** 23.05.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-moZU-153/22	<b>Course title:</b> Media Literacy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KŽ/A-moZU-005/15	
<b>Course requirements:</b> 1) Outline and justification of the lecture topic in the scope of 2 A4 pages (preparation of the lecture outline for high school) - focus on Information Literacy, Media Education and Misinformation; 2) Final exam/test (study of required and recommended literature, information from lectures); Students will demonstrate their knowledge of the lectured areas in the final exam/test, which will focus on the readings and lectures during the semester. A maximum of 2 absences are allowed. The final exam may be partially replaced by the student's lectures at the high school - by agreement with the teacher. Exam dates will be announced via AIS no later than the last week of the class period. Grading scale: A (100-92%), B (91-85%), C (84-76%), D (75-68%), E (67->60%), Fx (≤60%) Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> The students have a basic overview of the functioning of the media and the media environment in Slovakia. They are aware of the dangers of the phenomenon of disinformation, they understand the functioning, philosophy and threat of disinformation websites, their hypocrisy and economic interests. They understand the differences between information sources and are also familiar with the basics of media education and information literacy in Slovakia. Based on the curriculum and the project of lectures, they are ready to pass on the acquired knowledge at secondary schools in their home regions in Slovakia. Graduates of the course are also ready to professionally master the cross-cutting theme of media education at secondary and primary schools in Slovakia.	
<b>Class syllabus:</b> 1) Assignment of tasks, presentation of the situation in the field of media education in Slovakia 2) Media education - pedagogy 3) Parental mediation 4) Basic characteristics of media and dual broadcasting system 5) Journalism basics	

- 6) Conspiracy websites
- 7) Advertising in the media
- 8) Fact-checking
- 9) Manipulation
- 10) Project Development I.
- 11) Project Development II.
- 12) Project Development III.
- 13) Final evaluation

**Recommended literature:**

BRESTOVANSKÝ Martin. Úvod do mediálnej výchovy (vysokoškolské skriptá), Trnava, Trnavská univerzita v Trnave, 2010, ISBN 978-80-8082-396-2. [online] Dostupné na: [https://www.researchgate.net/publication/337911960\\_Uvod\\_do\\_medialnej\\_vychovy\\_VS\\_skripta](https://www.researchgate.net/publication/337911960_Uvod_do_medialnej_vychovy_VS_skripta)  
 MIČIENKA, Marek, JIRÁJ, Jan a kol. Základy mediální výchovy. Praha: Portál, 2007. 295 s., ISBN 978-80-7367-315-4. HACEK, Ján. Lojalita recipienta k spravodajským webom. Bratislava: MASS-MEDIA-SCIENCE, 2014. [online] Dostupné na: [https://www.researchgate.net/publication/336739639\\_Lojalita\\_recipienta\\_k\\_spravodajskym\\_webom\\_Recipient\\_Loyalty\\_to\\_the\\_News\\_Web](https://www.researchgate.net/publication/336739639_Lojalita_recipienta_k_spravodajskym_webom_Recipient_Loyalty_to_the_News_Web)  
 HACEK, Ján. Dezinformačné weby v čase koronakrízy – atmosféra nedôvery v médiá. Bratislava: MASS-MEDIA-SCIENCE, 2020. [online] Dostupné na: [https://www.researchgate.net/publication/350325305\\_Deinformacne\\_weby\\_v\\_case\\_koronakrizy\\_-\\_atmosfera\\_nedovery\\_v\\_media](https://www.researchgate.net/publication/350325305_Deinformacne_weby_v_case_koronakrizy_-_atmosfera_nedovery_v_media)  
 HACEK, Ján: Antisystémoví voliči na Slovensku a ich dôvera v médiá. In: Fenomén 2020 : komunita v mediálnom priestore. Bratislava: Univerzita Komenského v Bratislave, 2020. S. 63-79. ISBN 978-80-223-4974-1. [online] Dostupné na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/kzur/FOTO\\_KZ/foto\\_k\\_clankom/2021/fenome\\_n\\_2020.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kzur/FOTO_KZ/foto_k_clankom/2021/fenome_n_2020.pdf) Web: commonsensemedia.org; kff.org; medialnavychova.sk; zodpovedne.sk, eukidsonline.net. Additional literature will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

Students of the Department of Journalism of FiF UK in Bratislava cannot apply for this course!

**Past grade distribution**

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
69,23	0,0	23,08	7,69	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Ján Hacek, PhD.

**Last change:** 01.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-007/22	<b>Course title:</b> Metaethics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II., III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) During the instruction period of the semester: during the instruction part of the semester, each student will give a presentation on one compulsory philosophical text of their choice, and in the penultimate week of the instruction part of the semester a test will be written. Students can score a maximum of 100 points for the test, the minimum for passing the course is 60 points. b) In the examination period there is an oral examination. Admission to the oral exam is subject to the submission of a presentation on the analysis of the philosophical text and successful passing of the test. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Test grading scale: A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0% The teacher will accept a maximum of two absences with documentation. The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of oral examination will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): preliminary 50%; final 50%	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of basic metaethical problems and concepts (cognitivist and noncognitivist). They have knowledge of the main representatives of metaethical approaches and argumentation strategies in dealing with moral issues. Students can identify the fundamental problems of metaethics (dichotomy of facts and values / descriptions - prescriptions; naturalistic fallacy), can compare and critically evaluate the different positions. The acquired knowledge of metaethical theories can be used and applied in solving selected moral conflicts (euthanasia, abortion, the problem of health, etc.).	
<b>Class syllabus:</b> 1. Metaethics and ethics 2. Sources of metaethical reasoning 3. Semantic aspects of the language of morality	

4. Characteristics of noncognitivism 5. Emotivism 6. Prescriptivism 7. Ontological aspects of noncognitivism 8. Characteristics of cognitivism 9. Moral realism 10. Moral naturalism 11. Structure of practice (rationality, emotionality and will) 12. Problems with metaethics						
<b>Recommended literature:</b> ANZENBACHER, Arno. Úvod do etiky. Praha: Academia, 2001. ISBN 80-200-0953-1 Kolář, Peter - Svoboda, Vladimír. Logika a etika. Úvod do metaetiky. Praha: Filosofia, 1997. ISBN: 80-7007-100-1 RICKEN, Friedo. Obecná etika. Praha: OIKOYMENH, 1995. ISBN: 80-85241-72-2 BRÁZDA, Radim: Ethicum. Zlín: VeRBuM, 2010. ISBN: 978-80-904273-9-6 Additional literature will be presented at the beginning and during the semester. Teachers' presentations are available at MS TEAMS.						
<b>Languages necessary to complete the course:</b> Slovak, Czech (receptive acquaintance)						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 21						
A	ABS	B	C	D	E	FX
52,38	0,0	33,33	14,29	0,0	0,0	0,0
<b>Lecturers:</b> prof. Mgr. Michal Chabada, PhD., Mgr. Martin Nuhlíček, PhD.						
<b>Last change:</b> 11.03.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-104/15	<b>Course title:</b> Methodology of Hungarian Language
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning, distance learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> D, II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously) preparation of the protocol from the pedagogical observation conducted at the Primary School and Gymnasium with the Hungarian language of instruction on Dunajská Street in Bratislava (20%), analysis of the selected teaching topic based on the textbooks Hungarian language for the 1st, 2nd, 3rd, 4th year of the Gymnasium and secondary schools with the Hungarian language of instruction (30%) and homework (20%) focused on the practical application of the acquired knowledge. (b) in the examination period, an oral examination (30%) Admission to the examination is subject to the achievement of a minimum of 30 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant item of the assessment. Grading Scale: A: 100%-92% B: 91%-84% C: 83%-76% D: 75%-68% E: 67%-60% FX: 59%-0% Credit will not be awarded to a student who does not master at least 60% of the curriculum. The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the last day of the teaching period. Scale of assessment (preliminary/final): 70 / 30	
<b>Learning outcomes:</b> After successful completion of the course, the student has knowledge of the theory of teaching Hungarian as a mother tongue. He/she knows the objectives of the subject and the content that pupils	

must acquire at the second level of primary and secondary school. Knows the curriculum, textbooks and other teaching resources. Has mastered the appropriate methods for teaching Hungarian as a mother tongue in upper primary and secondary schools. Knows the organisational forms of teaching Hungarian as a mother tongue in lower secondary and upper secondary schools. Can apply his/her knowledge in the teaching process.

**Class syllabus:**

1. The general and special aim of teaching Hungarian as a mother tongue in Slovakia.
2. Cognitive and communicative function of the language.
3. Teaching content. Curriculum and syllabus.
4. Teaching process. Types of learning (conceptual learning, problem-based learning, etc.)
5. Teaching methods.
6. Motivational methods (motivational interviewing, didactic game, content updating, etc.).
7. Expository methods (explanation, description, narration, lecture, report, etc.).
8. Problem-based methods (interview, discussion, etc.).
9. Methods of independent work (work with the textbook, work with dictionaries and other aids, use of computer education, etc.).
10. Methods of control and evaluation (oral and written control, oral and written evaluation, etc.).
11. Textbooks and manuals for teaching the Hungarian language.
12. Organisational forms in Hungarian language teaching.
13. Characteristics of Hungarian language teaching in a bilingual environment.

**Recommended literature:**

- DOLA, Mónika. Módszertani útmutató a magyar nyelv tanításához. Budapest: Károli Gáspár Református Egyetem – L'Harmattan Kiadó, 2020. Dostupné na: [https://btk.kre.hu/nyelvezet/images/Dola\\_Monika\\_modszertani\\_utmutato.pdf](https://btk.kre.hu/nyelvezet/images/Dola_Monika_modszertani_utmutato.pdf)
  - HEGEDŰS, Rita. Magyar nyelvtan. Formák, funkciók, összefüggések. Budapest: Tinta Könyvkiadó, 2004, s. 269–302. ISBN 963-9372-92-7.
  - ADAMIKNÉ JÁSZÓ, Anna. Anyanyelvi nevelés az ábécétől az érettségig. Budapest: Trezor Kiadó, 2001. ISBN 963-9088-53-6.
  - KUGLER, Nóra. Funkcionális grammatikai gyakorlatok a 9–12. évfolyam számára. Anyanyelv-pedagógia, 2009. Dostupné na: <http://www.anyanyelv-pedagogia.hu/cikkek.php?id=153>
  - Anyanyelv-pedagógia. Szakfolyóirat magyar nyelven tanító pedagógusoknak. Dostupné na: <http://www.anyanyelv-pedagogia.hu/>
  - Modern Nyelvoktatás. Dostupné na: <https://epa.oszk.hu/html/vgi/kardexlap.phtml?id=3139>
- Additional reading will be presented at the beginning and during the semester. Teacher presentations are available in MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (level C2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 102

A	ABS	B	C	D	E	FX
52,94	0,0	32,35	7,84	3,92	0,98	1,96

**Lecturers:** doc. Mgr. Katarína Misadová, PhD.

<b>Last change:</b> 01.04.2022
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<b>Approved by:</b>
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## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-105/15	<b>Course title:</b> Methodology of Hungarian Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning, distance learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> D, II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester the student prepares and presents the concepts of 2 sample lessons (2x50%) on his/her chosen topics in Hungarian literature. One concept focusing on the second level of primary schools with Hungarian as the language of instruction, the other focusing on grammar and secondary schools. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. The teacher will accept a maximum of 2 absences with documentation. The exact date for continuous evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The aim of the discipline is to familiarize the student with the widest possible range of lesson creation procedures, to draw his attention to the importance of gradual acquisition of practical skills also in the field of independent lesson preparation (Hungarian literature in schools with Hungarian as the language of instruction). The student has knowledge of the theory and practice of the lesson. The student is aware of the specifics of the approach at different levels of education. Has basic knowledge of legislative documents.	
<b>Class syllabus:</b> 1. Teaching literature and literary science 2. Aims and tasks of teaching literature 3. Role of the teacher 4. Teaching literature in schools with Hungarian as the language of instruction in Slovakia 5. Curriculum and syllabus 6. Textbooks and teaching texts 7. Thematic curriculum 8. Classical model of teaching 9. Experiential teaching 10. Interpretation of a literary text 11. Specifics of teaching and interpretation of lyrical, epic and dramatic works	

## 12. Alternative education

### **Recommended literature:**

- BODROGI, F. M., ed. Élményközpontú irodalomtanítás [online]. Szombathely: SAVARIA UNIVERSITY PRESS, 2016 [cit. 2021-10-17]. ISBN 978-615-5251-82-5. Available at: <https://mek.oszk.hu/16400/16457/16457.pdf>
  - CSERHALMI, Zsuzsa. Amit az irodalomtanításról tudni kellene. Budapest: Korona Kiadó, 2001. ISBN 963-9191-59-0.
  - LIPÓCZI-CSABAI, Sarolta, ed. Élményközpontú nyelv- és irodalomtanítás. Kecskemét: Neumann János Egyetem, 2020. ISBN 978-615-5817-54-0.
  - SIPOS, Lajos, ed. Irodalomtanítás a harmadik évezredben. Budapest: Krónika Nova, 2006. ISBN 963-9423-75-0. Available at: <https://mek.oszk.hu/22000/22017/22017.pdf>
  - TÓTH-MÓZER, Szilvia a Helga MISLEY. Digitális eszközök integrálása az oktatásba [online]. Budapest: ELTE, 2019 [cit. 2021-10-17]. ISBN 978-963-489-128-1. Available at: <http://mindenkiiskolaja.elte.hu>
- Additional literature will be presented at the beginning and during the semester.

### **Languages necessary to complete the course:**

Hungarian (C1)

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 101

A	ABS	B	C	D	E	FX
56,44	0,0	26,73	10,89	3,96	0,0	1,98

**Lecturers:** doc. Mgr. Zoltán Csehy, PhD., doc. PhDr. Anikó Dušíková, CSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-210/15	<b>Course title:</b> Methodology of Hungarian as a Foreign Language
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (on an ongoing basis) a paper (50%) on a selected topic in the field of learning and teaching of the Hungarian language (places of teaching, motivation of students, textbooks, use of web applications in teaching, solving grammatical problems, etc. b) in the exam period: written test (50%) The condition for admission to the exam is the achievement of at least 10% of the continuous assessment. Violation of academic ethics will result in the cancellation of the points obtained in the respective item The student will be required to complete the item in question in the appropriate marking item. <b>Grading Scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. Instructors will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the last day of the teaching period.	
<b>Learning outcomes:</b> Exploring Hungarian as a foreign language at different linguistic levels.	
<b>Class syllabus:</b> 1. Who, where, why studies in Hungarian 2. The phonological system of Hungarian from the point of view of a foreign language. 3. Some combinatory regularities of Hungarian.	

4. The morphological system of Hungarian from the aspect of a foreign language.
5. Grammatical categories of Hungarian verbs and nouns.
6. Pronunciation of Hungarian nouns, adjectives and pronouns.
7. The lexical-semantic system of Hungarian.
8. Basic issues of Hungarian syntax.
9. History of the Hungarian language and Hungarian language teaching.
10. Methodology of Hungarian language teaching.
11. Developing language skills.
12. Textbooks, dictionaries and applications for students.

**Recommended literature:**

- DÓLA, Mónika. Módszertani útmutató a magyar nyelv tanításához. Budapest: KRE, L'Harmattan. 2021. ISBN 978-963-414-756-5. Dostupné na [https://btk.kre.hu/nyelveszet/images/dola\\_monika\\_modszertani-utmutato.pdf](https://btk.kre.hu/nyelveszet/images/dola_monika_modszertani-utmutato.pdf)
  - H. VARGA, Márta. Rendhagyó nyelvtörténet. Budapest: KRE, L'Harmattan 2020. ISBN 978-963-414-757-2. Dostupné na [https://btk.kre.hu/nyelveszet/images/H\\_Varga\\_Marta\\_Rendhagyó\\_Nyelvtortenet.pdf](https://btk.kre.hu/nyelveszet/images/H_Varga_Marta_Rendhagyó_Nyelvtortenet.pdf)
  - HEGEDŰS, Rita a NÁDOR, Orsolya red. Magyar nyelvmester. A magyar mint idegen nyelv - Hungarológiai alapismeretek. Budapest: Tinta Könyvkiadó. 2006. ISBN 963-7094-55-5.
  - HOLLÓ, Dorottya. Kultúra és interkulturalitás a nyelvórán. Budapest: KRE - L'Harmattan. ISBN 978-615-5961-11-3. Dostupné na [https://btk.kre.hu/nyelveszet/images/hollo\\_dorottya\\_web\\_2019.pdf](https://btk.kre.hu/nyelveszet/images/hollo_dorottya_web_2019.pdf)
  - MISAD, Katalin. A magyar mint idegen nyelv grammatikájának néhány kérdése. In LANSTYÁK, István a MENYHÁRT, József red. Tanulmányok a kétnyelvűségről III. Pozsony: Kalligram Könyvkiadó, 2005. s. 205-209. ISBN 80-7149-728-2.
  - NÁDOR, Orsolya. Tanított /anya/nyelvünk. Budapest: KRE - L'Harmattan. 2019. ISBN 978-963-9808-95-9. Dostupné na [https://btk.kre.hu/nyelveszet/images/nador\\_orsolya\\_tanított\\_anyanyelvunk.pdf](https://btk.kre.hu/nyelveszet/images/nador_orsolya_tanított_anyanyelvunk.pdf)
- Supplemental readings will be presented at the beginning and throughout the semester. In Moodle and MS TEAMS presentations of the lecturers are available.

**Languages necessary to complete the course:**

Hungarian C1

**Notes:**

**Past grade distribution**

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
64,29	0,0	21,43	14,29	0,0	0,0	0,0

**Lecturers:** doc. Orsolya Katalin Nádor, PhD.

**Last change:** 27.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muSZ-002/22	<b>Course title:</b> Methodology of Pedagogical Research
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muSZ-002/15	
<b>Course requirements:</b> The overall evaluation of the student will be given on the basis of the evaluation of their elaboration of the following tasks: during the teaching part of the course (continuously): - Elaboration of continuous tasks and assignments max. 30 b. - Continuous test of knowledge and skills max. 30 b. in the trial period (at the end): - Final test of knowledge and skills max. 40 b. TOTAL max. 100 points Ongoing evaluation: I. EQUIPMENT AND EXERCISES: Tasks and exercises will focus on the ability of students to apply the acquired theoretical knowledge in solving various tasks: finding a topic, research problem, formulation of research goals, research questions, which theories are most often confirmed in pedagogical research - refuted, deduction of theory towards determination of variables and formulation of hypotheses for quantitatively oriented research, research data collection procedures, used methods and tools of data collection, application of research data analysis procedures - scaling, observation sheets, open, axial coding, or thematic analysis on research data mediated by teachers . For the elaboration of tasks and exercises the student will be able to obtain a total of max. 30 points. II. INTERIM TEST: The continuous test will contain test items focused on the curriculum of the first 3 topics / chapters of the compulsory textbook, for which you can collectively obtain max. 30 points. The midterm test will be completed by the student in person or remotely (according to the current epidemiological situation) via the MS Forms application during the semester after taking over 4 topics. Final rating: III. FINAL TEST: The final test will contain test items focused on the subject matter of the next 4 topics + some items focused on the repetition of topics 1,2 and 3,4, for which you will be able to obtain a max. 40 points. A minimum of 50% success rate is required to successfully complete the course.	

**CLASSIFICATION:**

A - 91 - 100 (excellent - excellent results),

B - 90 - 81 (very good - above average standard),

C - 80 - 71 (good - normal reliable work),

D - 70 - 61 (satisfactory - acceptable results),

E - 60 - 51 (sufficient - the results meet the minimum criteria),

Fx - 50 - 0 (insufficient).

The teacher accepts max. 2 absences with proven documents.

The exact date of the mid-term evaluation will be announced at the beginning of the semester.

Exam dates will be published via AIS no later than the last week of the semester.

Weight of the mid-term / final evaluation: 70/30.

Scale of assessment (preliminary/final): = 70/30.

**Learning outcomes:**

Upon successful completion of the course, students know the basic methodological concepts, stages and principles of quantitative and qualitative pedagogical research. They have the skills needed to study and analyze scientific studies in pedagogy and understand the research of others. They are able to design their own educational research, research or action research of the teacher and implement an independent research effort. They have the ability to choose appropriate and meaningful research topics, deftly develop a research project, collect and empirically correct analysis of research data. They can then interpret, defend and publish research data meaningfully and creatively.

**Class syllabus:**

1. Pedagogical research - definition of basic terms: cognition, science in human cognition, scientific theory, research, pedagogical research, theory, practice, method, methodology. Relation of pedagogical research to practice (R&D). Research - action research - evaluation.

2. Planning, organization and implementation of field pedagogical research: Stages of research work. Research plan and diary of a pedagogical researcher. Research information preparation. Ethics in research work.

3. Thinking about a research problem: The difference between a topic and a research problem. Thinking and judgment of a researcher. Selecting the essential and distinguishing partial phenomena from the general background. Preparation of a research project.

4. Qualitative and quantitative research design: Comparison of qualitative and quantitative research, their philosophical background, goals, focus and procedures in the collection and processing of research data.

5. Qualitative oriented pedagogical research: Selected currents (branches) of qualitative research: Ethnography, Phenomenological analysis, Narrative and Dramaturgical approach, Conversational analysis. Qualitative research procedures. Terrain access. Research methods used in qualitative research. Quality standards of qualitative research.

6. Quantitative oriented pedagogical research and its main phases: Determining the research problem. Variables and hypotheses and their place in pedagogical research. Hypothesis testing in scientific research. Measurement and quantification in pedagogical research.

