

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-207/22	<b>Course title:</b> Afterlife in World's Religions
<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> Final evaluation - Test A (100-93%) B (92-85%) C (84-78%) D (77-69%) E (68-60%) Fx (59% and less) Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 0%/100%	
<b>Learning outcomes:</b> The graduate gained basic information about the ideas about death, dying and the afterlife in the world's religions, such as Islam, Christianity, Judaism, Buddhism, Hinduism, or in ancient religions such as Egyptian, Mesopotamian, Mayan, or Aztec.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introductory lesson, schedule</li> <li>2. Death and the afterlife in Judaism</li> <li>3. Death and the afterlife in Christianity</li> <li>4. Death and the afterlife in Islam</li> <li>5. Death and the afterlife in Buddhism</li> <li>6. Death and the afterlife in Hinduism</li> <li>7. Death and the afterlife in Egyptian mythology</li> <li>8. Death and the afterlife in Mesopotamian mythology</li> <li>9. Death and the afterlife in Mesoamerica I. (Maya)</li> <li>10. Death and the afterlife in Mesoamerica II. (Aztecs)</li> <li>11. Death and the afterlife in the religions of North and South America</li> <li>12. Summary</li> </ol>	
<b>Recommended literature:</b> DAVIES, Jon. Death, burial and rebirth in the religions of antiquity. Routledge, 2013. FOX, Mark. Religion, spirituality and the near-death experience. Routledge, 2003. GARCES-FOLEY, Kathleen. Death and religion in a changing world. Armonk, NY: ME Sharpe, 2006.	

KOVÁČ, Milan, KOVÁCS, Attila, PODOLINSKÁ, Tatiana, ed. Cesty na druhý svet: smrť a posmrtný život v náboženstvách sveta. Bratislava: Chronos, 2005. SEGAL, Alan. Life after death: A history of the afterlife in western religion. Image, 2010.					
<b>Languages necessary to complete the course:</b> Slovak, Czech, English					
<b>Notes:</b> A space will be created for the course within Microsoft Teams, with shared materials (presentations, literature).					
<b>Past grade distribution</b> Total number of evaluated students: 25					
A	B	C	D	E	FX
36,0	20,0	20,0	8,0	12,0	4,0
<b>Lecturers:</b> prof. Mgr. Milan Kováč, PhD., doc. Mgr. Ivica Štelmachovič Bumová, PhD., doc. Mgr. Dušan Deák, PhD., doc. Mgr. Attila Kovács, PhD., Mgr. Matej Karásek, PhD., Mgr. Jakub Špoták, PhD., doc. PhDr. Radoslav Hlúšek, PhD., Mgr. Lucia Chvaštulová, Mgr. Martin Klapetek, Ph.D., Mgr. Katarína Csikosová					
<b>Last change:</b> 29.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<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> 15.	
<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: 354

A	ABS	B	C	D	E	FX
51,98	0,0	23,73	14,41	5,93	1,98	1,98

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

**Last change:** 29.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKSF/A-boKF-029/15	<b>Course title:</b> Ancient Greek Religion
<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> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester (20 points): During the semester, the student actively participates in lectures conducted in an interactive way by asking questions and commenting on selected shorter texts, which will be available in advance before or during the lecture. b) in the examination period: (80 points): In the examination period the student has passed an exam in the form of a written test in which demonstrates knowledge of all topics covered during the semester. 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): 20 % / 80 %	
<b>Learning outcomes:</b> After successfully completing the course, the student has an overview of the basic theoretical areas of Ancient Greek religion. The student knows the fundamental terms connected with the main topic, as well as key representatives of major religious and philosophical schools, and has acquired adequate knowledge of sacral architecture, rituals and major deities of the Greek pantheon.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Basic terms of the Greek religion. Development of Ancient religious studies.</li> <li>2. Characteristic of Ancient Greek religion and representatives of various religious streams.</li> <li>3. Basic religious ideas in Minoan and Mycenaean civilizations.</li> <li>4. Major deities, religious rituals and funerals against the background of Homeric epics.</li> <li>5. Ancient Greek ideas about the afterlife.</li> <li>6. Religion of archaic Greece - Hesiod and the origin of the gods.</li> <li>7. Divination and therapeutic cults, magic.</li> <li>8. Alternative cults, Orphics and Pythagoreans, mystery cults.</li> <li>9. Sacred space - temenos, temple, cult image and priests.</li> <li>10. Sacred time - calendar and holidays.</li> <li>11. Religious life in classical Athens, reflections of religion in theatrical plays.</li> </ol>	



12. Twilight of the Greek religion in the time of Hellenism, the influence of Judaism and other ancient religions.						
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>• DOSTÁLOVÁ, Růžena - HOŠEK, Radislav. Antická mystéria. Praha : Vyšehrad, 1997. ISBN 80-7021-217-9.</li> <li>• HOŠEK, Radislav. Řecké náboženství. Praha, 1969. ISBN 80 -7021-516-X.</li> <li>• KOMOROVSKÝ, Ján. Po cestách Asklépiových. Bratislava : Tatran, 1994. ISBN 80-222-0325-4.</li> <li>• NILSSON, Martin P. A history of Greek religion by Martin. I-II. New York: W. W. Norton, 1964. ISBN 0-393-00287-X.</li> <li>• VANDENBERG, Philipp. Tajomstvo veštiarní. Bratislava : Obzor, 1983.</li> <li>• VIDMAN, Ladislav. Od Olympu k Panteonu. Praha, 1986 (and more recent editions). ISBN 80-7021-221-7.</li> <li>• BRODŇANSKÁ, Erika - KOŽELOVÁ, Adriana. Antická kultúra pre prekladateľov. Prešov : PU, 2017 .</li> </ul>						
<b>Languages necessary to complete the course:</b> Slovak, English, Czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 252						
A	ABS	B	C	D	E	FX
25,79	0,4	22,62	17,46	16,67	8,33	8,73
<b>Lecturers:</b> doc. Mgr. Marcela Andoková, PhD.						
<b>Last change:</b> 17.09.2024						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-335/22	<b>Course title:</b> Ancient Maya Religion
<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> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim evaluation - Elaboration of assignments (in the form of reports) Final evaluation - test A (100-93%) B (92-85%) C (84-78%) D (77-69%) E (68-60%) Fx (59% and less) Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 30% / 70%	
<b>Learning outcomes:</b> The graduate gained an overview of the history of the ancient Maya religion. He learned to distinguish and define individual deities on the basis of their diagnostic elements from the pre-classic to the post-classic period. He mastered the iconography and basic epigraphic elements of the names and epithets of the deities. He became acquainted with the issue of double spiritual identities, naguals and ways. He gained knowledge of Mayan cosmology, eschatology, functions and sacrifices of blood, as well as basic rituals throughout Mayan history. He gained knowledge of the concept of the soul, animism and animatism in the Mayan environment. He acquired the skills of theoretical reflection in the field of Mayan ontology.	
<b>Class syllabus:</b> 1. Schedule, basic concepts. 2. Geographical, historical and linguistic context of Mayan culture 3. Basic sources for the study of the Mayan religion 4. Itzamna and the sun god 5. Chaak and the corn god. 6. Goddess of the moon. 7. Other post-classical Mayan deities. 8. Specifics of pre-classical religion 9. Classical gods and epigraphy 10. Cosmology and cosmogony 11. Blood, soul and rituals of royal power 12. Animism, animatism and Mayan ontology. .	
<b>Recommended literature:</b> KOVÁČ, Milan: Slnko jaguára, Náboženský svet Olmékov, Mayov a Aztékov. Bratislava, Chronos 2002. Správa o veciach na Yucatáne, ktorú napísal brat Diego de Landa z rádu sv. Františka roku Pána 1566. Bratislava 2010 (preklad a komentáre Milan Kováč). CARRASCO, David: Náboženství Mesoameriky, Praha 1989. KOSTIČOVÁ, Zuzana: Náboženství Mayu, Carolinum, Praha 2019.	
<b>Languages necessary to complete the course:</b>	

Slovak, Czech					
<b>Notes:</b> The course will be created space within Microsoft Teams with shared materials (presentations, literature).					
<b>Past grade distribution</b> Total number of evaluated students: 15					
A	B	C	D	E	FX
73,33	13,33	6,67	6,67	0,0	0,0
<b>Lecturers:</b> prof. Mgr. Milan Kováč, PhD.					
<b>Last change:</b> 29.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<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> 15.	
<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						
<b>Recommended literature:</b> KALAŠ, Andrej. O Pyrrhon : eudaimon philosophos choris aksies. Nicosia: Cyprus University Press, 2017. ISBN 978-9925-553-04-4. COPLESTON, 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.						
<b>Languages necessary to complete the course:</b> Greek						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> prof. Mgr. Andrej Kalaš, PhD.						
<b>Last change:</b> 22.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKSF/A-boKF-032/15	<b>Course title:</b> Ancient Roman Religion
<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> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester (20 points): During the semester, the student actively participates in lectures conducted in an interactive way by asking questions and commenting on selected shorter texts, which will be available in advance before or during the lecture. b) in the examination period: (80 points): In the examination period the student has passed an exam in the form of a written test in which demonstrates knowledge of all topics covered during the semester. 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 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> Introduction to the study of the Roman religion.	
<b>Class syllabus:</b> 1. Introduction and sources to the study of Roman religion, basic concepts. 2. The origins of the Roman religion and the understanding of the main religious authority. 3. Organizational forms - colleges and priests. 4. Roman polytheism - pantheon of the gods I. 5. Pantheon of the gods and their priests II. 6. Magic, divination and other occult practices. 7. Etruscan discipline, Etruscan and Greek influences in the Roman religion. 8. Sacred time - calendar, holidays, religious processions. 9. Emperor and the religion in Domus Augusta - new understanding of authority. 10. Apotheosis, changes in priestly colleges, sacred space, temples, altars and asylum. 11. The beginnings of Christianity in the time of the empire, pagan and Christian martyrs, other oriental cults. 12. Christianity in the Roman Empire of the 4th century - monasticism and pilgrimages.	
<b>Recommended literature:</b> • ANDOKOVÁ, Marcela – BABIC, Marek – ELIÁŠOVÁ BUZÁSSYOVÁ, Ľudmila – ROŠKOVÁ, Daniela – VALACHOVIČ, Pavol. In: ANDOKOVÁ, Marcela – HRNČIAROVÁ,	

Daniela (eds.). Bežný život starých Rimanov. Bratislava : Iris, 2020. ISBN 987-80-8200-064-4.  
 • BURIAN, Jan – MOUCHOVÁ, Bohumila. Záhadí Etruskové. Praha, 1966 (and more recent editions). • GAJDOŠ, Marcel. Dokumenty prvých dvoch ekumenických snemov. Prešov, 1999. ISBN 80-88774-61-6. • R#PKE, Jörg. Náboženství Římanů. Mnichov, 2001. ISBN 987-80-7021-807-5. • VOUGA, François. Dějiny raného křesťanství. Brno, 1997. ISBN 80-85959-22-4 80-7021-231-4.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 160