7. Determination of the selection of research data collection methods: research method, research tool, validity, reliability and correlation coefficient of the research tool. Selection, study and preparation, or creation of tools for collecting research data.

8. Methods of research data collection: Observation, questionnaire, assessment scales, interviews, tests of knowledge and skills, sociometry, semantic differential and pedagogical experiment

9. Processing of obtained research data: Preparation for analysis, Analysis and interpretation of obtained research data (verbal or numerical). Discussion of research conclusions. Making recommendations for practice.

**Recommended literature:**

- GAVORA, Peter a kol. Elektronická učebnica metodológie pedagogického výskumu. (Online). Bratislava: Univerzita Komenského v Bratislave, 2010. Dostupné online. ISBN 978-80-223-2951-4.
- GAVORA, Peter. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava: Univerzita Komenského v Bratislave, 2007, 230 s., ISBN 978-80-223-2317-8.
- CHRÁSKA, Miroslav. 2007. Metódy pedagogického výskumu. Praha: Grada Publishing, 2007, 265s., ISBN 978-80-247-1369-4.
- GULOVÁ, Lenka., ŠÍP, Radim. Výzkumné metody v pedagogické praxi. Praha: Grada Publishing, 2013, 230s., ISBN 978-80-247-4368-4.
- HENDL, Jan. Kvalitativní výzkum. Základní teorie, metody a aplikace. Druhé aktualizované vydání. Praha: Portál, 2008, 407s., ISBN 978-80-7367-485-4.
- MAŇÁK, Josef a kol. Slovník pedagogické metodologie. Brno: Paido, 2005, 134s., ISBN 80-210-3802-0
- STRAUSS, Anselm., CORBINOVÁ, Juliet. Základy kvalitativního výskumu. Postupy a techniky zakotvené teorie. Boskovice: Nakladatelství Albert, 1999, 196s., ISBN 80-85834-60-X.
- ŠEĐOVÁ, Klára., ŠVARÍČEK, Roman. Kvalitativní výzkum v pedagogických vědách. Praha: Portál, 2007, 377 s., ISBN 978-80-7367-313-0.
- ŠVEC, Štefan a kol. Metodológia vied o výchove. Kvantitatívno-scientistické a kvalitatívno-humanitné prístupy. Bratislava: IRIS, 1998, 303s., ISBN 80-88778-73-5.
- Pedagogické a spoločenskovedné vedecké časopisy.

**Languages necessary to complete the course:**

Slovak, English

**Notes:****Past grade distribution**

Total number of evaluated students: 404

A	ABS	B	C	D	E	FX
44,31	0,25	30,69	14,11	5,94	3,71	0,99

**Lecturers:** Mgr. Gabriela Pleschová, PhD.

**Last change:** 06.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-001/22	<b>Course title:</b> Methodology of Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) During the instruction period of the semester: each student will give two power-point presentations on a selected figure in the history of philosophy and two power-point presentations on selected problems in systematic philosophy. They will hand in one concept map of a chosen philosophical text in a power-point presentation during the instruction period of the semester. They will present these presentations in class. b) In the examination period, they will submit a seminar paper (5 standard pages) on a chosen topic in the didactics of philosophy. The evaluation from the preliminary part is a prerequisite for the evaluation in the examination part of the semester. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. The teacher will accept a maximum of two absences with documentation. The exact dates of the preliminary assessment will be announced at the beginning of the semester. Dates of handing in the seminar paper will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): preliminary 50%/in examination period 50%	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the basic didactic concepts, methods, strategies, principles and forms of teaching Philosophy for the needs of secondary schools. Students have information about the curriculum of the Social Studies subject. Students have basic information about the construction of the lesson with emphasis on the motivation phase. Students are able to successfully create a conceptual map of the analysed philosophical text and present it. They can give presentations on selected philosophers and philosophical problems. They have practical skills in imparting knowledge in a form appropriate to the needs of teaching Philosophy at secondary schools. Students have developed critical thinking and can work effectively with philosophical texts. Students can use the acquired knowledge and skills in the context of their own future pedagogical activity.	
<b>Class syllabus:</b> 1. State education programme, school education programme, curricula, content and performance standards, thematic lesson plans, subject committees	

2. Preparation for the lesson, phases of the lesson.
3. Ability to self-reflect, argue, debate and think critically
4. Cross-curricular relations, Cross-sectional themes.
5. Trends in teaching philosophy at secondary schools (how to teach philosophy). Contemporary tendencies in the design of the content of teaching philosophy.
6. Didactics in philosophical reflection. Didactics of philosophy as applied didactics, its subject and goals, the relationship of didactics of philosophy to other scientific disciplines.
7. Setting goals in teaching philosophy. Specific objectives in philosophy classes.
8. Critical thinking in philosophy classes - affective strategies.
9. Critical thinking in philosophy classes - cognitive strategies.
10. Working with a philosophical text.
11. Methods of teaching philosophy.
12. Personality of the philosophy teacher. Key competencies and skills.

**Recommended literature:**

Petlák, Erich. Všeobecná didaktika. Bratislava: IRIS, 1997. ISBN: 80-88778-49-2

Petty, Geoffrey. Moderní vyučování. Praha: Portál, 1996. ISBN: 80-7178-070-7

Kyriacou, Chris. Klíčové dovednosti učitele. Cesty k lepšímu vyučování. Praha: Portál, 1996. ISBN: 80-7178-022-7

ŠUCH, Juraj. Vybrané problémy z vyučovania filozofie. Prešov: Metodicko-pedagogické centrum. 2002.

Additional literature will be presented at the beginning of the semester and during the semester. Teachers' presentations and literature that is not available at Academic Library UK are available in MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 67

A	ABS	B	C	D	E	FX
62,69	0,0	31,34	1,49	1,49	0,0	2,99

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 23.02.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-501/22	<b>Course title:</b> Methodology of Philosophy
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>Course requirements:</b> The students can take the state exam a) After obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies, b) After successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program, c) After fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act, d) If no disciplinary action is taken against them. Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state exam or its part is decided by the exam committee by consensus. If the exam committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting. On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state exams are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place. The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam a) on the following dates assigned for state exams in the relevant academic year, or b) on the dates assigned for state exams in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act. If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the exam committee in advance or no later than three working days after the date of the state exam or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state exam or its part without an excuse within the specified period, or if the chairman of the exam committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam. Scale of assessment (preliminary/final): 0%/100%	
<b>Learning outcomes:</b> After successfully passing the state final examination in the subject Didactics of Philosophy, students have adequate theoretical knowledge in the field of didactics of philosophy, as well	

as practical skills in conceiving, conducting and organizing a teaching lesson in philosophy at secondary school. On the basis of an oral answer to one selected question, consisting of two sub-questions from the subject Didactics of Philosophy (one question concerning theoretical knowledge would use in the design of a model lesson in the teaching of philosophy), the student demonstrates the ability to interpret and practically demonstrate the acquired knowledge on the subject, as well as to respond promptly in the course of the discussion to the questions raised.

**Class syllabus:**

1. The student arrives on the registered date of the state exam according to the schedule set by the department.
2. The student receives a question from the subject of the state exam, which is submitted in writing and anonymously in the form of a random selection from printed questions or a generator.
3. The exam committee will provide the student with reasonable time to prepare an oral answer to the question.
4. The student presents the prepared answer to the question in front of the exam committee and answers the additional questions.
5. After the student finishes their answer, the exam committee decides on the results of the state exam in a closed session of the exam committee.

**State exam syllabus:**

Thematic areas:

1. A. Specific objectives in philosophy classes; B. Lesson presentation on a selected problem or figure in pre-Socratic philosophy.
2. A. Critical thinking in philosophy classes - affective strategies (description, explanation); B. Lesson presentation on a selected problem in Plato's philosophy.
3. A. Critical thinking in philosophy classes - cognitive strategies (description, explanation); B. Lesson presentation on a selected problem in Aristotle's philosophy.
4. A. Critical thinking in philosophy classes - cognitive strategies (description, explanation); B. Lesson presentation on a selected problem or a personality from medieval philosophy.
5. A. Organisation of teaching in the philosophy class; B. Lesson presentation on a selected problem or figure in Renaissance philosophy.
6. A. Classification and alternative forms of assessment in philosophy classes; B. Lesson presentation on a selected problem in modern rationalist philosophy.
7. A. Structure and writing philosophic papers and essays; B. Lesson presentation on a selected problem in modern empirist philosophy.
8. A. Criteria for assessment of written papers, essays in philosophy;  
B. Lesson presentation on a selected problem in Kant's philosophy.
9. A. Material resources in philosophy classes; B. Lesson presentation on a selected problem or figure in 19th century philosophy.
10. A. The personality of the philosophy teacher, graduation examination and secondary school professional activity in philosophy; B. Lesson presentation on a selected problem or figure in 20th century philosophy.

**Recommended literature:**

Summary of literature of compulsory and optional subjects of the study program Didactics of Philosophy relevant to the content of the subject of the state exam.

Šuch, J.: Vybrané problémy z vyučovania filozofie, Prešov, Metodicko-pedagogické centrum, 2002. Petersen, W.H.: Učebnica všeobecnej didaktiky. Bratislava, 1993. Petlák, E.: Všeobecná didaktika. Bratislava, 1997. Petty, G.: Moderní vyučování. Praha, 1996. Kyriacou, Ch.: Klíčové dovednosti učitele, Praha, 1996. Novotný, Z.: Jak (se) učit filosofii. Olomouc, 2004.

**Languages necessary to complete the course:**

slovak

**Last change:** 23.02.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-221/15	<b>Course title:</b> Methodology of the Hungarian Language and Literature
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 4..	
<b>Educational level:</b> D, II.	
<p><b>Course requirements:</b>  The student can take the state exam</p> <ol style="list-style-type: none"> <li>a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies,</li> <li>b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program,</li> <li>c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act,</li> <li>d) if no disciplinary action is taken against them.</li> </ol> <p>Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place.</p> <p>The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam</p> <ol style="list-style-type: none"> <li>a) on the following dates assigned for state examinations in the relevant academic year or</li> <li>b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.</li> </ol> <p>If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	

**Learning outcomes:**

The student who passes the state exam has comprehensively mastered the issue of the state exam in the context of specified areas. The student has theoretical and practical skills based on the current state of information from the theory of knowledge organization and bibliometrics, as well as the ability to apply and use the skills creatively. He is able to apply the things he learned about knowledge organization and bibliometrics to interdisciplinary relationships, is able to think critically, offer solutions for the knowledge organization and bibliometrics problems, and use scientific arguments.

**Class syllabus:**

Topic headings:

1. On the theory of teaching Hungarian as a mother tongue.
2. The teaching objective in the language component of MJL teaching.
3. The basic functions of teaching in the language component.
4. Learning content in the language component of MJL.
5. Teaching process in the language component.
6. Teaching methods in the language component.
7. Expository and direct transmission methods.
8. Methods of mediated process and methods of independent work.
9. Methods of control and evaluation.
10. MJ textbooks.
11. Didactic principles in MJ textbooks.
12. The teacher and his/her preparation for teaching MJ.
13. Teaching literature and literary science
14. Aims and objectives of teaching literature
15. The role of the teacher
16. Teaching literature in schools with Hungarian as the language of instruction in Slovakia
17. Curriculum and syllabus
18. Textbooks and teaching texts
19. Thematic teacher education plan
20. Classical model of teaching
21. Experiential teaching
22. Interpretation of a literary text
23. Specifics of teaching and interpretation of lyrical, epic and dramatic works
24. Alternative education

**State exam syllabus:****Recommended literature:**

- DOLA, Mónika. Módszertani útmutató a magyar nyelv tanításához. Budapest: Károli Gáspár Református Egyetem – L'Harmattan Kiadó, 2020. Available at: [https://btk.kre.hu/nyelveszet/images/Dola\\_Monika\\_modszertani\\_utmutato.pdf](https://btk.kre.hu/nyelveszet/images/Dola_Monika_modszertani_utmutato.pdf)
- HEGEDŰS, Rita. Magyar nyelvtan. Formák, funkciók, összefüggések. Budapest: Tinta Könyvkiadó, 2004, s. 269–302. ISBN 963-9372-92-7.
- ADAMIKNÉ JÁSZÓ, Anna. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó, 2001. ISBN 963-9088-53-6.
- KUGLER, Nóra. Funkcionális grammatikai gyakorlatok a 9–12. évfolyam számára. Anyanyelv-pedagógia, 2009. Available on: <http://www.anyanyelv-pedagogia.hu/cikkek.php?id=153>
- Anyanyelv-pedagógia. Szakfolyóirat magyar nyelven tanító pedagógusoknak. Available on: <http://www.anyanyelv-pedagogia.hu/>

- Modern Nyelvoktatás. Available on:  
<https://epa.oszk.hu/html/vgi/kardexlap.phtml?id=3139>
- BODROGI, F. M., ed. Élményközpontú irodalomtanítás [online]. Szombathely: SAVARIA UNIVERSITY PRESS, 2016 [cit. 2021-10-17]. ISBN 978-615-5251-82-5. Available: <https://mek.oszk.hu/16400/16457/16457.pdf>
- CSERHALMI, Zsuzsa. Amit az irodalomtanításról tudni kellene. Budapest: Korona Kiadó, 2001. ISBN 963-9191-59-0.
- LIPÓCZI-CSABAI, Sarolta, ed. Élményközpontú nyelv- és irodalomtanítás. Kecskemét: Neumann János Egyetem, 2020. ISBN 978-615-5817-54-0.
- SIPOS, Lajos, ed. Irodalomtanítás a harmadik évezredben. Budapest: Krónika Nova, 2006. ISBN 963-9423-75-0. Available on: <https://mek.oszk.hu/22000/22017/22017.pdf>
- TÓTH-MÓZER, Szilvia a MISLEY, Helga. Digitális eszközök integrálása az oktatásba [online]. Budapest: ELTE, 2019 [cit. 2021-10-17]. ISBN 978-963-489-128-1. Available on: <http://mindenkiiskolaja.elte.hu>

**Languages necessary to complete the course:**

Hungarian Language (C2)

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-25/22	<b>Course title:</b> Methods in Science and Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous during the semester: active participation in class and continuous completion of homework: 50 points; Final assessment: final test: 50 points. Violation of academic ethics may result in the nullification of points earned in the appropriate assessment item. Grading scale: A: 100-93 points; B: 92-85 points; C: 84-77 points; D: 76-69 points; E: 68-60 points; Fx: 59-0 points. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The graduate of the course understands the basics of the theory of science (basic scientific procedures, terminology) and the thought processes of philosophy (deductive and non-deductive reasoning, conceptual analysis, thought experiments, defining, etc.). Can distinguish between descriptive and normative aspects of philosophical and scientific work, understands the differences between scientific and philosophical explanation as well as the differences between testing philosophical and scientific theses.	
<b>Class syllabus:</b> 1. Boundaries between philosophy and science 2. Statements: modal import and sources of knowledge 3. Analytic methods of science and philosophy: defining, inferring and arguing 4. Empirical methods of science 5. Methods of philosophy: thought experiments, conceptual analysis 6. Intuition, common sense and scientific knowledge 7. Scientific theories and philosophical concepts 8. Testing: scientific hypotheses and philosophical theses 9. Naturalized philosophy	
<b>Recommended literature:</b> BIELIK, L. Metodologické aspekty vedy. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4788-4.	

DALY, Ch. An Introduction to Philosophical Methods. Ontario: Broadview Press, 2010. ISBN 978-1-55111-934-2.

ROSENBERG, A. a MCINTYRE, L. Philosophy of Science. A Contemporary Introduction. 4th ed. New York - London: Routledge, 2020. ISBN 978-1-138-33151-8.

WILLIAMSON, T. Doing Philosophy. From Common Curiosity to Logical Reasoning. Oxford: Oxford University Press, 2018. ISBN 978-0-19-882251-6.

The literature will be provided in electronic form.

**Languages necessary to complete the course:**

Slovak (class work, part of literature)

English (part of literature)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
9,38	0,0	18,75	15,63	28,13	21,88	6,25

**Lecturers:** doc. Mgr. Lukáš Bielik, PhD.

**Last change:** 29.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-136/22	<b>Course title:</b> Natural Law in Medieval Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the instruction period of the semester: one test (in the first half of the semester) and the seminar paper is submitted in the penultimate week of the instruction period of the semester. Students can score a maximum of 100 points for the test, the minimum for passing the course is 60 points. The weight of the test is 50% of the final assessment. The remaining 50% of the assessment consists of seminar paper. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Test grading scale: A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0% The teacher will accept a maximum of two absences with documentation. Scale of assessment (preliminary/final): 100%: preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students will have knowledge of the main features of the scholastic understanding of natural law, especially in Thomas Aquinas and John Duns Scotus. They can navigate the scholastic naturalistic and antinaturalistic justification of moral standards, the relationship between ethics and law, and has a basic insight into the medieval understanding of the virtues. Students will be able to understand a scholastic text, make historical and philosophical connections, and identify parallels and differences between scholastic and contemporary socio-political and ethical debates regarding the justifiability of universal human rights. They can use the acquired knowledge in the comparison of scholastic and contemporary models of the relationship between ethics, politics and law.	
<b>Class syllabus:</b> 1. Starting points - Stoicism, Aristotelianism and Neo-Platonism 2. Augustinus - the eternal and temporal law 3. Aquinas - nature of law 4. Aquinas - eternal law 5. Aquinas - natural law I. 6. Aquinas - natural law II. 7. Aquinas - positive law 8. Aquinas - divine law	

9. Aquinas - relationship between natural and positive law
10. Aquinas - theory of common good, division of the constitutions
11. John Duns Scotus - natural law I.
12. John Duns Scotus - natural law II.

**Recommended literature:**

AKVINSKÝ, Tomáš. O zákonech v Teologické sumě. Praha: Krystal OP, 2003. ISBN: 80-85929-59-7

SCOTUS, Ján Duns. Desetero a přirozený zákon. Ordinatio III, suppl. dist. 37. Salve. 2005, 15 (4), 39-48.

SOUSEDÍK, Stanislav. Svoboda a lidská práva. Jejich přirozenoprávní základ. Praha: Vyšehrad, 2010. ISBN: 978-80-7429-036-7

CHABADA, Michal. Prirodzený zákon v scholastike a širšej dejinno-filozofickej perspektíve. Bratislava: Univerzita Komenského, 2014. ISBN: 978-80-223-3524-9

Complementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
44,44	0,0	22,22	22,22	5,56	0,0	5,56

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-130/22	<b>Course title:</b> Nietzschean and Existentialist Inspirations in Slovak Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance. Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the specific issues of reflection on the views of F. Nietzsche and French existentialists in the Slovak and Czech environment. They know and understand the source texts necessary for the interpretation of the two problem areas. They can analyse and critically reflect on the views of key authors and make comparisons with the views of selected Western European philosophers.	
<b>Class syllabus:</b> 1. Slovak philosophical thought at the turn of the last centuries. 2. Friedrich Nietzsche and his philosophical work. 3. Analysis of the work of F. Nietzsche: Ecce Homo. How One Becomes What One Is 4. Reflection of F. Nietzsche in the Slovak and Czech environment. 5. Alexander Matuška, Svätopluk Štúr and Teodor Münz: an analysis of texts on F. Nietzsche. 6. Existentialism and the predecessors of existentialism. 7. Analysis of the work of J.-P. Sartre: Existentialism is humanism. 8. Penetrations of existentialism into the Slovak cultural environment. 9. Three “waves” of interest in existentialism. 10. The “shipwreck” of existentialism today?	
<b>Recommended literature:</b>	

NIETZSCHE, Friedrich. Ecce homo. Ako sa človek stane tým, čím je. Bratislava: IRIS, 2004. ISBN 80-89018-51-3.  
 ŠTÚR, Svätopluk. Zápasy a scestia moderného človeka. Bratislava: Veda, 1998. ISBN 80-224-0536-1.  
 MÚNZ, Teodor. Listy filozofom. Bratislava: Kalligram, 2002. ISBN 80-7149-459-3.  
 SARTRE, Jean-Paul: Existencializmus je humanizmus. Bratislava: Slovenský spisovateľ, 1997. ISBN 80-220-0775-7.  
 SMREKOVÁ, Dagmar. Zbohom Sartrovi? Bratislava: IRIS, 1996. ISBN 80-88778-26-3.  
 Additional literature will be presented at the beginning and during the semester. Teacher#s presentations will be available in MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
53,33	0,0	20,0	13,33	6,67	0,0	6,67

**Lecturers:** doc. Mgr. Erika Lalíková, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-00/15	<b>Course title:</b> Non-classical Logics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During semester: homeworks (10 pts), seminar assignments (20 pts), 1 test during the semester (20 pts); After semester: final test (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts. Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students have an understanding of the most important non-classical logics. They are familiar with the debates of the basic principles of classical logic. They know some of the logical systems that violate these principles and the possibilities of their application in philosophy. They are able to logically analyze arguments with modalities. Students can logically analyze a wider range of conditional sentences.	
<b>Class syllabus:</b> Principles of exclusion of the third and exclusion of the contradiction. Reasons for their violation and multi-value logic. Principles of substitution and extensionality. Modalities in natural language. Basic systems of propositional modal logic, their philosophical interpretations and applications - temporal, epistemic and deontic logic. Predicate modal logic, its philosophical issues and applications. Intensional and hyperintensional model of meaning. Intuitionistic logic. Paradoxes of material implication and logic of conditional sentences. Relevant logics.	
<b>Recommended literature:</b> KOLMAN, Vojtěch (Ed.). Možnost, skutečnost, nutnost. [Possibility, Reality, Necessity.] Praha: Filosofia, 2005. ISBN 978-80-700-7203-2 PEREGRIN, Jaroslav. Logika a logiky. [Logic and Logics.] Praha: Academia, 2004. ISBN 978-80-200-1187-0 PRIEST, Graham. From If to Is. An Introduction to Non-Classical Logic. Cambridge: Cambridge University Press, 2008. ISBN 978-05-118-0117-4	

SVOBODA, Vladimír, PEREGRIN, Jaroslav. Od jazyka k logice. [From Language to Logic.] Praha: Academia, 2009. ISBN 978-80-200-1740-6  
ZOUHAR, Marián. Základy logiky pre spoločenskovedné a humanitné odbory. [Fundamentals of Logic for Social Sciences and Humanities.] Bratislava: Veda, 2008. ISBN 978-80-224-1040-3.

**Languages necessary to complete the course:**

Slovak

**Notes:**

It is recommended to master the basics of classical propositional and predicate logic and basic knowledge of English and Czech.

**Past grade distribution**

Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
17,67	0,0	9,91	10,78	18,1	32,33	11,21

**Lecturers:** prof. Mgr. Marián Zouhar, PhD.

**Last change:** 04.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-AmuSL-53/22	<b>Course title:</b> Pedagogical Rhetoric
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KSJ/A-AmuSL-53/15	
<b>Course requirements:</b> Homeworks during semester (interpretation and creation of argumentation entries, contributions to discussions etc.), two prepared speeches orally presented in seminar (preliminary), final text exam or colloquium in 12. – 13. week of the semester. Preliminary outputs do not have a correction date. The teacher will accept a maximum of two documented absences. The evaluation is carried out according to this classification scale: A (100 % - 92 %), B (91 % - 84 %), C (83 % - 76 %), D (75 % - 68 %), E (67 % - 60 %). Credits will be granted to the student who has obtained at least an E as the final grade. A breach of academic ethics will result in the cancellation of the evaluation result of the relevant item. Scale of assessment (preliminary/final): 100/0 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student is able to apply systemized information from the subject to didactic practice. He/she knows the methods of rhetorical interpretation and masters the principles of speaking. He/she is able to adequately understand the speaker's performance and to respond appropriately in dialogic interaction in the work (school) and non-work environment. He/she is able to apply correct persuasive tactics in a prepared and improvised communication act in the spirit of ethical principles of healthy communication.	
<b>Class syllabus:</b> Ancient rhetorics and neorhetorics. Rhetorical genres. Politenes and etiquette. Conflicting and non-conflicting communication. Defense against manipulative behaviour and verbal abuse. Interpretation of rhetorical speeches. Creation of rhetorical texts (public monological and dialogical); persuasion, agumentation. Practical rhetorics 1 - monology (business, politically/socially engaged speeches and occasional speeches.	

Practical rhetorics 2 – dialogical interactions (principle of cooperation, principle of politeness and their application in form example defence of a project/propagation of bioethical practices and discussion/polemics concerning them, in business negotiation and conflict, in family arguments...)

**Recommended literature:**

BILINSKI, W. Velká kniha rétoriky. Praha: Grada Publishing, 2011. ISBN 978-80-247-3905-2  
HEINDRICHS, J. Rétorika pro každého. Brno: Computer Press, 2010. ISBN 978-80-251-2693-6  
KRAUS, J. Rétorika v evropské kultuře i ve světě. Praha: Karolinum, 2011. ISBN 978-80-246-2001-5  
VYBÍRAL, Z. Psychologie komunikace. Praha: Portál, 2009. ISBN 978-80-736-7387-1  
ŠPAČKOVÁ, A. Moderní rétorika na univerzitě. Praha: Karolinum, 2017. ISBN 978-80-246-3708-2

**Languages necessary to complete the course:**

slovak, czech

**Notes:**

Time burden – 4c = 100h – 120h  
-Completion of educational activities (L,S): 39h  
-Continuous preparation for lessons: 26h  
- Preparation of 2 speeches: 16h  
- Preparation for the final written exam: 20h

**Past grade distribution**

Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
47,14	0,0	28,63	14,98	8,37	0,88	0,0

**Lecturers:** doc. Mgr. Alena Bohunická, PhD., prof. PhDr. Ol'ga Orgoňová, CSc.

**Last change:** 21.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-moED-217/20	<b>Course title:</b> Peoples and Languages of East and Central Europe
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (on an ongoing basis) a paper (50%) on a selected topic on Central and Eastern Europe from the linguistic, cultural, historical and geographical aspects. (b) in the examination period: written test (50%) The condition for admission to the examination is the achievement of at least 10% of the intermediate mark. Violation of academic ethics will result in the cancellation of the points obtained in the relevant item The student will be required to complete the item in question in the appropriate marking item. <b>Grading Scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. Instructors will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the last day of the teaching period.	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has knowledge of the complex issues of Europe - Central Europe - Eastern Europe - East Central Europe in linguistic, geographical and cultural aspects.	
<b>Class syllabus:</b> 1. Europe - Central Europe - Eastern Europe - Eastern Central Europe - 1. Linguistic geography. 2. Europe - Central Europe - Eastern Europe - Eastern Central Europe - 2. Historical-Comparative Linguistics.	

3. Scientific disciplines dealing with coexisting peoples and their language.
4. Areal (geographical) linguistics, cultural linguistics, anthropological linguistics, contrastive linguistics, semiotics, minority studies, ethnology.
5. Linguistic diversity in Europe: from dialect through written language to international communicative language.
6. Characteristics of Western and Eastern Christian languages: the role of Latin and Old Slavonic.
7. The emergence of national languages 1.
8. Origin of national languages 2. Languages of East Central Europe - Slavic languages.
9. Origin of national languages 3. Languages of East Central Europe - Romanian language.
10. Origin of national languages 4. Languages of East Central Europe - Hungarian language.
11. Characteristics of languages from many aspects.
12. Languages of East Central Europe - Romani language, Yiddish.
13. Language as an instrument of East Central European politics.

**Recommended literature:**

- ÁBRAHÁM, Barna a GEREKEN, Ferenc a STEKOVICS, Rita red. Nemzeti és regionális identitás Közép-Európában. Piliscsaba: PPKE. 2003. ISBN 963-9296-72-4.
- BALÁZS, János red. Nyelvünk a Duna-tájon. Budapest: Tankönyvkiadó. 1989. ISBN 963-18-1581-1.
- CSERNICKSKÓ, István. Nyelvi konfliktusok a 21. századi Európában a „nemzetközi normák” és az „európai standardok” tükrében. Pro Minoritate 2019. Nyár: 3–26. Dostupné na <http://real.mtak.hu/104893/1/ProMino-1902-01-Csernicisko.pdf>. ISSN 1216/9927.
- MÓDOS, Péter a TISCHLER, János red. Közép-európai olvasókönyv. Budapest: Osiris-Közép-európai Kulturális Intézet 2005. ISBN 963-389-720-3.
- NÁDOR, Orsolya. Kísérlet Kelet-Közép-Európa fogalmának nyelvi szempontú meghatározására. In: LANSTYÁK, István a POLGÁR, Anikó red. Fordítás, kulturális hibriditás és többnyelvűség a magyar irodalomtudomány és nyelvtudomány kontextusában. Preklad, kultúrna hybridita a plurilingvizmus v kontexte maďarskej literárnej vedy a lingvistiky. Bratislava: UK. 2019. 11–47. ISBN 978-80-223-4738-9.
- TOLCSVAI NAGY, Gábor red. A magyar nyelv jelene és jövője. Budapest: Gondolat Kiadó. 2017. ISBN 978-963-693-824-6.

Supplemental readings will be presented at the beginning and throughout the semester. In Moodle and MS TEAMS presentations of the lecturers are available.

**Languages necessary to complete the course:**

Hungarian B2, C1

**Notes:**

**Past grade distribution**

Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
85,0	0,0	12,5	2,5	0,0	0,0	0,0

**Lecturers:** doc. Orsolya Katalin Nádor, PhD.

**Last change:** 27.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-112/22	<b>Course title:</b> Philosophical Anthropology 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. Preliminary evaluation during the instruction period: a) Active participation in seminars: 1 point for each seminar, max. 10 points; b) Presentation of one selected topic: max. 30 points; c) Final test of the entire scope of the subject: max. 60 points. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Grading scale: A: 100-92 B: 91-84 C: 83-76 D: 75-68 E: 67-60 FX: 59-0. The teacher will accept a maximum of two absences with documentation. The dates for the final test will be announced through AIS at the beginning of the instruction period. Scale of assessment (preliminary/final): 100%/ 0%	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the basic problems of historical and philosophical ideas about man and his key definitions. They understand the basic principles of man's relationship to the world, the universe and God. The students are able to navigate the knowledge of biological anthropology from Darwin to the present and understand the criteria of the typology of anthropological orientations and directions.	
<b>Class syllabus:</b> 1. An introduction to philosophical anthropology. Philosophy of man and non-philosophical conceptions of man. 2. The place of philosophical anthropology in the system of human sciences. A typology of anthropological orientations and directions. 3. Basic problems of philosophical anthropology and the definition of man. 4. Basic images of man in the history of European culture.	

6. Man in medieval Christian thought.
7. Man in the period of Renaissance and modern thought.
8. Enlightenment-rationalist conceptions of man and anthropological materialism.
9. From the history of biological anthropology and basic hominization hypotheses and models.
10. Philosophical Anthropology Program. Man's place in the universe.

**Recommended literature:**

BUBER, Martin. Problém člověka. Praha: Kalich, 1997. ISBN 80-7017-109-X.

CORETH, Emerich. Co je člověk? Praha: Zvon, 1994. ISBN 80-7113-098-2.

LEAKEY, Richard. Pôvod ľudstva. Bratislava: Archa, 1996. ISBN 80-7115-103-3.

PLAŠIENKOVÁ, Zlatica. Obrazy človeka z filozofickej a eticko-axiologickej perspektívy 1. časť [online]. Bratislava: Stimul 2010. Available on: [http://stella.uniba.sk/texty/FIF\\_ZP\\_obrazy.pdf](http://stella.uniba.sk/texty/FIF_ZP_obrazy.pdf)

SEILEROVÁ, Božena. Človek v paradigmách filozofickej antropológie. Bratislava: Iris, 2004. ISBN 80-89018-70-X.

Temporary teaching texts for the subject are available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
29,63	0,0	23,46	27,16	8,64	2,47	8,64

**Lecturers:** prof. PhDr. Zlatica Plašienková, CSc.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-113/22	<b>Course title:</b> Philosophical Anthropology 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. Preliminary evaluation during the instruction period: a) Active participation in seminars: 1 point for each seminar, max. 10 points; b) Presentation of one selected topic: max. 30 points; c) Final test of the entire scope of the subject: max. 60 points. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Grading scale: A: 100-92 B: 91-84 C: 83-76 D: 75-68 E: 67-60 FX: 59-0. The teacher will accept a maximum of two absences with documentation. The dates for the final test will be announced through AIS at the beginning of the instruction period. Scale of assessment (preliminary/final): 100%/ 0%	
<b>Learning outcomes:</b> After successfully completing the course, students will be familiar with the different approaches of the representatives of various anthropological concepts of the 20th and 21st centuries. They have knowledge of modern philosophical anthropology represented by M. Scheler, H. Plessner, A. Gehlen, as well as of conceptions of man within the philosophy of symbolic forms and cultural anthropology (E. Cassirer, M. Landmann, A. Schweitzer). He understands cosmological-anthropological and existentialist conceptions of man (P. Teilhard de Chardin, K. Jaspers, E. Fromm). They are able to identify the core values associated with the question of the meaning of life of contemporary man and his images in the context of the 21st century.	
<b>Class syllabus:</b> 1. Max Scheler's Program in Philosophical Anthropology. 2. The conception of man and the understanding of human nature in A. Gehlen. 3. The concept of H. Plessner and the basic anthropological laws.	

4. Anthropology and culture. Man as creator and creation of culture (M. Landmann).
5. Anthropology and moral culture in the concept of respect for life (A. Schweitzer).
6. Concept of the man of E. Cassirera. Man as a symbolic being.
7. The cosmological-anthropological conception of P. Teilhard de Chardin.
8. Selected anthropological conceptions of existentialist and personalist character (K. Jaspers, G. Marcel).
9. The Image of Man in Psychoanalytic Concepts (E. Fromm, V. E. Frankl).
10. Images of the man of 21st century (Z. Bauman).

**Recommended literature:**

CASSIRER, Ernst. Esej o človeku. Bratislava: Pravda, 1977.

CORETH, Emerich. Co je člověk? Praha: Zvon, 1994. ISBN 80-7113-098-2.

GEHLEN, Arnold. Duch ve světe techniky. Praha: Svoboda, 1972.

JASPERS, Karl. Filosofická víra. Praha: ISE, 1994. ISBN 0-85241-77-3.

PLAŠIENKOVÁ, Zlatica. Obrazy člověka z filozofickej a eticko-axiologickej perspektívy 2. časť [online]. Bratislava: Stimul, 2018. Available on: [http://stella.uniba.sk/texty/FIF\\_ZP\\_obrazy-2.pdf](http://stella.uniba.sk/texty/FIF_ZP_obrazy-2.pdf)

SCHELER, Max. Místo člověka v kosmu. Praha: Academia, 1968.

Temporary teaching texts for the subject are available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
48,33	0,0	36,67	10,0	3,33	0,0	1,67

**Lecturers:** prof. PhDr. Zlatica Plašienková, CSc.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muSZ-003/22	<b>Course title:</b> Philosophical Aspects of Education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the teaching period of the semester: participation, activity, elaboration of assignments or final test. The test or assignments will be from the material covered during the semester. The student can get a maximum of 50 points, the minimum for successful course completion is 30 points. Grade percentage: A: 100-92%, B: 91-84%; C: 83-76%, D: 75-68%, E: 67-60% FX: 0-59% Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation items. The teacher accepts max. 2 absences with proven documents. Scale of assessment (preliminary/final): 0/ 100% during the trial period	
<b>Learning outcomes:</b> Upon successful completion of the course, students will know: A: in the field of knowledge: <ul style="list-style-type: none"> <li>· What is philosophy, its basic structure, goals and role</li> <li>· What issues do philosophy of education and philosophical anthropology solve, what are their goals and role?</li> <li>· What is the importance of philosophy for solving problems in theory and practice of education</li> </ul> B: in the field of skills: <ul style="list-style-type: none"> <li>· Orientation in basic philosophical problems, disciplines and concepts</li> <li>· Ask questions and formulations of answers regarding philosophical questions of education</li> <li>· To think independently about philosophical issues of education</li> </ul>	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. The concept and structure of philosophy</li> <li>2. Philosophical and pedagogical anthropology</li> <li>3. Philosophical anthropology and axiology</li> <li>4. Philosophy of education I.</li> <li>5. Philosophy of education II.</li> <li>6. Philosophy of culture and values</li> <li>7. Ethical issues and perspectives of education</li> </ol>	
<b>Recommended literature:</b>	

ANZENBACHER, Arno: Introduction to Philosophy. Prague: SPN, 1991. ISBN: 80-04-26038-1.  
 BREZINKA, Wolfgang: Filozofické základy výchovy. Prague: Zvon, 1996. ISBN: 80-7113-169-5.  
 CORETH, Emerich: What is a human being? Fundamentals of philosophical anthropology. Prague: Zvon, 1994. ISBN: 80-7113-098-2.  
 POPKIN, Richard. H., STROLL, Avrum: Philosophy for Everyone. Prague: Ivo Zelezny, 2000. ISBN: 80-240-0257-4.  
 PELCOVÁ, Naděžda: Philosophical and pedagogical anthropology. Prague: Karolinum, 2000. ISBN: 80-246-0076-5.

Complementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 403

A	ABS	B	C	D	E	FX
47,15	0,0	25,81	12,41	7,44	4,96	2,23

**Lecturers:** prof. Mgr. Michal Chabada, PhD., doc. Mgr. Erika Lalíková, PhD., doc. PhDr. Mariana Szapuová, CSc., prof. PhDr. Emil Višňovský, CSc.

**Last change:** 22.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-117/22	<b>Course title:</b> Philosophical Introduction into the Theory of Sets
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points: 30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 - C, 75-68 - D, 67-60 - E). Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the basic concepts of set theory, the historical context of the origin of set theory, and the mathematical and philosophical problems associated with some of the key concepts and axioms of set theory. They are able to handle set concepts and practically provide elementary proofs, which allows them to better understand the emergence of analytic philosophy at the beginning of the 20th century and thus has built a more professional foundation for pursuing a deeper study of the philosophy of mathematics.	
<b>Class syllabus:</b> 1. The position of set theory in mathematics. Set theory as the “foundation of mathematics” 2. The concept of sets: The first definitions of set in B. Bolzano, G. Cantor and R. Dedekind. 3. The “naive” understanding of a set and the implicit definition of a set through axioms. 4. Zermel's axiomatisation of set theory. 5. The concept of infinity and infinite set: Potential and actual infinity in mathematics. 6. George Cantor's understanding of the infinite (finite - transfinite - absolutely infinite; transfinite ordinal and cardinal numbers). 7. Cantor's theorem. Dedekind's definition of an infinite set. 8. Proofs of the existence of an infinite set (Bolzano, Dedekind, Russell). 9. The axiom of infinity in the Zermel-Fraenkel set theory. 10. Problems at the origin of set theory: The origin of Russell's paradox from Cantor's theorem. First attempts to overcome paradoxes. 11. The most controversial axiom of set theory: The “axiom of selection” (AC).	

12. Contemporary philosophical issues in set theory.

**Recommended literature:**

ŠALÁT, Tibor, SMÍTAL, Jaroslav. Teória množín. Bratislava: Univerzita Komenského, 1995. ISBN 80-223-0974-5.

BUKOVSKÝ, Lev. Množiny a všeličo okolo nich. Bratislava: Alfa, 1985. ISBN 8070975784

HALMOS, Paul Richard. Naive set theory. New York: Springer, 1974. ISBN 0-387-90092-6.

DEVLIN, Keith. The joy of sets Fundamentals of contemporary set theory. New York: Springer, 1993. ISBN 0-387-94094-4.

Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
28,57	0,0	28,57	0,0	42,86	0,0	0,0

**Lecturers:** Mgr. Róbert Maco, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-116/22	<b>Course title:</b> Philosophical Legacy of J. A. Comenius and T. G. Masaryk
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II., III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance. Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students will have knowledge of the work of two key figures of the Czech philosophical scene: John Amos Comenius and Thomas G. Masaryque. They possess knowledge of the times they lived in. They understand relevant philosophical concepts and are able to analyse and critically reflect on selected portions of the works of both authors as well as their major commentator: Jan Patočka.	
<b>Class syllabus:</b> 1. Comenius in the context of Czech culture. The basic foundations of his work. 2. Syncriticism. Pansophia. Divine world. 3. Comenius' socio-philosophical and pedagogical views. 4. 19th century and Czech philosophy. 5. Masaryque's doctoral thesis. The foundations of his philosophical work. 6. Realism of T. G. Masaryque. 7. The New Europe Project. 8. Ideas of democracy. 9. Reflections of Comenius and Masaryque in Slovak and Czech philosophical thought. 10. Patoček's interpretation of Comenius and Masaryque.	
<b>Recommended literature:</b>	

POPELOVÁ, Jiřina. Filozofia Jana Amosa Komenského. Bratislava: Pravda, 1985.  
PALOUŠ, Radim. Komenského Boží svět. Praha : SPN 1992.  
KOMENSKÝ, Jan Amos: Předehra pansofie. Objasnění pansofických pokusů. Praha: Europa // ACADEMIE, 2010. ISBN 978-80-200-1862-5  
MASARYK, Tomáš G. Sebevražda. Praha: Ústav T. G. Masaryka, 2002. ISBN 80-86495-13-2.  
MASARYK, Tomáš G. Nová Evropa. Brno: Doplněk, 1994. ISBN 80-85765-29-2.  
Additional literature will be presented at the beginning and during the semester. Teacher presentations will be available in MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
52,38	0,0	26,19	21,43	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Erika Lalíková, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-169/22	<b>Course title:</b> Philosophical skepticism
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: a) Seminar paper on a selected topic from the course syllabus: max. 10 points; b) Written test focusing on the knowledge of texts analysed in seminars: max. 10 points. The topic of the seminar paper has to be discussed with the teacher in advance. The deadline for submission of the seminar paper as well as the deadline for the written test will be announced at the beginning of the semester. Grading scale: A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60%; FX: 59%-0%. Absences with documentation not exceeding 25 % of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance. Scale of assessment (preliminary/final): 100 % preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students understand the nature, presuppositions, and implications of philosophical scepticism. They are proficient in selected argumentative strategies against scepticism and can evaluate their possibilities and limitations. They are able to reflect critically on the importance of sceptical reasoning in philosophy, especially in relation to questions of the certainty and usefulness of human knowledge.	
<b>Class syllabus:</b> 1. Common and sceptical doubt. 2. Sceptical scenarios and hypotheses. 3. Types of sceptical arguments. 4. Searching for the scepticism representatives. 5. Doctrinal and instrumental scepticism. 6. The value of philosophical scepticism. 7. Typology of reactions to scepticism 8. The philosophy of common sense. 9. Evidence of the outside world. 10. Scepticism and certainty. 11. Contextualism.	