A	ABS	B	C	D	E	FX
21,88	0,0	20,0	17,5	12,5	16,88	11,25

**Lecturers:** doc. Mgr. Marcela Andoková, PhD.

**Last change:** 10.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-027/22	<b>Course title:</b> Anthropology of Religion
<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> 1., 3., 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KEM/A-moET-027/20	
<b>Course requirements:</b> Active participation in discussions is expected during the course. The mid-term evaluation (10%) consists of an evaluation of active participation in the discussions. In the exam period, students submit essays (90%) in the required time and scope in the e-learning system moodle.uniba.sk. The essay should be a logical reflection on the assigned topic with the reference to relevant literature. A minimum of six references to relevant scientific literature (books, papers etc.) is required. The range of the essay is 6 - 8 pages. Instructions on how to write a scientific essay and seminar papers are in MS Teams, in the file "Documents" in the room named: Anthropology of religion Essay evaluation criteria: <ul style="list-style-type: none"> <li>• The logic of the argument and the scope of the literature used - 40%</li> <li>• Text structure – 20%</li> <li>• Level of written communication (spelling, use of technical terms, style) - 20%</li> <li>• Adherence to formal criteria (citation, editing, etc.) - 20%</li> </ul> Final evaluation: 0-59%=FX, 60-67%=E, 68-75%=D, 76-83%=C, 84-91%=B, 92-100%=A. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The exact date of the mid-term evaluation will be announced at the beginning of the semester. Absences in class are assessed according to the Study Regulations of Comenius University in Bratislava, Faculty of Arts, Art. 4.9. ( <a href="https://fphil.uniba.sk/fileadmin/fif/o_fakulte/dokumenty_vnutorne_predpisy/vnutorne_predpisy/vp_5_2020.pdf">https://fphil.uniba.sk/fileadmin/fif/o_fakulte/dokumenty_vnutorne_predpisy/vnutorne_predpisy/vp_5_2020.pdf</a> ) A maximum of two absences is tolerated. Three to five absences may be accepted upon presentation of a doctor's certificate or relevant explanation recognized by the teacher. More than five absences are not accepted. The student is obliged to read the information sheet of the course and should ask for any clarification regarding the course during the first classes. The student is solely responsible for any consequences resulting from failure to read the requirements for successful completion of the course	



Scale of assessment (preliminary/final): • Final essay: 90% of the final mark. • Participation in the discussion: 10% of the final mark. The final evaluation is the result of the ongoing evaluation and evaluation of the essay. Final evaluation 0-59%=FX, 60-67%=E, 68-75%=D, 76-83%=C, 84-91%=B, 92-100%=A.

### **Learning outcomes:**

Upon the successful completion of the course the students will have knowledge regarding theoretical and methodological perspectives applied in anthropology of religion as well with related topics: magic, ritual, symbolic behavior, tradition, or dissemination of religious and supernatural ideas. Attention is paid to the fundamental works of anthropology and ethnology of religion, but also to the works of related scientific disciplines such as sociology, psychology, evolutionary and cognitive sciences.

The course provides knowledge usable for graduates working in non-profit sector, voluntary organizations, or research institutions

### **Class syllabus:**

1. Anthropological research of religion
2. Subjectivity and objectivity in the research of religion
3. Evolutionism
4. Sociological approaches in the research of religion
5. Religion and magic
6. Symbolic anthropology
7. Rituals and ritualization
8. Witchcraft and supernatural beliefs
9. Cognitive science of religion
10. Cognitive and evolutionary theories
11. Atheism, agnosticism, secularism and non-belief

### **Recommended literature:**

ATRAN, Scott. In gods we trust: The evolutionary landscape of religion. New York: Oxford University Press, 2004. ISBN 0-19-517803-3

PASCAL, Boyer. Religion explained. New York: Basic Books, 2001. ISBN 0-099-28276-3

BOYD, Robert a RICHERSON, Peter. V gene není všechno. Praha: Academia, 2012. ISBN 978-80-200-2066-6.

HENRICH, Joseph. a HENRICH, Natalie. Why Humans Cooperate: A cultural and evolutionary explanation. Oxford: Oxford University Press, 2007. ISBN 978-0-19-531423-6.

WHITEHOUSE, Harwey. a LAIDLAW, James. (ed.). Religion, anthropology, and cognitive science. Durham: Carolina Academic Press, 2007. ISBN

978-1-59460-107-1

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

Presentations of the teacher are available in Moodle and MS TEAMS.

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

The course is taught in Slovak. Knowledge of English is necessary for reading selected texts.

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 83

A	B	C	D	E	FX
80,72	14,46	4,82	0,0	0,0	0,0

<b>Lecturers:</b> Mgr. Michal Uhrin, PhD.
<b>Last change:</b> 28.06.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-025/22	<b>Course title:</b> Anthropology of Space
<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., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KEM/A-moET-025/15	
<b>Course requirements:</b> 1. During the semester (30%): essay presentation in powerpoint (30%) 2. In the examination period (70%): essay. The essay must be at least 15,000 characters (approx. 8 standard pages) and appendices, and must be based on at least 6 scholarly sources. Formal criteria such as adherence to the scope, editing, referencing, spelling and stylistics (20%) and the quality of the treatment of the topic, the logic of the text, the use of relevant sources (50%) are applied in the evaluation. A text that contains unattributed citations (plagiarism) is graded Fx. The teacher will accept a maximum of two absences with documentation. The exact date for preliminary assessment and the topic of the paper will be announced at the beginning of the semester. The dates for the final assessment will be announced through AIS no later than in the last week of the instruction period. 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% Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Students will understand selected phenomena related to the existence and development of urban and rural localities and will become familiar with the current processes of their change. They will broaden their knowledge of key theoretical concepts in the study of space and architecture and become familiar with applied social science approaches in urban and rural localities.	
<b>Class syllabus:</b> 1. Space in the social sciences. Space and place 2. Social production of space 3. Social construction of space 4. Space and memory 5. Anthropology and architecture 6. Urban History as the Search for the Ideal City	

7. Contemporary urban processes - public space
8. Contemporary urban processes - suburbanization, segregation and separation
9. Rural anthropology
10. Applied social science approaches architecture and become familiar with applied social science approaches in urban and rural locations.

**Recommended literature:**

BUCHLI, Victor. Anthropology of Architecture. London: Bloomsbury, 2013. ISBN 978-1-84520-783-0.

GEHL, Jan. Život mezi budovami. Užívání veřejných prostranství. Brno: Nadace Partnerství, 2000. ISBN 80-85834-79-0.

LOW, Setha. Spatializing Culture. The Ethnography of Space and Place. London and New York: Routledge, 2017. ISBN 978-1-138-94561-6.

LYNCH, Kevin. Obraz města. /The image of the city/. Praha: Polygon, 2004. ISBN 80-7273-094-0.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 11

A	B	C	D	E	FX
27,27	27,27	18,18	9,09	0,0	18,18

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

**Last change:** 17.05.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-002/22	<b>Course title:</b> Anthropology of Symbols
<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> 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KEM/A-moET-002/15	
<b>Course requirements:</b> The interim assessment consists of a resume (50%) and a presentation (20%). In the exam period, students will write an essay (30%). A maximum of two unexcused absences will be tolerated. Three to five absences may be accepted upon submission of a doctor's excuse or a relevant explanation which will be accepted by the lecturer. The overall grade is then summed up to 100 % and evaluated according to the ECTS A = 100-91% B = 90 – 81 % C = 80 – 73 % D = 72 – 66 % E = 65 – 60 % FX = 59 – 0 %. Violation of academic ethics will be punished, and the student will lose all the received percentage in the relevant assessment. Scale of assessment (preliminary/final): Interim assessment (70%).In the exam period (30%).	
<b>Learning outcomes:</b> Students will gain an understanding of the anthropological study of symbols. They will be able to navigate through relevant theories and apply their knowledge to analyze human behavior in different societies. Upon completion of the course, students will be able to examine the symbolic constituents of culture. Students will acquire the skills necessary to identify and critically analyze symbols mediated in time, space, the body, memory, emotions, rituals, or ideologies of race and ethnicity.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Anthropological research on symbols</li> <li>2. Classifications of space and place</li> <li>3. Classifications of time and calendar systems</li> <li>4. Symbolism of the body and the senses</li> <li>5. Symbolism of kinship</li> <li>6. Symbolism of social organization</li> <li>7. Moral emotions and culture</li> <li>8. Symbolic classifications, race and ethnicity</li> <li>9. Symbolism in propaganda</li> </ol>	

10. Symbolism in folk tales					
11. Symbolism of exchange and the social life of things					
<b>Recommended literature:</b> DOUGLAS, Mary. Čistota a nebezpečí. Analýza konceptu znečištění, Praha: Malvern, 2014. ISBN: 978-80-87580-91-2. GEERTZ, Clifford. Interpretace kultur. Praha: Sociologické nakladatelství, 2000. ISBN: 80-85850-89-3. MAUSS, Marcel. Esej o dare. Praha: Sociologické nakladatelství, 1999. ISBN: 80-85850-77-X. TURNER, Victor. The Forest of Symbols: Aspects of Ndembu Ritual. Ithaca and London: Cornell University Press, 1967. TURNER, Victor. Průběh rituálu. Praha: Computer Press, 2004. ISBN: 80-722-6900-3. Temporary teaching texts for the course are available in Moodle, MS TEAMS. Students will be introduced to the supplementary literature during the course.					
<b>Languages necessary to complete the course:</b> Slovak and English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 54					
A	B	C	D	E	FX
48,15	22,22	18,52	5,56	5,56	0,0
<b>Lecturers:</b> doc. Mgr. Helena Tužinská, PhD.					
<b>Last change:</b> 03.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-343/23	<b>Course title:</b> Antisemitism and Islamophobia
<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., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the teaching part, continuously report (40 points) on the basis of the assigned texts/topics. In the examination period: written test (60 points) Grading scale: A (100-93%) B (92-85%) C (84-78%) D (77-69%) E (68-60%) Fx (59% and below) Instructors will accept a maximum of 2 absences with documented evidence. Violation of academic ethics will result in the cancellation of the points earned in the respective grade item. Scale of assessment (preliminary/final): 40%/60%	
<b>Learning outcomes:</b> The graduate has basic information on the various forms of anti-Semitism and Islamophobia in both global and regional contexts. Upon successful completion of the course, the student is able to describe, analyse and understand the various manifestations of anti-Semitism and Islamophobia in social and political events.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Modern anti -Semitism - interpretations</li> <li>3. Racism and Jewish conspiracy, assimilation, opponents</li> <li>4. Conspiracy theories, historical contexts</li> <li>5. Ideological and thematic frames of conspiracy, strategies persuasion</li> <li>6. Current forms of anti -Semitism</li> <li>7. Anti -Semitism and political left Muslim world of the</li> <li>8. Western notions of Islam and Muslims - Historical Overview of the</li> <li>9. Orientalism, "Civilization Class" and Islamophobia - General Foundation</li> <li>10. Islamophobic Movements and Literature (Robert Spencer, Bill Warner and others) in the West</li> <li>11. Islamophobia around the world (Israel around the world (Israel , India, Myammar and elsewhere)</li> <li>12. Islamophobia in V4 States</li> <li>13. Anti -Semitism and Islamophobia: Comparison</li> </ol>	
<b>Recommended literature:</b>	