12. Pragmatic answers.

**Recommended literature:**

NUHLÍČEK, Martin, SZAPUOVÁ, Mariana. Poznámky ku skepticizmu alebo čo spochybňuje, a čo nespochybňuje skeptik. Filozofia. 2012, 67 (2), 147-159. ISSN 0046-385X.

NUHLÍČEK, Martin. Hodnota filozofického skepticizmu. Filosofický časopis. 2016, 64 (5), 675-690. ISSN 0015-1831.

NUHLÍČEK, Martin, SZAPUOVÁ, Mariana. Naturalizmus a skepticizmus. Filozofia. 2020, 75 (9), 760-775. ISSN 0046-385X.

NUHLÍČEK, Martin. Návod na použitie filozofického skepticizmu. Studia philosophica [online]. 2021, 68 (1), 71–79 [cit. 2021-10-22]. Available on: <https://digilib.phil.muni.cz/handle/11222.digilib/144129>.

NUHLÍČEK, Martin. The Priority of Common Sense in Philosophy. Croatian Journal of Philosophy. 2021, 21 (62), 319-337. ISSN 1333-1108.

Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak; some texts are in English - required level B2.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
73,33	0,0	26,67	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Martin Nuhlíček, PhD.

**Last change:** 11.03.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-502/22	<b>Course title:</b> Philosophy
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The students can take the state exam:</p> <ol style="list-style-type: none"> <li>a) After obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies,</li> <li>b) After successfully completing the compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program,</li> <li>c) After fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act, d) If no disciplinary action is taken against them.</li> </ol> <p>Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state exam or its part is decided by the exam committee by consensus. If the exam committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state exams are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place.</p> <p>The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam</p> <ol style="list-style-type: none"> <li>a) On the following dates assigned for state exams in the relevant academic year, or</li> <li>b) On the dates assigned for state exams in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.</li> </ol> <p>If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the exam committee in advance or no later than three working days after the date of the state exam or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state exam or its part without an excuse within the specified period, or if the chairman of the exam committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.</p> <p>Scale of assessment (preliminary/final): 0%/100%</p>	
<p><b>Learning outcomes:</b></p> <p>In the final state examination in the subject Philosophy, the students demonstrate adequate knowledge of the history of philosophy (history of philosophy of the 20th century), as well as</p>	

of the profile, compulsory elective and elective subjects. On the basis of an oral answer to two selected questions from the subject Philosophy (one question from the history of philosophy and the other from systematic philosophy), the students demonstrate the ability to interpret the acquired knowledge on a given issue, as well as respond promptly in the discussion to the questions raised.

**Class syllabus:**

1. The student arrives on the registered date of the state exam according to the schedule set by the department.
  2. The student receives a question from the subject of the state exam, which is submitted in writing and anonymously in the form of a random selection from printed questions or a generator.
  3. The exam committee will provide the student with reasonable time to prepare an oral answer to the question.
  4. The student presents the prepared answer to the question in front of the exam committee and answers the additional questions.
  5. After the student finishes their answer, the exam committee decides on the results of the state exam in a closed session of the exam committee.
- The course of the state exam and the announcement of its results are public.

**State exam syllabus:**

Thematic areas: History of Philosophy:

1. Phenomenological method, the phenomenological understanding of consciousness and intentionality, and the phenomenological critique of naturalism and historicism (Husserl, Heidegger).
2. Existentialism and its view of the authentic form of the life of the human individual and the philosophical approach to existence and being. The issue of freedom and the meaning of human existence (Sartre, Jaspers).
3. Heidegger's philosophy of being and his analysis of the structures of human existence. The concept of the existential and ontological differentiation.
4. Theory of knowledge and understanding of truth and science in classical pragmatism (Peirce, James, Dewey).
5. Critical theory of the Frankfurt School: neo-Marxist critique of Western civilization and the theory of communicative rationality (Horkheimer, Adorno, Habermas).
6. Radical critique of metaphysics and different conceptions of metaphysics in 20th century philosophy (logical positivism, Heidegger, pragmatism, Frankfurt School, Derrida).
7. The notion of structure and the basic features of the structural method in French structuralist and post-structuralist philosophy (Lévi-Strauss, Foucault, Barthes, Althusser).
8. The turn to language and the role of modern logic in early analytic philosophy (Frege, Russell, Wittgenstein). Conceptual analysis as a method of philosophy. Fregean semantics.
9. The concept of philosophy and the philosophy of science in logical positivism and logical empiricism (Vienna Circle, Berlin Society for Empirical Philosophy).
10. Philosophical reflection on the postmodern situation in society and science (Lyotard). Deconstructive reading of texts as a way of philosophizing (Derrida)

Metaethics:

1. Metaethics, descriptive ethics and normative ethics
2. The dichotomy of facts and values; descriptions and prescriptions
3. Cognitivist explanation of prescriptions
4. Non-cognitivist explanation of prescriptions
5. Realism, intuitionism and naturalism and the question of moral facts

Social and ethical problems of science:

1. Epistemology and philosophy of science in the 20th century. From scientism to the social turn.

2. The subject of scientific knowledge, the problem of objectivity and value neutrality of science.
3. Feminist reflection on science.
4. The normative structure of science.
5. Science and values, the ethos of science

Logic semantics:

1. Traditional semantics (concept vs. idea, content of concept/conceptual features, scope of concept)
2. Principles of logical semantics for natural language analysis.
3. Theories of meaning of expressions (extensional, intensional and hyperintensional) and types of contexts.
4. Linguistic phenomena violating some principles of logical semantics.
5. Rules for the formation and reconstruction of compacted and uncompactd texts. Methods of science and philosophy
  1. Sources of knowledge and classification of statements
  2. Thought experiments and their function in science and philosophy
  3. Conceptual analysis and definition
  4. Testing: scientific hypotheses and philosophical theses
  5. Scientific theories: structure and functions

**Recommended literature:**

1. Kolář, Peter - Svoboda, Vladimír. Logika a etika. Úvod do metaetiky. Praha: Filosofia, 1997. ISBN: 80-7007-100-1.
2. BRÁZDA, Radim: Ethicum. Zlín: VerBuM, 2010. ISBN: 978-80-904273-9-6.
3. LONGINO, Helen. Usmerňovanie sociálneho obratu vo filozofii vedy. Filozofia. 2009. roč. 64, č. 4, s. 312-324. ISSN 0046-385X (Available on: <http://www.klemens.sav.sk/fiusav/doc/filozofia/2009/4/312-323.pdf>).
5. SZAPUOVÁ, Mariana, NUHLÍČEK, Martin, CHABADA, Michal (eds). Veda, spoločnosť a hodnoty. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4749-5 (selected chapters)
6. GAHÉR, František. Logická sémantika a všeobecná teória prekladu. Bratislava: Stimul, 2010. ISBN 978-80-89236-97-8. Available on: <https://stella.uniba.sk/texty/fg-lsavgtp.pdf>
7. GAHÉR, František, ŠTEVČEK, Marek, BRAXATORIS, Martin. Nástroje a pravidlá produkcie a interpretácie koncízneho textu (s osobitným zreteľom na normativitu). In: Jazykovedný časopis. 2019, roč. 70, č. 1, s. 75-94. ISSN (online) 1338-4287.
8. GAHÉR, František. Vetné operátory: ich interakcie (s vektormi času, kauzality a epistemickej relevancie) a ich konštrukcie. In: Jazykovedný časopis. 2020, roč. 71, č. 2, s. 197-212. ISSN (online) 1338-4287.
9. BIELIK, Lukáš. Metodologické aspekty vedy. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4788-4
10. DALY, Chris. An Introduction to Philosophical Methods. Peterborough: Broadview Press, 2010. ISBN 978-1-55111-934-2.
11. H. Holzhey, W. Röd: Filosofie 19. A 20. století. II. Praha: Oikoymenh, 2006.
12. R. Thurnher, W. Röd, H. Schmidinger: Filosofie 19. A 20. století. III. Praha: Oikoymenh, 2009.
13. J. Bodnár, P. Cmorej, I. Hrušovský, A. Riška, ed.: Logický empirizmus a filozofia prírodných vied. Antológia z diel filozofov, 9. zv. Bratislava: VPL, 1968.

**Languages necessary to complete the course:**

Slovak

**Last change:** 10.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-171/22	<b>Course title:</b> Philosophy of Artificial Intelligence
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.) 1 absence accepted. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of the preliminary and final assessment.	
<b>Learning outcomes:</b> Following successful completion of the course, within the field of knowledge, students know what issues are dealt with in contemporary philosophy of artificial intelligence; who are the main contemporary representatives of the philosophy of artificial intelligence; how contemporary philosophy of artificial intelligence deals with selected issues. In the area of practical philosophical competences and skills, they are able to analyse selected concepts and problems in the philosophy of artificial intelligence and to think (philosophize) critically about issues in the philosophy of artificial intelligence on their own.	
<b>Class syllabus:</b> 1. Philosophical issues of technology and technological development 2. The idea of machine and the idea of thinking machine 3. The concept of artificial intelligence 4. AI applications: informatics and info-technology, 5. AI applications: virtual/digital reality, 6. AI applications: cyber and robo-sapiens, 7. AI implications: artificial life and post/trans-humanism, 8. Risks and criticisms of AI, the meaning of AI, ethical and social aspects, 9. Issue of UI control	

**Recommended literature:**

BROCKMAN, John, ed. Příštích padesát let. Praha: Dokořán a Argo, 2004.  
GÁL, Egon, ed.: Myseľ/telo/stroj. Bratislava: Bradlo, 1992.  
RUSSELL, Stuart. Jako člověk. Praha: Argo, 2021.  
SEARLE, John. Mysl, mozek a věda. Praha: Mladá fronta.  
WIENER, Norbert. Kybernetika a společnost. Praha: N-ČSAV, 1963.  
ZELINKA, Ivan: Umělá inteligence - hrozba nebo naděje? Praha: BEN, 2003.  
Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance), English; The information sources and sources used to work on the subject seminars are also in English. Requires min. level B1.

**Notes:****Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PhDr. Emil Višňovský, CSc.

**Last change:** 23.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-01/15	<b>Course title:</b> Philosophy of Language 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During semester: homework (20 pts), presentation of a selected topic at a seminar (30 pts); After semester: essay, 4 - 6 standard pages (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts. Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> By completing the course students gain knowledge about the basic problems and concepts of philosophy of language, theory of meaning and use of language. In general, the course enables students to reflect on the philosophical aspects of language and its use. Since the subject has a partially interdisciplinary character, students gain knowledge they can use in their work in other scientific disciplines.	
<b>Class syllabus:</b> Philosophical reflection of language. Philosophy of language versus linguistics versus theory of communication. Language and expression. Expression and meaning. Language and language use. Natural language semantics; pragmatics of natural language - competencies and differences. Propositions and truth conditions. Theory of reference and singular expressions. Proper names, singular descriptions, indexical expressions. Russell's theory of descriptions versus Frege's theory of descriptions. Uses of descriptions - referential, attributive. Description theory of proper names. Causal theory of proper names. Rigid designation. Semantics of indexical expressions.	
<b>Recommended literature:</b> CMOREJ, Pavel. Úvod do logickej syntaxe a sémantiky. [Introduction to Logical Syntax and Semantics.] Bratislava: Iris, 2001. ISBN 80-89018-19-X. SOAMES, Scott. Reference and Description, 2007. ISBN 978-0-691-13099-6. ZOUHAR, Marián. Rigidná designácia: metafyzická téma vo filozofii jazyka. [Rigid Designation: A Metaphysical Topic in the Philosophy of Language] Bratislava: Infopress, 2006. ISBN 80-85402-79-3.	

ZOUHAR, Marián. Medzi sémantikou a epistemológiou jazyka. [Between Semantics and Epistemology of Language.] Bratislava: aleph, 2010. ISBN 978-80-89491-01-8.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
80,0	0,0	0,0	0,0	0,0	0,0	20,0

**Lecturers:** prof. Mgr. Marián Zouhar, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-02/15	<b>Course title:</b> Philosophy of Language 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KLMV/A-AmoLO-01/15 - Philosophy of Language 1	
<b>Course requirements:</b> During semester: homework (20 pts), presentation of a selected topic at a seminar (30 pts); After semester: essay, 4 - 6 standard pages (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts. Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> By completing the course students gain knowledge about the basic problems and concepts of philosophy of language, theory of meaning and use of language. In general, the course enables students to reflect on the philosophical aspects of language and its use. Since the subject has a partially interdisciplinary character, students gain knowledge they can use in their work in other scientific disciplines.	
<b>Class syllabus:</b> Various concepts of propositions. Structure of meaning. Expressed propositions versus meant propositions (implied propositions). Conversational implicatures. Pragmatics of language. Speech act theory (Austin, Searle). Constatives and performatives. Context sensitivity of language - semantic minimalism, contextualism, indexicalism. Context and meaning: explicit and implicit components of semantic content. Some special problems of philosophy of language - anaphora, ellipsis, deference, propositional attitudes.	
<b>Recommended literature:</b> BORG, Emma. Minimal Semantics. Oxford: Oxford University Press, 2006. ISBN 978-0-19-920692-6. CMOREJ, Pavel. Úvod do logickej syntaxe a sémantiky. [Introduction to Logica Syntax and Semantics.] Bratislava: Iris, 2001. ISBN 80-89018-19-X. SOAMES, Scott. Reference and Description, 2007. ISBN 978-0-691-13099-6. ZOUHAR, Marián. Význam v kontexte. [Meaning in Context.] Bratislava: aleph, 2011. ISBN 978-80-89491-07-0.	

<b>Languages necessary to complete the course:</b> Slovak, English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. Mgr. Marián Zouhar, PhD.						
<b>Last change:</b> 01.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-157/22	<b>Course title:</b> Philosophy of the Future
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II., III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.) 1 absence accepted. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59 Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of the preliminary and final assessment.	
<b>Learning outcomes:</b> After successfully completing the course, in the field of knowledge, students know what issues are dealt with by philosophy reflecting the future of mankind; what solutions to the problems of the future of mankind are proposed by philosophy. In the area of practical philosophical competences, the students are able to analyse selected philosophical concepts and problems of the future of humanity; to develop their skills of philosophical expression (text analysis, writing, discussion); to think (philosophize) critically about the issues of the future of humanity on their own.	
<b>Class syllabus:</b> 1. Culture versus nature 2. Humanism, Posthumanism and Transhumanism 3. The idea of human improvement 4. Perspectives on techno-, info- and neurosciences 5. Digitalism/dataism and the society of the algorithm 6. Do we have free will? 7. Are there any alternatives to capitalism? 8. Will we live forever? 9. The crisis of values	

10. Philosophy and the future of humanity.						
<b>Recommended literature:</b> BAUMAN, Zygmunt: Retrotopia. Bratislava: Kalligram, 2017. BROCKMAN, John, ed.: Příštích padesát let. Praha: Dokořán a Argo, 2004. FEUERBACH, Ludwig: Zásady filosofie budoucnosti a jiné filosofické práce. Praha: Filosofický ústav ČSAV, 1959. HARARI, Yuval Noah: Homo deus. Bratislava: Aktuell, 2018. JASPERS, Karl.: Atómová bomba a budoucnost lidstva. Praha: Academia, 2016. KOVÁČ, Ladislav.: Konec lidské evoluce. Červený Kostelec: Mervart, 2017. Students will be acquainted with supplementary literature during the lessons.						
<b>Languages necessary to complete the course:</b> Slovak / Czech (receptive acquaintance) / English; The information sources and sources used to on the subject seminars are also in English. Requires min. level B1.						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 28						
A	ABS	B	C	D	E	FX
46,43	0,0	10,71	10,71	14,29	3,57	14,29
<b>Lecturers:</b> prof. PhDr. Emil Višňovský, CSc.						
<b>Last change:</b> 23.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-154/22	<b>Course title:</b> Philosophy of the Present
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II., III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.) 1 absence accepted. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 50%/ 50%; The overall assessment is the sum of the preliminary and final assessment.	
<b>Learning outcomes:</b> After successfully completing the course, in the field of knowledge students know what the key problems of contemporary civilization from the point of view of philosophy are; what solutions to the current problems of mankind are proposed by contemporary philosophy. In the area of philosophical competences, the students are able to analyse selected philosophical concepts of contemporary philosophy; to develop their skills of philosophical expression (text analysis, writing, discussion); to think (philosophize) critically about the key issues of the contemporary civilisation.	
<b>Class syllabus:</b> 1. Philosophical concept of the present (civilization) 2. The concept of late modernity 3. Anthropocene: the age of man 4. Philosophical issues of globalisation 5. Philosophical issues of scientific and technological development 6. Artificial intelligence, the internet and virtual reality 7. The problem of media communication (post-truth era) 8. The crisis of culture 9. Educational perspectives 10. The possibilities of philosophy in the contemporary world.	
<b>Recommended literature:</b> BAUMAN, Zygmunt. Tekutá modernita. Praha: Mladá fronta, 2002.	

<p>BÉLOHRADSKÝ, Václav. Společnost nevolnosti. Praha: SLON, 2007.  HARARI, Yuval Noah. Sapiens. Stručná história ľudstva. Bratislava: Aktuell, 2018.  HAUSER, Michal. Prolegomena k filosofii současnosti. Praha: Filosofia, 2007.  LYOTARD, Jean-Francois. O postmodernismu. Praha: Filosofický ústav ČSAV, 1993.  SPENGLER, Oswald. Zánik Západu. Praha: Academia, 2010.</p>						
<p><b>Languages necessary to complete the course:</b>  Slovak; Czech (receptive acquaintance); English</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 49</p>						
A	ABS	B	C	D	E	FX
28,57	0,0	12,24	26,53	14,29	10,2	8,16
<p><b>Lecturers:</b> prof. PhDr. Emil Višňovský, CSc.</p>						
<p><b>Last change:</b> 23.06.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-131/22	<b>Course title:</b> Pragmatism 1: Classical Pragmatism
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.) 1 absence accepted. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59 The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of the preliminary and final assessment.	
<b>Learning outcomes:</b> After successfully completing the course, students will have knowledge of the philosophy of pragmatism, in particular, what are the basic stages in the development of North American philosophy; what is pragmatism as a philosophy; who was Ch. S. Peirce as a philosopher; who was W. James as a philosopher; who was J. Dewey as a philosopher; what is the place of classical pragmatism in the history of philosophy. In the area of practical philosophical competences and skills, the students are able to analyse the philosophical concepts of pragmatism; ask questions and formulate answers regarding the history of classical pragmatism; develop their skills of philosophical expression (text analysis, writing, discussion); think critically philosophically (philosophise) about or within the philosophy of pragmatism on their own.	
<b>Class syllabus:</b> 1. Introduction to American philosophy and pragmatism. 2. Classical pragmatism: its origin and development. 3. Ch. S. Peirce and his variant of classic pragmatism. 4. W. James and his variant of classic pragmatism. 5. J. Dewey and his variant of classic pragmatism. 6. Reception of pragmatism in 20th century philosophy	

**Recommended literature:**

ČAPEK, Karel. Pragmatismus čili filozofie praktického života. Olomouc: Votobia, 2000.  
DEWEY, John. Demokracie a výchova. Praha: J. Leichter, 1932.  
DEWEY, John. Rekonštrukcia liberalizmu. Bratislava: Kalligram, 2001.  
JAMES, William. Druhy náboženské zkušenosti. Praha: Melantrich, 1930.  
JAMES, William. Pragmatismus. Brno: CDK, 2003.  
PEIRCE, Charles Sanders. Lingvistické čítanky. Praha: SPN, 1972.  
VIŠŇOVSKÝ, Emil - MIHINA, František, ed.: Pragmatizmus (Malá antológia filozofie XX. storočia, I). Bratislava: IRIS, 1998.  
VOROVKA, Karel. Americká filozofie, Praha, Sfinx 1929.  
Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak/ Czech (receptive acquaintance)/ English; Some information sources and sources used on the subject seminars are in English (required level - min. B1).

**Notes:****Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PhDr. Emil Višňovský, CSc.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-132/22	<b>Course title:</b> Pragmatism 2: Neo-Pragmatism
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.) 1 absence accepted. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59 The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of the preliminary and final assessment.	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the philosophy of neopragmatism, especially what neopragmatism is as a philosophy; who R. Rorty was; what is the place of neopragmatism in contemporary philosophy. In the field of practical philosophical competences and skills, the students are able to analyse the philosophical concepts of neopragmatism; ask questions and formulate answers about neopragmatism; develop their skills of philosophical expression (text analysis, writing, discussion); - think critically philosophically (philosophise) about or within the philosophy of neopragmatism on their own.	
<b>Class syllabus:</b> 1. The relationship between classical pragmatism and neo-pragmatism. 2. Rorty's meta-philosophy, Rorty's anti-metaphysics (anti-foundationalism). 3. Rorty's anti-epistemologism (anti-representationalism). 4. Rorty's social philosophy and ethics. 5. Rorty's philosophy of culture. 6. Hilary Putnam and his version of neopragmatism. 7. Reception of neopragmatism in contemporary philosophy.	

**Recommended literature:**

RORTY, Richard. Nahodilost, ironie, solidarita. Praha: Pedagogická fakulta UK, 1996.  
RORTY, Richard. Filozofia a zrkadlo prírody. Bratislava. Kalligram, 2000.  
RORTY, Richard. Filozofické orchidey. Bratislava: Kalligram, 2006.  
RORTY, Richard – VATTIMO, Gianni. Budoucnost náboženství. Praha: UK, 2007.  
VIŠŇOVSKÝ, Emil - MIHINA, František, ed.: Pragmatizmus (Malá antológia filozofie XX. storočia, I). Bratislava: IRIS, 1998.  
VIŠŇOVSKÝ, Emil. Štúdie o pragmatizme & neopragmatizme. Bratislava: Veda, 2009.  
VIŠŇOVSKÝ, Emil. Nové štúdie o pragmatizme & neopragmatizme. Bratislava: Veda, 2014.  
VIŠŇOVSKÝ, Emil. Richard Rorty a zrkadlo filozofie. Bratislava: Kalligram, 2015.  
Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak / Czech (receptive acquaintance/ English; Some information sources and sources used on the subject seminars are in English (required level - min. B1).