Allen, Chris. Islamophobia, Farnham – Burlington: Ashgate, 2010. Kryl, Miroslav a kol. Rasismus, antisemitismus, holokaust. Ústí nad Labem - Brno: Doplněk a Vakát, 2011. Laquer, Walter. Měníci se tvář antisemitizmu. Praha: Lidové noviny, 2007. Mendel, Miloš. Islám jako nepřítel ? Eseje a poznámky k dějinám a současnosti islámu. Brno: Masarykova univerzita , 2014. Ostřanský, Bronislav (ed.). Islamofobie po česku. Praha: Vyšehrad, 2018. Panczová, Zuzana. Konšpiračné teórie: témy, historické kontexty a argumentačné stratégie. Bratislava: Veda, 2017.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** doc. Mgr. Attila Kovács, PhD., doc. Mgr. Ivica Štelmachovič Bumová, PhD.

**Last change:** 18.03.2024

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<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> 16.	
<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.						
<b>Languages necessary to complete the course:</b> English, German						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> prof. Mgr. Michal Chabada, PhD.						
<b>Last change:</b> 22.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKSF/A-moKF-141/22	<b>Course title:</b> Aristotle: Moral psychology
<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> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in class (20%): this includes questions and comments on the assigned readings. Final Written Exam (30%): cumulative, short essay answers to select questions. Final Paper (50%) Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%- A. Absence: max. two missed classes with documented excuses. Academic Honesty: violation of academic honesty will result in the loss of credit for the affected assignment. Specific topics to be covered will announced at the beginning of the semester. Dates and times for the exam will be published through AIS during the last week of instruction at the latest. Scale of assessment (preliminary/final): 20/80%	
<b>Learning outcomes:</b> Upon successful completion of the course, the student will have gained basic understanding of Aristotle's ethical theory, especially with regard to its connection with psychology. The student will be able to work (in a scholarly way) with the relevant textual evidence (Nicomachean Ethics, Eudemian Ethics, De Anima). This includes knowledge of the key philosophical concepts and understanding of the basic exegetical and philosophical problems in the relevant texts.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction. Why and How to Do Ethics with Aristotle</li> <li>2. Aristotle's Division of the Soul in NE 1.13</li> <li>3. Moral Virtue (aretē) – problems and solutions (NE 2)</li> <li>4. Moral Virtue, cont'd.</li> <li>5. Practical Thinking (NE 3.1-5)</li> <li>6. Practical Wisdom (phronēsis) – problems and solutions (NE 6)</li> <li>7. Practical Wisdom, cont'd.</li> <li>8. Self-control (enkrateia) (NE 7)</li> <li>9. Lack of control (akrasia) (NE 7)</li> <li>10. Vice (kakia)</li> <li>11. Happiness (eudaimonia) (EN 1 a 10)</li> <li>12. Happiness (eudaimonia) – cont'd.</li> </ol>	

**Recommended literature:**

1. Rachel Barney (2020), 'Becoming Bad: Aristotle on Vice and Moral Habituation', in Oxford Studies in Ancient Philosophy, Volume 57.
2. Sarah Broadie (1991), Ethics with Aristotle. Oxford.
3. Myles Burnyeat (1980), 'Aristotle on Learning to be Good' in Amélie Oksenberg Rorty (ed.), Essays on Aristotle's Ethics. Berkeley, 1980: 69-92.
4. John Cooper (1989), 'Some Remarks on Aristotle's Moral Psychology', Southern Journal of Philosophy 27: 25-42.
5. Elena Cagnoli Fiecconi (2018), 'Aristotle on the Structure of Akratic Action', Phronesis 63 (3): 229-256.
6. Gabriel Richardson Lear (2005), Happy Lives and the Highest Good: An Essay on Aristotle's "Nicomachean Ethics". Princeton.
7. Hendrik Lorenz (2009), 'Virtue of Character in Aristotle's Nicomachean Ethics', Oxford Studies in Ancient Philosophy 37: 177-212.
8. Susan Sauvé Meyer (2007), Ancient Ethics: A Critical Introduction. Routledge.
9. Jessica Moss (2012), Aristotle on the Apparent Good: Perception, Phantasia, Thought, and Desire. Oxford.
10. John McDowell (1998), 'Some Issues in Aristotle's Moral Psychology', in S. Everson (ed.), Ethics. Cambridge: 107-128.
11. Karen Margrethe Nielsen (2017), 'Vice in the Nicomachean Ethics', in Phronesis 62 (1):1-25.
12. Jennifer Whiting & Martin Pickavé (2008), 'Nicomachean Ethics 7.3 on Akratic Ignorance', Oxford Studies in Ancient Philosophy 34:323-371 (2008).