**Notes:****Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PhDr. Emil Višňovský, CSc.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-209/15	<b>Course title:</b> Prosaic Works as Study Materials
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester the student prepares and presents a model of a lesson, the aim of which is to analyse a prose work on the basis of the method chosen by the student (70%) and submits a short written reflection (30%) on the topics discussed (referentiality of the text, intertextuality, genre forms of epic, language of the literary text, etc.). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. The teacher will accept a maximum of 2 absences with documentation. The exact date for continuous evaluation and the topic of the lesson will be discussed and announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will gain an overview of the specifics of analyzing literary texts in the classroom while gaining a broader knowledge of teaching methods that focus on analyzing texts in the classroom.	
<b>Class syllabus:</b> 1. Definition of text and literary text 2. Genre issues 3. Issues of text structure 4. Grammar of the text 5. Style and its specifics 6. Reading comprehension as a foundation 7. The teacher's role 8. Developing competences I. - deficits in reading comprehension and possible solutions 9. Developing competences II. - creative exercises 10. Models of solution 11. Comparative analyses 12. Issues of intertextuality	
<b>Recommended literature:</b>	

FÚZFA, Balázs. Mentés másként. Budapest: Pont Kiadó, 2012. ISBN 978-963-9957-37-4.  
 Available at: <http://www.mek.oszk.hu/20600/20660/20660.pdf>  
 CSERHALMI, Zsuzsa. Amit az irodalomtanításról tudni kellene. Budapest: Korona Kiadó, 2001.  
 ISBN 963-9191-59-0.  
 KUCSERKA, Zsófia. Az irodalomtanári mesterség módszertana és gyakorlata. Pécs: PTE BTK,  
 2011. ISBN 978-963-642-3957.  
 LIPÓCZI-CSABAI, Sarolta, ed. Élményközpontú nyelv- és irodalomtanítás. Kecskemét:  
 Neumann János Egyetem, 2020. ISBN 978-615-5817-54-0.  
 PETHŐNÉ NAGY, Csilla. Módszertani kézikönyv. Budapest: Korona Kiadó, 2007. ISBN  
 963-9589-05-5.  
 Additional literature will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Hungarian (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Orsolya Katalin Nádor, PhD., doc. PhDr. Anikó Dušíková, CSc.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-165/22	<b>Course title:</b> Psychoanalysis and Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes (max. 3 documented absences), preparation for the lesson (reading texts), at least one oral report in class or written seminar paper (max. number of points: 20), final written exam in the credit week (max. number of points: 30). Total assessment: max. number of points - 50. (100-92% - A, 91-84% - B, 83-76 - C, 75-68 - D, 67-60 - E). Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students will have an understanding of the basic concepts, theories, and therapeutic methods of Freudian psychoanalysis and its relationship to philosophy. They are able to understand the emergence of psychoanalysis in the historical and philosophical context of the turn of the 19th and 20th centuries. The students are able to identify similarities and differences between Freud's conception and the philosophical conceptions of selected philosophers and are able to analyse the theses of psychoanalysis from a methodological-scientific point of view	
<b>Class syllabus:</b> 1. Freud in 20th century philosophy and culture. The penetration of psychoanalytic terminology and teachings into the general consciousness. 2. Basic concepts and theses of Freud's conception of psychology and its historical background and systematic foundations. 3. A comparison of psychoanalysis as a distinct psychological current with other major streams of psychological research and theorising at the turn of the nineteenth and twentieth centuries. 4. Freud, Breuer and the theory of hysteria. 5. Freud's psychoanalytic theory of dreams. 6. Freud's psychoanalytic theory of psychosexual development. 7. A topographical and structural model of the mental apparatus. 8. A psychoanalytic theory of defence mechanisms. 9. Extension of psychoanalysis from therapy to a general theory or philosophy of culture. Freud's analysis of morality, art and religion.	

10. Positive and negative reactions to Freud's psychoanalysis in 20th century philosophical history.  
11. Criticism of Freud in terms of scientific theory and methodology.

**Recommended literature:**

FREUD, Sigmund. Přednášky k úvodu do psychoanalýzy. Praha: Portál, 2020. ISBN 978-80-262-1573-8.

FREUD, Sigmund. Nespokojenost v kultuře. Praha: Hynek, 1998. ISBN 80-86202-13-5.

STORR, Anthony. Freud. Praha: Argo, 1996. ISBN 80-85794-93-4.

ČERNOUŠEK, Michal. Sigmund Freud - Dobyvatel nevědomí. Praha: Paseka, 1996. ISBN 80-7185-082-9.

Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
50,0	0,0	30,0	13,33	6,67	0,0	0,0

**Lecturers:** Mgr. Róbert Maco, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-145/22	<b>Course title:</b> Reading from Philosophical Texts of the 20th Century
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes (max. 3 documented absences), preparation for the lesson (reading texts), at least one oral report in class or written seminar paper (max. number of points: 20), final written exam in the credit week (max. number of points: 30). Total assessment: max. number of points - 50. A (100-92% - A, 91-84% - B, 83-76 - C, 75-68 - D, 67-60 - E). Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> Through detailed critical analysis and interpretation of selected texts, students have a more in-depth knowledge of the ideas and methods of major 20th-century philosophers. They are better able to understand the main currents of 20th-century philosophy and are able to discuss philosophical issues in a more informed way: to put forward their own insights and comments, to defend their own interpretations, and to respond productively to the views of others.	
<b>Class syllabus:</b> 1. Phenomenological philosophy of E. Husserl. 2. Philosophy of being of M. Heidegger. 3. Existentialism: J.-P. Sartre. 4. Early analytic philosophy: G. Frege, B. Russell, L. Wittgenstein. 5. Philosophy of later L. Wittgenstein. 6. Philosophy of logic positivism: R. Carnap, M. Schlick. 7. Analytic philosophy of the 2nd half of 20th century: W.V. O. Quine, D. Davidson. 8. Critical theory and J. Habermas. 9. Structuralist philosophy of M. Foucault. 10. Deconstruction of J. Derrida. 11. Postmodern philosophy: J.-F. Lyotard. 12. Philosophy of science in 20th century: K. R. Popper, T. S. Kuhn.	
<b>Recommended literature:</b>	

HUSSERL, Edmund. Ideje k čistému fenomenologii a fenomenologické filosofii. Praha: Oikúmené 2004. ISBN 80-7298-085-8.

WITTGENSTEIN, Ludwig. Modrá a Hnedá kniha. Bratislava: Kalligram 2001. ISBN 80-7149-439-9.

DERRIDA, Jacques. Texty k dekonstrukci. Bratislava: Archa 1993. ISBN 80-7115-046-0.

GÁL, Egon, MARCELLI, Miroslav (ed.). Za zrkadlom moderny filozofia posledného dvadsaťročia. Bratislava: Archa, 1991. ISBN 80-7115-025-8.

Supplementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library UK literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
39,39	0,0	39,39	12,12	3,03	3,03	3,03

**Lecturers:** Mgr. Róbert Maco, PhD.

**Last change:** 13.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-203/15	<b>Course title:</b> Selected Issues from Hungarian Onomastics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) during the semester (throughout) written tests (30%) and homework (20%) on a selected topic from Hungarian onomastics. b) in the examination period: examination (written part 20%, oral part 30%) The condition for admission to the examination is the achievement of at least 30% of the continuous evaluation. A violation of academic ethics will result in the cancellation of the points obtained in the respective item of the evaluation. <b>Grading scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. The teacher will accept a maximum of 2 absences. The exact dates and topics for the continuous evaluation will be announced at the beginning of the semester. The exam dates will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After the successful completion of the course, students will have acquired basic knowledge about proper nouns, their specifics in comparison with common nouns. They know their most important types, they are familiar with the transitional formations between proper and common nouns. They have knowledge of personal names and their use, as well as knowledge of geographical names. They know the history of Hungarian personal names and geographical names. They are familiar with the main problems of spelling proper names and acquire practical skills in writing, in particular, geographical names, which represent one of the major difficulties in Hungarian spelling.	

**Class syllabus:**

1. General issues of proper names.
2. The types of proper nouns.
3. Basic issues of semantics of proper nouns. The translatability of proper names.
4. Transitional formations between proper nouns and common nouns.
5. Characteristics of personal nouns. Hungarian personal names by origin.
6. Types of personal names. Use of personal names. Laws on the use of personal names in Slovakia.
7. Characteristics of geographical names.
8. Types of geographical names. Use of geographical names.
9. Names of public places.
10. Geographical names as historical monuments.
11. The spelling of the geographical names.
12. The names of institutions. The spelling of the names of institutions.

**Recommended literature:**

- HOFFMANN, István. Helynevek nyelvi elemzése. Budapest: Tinta Kiadó, 2007. ISBN 978-963-7094-67-5.
- KÁLMÁN, Béla. A nevek világa. Debrecen: Csokonai Kiadó, 1989. ISBN 963-02-5977-X.
- KISS, Lajos. Földrajzi nevek etimológiai szótára. Budapest: Akadémiai Kiadó, 1980. ISBN 963 05 2277 2.
- LŐRINCZE, Lajos. Földrajzi neveink élete. Debrecen: Kossuth Lajos Tudományegyetem, 1967.
- VÖRÖS, Ferenc. Nyelvek és kultúrák vonzásában I. Személynevek a magyar nyelvterület északi pereméről. Pozsony: Kalligram, 2011. ISBN 978-80-8101-465-9.

Supplemental readings will be presented at the beginning and throughout the semester. The teacher's presentations are available in MS TEAMS.

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PhDr. István Lanstyák, CSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA207/15	<b>Course title:</b> Selected Issues from Modern Hungarian Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously) a paper (30%) on a selected topic from the history of Hungarian literature in the second half of the 20th century or from contemporary Hungarian literature in the second half of the 20th century. Experimental Poetry of D. Tandori; Intertextuality in the poems of L. Parti Nagy; The Postmodern Novel in Hungarian Literature; The Experimental Novel in Hungarian Literature; The Experimental Novel in Hungarian Literature; The Experimental Novel in Hungarian Literature. Lit.; Cultural Memory in the Works of A. F. Kovács. b) in the examination period: written test (70%) The condition for admission to the examination is the achievement of at least 10% of the intermediate mark. Violation of academic ethics will result in the cancellation of the points obtained in the respective item The student will be required to complete the item in question in the appropriate marking item. <b>Grading Scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. Instructors will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 30/70.	
<b>Learning outcomes:</b>	

After successful completion of the course, the student has knowledge of the development of contemporary, modern and postmodern Hungarian literature, acquires skills in the analysis of contemporary literary works, and is informed about trends and tendencies in today's work. The student will be familiar with leading authors, socio-cultural aspects of the time, magazine culture and the various literary techniques needed to analyse texts.

**Class syllabus:**

1. Possibilities of interpretation of contemporary Hungarian literature.
2. Linguistic-poetic transformations in the second half of the 20th century (D. Tandori, I. Oravecz, E. Kukorelly).
3. Intertextuality, transcription, fragmentation in prose. The works of P. Esterházy.
4. Intertextuality, transcription and the play with language in contemporary Hungarian poetry (A. F. Kovács, L. Parti Nagy).
5. Image and text in contemporary Hungarian prose (P. Nádas: Saját halál, N. Tóth Anikó: Fényszilánkok).
6. Female and male identity in contemporary Hungarian prose (P. Esterházy: Egy nő, L. Parti Nagy: Sárbogárdi Jolán: A test angyala, Zs. Rakovszky: A kígyó árnyéka, VS).
7. Dictatorship and the Holocaust in Contemporary Hungarian Prose. Works I. Kertész, Gy. Konrád and P. Nádas.
8. Sacredness and Profanation in the Works of Sz. Borbély.
9. Fiction and referentiality in contemporary Hungarian prose.
10. Musical and visual inspirations in contemporary Hungarian poetry.
11. The role of the subject in contemporary Hungarian poetry.
12. Dramatic creation in contemporary Hungarian literature.

**Recommended literature:**

- SZEGEDY-MASZÁK, Mihály a VERES, András. A magyar irodalom története III., 1920-tól napjainkig. Budapest: Gondolat, 2007. ISBN 978-963- 693-006-7. Dostupné na: [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011\\_0001\\_542\\_05\\_A\\_magyar\\_irodalom\\_tortenetei\\_3/ch01.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011_0001_542_05_A_magyar_irodalom_tortenetei_3/ch01.html)
- GINTLI, Tibor. Magyar irodalom. Budapest: Akadémiai, 2010. ISBN 978-963-05-8949-9.
- GRENDEL, Lajos. A modern magyar irodalom története. Magyar líra és epika a 20. században. Bratislava: Kalligram, 2019. ISBN 978-80-8101-319-5.
- NÉMETH, Zoltán. A széttartás alakzatai. Bevezetés a „fiatal irodalom“ olvasásába. Bratislava: Kalligram, 2004. ISBN 80-7149-671-5.
- ZSADÁNYI, Edit. A másik nő. A női szubjektivitás narratív alakzatai. Budapest: Ráció, 2006. ISBN 978-963-960-521-3.
- KULCSÁR SZABÓ, Zoltán. Metapoétika. Önprezentáció és nyelvszemlélet a modern költészetben. Pozsony: Kalligram, 2007. ISBN 978-80-7149-920-6. Supplemental readings will be presented at the beginning and throughout the semester. Teacher presentations are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (min. C1).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
92,31	0,0	7,69	0,0	0,0	0,0	0,0

<b>Lecturers:</b> doc. Mgr. Zoltán Csehy, PhD.
<b>Last change:</b> 01.04.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muSZ-129/17	<b>Course title:</b> Selected Issues from Social Pedagogy in Schools
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) Interim evaluation: individual preparation for each topic, active participation in discussions on each topic, active participation in field activities, completion of assignments (70% of the total evaluation) (b) final assessment: colloquium - the student must demonstrate mastery of the subject matter (prescribed topics) and (at least) the compulsory literature, as well as the ability to apply the acquired knowledge to school practice; sophisticated and coherent language expression, critical and creative thinking are expected (30% of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the continuous assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading Scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course is field-based (selected areas of social pathology). The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be announced via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> Students are able to: - analyze the different areas of interest of social pedagogy and its tools for dealing with challenging life situations of individuals and groups, especially children and adolescents, and the impact of these situations on their behavior and functioning in school, - identify and diagnose individual socio-pathological phenomena in the behaviour of pupils/students in school, - to apply practically the methods of social pedagogue's work in the school environment, taking into account specific difficult life situations of children and adolescents at school.	
<b>Class syllabus:</b>	

1. Pedagogy of the environment
2. Poverty and the family in need
3. Unemployment
4. Homelessness
5. Violence: domestic violence
6. Bullying, mobbing and stalking, cyberbullying
7. CAN Syndrome
8. Addictions
9. Crime - Penitentiary and post-penitentiary care
10. Volunteering - a pathway to humanity and self-fulfilment
11. Streetwork and low-threshold assistance
12. Field activity
13. The role and importance of the social pedagogue in the Slovak school (independent preparation and discussion)

**Recommended literature:**

ČAPEK, Robert, NAVAROVÁ, Sylvie, ŽENATOVÁ, Zdenka. Žák v krizové situaci. Praha: Raabe, 2017. ISBN 9788074962943

GUBRICOVÁ, Janette, MARTINCOVÁ, Romana, LIBERČANOVÁ, Kristína, ŠUHAJDOVÁ, Ivana (ed.). Peer príručka (nielen) pre sociálnych pedagógov. Trnava: Trnavská Univerzita, 2022. ISBN 978-80-568-0530-5978-80-5.

HELUS, Zdeněk. Sociální psychologie pro pedagogy. Praha: Grada, 2015. ISBN 978-80-247-9816-5.

HRONCOVÁ, Jolana, NIKLOVÁ, Miriam, HANESOVÁ, Dana, DULOVICS, Mário. Sociálna pedagogika na Slovensku a v zahraničí – teoretická reflexia a prax. Banská Bystrica: UMB BB, 2020. ISBN 978-80-557-1717-3.

LIBERČANOVÁ, Kristína: Metódy sociálnej pedagogiky. Trnava : Pedagogická fakulta, 2018. ISBN 978-80-568-0175-8.

KRAUS, Blahoslav. Základy sociální pedagogiky. Praha: Portál, 2014. ISBN 9788026206439

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

The capacity of the course is limited to 15 students. Students will be familiarized with additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
85,9	0,0	10,26	2,56	0,0	0,0	1,28

**Lecturers:** PhDr. Silvia Ťupeková Dončevová, PhD.

**Last change:** 26.04.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-202/15	<b>Course title:</b> Selected Topics from Applied Linguistics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) during the semester (throughout) written tests (25%) and homework (25%) on a selected topic in applied linguistics. b) in the examination period: examination (written part 20%, oral part 30%) The condition for admission to the examination is the achievement of at least 30% of the continuous evaluation. A violation of academic ethics will result in the cancellation of the points obtained in the respective item of the evaluation. <b>Grading scale:</b> A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who does not master 60% of the curriculum. The teacher will accept a maximum of 2 absences. The exact dates and topics for the continuous evaluation will be announced at the beginning of the semester. The exam dates will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Upon the successful completion of the course, the students will have gained an overview of the most important areas of applied linguistics, with special attention to areas of great importance in minority bilingual communities. They will acquire a basic knowledge in translation studies as well as knowledge of language management, with special reference to the management of linguistic problems, especially those related to the so-called language culture. They will also acquire skills in the production of texts from various sources, whether Hungarian or foreign language sources.	
<b>Class syllabus:</b>	

1. General issues of applied linguistics.
2. General issues of translation and translation theory.
3. Types of translation and their characteristics. Linguistic ideologies concerning translation.
4. Explication, implicitation, transformation. The asymmetry hypothesis.
5. Language myths and language problems.
6. Language superstitions and language problems.
7. General issues of language management.
8. Basic issues of language culture.
9. Language culture and language problems.
10. Basic issues of language planning.
11. Further issues in language planning.
12. Management of language problems and the theory of language management.

**Recommended literature:**

- KLAUDY, Kinga. *Nyelv és fordítás*. Budapest: Tinta Könyvkiadó, 2007. ISBN 978-963-7094-68-2. Dostupné na <https://docplayer.hu/1398427-Klaudy-kinga-nyelv-es-forditas.html>
- KLAUDY, Kinga. *Bevezetés a fordítás elméletébe*. Budapest: Akadémiai Kiadó, 2018. ISBN 963-85912-6-9. Dostupné aj na: <https://mersz.hu/klaudy-bevezetes-a-forditas-elmeletebe>
- KONTRA, Miklós. *Felelős nyelvészet*. Budapest: Gondolat Kiadó, 2019. ISBN 978-963-693-988-5. Dostupné aj na: [https://gondolatkiado.hu/pdf/Kontra\\_Feლოს\\_nyelveszet.pdf](https://gondolatkiado.hu/pdf/Kontra_Feლოს_nyelveszet.pdf)
- LANSTYÁK, István. „Az Istennek könyve közönséges nyelven”. *Tanulmányok a bibliafordításról*. Somorja: Fórum Kisebbségkutató Intézet–Gamma Nyelvi Iroda, 2021. ISBN 978-80-89978-19-9.
- LANSTYÁK, István. *Nyelvalakítás és nyelvi problémák*. Somorja: Fórum Kisebbségkutató Intézet–Gamma Nyelvi Iroda, 2018. ISBN 978-80-89978-00-7.
- LUDÁNYI, Zsófia. *Szabályok, normák, nyelv szokás*. Eger: Líceum Kiadó, 2019. ISBN 978-963-496-112-3.

Supplemental readings will be presented at the beginning and throughout the semester. The teacher's presentations are available in MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (C2)  
English (B2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
21,43	0,0	57,14	14,29	0,0	0,0	7,14

**Lecturers:** prof. PhDr. István Lanstyák, CSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-138/22	<b>Course title:</b> Slovak Philosophy in the 20th Century
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II., III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance. Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the most important trends and currents in Slovak philosophy over the last hundred years. They know the philosophical works of the period, have an overview of how philosophy as a scientific discipline was gradually profiled. They are able to carry out a critical reflection on the work of key personalities, understand their starting points and the conclusions they reached in an often complicated period.	
<b>Class syllabus:</b> 1. Reflection of Slovak philosophical thought at the turn of the 19th and 20th centuries. 2. Formation of the first positivist and realist philosophical concepts. 3. Features of religious philosophy in the Slovak environment. 4. Anthropological and scientific orientation of the various movements and personalities of the period. 5. Neopositivism and Igor Hrušovský. 6. Philosophy of life and Svätopluk Štúr. 7. Philosophy in Slovakia during World War II. Critical versus intuitive realism. 8. Marxist philosophy in Slovakia. 9. Philosophical dissent. 10. Forms of philosophy at the end of the 20th century. 11. New forms and shapes of philosophy in the early 2020s.	

**Recommended literature:**

KOLLÁR, Karol, KOPČOK, Andrej a PICHLER, Tibor (eds.): Dejiny filozofie na Slovensku v 20. storočí. Bratislava: Infopress, 1998. ISBN 80-85402-32-7.