**Languages necessary to complete the course:**

Slovak, English

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

Total number of evaluated students: 0

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

**Lecturers:** prof. Jozef Müller, Ph.D.

**Last change:** 03.08.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/mSV-001/15	<b>Course title:</b> Basics in Slavic Studies
<b>Educational activities:</b> <b>Type of activities:</b> lecture <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> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be one written test (25 points) and one seminar paper (25 points) during the semester. There will be a written examination (50 points) during the examination period. Students may have a maximum of two absences during the semester and must achieve a minimum of 60% pass rate in all components of the assessment. The exact date and topics of the continuous assessment will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the instruction period. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Grading scale in percentages: 100 % - 93 %: A 92 % - 84 %: B 83 % - 76 %: C 75 % - 68 %: D 67 % - 60 %: E 59 % - 0 %: Fx Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After completing the course, students have basic knowledge about the origin and nature of the common language of the Slavs and its relationship to other Indo-European languages, about the basic developmental tendencies of individual Slavic languages. They are able to give not only the basic characteristics of each Slavic language, the common and distinctive features of the individual Slavic languages, but also to distinguish the individual Slavic languages in practice and to read texts written in Latin and Cyrillic/Azbucan. They are able to apply the acquired knowledge in further studies.	
<b>Class syllabus:</b> 1. Language and linguistics. 2. Slavic studies as a discipline. 3. Eminent Slavists. 4. Historical-comparative method in linguistics. 5. Indo-European Proto-European language. The original homeland of Indo-Europeans and Slavs. Indo-European and Nostratic origin of Slavic languages. 6. The Baltoslavic problem. 7. Periodization of the development of Proto-Slavic. 8. Vowel system	

of Indo-European in comparison with Proto-Slavic. 9. Phonetic and phonological system of Proto-Slavic. 10. Classification of Slavic languages. Dichotomous and trichotomous divisions. 11. Characteristics of the West Slavic languages. 12. Characteristics of the East Slavic languages. 13. Characteristics of the South Slavic languages.

**Recommended literature:**

SEŠAR, Dubravka. Putovima slavenskih književnih jezika. Zagreb: Zavod za lingvistiku, 1996, ISBN 953-175-050-5. ONDRUŠ, Šimon: Úvod do slavistiky. Bratislava: Slovenské pedagogické nakladateľstvo, 1956. ISBN -. HORÁLEK, Karel: Úvod do studia slovanských jazyků. Praha: Nakladatelství Československé akademie věd, 1962, ISBN -. VEČERKA, Radoslav. Základy slavistiky a rusistiky. Brno: Univerzita J.E.Purkyně, 1987, ISBN -. KRAJČOVIČ, Rudolf. Slovenčina a slovanské jazyky 1: Praslovanská genéza slovenčiny. Bratislava: SPN, 1974, ISBN -. KRAJČOVIČ, Rudolf. Slovenčina a slovanské jazyky 2: Fonologický vývin. Bratislava: Univerzita Komenského, 2003, ISBN 80-223-1739-X.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 119

A	B	C	D	E	FX
73,11	20,17	5,88	0,84	0,0	0,0

**Lecturers:** prof. PhDr. Mária Dobríková, CSc.

**Last change:** 22.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KRVŠ/A-boRV-341/22	<b>Course title:</b> Basics in the Political System in the Russian Federation
<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., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KRVŠ/A-boRV-341/16	
<b>Course requirements:</b> Continuous assessment: a) active participation in class, engaging in discussions (30 points), a paper of 8000 characters (draft topics will be published on the MS Teams platform at the beginning of the semester), which implies the study of secondary sources and synthesis of the acquired knowledge, or b) presentation of a foreign language publication on the political system of the Russian Federation (the choice of the publication is approved by the instructor). Required components of the presentation are: the topic and the author's research questions, the key ideas of the text and the logical relationships between them (can also be elaborated in the form of a mind map), the method of argumentation, the author's conclusions (70 points). The student must achieve at least 60% success in all parts of the assessment. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Grading scale: A: 100-91, B: 90-83, C: 82-73, D: 72-67, E: 66-60, FX: 59- and below. A maximum of 2 absences with documented evidence are allowed during the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon completion of the course, students will have a basic overview of the development of Russia's political system since the collapse of the Soviet Union in 1991, with an emphasis on the period of Vladimir Putin's rule. Students have a basic understanding of the issues of determining the type of political regime, the relations between power centers, the federal structure of Russia, the country's electoral and party system, developments in the media, human and civil rights, the issues of the value anchoring of society, the impact of terrorism on the development of the political system, and the development of the foreign policy of the Russian Federation. Students can actively read a less demanding scientific text in a foreign language and reproduce its main ideas.	
<b>Class syllabus:</b> 1. Developments in the era of President Mikhail Gorbachev and President Boris Yeltsin. 2. The division of power. 3. The federative structure.	

4. Electoral and party system. 5. Oligarchs and the state. 6. Power structures and the state. 7. Mass media and state influence. 8. The development of civil society. 9. The development of major religions and the issue of the growth of nationalism. 10. Terrorism and its impact on society. 11. Foreign policy of Russia I. 12. Foreign policy of Russia II.					
<b>Recommended literature:</b> ZUBOV, Andrej. Dějiny Ruska 20. století (Díl II). Praha: Argo, 2015. ISBN 978-80-257-0964-1. ZYGAR, Michail. Všetci mocní Kreml'a. Krásno nad Kysucou: Absynt, 2016. ISBN 978-80-89845-83-5. LAQUEUR, Walter. Putin a putinismus. Rusko a perspektivy jeho soužití se Západem. Praha: Prostor, 2016, 376 s. ISBN 9788072603299. SAKWA, Richard. Russian Politics and Society. London: Routledge: 2008, ISBN 978-0-415-41528-6. Additional resources will be provided during the semester by the instructor.					
<b>Languages necessary to complete the course:</b> English (B1)					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 124					
A	B	C	D	E	FX
49,19	32,26	6,45	2,42	0,0	9,68
<b>Lecturers:</b> Mgr. Alexandra Peťková, PhD.					
<b>Last change:</b> 23.06.2022					
<b>Approved by:</b>					