ŠTÚR, Svätopluk. Zápasy a scestia moderného človeka. Bratislava: Veda, 1998. ISBN 80-224-0536-1.

ŠIMEČKA, Milan. Kruhová obrana. Bratislava: Artforum, 2011. ISBN 978-80-89445-37-0.

NOVOSÁD, František: Vysvetľovanie rukami. Bratislava: IRIS. ISBN 80-88778-00-X.

KICZKO, Ladislav, LALÍKOVÁ, Erika a ZIGO, Milan (eds.). Problémy a osobnosti slovenskej filozofie v 20. storočí. Bratislava: Univerzita Komenského, 2013. ISBN 978-80-223-3529-4.

Additional literature will be presented at the beginning and during the semester. Teacher presentations will be available in MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:****Past grade distribution**

Total number of evaluated students: 38

A	ABS	B	C	D	E	FX
68,42	0,0	13,16	5,26	2,63	2,63	7,89

**Lecturers:** doc. Mgr. Erika Lalíková, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-008/22	<b>Course title:</b> Social and Ethical Problems of Science
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: presentation of two selected topics in form of report (50 points) In the examination period: colloquial exam consisting of the presentation and defence of a written thesis (50 points) Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. The condition for admission to the exam is the scoring of min. 30 points from the preliminary assessment. Grading scale: 100-90: A; 89-79: B; 78-68: C; 67-57: D; 56-46: E; 45- -0: FX Maximum 2 justified absences are accepted. The exact date and topic of the preliminary assessment will be announced at the beginning of the semester. Dates of examination will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): 50%/ 50%	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the conceptions of science formed in 20th century philosophy, they are able to critically evaluate and compare them. They understand the issue of the relationship between science and society in its entirety, can evaluate the current discourse on the social aspects of the development of science. They are able to critically reflect on and develop questions of the ethics of science.	
<b>Class syllabus:</b> 1. Epistemology and philosophy of science in the 20th century. From scientism to the social turn. 2. Science and non-science: the problem of demarcation. 3. New inspirations: the sociology of scientific knowledge. 4. The social turn in the philosophy of science. 5. The social context of scientific knowledge. 6. The subject of scientific knowledge, the problem of objectivity and value neutrality of science. 7. The problem of the autonomy of science. 8. Feminist reflection on science.	

9. The normative structure of science.
10. Science and values, the ethos of science.
11. Ethics in science and ethics of science.

**Recommended literature:**

LONGINO, Helen. Usmerňovanie sociálneho obratu vo filozofii vedy. *Filozofia*. 2009. roč. 64, č. 4, s. 312-324. ISSN 0046-385X (dostupné tiež na <http://www.klemens.sav.sk/fiusav/doc/filozofia/2009/4/312-323.pdf>).

SZAPUOVÁ, Mariana. Fakty a hodnoty: k otázke hodnotovej neutrality vedy. *Filozofia*. 2018, roč. 73, č. 9, s. 693-706. ISSN 0046-385X (Available on: <http://www.klemens.sav.sk/fiusav/doc/filozofia/2018/9/693-706.pdf>).

SZAPUOVÁ, Mariana. Kognitívne a nekognitívne hodnoty v normatívnej štruktúre vedy. *Filosofický časopis*. 2020, roč. 68, č. 4, s. 535 – 550. ISSN: 0015-1831 (Available on: [https://kramerius.lib.cas.cz/search/nimg/IMG\\_FULL/uuid:78fce738-b711-4cb6-84c6-2f6c74c772f3](https://kramerius.lib.cas.cz/search/nimg/IMG_FULL/uuid:78fce738-b711-4cb6-84c6-2f6c74c772f3)).

SZAPUOVÁ, Mariana, NUHLÍČEK, Martin, CHABADA, Michal (eds). *Veda, spoločnosť a hodnoty*. Bratislava: Univerzita Komenského v Bratislave, 2019 (vybrané kapitoly). ISBN 978-80-223-4749-5

SEDOVÁ, Tatiana. Konštruktivismus ako filozofia a sociológia vedy: problémy, možnosti a limity. *Filozofia*. 2007, roč. 62, č. 9, s. 750 – 764. ISSN 0046-385X (Available on: <http://www.klemens.sav.sk/fiusav/doc/filozofia/2007/9/750-764.pdf>).

SZAPUOVÁ, Mariana, NUHLÍČEK, Martin. Veda v spoločnosti: tvorba poznania v novom režime. In: *Bioetické výzvy a súčasnosť z pohľadu nových poznatkov a trendov*. Bratislava: Centrum vedecko-technických informácií 2021, s. 277-293. ISBN 978-80-89965-92-2.

Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
51,52	0,0	21,21	15,15	6,06	0,0	6,06

**Lecturers:** doc. PhDr. Mariana Szapuová, CSc.

**Last change:** 13.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KS/A-AmoSO-30/22	<b>Course title:</b> Sociology of Childhood and Youth
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KS/A-AmoSO-22/22	
<b>Course requirements:</b> Written exam in the exam period with a gain of at least 60 points Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Classification scale: 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX The teacher accepts max. 2 absences with proven documents. The method of work in the course and the specification of the content of the written exam will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> Upon successful completion of the course, the student will gain knowledge about the characteristics of childhood and youth as stages of the life cycle and the current problems of children and youth. Understands the social context and its impact on the course of these initial stages of life. He will gain knowledge about the situation in the main socialization institutions of children and youth - family and school and their current changes and problems, which will allow him to understand the specifics of socialization today. Particular attention will be paid to the risk phenomena of adolescence. The course develops and strengthens the analytical and interpretive competencies of the students. It expands his understanding of the broader social framework of the adolescence process.	
<b>Class syllabus:</b> 1. Life cycle and generation structure of society 2.- 3. Childhood and its social characteristics (historical models, current specifics of the child's position) 4. - 5. Youth and its social characteristics (historical models, current specifics of the young person's position) 6. Current family and its changes, consequences for intra-family relations 7. Family policy, its tools and dilemmas 8. Social law protection of children and youth	

9. School in a social context, education as a means of social mobility and leveling out inequalities
10. Inclusive education, concepts, trends, current issues
11. Socio-pathological phenomena and threats to children and youth
12. Risks of new technologies and online space, current problems

**Recommended literature:**

- KÖVEROVÁ, Štefánia. Sociológia životného cyklu. Bratislava: OZ Sociálna práca 2003. ISBN 80-968927-4-6
- Rodina na Slovensku v teórii a vo výskume. (ed. Chorvát, I., Džambazovič, R.). Bratislava: Stimul 2015. ISBN 978-80-8127-152-6
- Džambazovič, R. Rodinné správanie v demografických dátach. Bratislava: Stimul, 2012. ISBN 987-80-8127-052-9
- MOŽNÝ, Ivo. Rodina a spoločnosť. Praha: SLON 2008. ISBN 808642958X
- BEBLAVÝ, Miroslav: Sociálna politika. eBook 2012: [https://www.academia.edu/23899623/Soci%C3%A1lna\\_politika](https://www.academia.edu/23899623/Soci%C3%A1lna_politika)
- KOŤA Jaroslav, HAVLÍK Radomír. Sociologie výchovy a školy. Praha: Portál 2008. ISBN 8073673274
- KUSÁ, Zuzana. Škola nie je pre všetkých. Bratislava: Sociologický ústav SAV 2017.
- ONDREJKOVIČ, Peter a kol. Sociálna patológia. Veda: Bratislava 2009. ISBN 9788022410748
- NOCIAR, Alois.: Prieskumy o drogách, alkohole, tabaku u slovenskej mládeže. Veda: Bratislava 2004. ISBN: 978-80-224-0832-8
- TOMKOVÁ, Jana. Deti a internet - Príležitosti a riziká. Slovensko v projekte EU Kids Online. In.: Mediálna výchova a kultúrna identita - Megatrendy a médiá 2012. Trnava: UCM, s. 177 - 190. ISBN: 978-80-8105-393-1.

Students have at their disposal in electronic form an extended syllabus of the course, with supplemented literature on individual topics.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 131

A	ABS	B	C	D	E	FX
32,82	0,0	31,3	15,27	16,03	4,58	0,0

**Lecturers:** prof. PhDr. Gabriela Lubelcová, CSc.

**Last change:** 21.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-139/22	<b>Course title:</b> Socrates and Socratic Philosophers
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary assessment during the instruction period: a report (max. 30 points) on one of the seminar topics and a seminar paper of 6-8 standard pages (max. 70 points) on one of the topics offered by the course teacher. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. Exact deadlines for the submission of the selected topics of seminar papers and reports chosen by the students will be announced at the beginning of the semester. In the first lesson, the teacher will specify the topics of the seminar papers. The teacher will accept a maximum of 2 documented absences. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> Graduates of the course will be able to critically read and interpret philosophical texts of the Socratic literature. They understand the basic methodological principles guiding the critical treatment of a stated problem (topic) from the history of Ancient philosophy. They are able to further continue the historical and philosophical exploration based on a scientific approach to the sources and critical evaluation of the research authorities.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. The image of Socrates in Socratic literature in the time before the trial.</li> <li>2. The image of Socrates in court in Plato's interpretation.</li> <li>3. The image of Socrates in court in Xenophon's interpretation.</li> <li>4. Plato's image of Socrates in prison, philosophical reasons for refusing to escape.</li> <li>5. The death of Socrates and its philosophical dimension.</li> <li>6. Xenophon's Socrates as a practical man (“On the Prosperous Household”).</li> <li>7. Xenophon's Socrates as the prototype of piety.</li> <li>8. Diogenes' attitude towards human sexuality.</li> <li>9. Hedonistic asceticism versus oriental asceticism.</li> <li>10. Socrates’ daimonion.</li> <li>11. Plutarch's Socrates as the prototype of morality.</li> <li>12. Plutarch's Socrates as the prototype of piety.</li> </ol>	

**Recommended literature:**

XENOFÓN: Hostina. Sokratova obhajoba. Preložil, poznámkami k prekladu, slovnou zásobou a jazykovým komentárom doplnil Andrej Kalaš. Bratislava: Kalligram 2006. ISBN 80-7149-890-4.

XENOFÓN: O prosperujúcej domácnosti. Bratislava: Kalligram, 2007. ISBN 978-80-7149-958-9.

Diogenove zlomky. Úvodná štúdia, preklad zlomkov a komentár [Diogenés zo Sinopy]; Jaroslav Cepko, Andrej Kalaš, Vladislav Suvák. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4099-1.

COPLESTON, Frederick. Dějiny filosofie I: Řecko a Řím. Olomouc: Refugium Velehrad – Roma, 2014. ISBN 978-80-7412-167-8.

PLATÓN: Dialógy 1-3. Bratislava: Tatran, 1990. ISBN 80-222-0127-8.

Temporary teaching text for the subject is available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:****Past grade distribution**

Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
40,0	0,0	15,0	10,0	0,0	20,0	15,0

**Lecturers:** doc. Mgr. Andrej Kalaš, PhD.

**Last change:** 13.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-402/22	<b>Course title:</b> Special Issues in the Philosophy of Mind 1: Philosophy of Artificial Intelligence
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.) 1 absence accepted. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59 The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of the preliminary and final assessment.	
<b>Learning outcomes:</b> A: in the field of knowledge to know: - What issues are addressed in current AI philosophy - Who are the main contemporary exponents of the philosophy of artificial intelligence - How contemporary AI philosophy addresses selected problems B: in the area of practical philosophical competence, know: - Analyze selected concepts and issues in the philosophy of artificial intelligence - Develop their philosophical expression skills (text analysis, writing, discussion) - To think critically philosophically (philosophise) independently about issues in the philosophy of artificial intelligence	
<b>Class syllabus:</b> 1. The idea of the machine. 2. The idea of a thinking machine. 3. The concept of artificial intelligence. 4. Philosophical issues of artificial intelligence. 5. Applications of AI: computer science and info-technology. 6. Applications of AI: virtual/digital reality.	

<p>7. AI applications: cyber- and robo-sapiens.  8. Implications of AI: artificial life and post/trans-humanism.  9. Risks and critiques of AI, the meaning of AI, ethical and social aspects.</p>						
<p><b>Recommended literature:</b>  E. Višňovský, M. Popper, J. Plichtová, ed.: Příběhy o hledání mysle. Bratislava: Veda 2001.  J. Rybár et al.: Filozofia a kognitívne vedy. Bratislava: Iris, 2002.  J. Rybár et al.: Kognitívne vedy. Bratislava: Kalligram, 2002.  I. Zelinka: Umělá inteligence - hrozba nebo naděje? Praha: BEN, 2003.  J. Brockman, ed.: Příštích padesát let. Praha: Dokořán a Argo, 2004.  M. Petrů: Fyziologie mysli. Praha: Triton, 2007.  V. Mařík, O. Štěpánková, J. Lažanský: Umělá inteligence. Sv. 5. Praha: Academia, 2007.  J. Brockman: Třetí kultura. Praha: Academia, 2008.  J. O. de La Mettrie: Člověk stroj. Praha: N-ČSAV, 1958.  N. Wiener: Kybernetika a společnost. Praha: N-ČSAV, 1963.  E. Gál, ed.: Myseľ/telo/stroj. Bratislava: Bradlo, 1992.  J. Searle: Mysl, mozek a věda. Praha: Mladá fronta, 29-43.</p>						
<p><b>Languages necessary to complete the course:</b></p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 0</p>						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> prof. PhDr. Emil Višňovský, CSc.</p>						
<p><b>Last change:</b> 23.06.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-140/22	<b>Course title:</b> Stoicism - Fate or Freedom?
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Assessment during the instruction period includes: a). successful presentation of a paper on one of the topics listed in the course syllabus (max. 30 points) b) Successful completion of a control test at the end of the semester (max. 70 points) connected with oral consultation of the written answers. The student will be admitted to the test only with a minimum of 10 points from paper. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. FX. The exact date for the test and the topics of the paper will be announced at the beginning of the semester. The teacher will accept a maximum of two absences with documentation. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, students will know how universal determinism and at the same time the freedom of the sage can be admitted within the Stoic system. They understand the integral connection of the three parts of Stoic philosophy (physics, logic, ethics). They are able to address the dilemma of determinism and freedom on the ground of other philosophical conceptions as well, and not only in antiquity.	
<b>Class syllabus:</b> 1. Hellenism - period, culture, philosophy, Hellenistic schools and their character, the position of Stoicism as a dogmatic school. 2. Stoic physics of the elements: an integrated Stoic universe. Difference between holon and to pan. Active and passive elements. 3. Stoic psychology: Integration function of the pneuma, its tension and degrees. 4. The doctrine of the Logos, fate, providence and God. The degree of dynamism and autonomy of the pneuma is determined by its fire element. 5. The place of the man-sage in the cosmos in terms of the quality of his soul. 6. Stoic epistemology: imagination (fantasy), instinct, assent, catalepsy, knowledge, division of fantasies according to origin and cognitive relevance. 7. Stoic theory of causes. Stoic cause as something physical. The blending of Stoic and Peripatetic theories of causes.	

8. Stoic theory of division and hierarchisation of causes. Practical examples from life.
9. Stoic theory of free decision and action: degrees of autonomy of the pneuma, freedom as the possibility of independent action, the Stoic sage - is he really free?
10. Modal categories in the Stoic conception of freedom: fate, necessity, chance, possibility, freedom.
11. Stoic ethics, the problem of bliss and Stoic ataraxia, mean and perfect duties.
12. The problem of indifferent things, their articulation and revision of approaches, virtue as a rational disposition, three definitions of Stoic virtue, final connection with the understanding of freedom.

**Recommended literature:**

RIST, John Michael. Stoická filosofie. Přeložil Karel Thein. Praha: OIKOYMENH, 1998. ISBN 80-86005-73-9.

Zlomky starých stoiků. Pravda, 1984.

KALAŠ, Andrej. Stoické chápanie kauzality a teória príčin. In: Brnianske prednášky členov Katedry filozofie a dejín filozofie Filozofickej fakulty Univerzity Kmenského v Bratislave. Editori Etela Farkašová, Lenka Bohunická, Miroslav Marcelli. Brno: Masarykova univerzita, 2003, s. 107 - 138. ISBN 80-210-3046-1.

LONG, Anthony Arthur. Hellénistická filosofie. Preložil Petr Kolev. Praha: OIKOYMENH, 2020. ISBN 978-80-7298-497-8.

Od Aristotela po Plotína. Antológia z diel filozofov. Bratislava: Iris, 2006. ISBN 976-80-89238-11-8.

Temporary teaching text for the subject is available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
60,87	0,0	4,35	13,04	4,35	4,35	13,04

**Lecturers:** doc. Mgr. Andrej Kalaš, PhD.

**Last change:** 13.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KE/A-muES-590/22	<b>Course title:</b> Teacher Training in Aesthetics Education 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> </ul>	

- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská

Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Viera Bartková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KE/A-muES-591/22	<b>Course title:</b> Teacher Training in Aesthetics Education 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> </ul>	

- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements  
 Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school  
 Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.  
 Producing classroom observation records from the teaching mentor's classes  
 Producing class analyses.  
 Production of written preparations for lessons.  
 Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools  
 Updated state education program for the 2nd level of elementary school  
 Updated state education program for grammar schools with four-year and five-year education program  
 School education program of the training school  
 Internal regulations of the school  
 KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Viera Bartková, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-590/22	<b>Course title:</b> Teacher Training in English Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> KAA/A-muAN-301/22 English Language Teaching Methodology 1	
<b>Antirequisites:</b> FiF.KAA/A-muAN-590/15	
<b>Course requirements:</b> 60% Observing all 10 lessons & participating in discussions with the mentor teacher 10% Completed observation worksheets 5% Updated EPOSTL (Context & Methodology) 25% Reflection paper <b>Marking scale:</b> A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. All ten (10) observations and sessions with the mentor teacher must be undertaken to pass. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
<b>Learning outcomes:</b> While visiting local schools and observing lessons with a mentor teacher, students do the following: <ol style="list-style-type: none"> <li>1. become familiar with the duties and obligations of being a schoolteacher</li> <li>2. receive pedagogical insight into lesson planning and implementation</li> <li>3. analyze how teachers teach and learners learn</li> <li>4. evaluate and reflect on all aspects of the teaching they observe, i.e., content, delivery, preparedness, classroom management, instructions, etc.</li> <li>5. reflect on what they observe as it relates to their own strengths and weaknesses as a student teacher</li> <li>6. discuss what they have observed with their peers and the mentor teacher, training constructive criticism and feedback skills</li> </ol>	

**Class syllabus:**

Students (in groups of 3 according to their study program) are initiated into the school environment by a mentor teacher at a local lower or upper secondary school.

They observe 10 lessons taught by that mentor teacher (or various teachers at that school).

They receive insight into lesson planning and implementation from the mentor teacher.

They provide feedback on those lessons and discuss what they learn with both the mentor teacher and within their groups.

Each completes an online observation worksheet for each lesson and, after observing all 10 lessons, writes about the experience in a reflection paper.

**Recommended literature:**

All approved course books for teaching English as a foreign language

Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)

Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)

Vnútorý poriadok školy (Policy guidelines of the mentoring school)

KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available: <https://www.minedu.sk/data/att/8032.pdf>

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

NEWBY, D. [online]. EPOSTL - The European Portfolio for Student Teachers of Languages. Council of Europe Publishing: Strasbourg, 2007. Accessed 17 September 2021. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>

STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available: [https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1\\_uniba\\_sk/Edet1FSx5ihBndR7ow28HH4Bku\\_-suPQ9RC-44F0Oj40pw?e=uwoQre](https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre)

**Languages necessary to complete the course:**

Basic Slovak is welcome, English is required.

**Notes:**

Students are not exempt from attending other classes in order to do the lesson observations.

**Past grade distribution**

Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
87,5	0,0	8,62	0,43	0,86	0,86	1,72

**Lecturers:** M. A. Linda Steyne, PhD.

**Last change:** 10.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-591/22	<b>Course title:</b> Teacher Training in English Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> KAA/A-muAN-302/22 English Language Teaching Methodology 2 KAA/A-muAN-590/22 Lesson Observation - Practicum 2	
<b>Antirequisites:</b> FiF.KAA/A-muAN-591/15	
<b>Course requirements:</b> 60% Teaching 10 lessons & receiving input and feedback from the mentor teacher on 5 of those 5% Mentor teachers' evaluation 10% Two lesson plans (the worst and the best from your student teaching) and notes on why 5% Updated EPOSTL (Lesson Planning & Conducting a Lesson) 20% Reflection paper <b>Marking scale:</b> A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. All ten (10) observations and five (5) sessions with the mentor teacher must be undertaken to pass. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
<b>Learning outcomes:</b> By the end of their teaching practicum, students will have done the following: <ol style="list-style-type: none"> <li>1. become more familiar with the duties and obligations of being a schoolteacher</li> <li>2. independently prepared and taught 10 English as a foreign language lessons, following the lead of the mentor teacher and revising each lesson plan as necessary</li> <li>3. received intensive guidance, pedagogical insight, and feedback on their lesson plans and teaching</li> <li>4. evaluated and reflected on all aspects of their teaching experience, i.e., content, delivery, preparedness, classroom management, instructions, etc., including their own strengths and weaknesses as a teacher</li> </ol>	

5. discussed what they have observed with their mentor teacher and their peers, training constructive criticism and feedback skills

**Class syllabus:**

Each student teacher is assigned a mentor teacher at a partner institution where they are introduced to the teaching profession as it is implemented at that institution.