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-060/15	<b>Course title:</b> Bulgarian Cinematography
<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> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, one written examination about the history, facts and issues of Bulgarian film will be required (20 %), one critical review of one of the presented films (20 %) and one seminar paper, devoted to the interpretation of a specific film or common themes and motives in the current cinematography (60 %). In all parts of the evaluation, the student must achieve at least 60 % success. Grading scale in %: A: 100 % - 93 % B: 92 % - 85 % C: 84 % - 76 % D: 77 % - 68 % E: 69 % - 60 % FX: 59 % - 0 % The teacher will accept a maximum of two absences with documentation. The exact date and topics of the continuous evaluation will be announced well in advance. 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> After completing the course, the students have basic information about the development of Bulgarian film in the first two decades of the 21st century. They are acquainted with the history and traditions of Bulgarian film. They know the development trends of contemporary Bulgarian film. They are able to interpret a specific film and look for connections with modern European/Slovak cinematography.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. History and traditions of Bulgarian film.</li> <li>2. Transitional period of film production.</li> <li>3. The revival of film production at the end of the 20th century.</li> <li>4. Topics of contemporary Bulgarian film.</li> <li>5. Social response of the new Bulgarian film.</li> </ol>	

6. Young people as heroes and authors of films.
7. Bulgarian film nominations and awards.
8. National themed film festivals.
9. Serial films and television production.
10. Bulgarian documentary film.
11. Bulgarian animation.
12. Samples and interpretations of works of Bulgarian cinematography.

**Recommended literature:**

BRATOEVA-DARAKČIEVA, Ingrid. Bălgarsko igrarno kino ot Kalin Orelăt do Misija London [online]. Sofija: Institut za izsledvane na izkustvata, 2013. ISBN 9789548594356. Available at: (PDF) Bulgarsko-igrarno-kino ot Kalin Orelat do Missia London  
 Ingeborg Bratoeva-Daraktchieva - Academia.edu  
 Časopis o bulharskom a svetovom filme. Available at: Списание Кино - Начало (spisaniekino.com)  
 Dejiny bulharského filmu. Available at: История на българското кино  
 Българска история (bulgarianhistory.org)  
 KASTELOV, Krasimir. „Nezavisimoto“ bălgarsko kino meždú sebeizrazjavaneto i podražatelstvoto [online]. Sofija: Centăr za semiotični i kulturni izsledvanija, 2016. Available at: Microsoft Word - Phd Kastelov (cssc-bg.com)  
 DUDKOVÁ, Jana. Balkán alebo metafora: balkanizmus a srbský film 90. rokoch. Bratislava: Slovenský filmový ústav, 2008. ISBN 978-80-224-1010-6.  
 Film festivals. Available at: <https://siff.bg>  
 Videokanál súčasného bulharského režiséra, scenáristu a herca Nikiho Ilieva a jeho filmov. Available at: Niki Iliev Channel - YouTube

**Languages necessary to complete the course:**

Slovak language and Bulgarian language.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 29

A	B	C	D	E	FX
62,07	34,48	3,45	0,0	0,0	0,0

**Lecturers:**

**Last change:** 22.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-004/15	<b>Course title:</b> Bulgarian Culture Studies
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim assessment during the course: one paper on a selected topic from the realities of Bulgaria (30 points). In the examination period: final test (30 points). Students will be admitted to the examination only with a minimum of 18 points in the interim assessment. Grading scale in %: A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 % The exact dates and topics of the interim assessment will be announced at the beginning of the semester. Dates of the exams will be announced through AiS no later than the last week of classes. The instructor will accept a maximum of 2 absences with documented evidence. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students who successfully completes the course have knowledge about Bulgaria as a country and a state. They are able to describe and interpret the most significant events of Bulgarian history, personalities and works of Bulgarian culture, the natural as well as tangible and intangible cultural heritage of Bulgaria.	
<b>Class syllabus:</b> Geography of Bulgaria. Demography of Bulgaria. Administrative and regional divisions. Political system of the Republic of Bulgaria. Significant milestones in Bulgarian history.	

<p>Minorities and ethnic groups.  Personalities of Bulgarian literature.  Bulgarian music.  Temples, monasteries and other religious buildings.  Bulgarian folklore, folk customs and traditions.  UNESCO World Heritage Sites.  Visits to thematic events (lectures, theatre performances, films, exhibitions, concerts, etc.) at the Bulgarian Cultural Institute in Bratislava.</p>					
<p><b>Recommended literature:</b>  MARTÍNEK, Jiří. Bulharsko. Praha: Libri, 2009. ISBN 978-80-7277-422-7.  RYCHLÍK, Jan. Dějiny Bulharska. Praha: Lidové noviny, 2000. ISBN 80-7106-404-1.  VYKOUKAL, Jiří, LITERA, Bohuslav, TEJCHMAN, Miroslav. Východ. Vznik, vývoj a rozpad sovětského bloku 1944 – 1989. Praha: Libri, 2000. ISBN 80-85983-82-6.  Encyclopedias, geographical atlases, handbooks.  Information from TV, radio and websites.  Documentaries and feature films, TV programmes.  Examples of literary works and musical compositions.</p>					
<p><b>Languages necessary to complete the course:</b>  Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Past grade distribution</b>  Total number of evaluated students: 98</p>					
A	B	C	D	E	FX
28,57	22,45	26,53	13,27	6,12	3,06
<p><b>Lecturers:</b> Mgr. Natália Šťastná</p>					
<p><b>Last change:</b> 16.05.2023</p>					
<p><b>Approved by:</b></p>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-842/25	<b>Course title:</b> Chapters of European History 1861-1918
<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> 4	
<b>Recommended semester:</b> 1., 3., 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation will be assessed. The evaluation will fully take place during the course. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students will acquire a deep understanding of the key historical processes of the 19th century European history, from the political, social, economic, intellectual, gender, legal, religious and migration perspectives. The course „Chapters of European History 1861-1918“ is designed to equip students with competencies in historical interpretation and source hermeneutics, as well as in fundamental orienting within scholarly literature on the relevant topics of the 19th century. In this way, the course allows students to understand and learn how to historically analyze and interpret texts, different contexts, and uncover correlations of different streams of political thought, in a comparative perspective that accounts for the diversity of the European experience. The course pays special attention to developing historical reasoning and argumentation skills based on the broadly conceived socio-political transformations of 19th century Europe. Upon completing the course, students will be able to rely on effective explanatory devices relevant to the phenomena of modern state- and nation-building, secularization and social transformation, allowing them to provide crucial and well-informed historical context to problems and challenges of the present day, by relying on professional and effective oral and written expression.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Trials of periodization and the “Long Nineteenth Century”</li> <li>2. European Enlightenments: scholarly, ideological and social stakes</li> <li>3. The French revolution and its unravelling</li> <li>4. Scholarly nationalisms in the Vormärz era</li> <li>5. Political Catholicism in comparative perspective</li> <li>6. Emancipations I: slavery and serfdom</li> <li>7. Revolutions of 1848: their demands and results in comparison</li> <li>8. European constitutions of the 19th century: negotiating inclusion and rights</li> <li>9. Emancipations II: women’s and the workers’ movement</li> <li>10. The great emigration out of Europe</li> </ol>	