Apart from learning about how the school is run and the everyday responsibilities of a teacher, student teachers are involved in both in-school and extracurricular activities, while preparing lessons plans and teaching 10 lessons under the guidance and watchful eye of their mentor teacher. Pre-lesson, they receive input into what to prepare and then again on what they have prepared. Post-lesson, the mentor teacher provides feedback on all aspects of their teaching (i.e., content, delivery, preparedness, classroom management, instructions, etc.), with suggestions and advice for improvement.

Post practicum, the mentor teacher provides feedback to the instructor via an online questionnaire. Post practicum, the student teacher submits their lesson plans together with a reflection paper on the experience focusing on their strengths and weaknesses as teachers for evaluation by the instructor.

**Recommended literature:**

All approved course books for teaching English as a foreign language

Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)

Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)

Vnútný poriadok školy (Internal policy guidelines of the mentoring school)

KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijsná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available from: <https://www.minedu.sk/data/att/8032.pdf>

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available from: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available from: [https://liveuniba-my.sharepoint.com/:b/g/personal/steyne1\\_uniba\\_sk/Edet1FSx5ihBndR7ow28HH4Bku\\_-suPQ9RC-44F0Oj40pw?e=uwoQre](https://liveuniba-my.sharepoint.com/:b/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre)

**Languages necessary to complete the course:**

Basic Slovak is welcomed, English is required.

**Notes:**

Student teachers are exempt from attending classes for the duration of their teaching practicum.

**Past grade distribution**

Total number of evaluated students: 205

A	ABS	B	C	D	E	FX
95,61	0,0	1,46	1,46	0,0	0,49	0,98

**Lecturers:** M. A. Linda Steyne, PhD.

**Last change:** 10.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-muNE-590/22	<b>Course title:</b> Teacher Training in German Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously): Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting with mandatory participation is held, the content of which is to familiarize with the course of the practice and the conditions for its completion. Completion of 9 visits and the teaching of one lesson or teaching sequence and the completion of analyses at the training school is compulsory. Upon completion of the practicum, students submit a practicum report focusing on selected aspects of the teaching observation, which is handed in to the didactic teacher responsible for the organisation of the practicum. Absences from group visits are only accepted in justified cases with documented evidence and are made up where possible. The student must achieve a minimum success rate of 60%. (b) In the examination period: 100% pass mark. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The exact dates of the practicum and the practicum school will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will gain the ability to observe German teaching in detail, be able to focus on selected aspects of the observation and produce a practice report. The student is able to reflect on teaching and can ask questions about the observation as part of the analysis. The student is able to prepare a lesson for a specific group/class and teach it adequately. He/she has the ability to carry out a self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.	
<b>Class syllabus:</b> Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 2 teaching practicum experiences in selected practicum schools under the supervision of a practicum	

<p>teacher in groups. The practice includes a visit to 9 lessons and the teaching of one lesson or teaching sequence and a debriefing with the trainee teacher. On completion of the practice placement, the student submits a practice placement report to the didactician responsible for the organisation of the practice placement, focusing on selected aspects of the teaching observation.</p>						
<p><b>Recommended literature:</b>          BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003.          ENDE, K., GROTHJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.          ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.</p>						
<p><b>Languages necessary to complete the course:</b>          German, level C1-C2</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>          Total number of evaluated students: 61</p>						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Monika Šajánková, PhD.</p>						
<p><b>Last change:</b> 28.03.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/A-muNE-591/22	<b>Course title:</b> Teacher Training in German Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously): before the beginning of the teaching practice at the beginning of the semester, there is an introductory meeting with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. The internship includes 15 hours, of which 10 hours are to be completed by the student and 5 hours are to be spent in an initial interview, preparation consultation and analysis of the lessons with the trainee teacher. After the completion of the practice, the student completes a practice report, which is handed over to the didactic teacher responsible for the organisation of the practice. In the practice report, the student describes in detail one lesson implemented, with detailed preparation and self-reflection. The student must achieve a minimum success rate of 60%. (b) In the examination period: 100% pass mark. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The exact dates of the practicum and the practicum school will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student is able to prepare different lessons for a specific group/class, focusing on different didactic objectives. The student is able to test the prepared teaching procedures in practice and to teach individual lessons in an adequate way. Has the ability to carry out self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.	
<b>Class syllabus:</b> Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 3 teaching practicums in selected practicum schools independently under the supervision of a	

practicum teacher. The practice includes 15 hours, of which 10 hours the student will teach independently and 5 hours will be devoted to the initial interview, consultation of the preparation and analysis of the lessons taught with the trainee teacher.

Upon completion of the practical placement, the student submits to the didactic teacher responsible for the organisation of the practical placement a report of the practical placement, focusing on selected aspects of the lesson observation.

**Recommended literature:**

BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003.

ENDE, K., GROTHJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.

ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.

**Languages necessary to complete the course:**

German, level C1-C2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
95,0	0,0	3,33	1,67	0,0	0,0	0,0

**Lecturers:** Mgr. Monika Šajánková, PhD.

**Last change:** 28.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-590/22	<b>Course title:</b> Teacher Training in History 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KVD/A-muHI-590/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Brief course syllabus:

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.

KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.

**Languages necessary to complete the course:**

Slovak, the language of the student's expertise

**Notes:**

**Past grade distribution**

Total number of evaluated students: 196

A	ABS	B	C	D	E	FX
97,96	0,0	0,0	0,0	0,0	0,51	1,53

**Lecturers:** Mgr. Ján Machaj, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-591/22	<b>Course title:</b> Teacher Training in History 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KVD/A-muHI-591/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSOŤÁ, B. – TOMENGOVÁ, A.: Profesijsná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.

KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.

**Languages necessary to complete the course:**

Slovak, the language of the student's expertise

**Notes:**

**Past grade distribution**

Total number of evaluated students: 183

A	ABS	B	C	D	E	FX
98,91	0,0	0,0	0,0	0,0	1,09	0,0

**Lecturers:** Mgr. Ján Machaj, PhD.

**Last change:** 14.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-590/22	<b>Course title:</b> Teacher Training in Hungarian Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> </ul>	

- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Brief course syllabus:

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

Recommended literature:

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijsná praktická príprava budúcich učiteľov. Banská

Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Hungarian Language (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
96,15	0,0	3,85	0,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Anikó Dušíková, CSc.

**Last change:** 29.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-591/22	<b>Course title:</b> Teacher Training in Hungarian Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements  
 Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school  
 Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.  
 Producing classroom observation records from the teaching mentor's classes  
 Producing class analyses.  
 Production of written preparations for lessons.  
 Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

Recommended literature:  
 All official textbooks for elementary schools and high schools  
 Updated state education program for the 2nd level of elementary school  
 Updated state education program for grammar schools with four-year and five-year education program  
 School education program of the training school  
 Internal regulations of the school  
 KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Hungarian Language (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Anikó Dušíková, CSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-590/22	<b>Course title:</b> Teacher Training in Pedagogy 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muPE-590/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio, develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements  
 Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school  
 Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.  
 Producing classroom observation records from the teaching mentor's classes  
 Producing class analyses.  
 Production of written preparations for lessons.  
 Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools  
 Updated state education program for the 2nd level of elementary school  
 Updated state education program for grammar schools with four-year and five-year education program  
 School education program of the training school  
 Internal regulations of the school  
 KOSO VÁ, Beáta – Alena TOMENGOVÁ. Profesi jná praktická príprava budúch učiteľov. Banská Bystrica:  
 Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>  
 ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové: Gaudeamus, 1993. ISBN 80-7041-228-3.  
 VALIŠOVÁ, Alena a František SINGULE a Jaroslav VALENTA, J Didaktika pedagogiky. Praha: UK, 1990.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	0,0	0,0	0,0	6,25

**Lecturers:** doc. PhDr. Mária Matulčíková, CSc.

**Last change:** 15.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-591/22	<b>Course title:</b> Teacher Training in Pedagogy 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muPE-591/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development, develop their abilities to express and accept effective criticism and praise..

**Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSO VÁ, Beáta – Alena TOMENGOVÁ. Profesi jná praktická príprava budúch učiteľov. Banská Bystrica:

Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové : Gaudeamus, 1993. ISBN 80-7041-228-3.

VALIŠOVÁ, Alena a Hana KASÍKOVÁ a kol. Pedagogika pro učitele. Praha: Grada, 2007, 402 s. ISBN 8024717344.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Janka Medved'ová, PhD.

**Last change:** 15.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-590/22	<b>Course title:</b> Teacher Training in Philosophy 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> </ul>	

- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská

Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Slovak, the language of the student's expertise

**Notes:**

**Past grade distribution**

Total number of evaluated students: 69

A	ABS	B	C	D	E	FX
86,96	0,0	4,35	1,45	0,0	0,0	7,25

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 16.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-591/22	<b>Course title:</b> Teacher Training in Philosophy 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KFDF/A-muFI-590/22 - Teacher Training in Philosophy 2	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> </ul>	

- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements  
 Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school  
 Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.  
 Producing classroom observation records from the teaching mentor's classes  
 Producing class analyses.  
 Production of written preparations for lessons.  
 Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools  
 Updated state education program for the 2nd level of elementary school  
 Updated state education program for grammar schools with four-year and five-year education program  
 School education program of the training school  
 Internal regulations of the school  
 KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Slovak, the language of the student's expertise

**Notes:**

**Past grade distribution**

Total number of evaluated students: 71

A	ABS	B	C	D	E	FX
84,51	0,0	14,08	0,0	0,0	0,0	1,41

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 16.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-muSL-590/22	<b>Course title:</b> Teacher Training in Slovak Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KSJ/A-muSL-590/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92 %); B (91-84 %); C (83-76 %); D (75-68 %); E (67-60 %), Fx (59-0 %). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100 %	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSOVÁ, B. – TOMENGOVÁ, A.: Profesionálna praktická príprava budúcich učiteľov. Banská

Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 211

A	ABS	B	C	D	E	FX
91,47	0,0	6,16	0,95	0,47	0,0	0,95

**Lecturers:** Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.

**Last change:** 16.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSLLV/A-muSZ-591/22	<b>Course title:</b> Teacher Training in Slovak Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>· teaching a determined number of lessons</li> <li>· 1-hour long classroom observation,</li> <li>· active participation in the extracurricular activities of the teaching mentor,</li> <li>· student evaluation by the teaching mentor,</li> <li>· evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Violation of academic ethics results in the cancellation of earned points in the relevant item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>· develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>· develop their competencies in the pedagogic evaluation of the pupils,</li> <li>· develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>· develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>· gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>· deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with</li> </ul>	

<p>the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</p> <ul style="list-style-type: none"> <li>· deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>· develop their abilities to assess the suitability of the educational materials,</li> <li>· develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,</li> <li>· gain the competencies related to creating a pedagogical portfolio,</li> <li>· develop their abilities to self-evaluate and to further improve their professional development,</li> <li>· develop their abilities to express and accept effective criticism and praise.</li> </ul>														
<p><b>Class syllabus:</b>  Familiarising students with the teacher training requirements  Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities. Producing classroom observation records from the teaching mentor's classes Producing class analyses. Production of written preparations for lessons. Producing a teaching diary and submitting it to the Head of Teaching Practice.</p>														
<p><b>Recommended literature:</b>  All official textbooks for elementary schools and high schools  Updated state education program for the 2nd level of elementary school  Updated state education program for grammar schools with four-year and five-year education program  School education program of the training school  Internal regulations of the school  KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica:  Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <a href="https://www.minedu.sk/data/att/8032.pdf">https://www.minedu.sk/data/att/8032.pdf</a></p>														
<p><b>Languages necessary to complete the course:</b>  Slovak, the language of the relevant language approbation</p>														
<p><b>Notes:</b></p>														
<p><b>Past grade distribution</b>  Total number of evaluated students: 211</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>83,41</td> <td>0,0</td> <td>11,37</td> <td>3,79</td> <td>0,95</td> <td>0,0</td> <td>0,47</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	83,41	0,0	11,37	3,79	0,95	0,0	0,47
A	ABS	B	C	D	E	FX								
83,41	0,0	11,37	3,79	0,95	0,0	0,47								
<p><b>Lecturers:</b> Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.</p>														
<p><b>Last change:</b> 29.06.2022</p>														
<p><b>Approved by:</b></p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> PriF.KDPP/N-mUXX-104/22			<b>Course title:</b> Teaching Practice 2 (B)			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 105						
A	ABS	B	C	D	E	FX
60,95	0,0	29,52	6,67	0,95	1,9	0,0
<b>Lecturers:</b> doc. RNDr. Štefan Karolčík, PhD., prof. RNDr. Miroslav Prokša, CSc., doc. RNDr. PaedDr. Zuzana Haláková, PhD., doc. PaedDr. Elena Čipková, PhD., PhDr. Michael Fuchs, RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., doc. RNDr. Katarína Pavličková, CSc., RNDr. Hubert Žarnovičan, PhD., PaedDr. Anna Drozdíková, PhD., Mgr. Milica Križanová, PhD., Mgr. Lenka Šikulínová, PhD., M. A. Linda Steyne, PhD., Mgr. Monika Šajánková, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> PriF.KDPP/N-mUXX-114/22			<b>Course title:</b> Teaching Practice 3 (B)			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 110						
A	ABS	B	C	D	E	FX
61,82	0,0	22,73	10,0	2,73	2,73	0,0
<b>Lecturers:</b> doc. PaedDr. Elena Čipková, PhD., doc. RNDr. Štefan Karolčík, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., prof. RNDr. Miroslav Prokša, CSc., PaedDr. Anna Drozdíková, PhD., RNDr. Hubert Žarnovičan, PhD., PhDr. Michael Fuchs, Mgr. Lenka Šikulínová, PhD., M. A. Linda Steyne, PhD., Mgr. Monika Šajánková, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FMFL.KDMFI+KAG/2- UXX-854/22			<b>Course title:</b> Teaching Practice A (3)			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 30						
A	ABS	B	C	D	E	FX
96,67	0,0	3,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> RNDr. Michal Winczer, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD., RNDr. Jana Chalmovianská, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FMFLKDMFI+KAG/2- UXX-852/22			<b>Course title:</b> Teaching Practice B (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 40						
A	ABS	B	C	D	E	FX
97,5	0,0	0,0	2,5	0,0	0,0	0,0
<b>Lecturers:</b> RNDr. Michal Winczer, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD., RNDr. Jana Chalmovianská, PhD., M. A. Linda Steyne, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-164/22	<b>Course title:</b> The Conceptions of Science in 20th Century Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Preliminary evaluation during the instruction period: presentation of one selected topic (30 points) In the examination period: colloquial exam consisting of the presentation and defence of a written thesis (40 points) The condition for admission to the exam is the scoring of min. 10 points from the preliminary assessment. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Grading scale: A: 70-65, B: 64-59, C: 58-53, D: 52-47, E: 46-42, Fx: 41-0. A maximum of 2 excused absences are accepted. The exact date and topic of the preliminary assessment will be announced at the beginning of the semester. Dates of examination will be published via AIS no later than the last week of the instruction period. Scale of assessment (preliminary/final): preliminary 43%/ final 57%	
<b>Learning outcomes:</b> After successfully completing the course, students have knowledge of the philosophical conceptions of science formed on the ground of 20th century philosophy, their starting points, main themes and solutions. They understand the main problems addressed in these approaches and can compare the different solutions. They are able to navigate contemporary philosophical debates about science.	
<b>Class syllabus:</b> 1. The problem of science in 20th century philosophy. 2. The Vienna Circle initiative. Understanding the nature and object of epistemology in neopositivism. 3. Major themes and issues in neopositivist epistemology. 4. Critical rationalism and falsificationism of K.R. Popper. 5. Fallibility of human cognition. 6. Changes in the conception of scientific knowledge initiated by postpositivism. Kuhn's conception of the development of science.	

- 7. The epistemological anarchism of P. Feyerabend.
- 9. Naturalised epistemology.
- 10. New initiatives in contemporary epistemology: socialized epistemology.
- 11. The problem of science in feminist philosophy.
- 12. The concept of situated science.

**Recommended literature:**

KUHN, Thomas S. Štruktúra vedeckých revolúcií. Bratislava 1981, str. 37-47.  
 POPPER, Karl R. Hľadanie lepšieho sveta. Bratislava: Archa, 1995, str. 11-57. ISBN 80-7115-113-0  
 SCHLICK, Moritz. M. Zbrané state. In: Antológia z diel filozofov. Logický empirizmus a filozofia prírodných vied. Bratislava: Vydavateľstvo politickej literatúry, 1968. str. 211-255.  
 SARDAR, Ziauddin. Thomas Kuhn a vedecké války. Praha: Triton, 2001. ISBN 80-7254-209-5.  
 SZAPUOVÁ, Mariana, NUHLÍČEK, Martin. Naturalizmus a skepticizmus. Filozofia, 2020, roč. 75, č. 9., s. 760-775. ISSN 0046-385X (Available on: <https://www.sav.sk/journals/uploads/11250922filozofia.2020.75.9.3.pdf>)

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
46,67	0,0	46,67	0,0	6,67	0,0	0,0

**Lecturers:** doc. PhDr. Mariana Szapuová, CSc.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-137/22	<b>Course title:</b> The Problem of a Nation in Slovak Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary evaluation during the instruction period: a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance. Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less. Scale of assessment (preliminary/final): 100% preliminary	
<b>Learning outcomes:</b> After completing the course, students have knowledge of modern conceptions of nation and nationalism, and are familiar with the most important of them. They can critically reflect and understand the concepts of Slovak and foreign authors dealing with the given topic. They can analyse selected works, understand the period and the conditions determining the often complex political, social, cultural and ideological relations.	
<b>Class syllabus:</b> 1. Introduction into the problem of the nation. Basic concepts of European intellectuals. 2. Ernest Gellner and his conception of nation and nationalism. 3. Reflection of the issue in the works of Slovak thinkers since the Enlightenment. 4. The national defence efforts of the Štúr movement. 5. The turn of the century: the role of T. G. Masaryk. 6. Slovakia and the culture of Ján Lajčiak. 7. The Czechoslovak problem. 8. The Slovak question. Autonomisation efforts. 9. Philosophical Anthology of Matica slovenská and the problem of the nation. 10. New perspectives on the nation after World War II. 11. Integration of European nations. 12. Challenges of the 21st century related to migration waves in the post-Covid period.	

**Recommended literature:**

HROCH, Miroslav (ed.). Pohledy na národ a nacionalizmus. Praha: Slon 2003. ISBN 80-86429-20-2.

GELLNER, Arnošt. Národy a nacionalizmus. Praha: Hříbal, 1993. ISBN 80-900892-9-1

LAJČIAK, Ján. Slovensko a kultúra. Bratislava: Q 111, 2007. ISBN 978-80-89092-35-2.

CHMEL, Rudolf (ed.). Slovenská otázka v 20. storočí. Bratislava: Kalligram, 1997. ISBN 80-7149-155-1.

PICHLER, Tibor. Národovci a občania. O slovenskom politickom myslení v 19. storočí. Bratislava: Veda, 1998. ISBN 80-224-0533-7.

Additional literature will be presented at the beginning and during the semester. Teacher presentations will be available in MS Teams.

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
68,75	0,0	25,0	0,0	3,13	0,0	3,13

**Lecturers:** doc. Mgr. Erika Lalíková, PhD.

**Last change:** 11.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-231/22	<b>Course title:</b> The Slovak language in the educational system of national minorities
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: written work, homework. The student will submit solutions to 5 short assignments during the teaching part. The maximum point value of each solution is 20 points (1 point = 1%). Active participation of the student is a condition for receiving the grade. Two absences are allowed. Grading scale: A: 100%-93% B: 92%-85% C: 84%-77% D: 76%-69% E: 68%-60% Fx: 59%-0% Credit will not be awarded to a student who does not master 60% of the curriculum. Violation of academic ethics will result in the nullification of the points earned in the appropriate assessment item. Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> The student knows the terminology of pedagogy, didactics and pedagogical documentation also in Slovak language and knows how to use it adequately in the context of teaching work. Gain a comparative view of the most commonly used concepts and categories of terminology in their field. Actively uses Slovak school terminology in the production of written text (e.g. in school documentation and in the preparation of curricula, syllabuses, etc. in Slovak) and verbal text, being aware of the fundamental differences in Hungarian and Slovak school terminology (e.g. the motivation of terms, the structure of terms in both languages). The student has knowledge of terminological culture and communication effectiveness.	
<b>Class syllabus:</b> 1. Comparative view of the basic concepts of Hungarian and Slovak school terminology 2. Issues of semantic formation of Hungarian and Slovak school terms	

3. Nouns in Hungarian and Slovak school terminology
4. Adjectives in Hungarian and Slovak school terminology
5. Verbs in Hungarian and Slovak school terminology
6. Terminology of the State Educational Programme (educational area Language and Communication) for grammar schools with four, five and eight-year educational programmes
7. Terminology of the Framework Curriculum for grammar schools with four years of study with the teaching of the language of a national minority
8. Professional curriculum terms - a comparative view
9. Curriculum vocational terms - a comparative view
10. Professional terminology of methodological guidelines - a comparative view
11. Adequacy of professional terms in the so-called translated textbooks for grammar schools and secondary schools with a language of instruction of a national minority
12. Professional terms in the Matura examinations document
13. Professional terms in the document Methodological guidance

**Recommended literature:**

MASÁR, Ivan. Ako pomenúvame v slovenčine. Bratislava: Slovenská jazykovedná spoločnosť pri SAV a Jazykovedný ústav Ľudovíta Štúra SAV, 2000. ISBN 80-967574-9-0.

Dostupné aj na:

<https://www.juls.savba.sk/ediela/spisySJS/3/spisySJS3.pdf>

ORGOŇOVÁ, Oľga a Alena BOHUNICKÁ. Lexikológia slovenčiny. Bratislava: Stimul, 2011. ISBN 978-80-8127-030-7. Dostupné aj na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/ksj/publikacie/OOAB\\_lexikologia.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/ksj/publikacie/OOAB_lexikologia.pdf) [cit. 21.12.2021].

ŽIGOVÁ, Ľudmila. Komunikácia v slovenčine. Bratislava: Vydavateľstvo UK, 2007. ISBN 978-80-223-2359-8.

Časopis Pedagogická revue. Dostupné na:

<https://www.statpedu.sk/sk/metodicky-portal/casopisy/pedagogicka-revue/>

Inovovaný Štátny vzdelávací program. Jazyk a komunikácia. Maďarský jazyk a literatúra.

Dostupné aj na:

<https://www.statpedu.sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-gymnazia-so-stvorrocny-m-patrocnym-vzdelavacim-programom/jayk-komunikacia>

Additional readings will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Hungarian (level C1), Slovak (B2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Katarína Misadová, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-133/22	<b>Course title:</b> The Subject of Metaphysics in Medieval Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the instruction period of the semester: one test (in the first half of the semester) and the seminar paper is submitted in the last week of the instruction period of the semester. Students can score a maximum of 100 points for the test, the minimum for passing the course is 60 points. The weight of the test is 50% of the final assessment. The remaining 50% of the assessment consists of seminar paper. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Test grading scale: A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0% The teacher will accept a maximum of two absences with documentation. Scale of assessment (preliminary/final): 100%: preliminary	
<b>Learning outcomes:</b> After completing the course, students will have knowledge of key metaphysical concepts in medieval scholastic philosophy. They know the main representatives of these metaphysical theories (Thomas Aquinas and Duns Scotus) and their treatment of the question of the object of metaphysics: theological, ontological or onto-theological. They are able to understand a scholastic text, able to make historical and philosophical connections (especially with medieval Arabic philosophy: Avicenna and Averroes), identify key issues, and be able to compare scholastic understandings of metaphysics with contemporary metaphysical conceptions, especially the views of P. F. Strawson (revisionist vs. descriptive metaphysics).	
<b>Class syllabus:</b> 1. Aristotle - division of the sciences, nature of the first philosophy 2. Avicenna - ontological understanding of metaphysics 3. Averroes - theological understanding of metaphysics 4. Aquinas - existence as an analogous concept I. 5. Aquinas - existence as an analogous concept II. 6. Aquinas - metaphysics and theology 7. John Duns Scotus - the subject of metaphysics 8. John Duns Scotus - existence as an unambiguous concept I. 9. John Duns Scotus - existence as an unambiguous concept II.	

10. John Duns Scotus I. - metaphysics and theology  
 11. The historical influence of Thomas Aquinas  
 12. The historical influence of John Duns Scotus

**Recommended literature:**

Sousedík, Stanislav: Úvod do četby sv. Tomáše Akvinského. Praha: Česká křesťanská akademie, 1992. ISBN: 80-900615-8-3

Chabada, Michal: Ján Duns Scotus. Vybrané kapitoly z jeho epistemológie a metafyziky. Bratislava: Univerzita Komenského, 2007. ISBN: 978-80-223-2264-5.

Svoboda, David: Metafyzické myšlení Tomáše Akvinského od pojmu jsoucná a jednoty k pojmu celku a části. Praha: Krystal, 2012. ISBN: 978-80-87183-40-3

Otisk, Marek: Metafyzika jako věda Ibn Sína a Ibn Rušd ve scholastické diskusi. Praha: Filosofia, 2006. ISBN: 80-7007-242-3

Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 11.03.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-595/22	<b>Course title:</b> Thesis defence (state examination subject)
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KPg/A-muPE-595/15	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.</p> <p>The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.</p> <p>Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A</p> <p>Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.</li> <li>2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.</li> <li>3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.</li> <li>5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of work and formal adjustments.</li> </ol> <p>The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond</p>	

to comments and questions from the evaluations of the thesis supervisor and the opponent. The student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.  
Scale of assessment (preliminary/final): 0/100

**Learning outcomes:**

The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

**Class syllabus:**

1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.
2. The student responds to the evaluations – comments and questions.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

**State exam syllabus:**

**Recommended literature:**

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2021-10-10]. Available at: [http://stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prace.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf)  
Vnútorň predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Available at: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)  
Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-09-09]. Available at: [https://fphil.uniba.sk/studium/student/bakalarske-amagisterske\\_studium/zaverecne-prace/](https://fphil.uniba.sk/studium/student/bakalarske-amagisterske_studium/zaverecne-prace/)  
Further literature according to the topic of the master's thesis.

**Languages necessary to complete the course:**

Slovak

**Last change:** 08.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-moFI-172/23	<b>Course title:</b> Thomas Aquinas on Love
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. Preliminary assessment during the teaching part: (a) voluntary presentation at seminars: 3 points per presentation; (b) written test on the knowledge of the texts analysed in the seminars: maximum 10 points. The date of the written test will be specified at the beginning of the semester. The points for the voluntary presentation will count towards the overall grade. The date of the written test will be specified at the beginning of the semester. <b>Grading scale:</b> A: 100% - 92%; B: 91% - 84%; C: 83% - 76%; D: 75% - 68%; E: 67% - 60%; FX: 59% - 0%. Excused absences not exceeding 25% of the range of classes held are accepted. Violation of the Academic Conduct Policy may result in the cancellation of points earned for the student's performance in question. Scale of assessment (preliminary/final): preliminary -100 %	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has knowledge of the nature of love in the structure of human emotionality according to Thomas Aquinas. The student understands the implications of Aquinas' understanding of love and emotionality in selected philosophical and ethical ideas such as virtue theory, the function of emotions in evaluative practical judgments, the understanding of the relationship of reason, will, and emotion, and the transcendent dimension of love (the supernatural virtues). The student is able to critically reflect on and evaluate the possibilities and limits of human emotionality, including in the broader context of the relationships between philosophy, ethics, and moral theology.	
<b>Class syllabus:</b> 1. Aquinas's life and work, Aquinas's philosophical project. 2. The structure of the human psyche according to Aquinas. 3. The passions of eagerness and the passions of fervour. 4. The passions of the soul and moral good and evil. 5. The interrelation of the passions. 6. Love as a passion of the soul.	

7. Causes and effects of love.
8. Hatred as a passion of the soul.
9. Love and friendship.
10. Love as a natural and supernatural virtue.
11. The order of love.
12. Aquinas' importance for the history of ethics.

**Recommended literature:**

Akvinský, T.: O lásce: výběr otázek z Teologické sumy. Translated, with notes and introduction Karel Šprunk. Praha: Krystal, 2005; ISBN: 80-85929-71-6.

Lotz, J. B.: Vědění a láska. Praha: Vyšehrad, 1999. ISBN: 80-7021-304-3.

Peroutka, D.: Tomistická filozofická antropologie. Praha: Krystal OP, 2012. ISBN: 978-80-87183-42-7.

Machula, T. – Holub, Š. M.: Tomismus čtyřiaadvaceti tezí. Praha: Krystal, 2010. ISBN: 978-80-87183-28-1.

Chabada, M.: Kapitoly z dejín stredovekej filozofie 4. Vrcholná latinská scholastika. Bratislava: Univerzita Komenského, 2021. ISBN: 978-80-223-5242-0.

Students will be introduced to the supplementary literature during the course.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 18.04.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-17/15	<b>Course title:</b> Thought Experiments
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50 % - active participation during the semester (30 points for activities on seminar; 20 points for homework); 50 % the final assignment (an essay); Classification: A: 100 – 93 p.; B: 92 – 85 p.; C: 84 – 77 p.; D: 76 – 69 p.; E: 68 – 60 p.; Fx: 59 – 0 p. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The student is capable of distinguishing among the main approaches to thought-experiment-modelling and she/he knows some classical as well as some specific thought experiments from philosophy and science. Moreover, she/he is able to construct an original thought experiment concerning a particular philosophical claim.	
<b>Class syllabus:</b> Thought experiments and real experiments. The structure of a thought experiment. Typologies of thought experiments. Examples of thought experiments: The Ship of Theseus, Lucretius' Spear, Galileo's Gravitational Balls, Descartes' Demon, Thomson's Violinist, Achilles and Turtle etc.	
<b>Recommended literature:</b> BROWN, J. R. The Laboratory of the Mind. Thoughts Experiments in the Natural Sciences. 2nd. ed. New York – London: Routledge, 2011. ISBN 978-0-415-99653-2. GENDLER, T. S. Thought Experiment. On the Powers and Limits of Imaginary Cases. New York – London: Garland Publishing, Inc, 2000. ISBN 978-1-1389-9033-3. PICHA, M. Kdyby chyby. Epistemologie myšlenkových experimentů. Olomouc: Nakladatelství Olomouc, 2011. ISBN 978-80-7182-288-2. PICHA, M. a PICOVÁ, D. 100 myšlenkových experimentů ve filozofii. Praha: dybbuk, 2013. ISBN 978-80-7438-096-9. The literature will be provided in an electronic form.	
<b>Languages necessary to complete the course:</b> Slovak (seminar work) Czech (part of literature) English (part of literature)	

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 20						
A	ABS	B	C	D	E	FX
60,0	0,0	25,0	5,0	5,0	0,0	5,0
<b>Lecturers:</b> doc. Mgr. Lukáš Bielik, PhD.						
<b>Last change:</b> 04.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FiF.KPs/A-muSZ-128/00			<b>Course title:</b> Training in Social Skills for Teachers			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 121						
A	ABS	B	C	D	E	FX
97,52	0,0	0,0	0,83	0,0	0,0	1,65
<b>Lecturers:</b> PhDr. Gabriela Herényiová, CSc.						
<b>Last change:</b> 02.02.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-211/15	<b>Course title:</b> Translating Pragmatic Texts
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Homework on selected topics during the teaching part (on an ongoing basis): preparation of ten translations (for each lesson). Each assignment is worth 9% and 10% can be earned for class activity. A minimum of 60% on the continuous assessment is a prerequisite for passing the course. Violation of academic ethics will result in the nullification of the points earned in the respective assessment item. Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who has not mastered 60% of the material. The instructor will accept a maximum of 2 absences with documented evidence. The exact topics of the midterm evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After successful completion of the course, the student will acquire skills in translating pragmatic texts from Slovak into Hungarian, be able to be aware of his/her translation practices and evaluate different translations of the same text.	
<b>Class syllabus:</b> 1. Basic transformation operations at the level of words, phrases: concretization, generalization. 2. Basic transformation operations at the word, phrase level: omission, explicitation. 3. Basic transformation operations at the word, phrase level: local and global compensation. 4. Realia and universals. 5. Transformational operations at the level of sentences and clauses (generalization, explicitation, etc.). 6. Differences between the grammatical systems of Slovak and Hungarian. Missing grammatical categories. Different function of grammatical categories.	

7. Compositional practices in the source and target text.
8. Intercultural specificities of translating proper names (institutions, names of political parties, films and literary works, anthroponyms, toponyms).
9. Translation of texts (news, feuilleton).
10. Translation of texts (weather forecast, television programme).
11. Translation of texts (advertisements, announcements, leaflets).
12. Translation of "small forms" (invitations, forms).

**Recommended literature:**

- KÁROLY, Krisztina. Szövegtan és fordítás. Budapest: Akadémiai Kiadó, 2007. ISBN 978-963-05-8517-0.
- KLAUDY, Kinga. Bevezetés a fordítás gyakorlatába. Budapest: Scholastica, 2014. ISBN 963-859-127-7.
- KLAUDY, Kinga. Tézisek a fordítástudományról. Új fordítástudományi tanulmányok. Budapest: Tinta Könyvkiadó, 2020. ISBN 239-999-2161-79-9.
- LANSTYÁK, István, POLGÁR, Anikó, ed. Fordítás, kulturális hibriditás és többnyelvűség a magyar irodalomtudomány és nyelvtudomány kontextusában. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4738-9.
- ROBIN, Edina, ZACHAR, Viktor ed. Fordítástudomány ma és holnap. Budapest: L'Harmattan Kiadó, 2018. ISBN 978-963-414-403-8.
- Supplementary literature will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Hungarian (C2), Slovak (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
0,0	0,0	100,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Katarína Misadová, PhD., Mgr. Szilárd Sebők, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AmoLO-04/15	<b>Course title:</b> Transparent Intensional Logic
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Introduction to TIL	
<b>Course requirements:</b> Continuous during the semester: active participation (20 points), home preparation (20 points); Final grade: summative test (60 points); Grading scale: A: 100-91 points; B: 90-81 points; C: 80-76 points; D: 75-70 points; E: 69-60 points; Fx: 59-0 points. Violation of academic ethics may result in the cancellation of the points earned in the respective grade item. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> Students deepened their knowledge of the Transparent Intensional Logic system and became familiar with its applications to semantic problem solving.	
<b>Class syllabus:</b> The method of analysis and the Parmenides principle. Intrinsic constructions, partiality, beta- transformation rule. Subconstructions and constants. Open and closed constructions, substitution, equivalence. Quantifiers. Synonymy, procedural isomorphism, theory of concepts. Logic of intentions. Substitutions de dicto versus de re, topic versus focus. Logic of attitudes. Modalities. Pragmatically incomplete meaning, indexical expressions, vague descriptions, anaphora. Execution and display constructions.	
<b>Recommended literature:</b> 1. Duží, M. – Materna, P.: TIL jako procedurální logika (TIL as procedural logic). Aleph, Bratislava 2012. ISBN 978-80-89491-08-7. 2. Tichý, P.: Jednotliviny a ich roly. (I) – (IV). Organon F, r.1, č.1 až 4., Bratislava. ISSN 1335-0668. 3. Tichý, P.: The Foundations of Frege's Logic. De Gruyter, Berlin – New York, 1988. ISBN 3-11-011668-5. 4. Tichý, P.: O čem mluvíme. Vybrané stati k logice a sémantice (2. What we're talking about. Selected essays on logic and semantics). Filosofia, Praha, 1996. ISBN 80-7007-087-0.	
<b>Languages necessary to complete the course:</b> slovak	

czech						
english						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 18						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PhDr. František Gahér, CSc.						
<b>Last change:</b> 04.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-232/22	<b>Course title:</b> Tutorials
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) Two written examinations (50%+50%) focused on the practical application of the acquired knowledge. Violation of academic ethics will result in the nullification of the points earned in the respective assessment item. Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. Credit will not be awarded to a student who has not mastered 60% of the material. Instructors will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After successful completion of the course, the student has a thorough knowledge of the spelling rules of the Hungarian language and is able to apply them in practice. The student has knowledge of problematic phenomena of Hungarian spelling and how to solve these problems. The student is familiar with Hungarian typography and is prepared for the profession of an editor working in a publishing house and in an editorial office.	
<b>Class syllabus:</b> 1. An overview of the latest spelling dictionaries of the Hungarian language. 2. Writing, alphabet and spelling. 3. Basic principles of Hungarian spelling. 4. Writing vowels and consonants. 5. Word division. 6. Writing capital letters. 7. Writing proper names. 8. Writing words separately and together.	

9. Writing words of foreign origin.
10. Punctuation marks and their function in the text.
11. Typographical characteristics of the written language.
12. Characteristic features of Hungarian spelling in Slovakia.

**Recommended literature:**

- A magyar helyesírás szabályai. 12. kiadás. Budapest: Akadémiai Kiadó. 2017 [cit. 2021-10-25]. ISBN 978-963-05-8630-6. Available at: <https://helyesiras.mta.hu/helyesiras/default/akh12>
- TÓTH, Etelka et al. Magyar helyesírási szótár. A magyar helyesírás szabályai 12. kiadása szerint. Budapest: Akadémiai Kiadó, 2017. ISBN 978-963-05-9823-1.
- CS. NAGY, Lajos. Helyesírási gyakorlókönyv. Tizenegyedik, átdolgozott kiadás. Budapest: Trezor Kiadó, 2016. ISBN 231-000-09-0126-8.
- LACZKÓ, Krisztina a MÁRTONFI, Attila. Helyesírás. Budapest: Osiris Kiadó, 2004. ISBN 963-389-541-3.

Additional readings will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Hungarian (C2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
0,0	0,0	66,67	33,33	0,0	0,0	0,0

**Lecturers:** Mgr. Szilárd Sebők, PhD.

**Last change:** 26.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-201/15	<b>Course title:</b> Uralic Studies
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously) student lecture on a selected topic (20%), homework (10%). b) during the examination period: examination or written work (70%). Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%." Credit will not be awarded to a student who does not master at least 60% of the curriculum. Violation of academic ethics will result in the cancellation of the points earned in the appropriate assessment item. The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> After successful completion of the course, the student has knowledge of the genetic relatedness of languages and of the specific genetic relatedness of the Hungarian language. The student knows the cultural characteristics and places of residence of the Uralic peoples, the most important principles and methods of comparative linguistics and the Uralic language group.	
<b>Class syllabus:</b> 1. Sources of Hungarian ethnic prehistory. 2. Questions of the Hungarian ethnic origin. 3. Prehistory of Hungarian ethnicity. 4. The Uralic ethnic groups - a general overview. 5. Russian and Soviet language policy, the influence of the Russian language on the Uralic ethnic groups on the territory of the former USSR. 6. Uralic languages - general characteristics. 7. Linguistic phenomena in the Uralic languages. 8. Basics of comparative and historical linguistics. 9. History of research on genetic relations of the Hungarian language. 10. Characteristics of the so-called Uralic proto-language. 11. Genetic relations of the Uralic languages. 12. Other possible genetic relations of the Uralic languages. Areal relations of the Uralic languages.	
<b>Recommended literature:</b> •BERECZKI, Gábor. A magyar nyelv finnugor alapjai. Budapest: Universitas, 2003. ISBN 963-9104-79-5. •CSEPREGI, Márta, red. Finnugor kalauz. Budapest: Panoráma, 2001. ISBN 963-243-862-0.	

- HAJDÚ, Péter. Bevezetés az uráli nyelvtudományba. Budapest: Tankönyvkiadó, 1976. ISBN 963-17 2216-3
- HEGEDŰS, József. Hiedelem és valóság. Külföldi és hazai nézetek a magyar nyelv rokonságáról. Budapest: Akadémiai Kiadó, 2003. ISBN 963-05-7994-4.
- HONTI, László, red. A nyelvrokonságról. Budapest: Tinta Könyvkiadó, 2010. ISBN 978-963-9902-58-9.

Supplemental readings will be presented at the beginning and throughout the semester. Teacher presentations are available in MS TEAMS.

**Languages necessary to complete the course:**

Hungarian Language (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
40,0	0,0	50,0	10,0	0,0	0,0	0,0

**Lecturers:** prof. Klára Sándor, DrSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-103/15	<b>Course title:</b> World Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1) During the semester: Continuous preparation: reading of predetermined literature, their home processing in the form of brief notes, active participation in discussions about the text within the lesson. The student's actual notes should be available to the teacher, and the reading experiences of the given texts can be tested in a quick test or quiz. (30%) 2) in the examination period: The read works will be supplemented by others, which together with the the course subject form the basis of the exam. The exam will be oral, or written test – according to the requirements defined at the beginning of the course. (70%) Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. The credits will not be given for the student who does not pick up at least 60% of the curriculum. The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Violation of academic ethics results in the cancellation of earned points in the relevant item. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> By completing the course, the student should become familiar with some of the most important writers of world literature. He should be able to orienting himself in the mainstream European literature. Through reading of literary pieces, he should gain experience and improve the skills defining the styles and handwritings of certain periods and styles, some authors, and he should become competent in text analysis.	
<b>Class syllabus:</b> 1. The concept of the word literature and the basic categories of comparative literature. 2. Ancient Greek literature and the problem of the fate. Roman literature of the golden age. 3. Profane and sacral: the medieval literature. 4. The literature of the renaissance and the humanism. 5. From the Baroque to the enlightenment: the development of the novel. 6. Classicism, sentimentalism, rococo and preromanticism. 7. Romantism and the concept of individuality and geniality.	

8. The poetics of realism. British, French and Russian realism.
9. Symbolism and impressionism.
10. The modern novel and poetics of prose.
11. The modern poetry at the beginning of XX. century.
12. The avant-garde trends and aesthetics.
13. Existentialism and the absurd literature.

**Recommended literature:**

ADAMIK, Tamás. Római irodalom – a kezdetektől a Nyugatrómai Birodalom bukásáig.

Pozsony: Kalligram, 2009. ISBN: 9788081012266

BALOTA, Nicolae. Abszurd irodalom. Budapest: Gondolat, 1979. ISBN 963-280-759-6

PÁL, József (ed.). Világirodalom. Budapest: Akadémiai Kiadó, 2005. ISBN 963-05-8238-4

KRISTÓ NAGY, István. A világirodalom története I-II, Budapest, Trezor, 1993. ISBN 963-7685-28-6, ISBN 963-7685-29-4

SZEGEDY-MASZÁK, Mihály. Kubla kán és Pickwick úr. Romantika és realizmus az angol irodalomban. Magvető, Budapest, 1982. ISBN 9632717783

SZERB, Antal. A világirodalom története. Budapest: Magvető, 1980. ISBN 963-271-095-9

\* The presentations and notes of the teacher are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

Hungarian (B2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 101

A	ABS	B	C	D	E	FX
37,62	0,0	22,77	16,83	8,91	8,91	4,95

**Lecturers:** doc. Mgr. Zoltán Cseh, PhD., doc. Mgr. art. Pavol Száz, PhD.

**Last change:** 01.04.2022

**Approved by:**