11. Birth of the modern political sphere: parliaments, media and the new technology 12. Culture wars of the turn of century: Christianity, anti-Semitism, socialism and gender 13. Rise in political extremism and violence in the 1910s						
<b>Recommended literature:</b> Eric Hobsbawm. The Age of Revolution 1789 – 1848. [S.l.]: Sphere Books, 1973. Eric Hobsbawm. The Age of Capital 1848-1875. London: Abacus, 1997. Eric Hobsbawm. The Age of Empire 1875 – 1914. London: Abacus, 1994. A History of Modern Political Thought in East Central Europe, vol. 1, eds. Balázs Trencsényi et al. Oxford: Oxford University Press, 2016. A. J. P. Taylor. The Habsburg Monarchy 1809-1918 a history of the Austrian Empire and Austria-Hungary. London: Penguin, 1990.						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> Mgr. Matej Ivančík, PhD.						
<b>Last change:</b> 13.05.2025						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-boFI-149/24	<b>Course title:</b> Classic Texts in Political Thought 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> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Seminar attendance, submission of written take-home assignments and abstracts (20 pts.). Grading scale: A: 20–19 pts., B: 18–17 pts., C: 16–15 pts., D: 14–13 pts., E: 12 pts., Fx: <12 pts. Breaches of norms of academic conduct can be reason for annulling the number of points attained. Scale of assessment (preliminary/final): 100% during the semester	
<b>Learning outcomes:</b> Students can identify philosophical assumptions underlying a text in political thought and analyze such texts. They are familiar with the basic tenets of the selected significant text in political thought, its connections to wider developments in social and political philosophy, as well as the main lines of critique of that text.	
<b>Class syllabus:</b> 1. Political philosophy, political theory, and political practice. Philosophical reading of political texts. 2. Classic text in political thought: The Communist Manifesto (1848). The context of its emergence. 3. Aspect no. 1: Modernity, capitalism, and social progress. 4. Aspect no. 2: Social conflict and historical dynamics. 5. Aspect no. 3: The constitution of a political subject and the content of a political project. 6. Aspect no. 4: Ideological conflict. 7. Discursive and political effects of the text in history. Specifics of the genre. 8. Critique of the text and self-critique by its authors. The topics will be scheduled to particular weeks of the semester as necessary.	
<b>Recommended literature:</b> CARVER, T. – FARR, J. (eds.). The Cambridge Companion to the Communist Manifesto. Cambridge: Cambridge University Press, 2015. JONES, G. S. „Introduction“. In: MARX, K. – ENGELS, F. The Communist Manifesto. London: Penguin Books, 2002, s. 1 – 187. LASKI, H. „Introduction to The Communist Manifesto“. Social Scientist 27 (1/4), 1999, s. 49 – 111.	

MARX, K. – ENGELS, F. „Manifest komunistické strany“. In: MARX, K. – ENGELS, F. Vybrané spisy, zv. I. Bratislava: Pravda, 1977, s. 329 – 386.  
 MARXHAUSEN, T. „Kommunistisches Manifest“. In: HAUG, W. F. – HAUG, F. – JEHLE, P. (eds.). Historisch-kritisches Wörterbuch des Marxismus, Bd. 7/II. Hamburg: Argument-Verlag, 2010.  
 + contributions by Isaac, Lukes, Bronner, Tismaneanu, and Sassen published in: MARX, K. – ENGELS, F. The Communist Manifesto. New Haven: Yale University Press, 2012.  
 All readings will be available in electronic form.

**Languages necessary to complete the course:**

Slovak (seminars, required readings)

English (a part of required readings)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
78,57	0,0	21,43	0,0	0,0	0,0	0,0

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

**Last change:** 23.05.2024

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-081/23	<b>Course title:</b> Conversation in German for Advanced Students
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) home preparation for seminars and activity during seminars 30% b) presentation and written test 30% (c) portfolio production 40% Grading scale: 100%-91%-A, 90%-81%-B, 80%-73%-C, 72%-66%-D, 65%-60%-E, 59% and below-FX (student has not met the credit requirements) The exact date and topics of the midterm evaluation will be announced at the beginning of the term. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 80%/ 20%	
<b>Learning outcomes:</b> Upon successful completion of the course, students will be able to search for relevant sources for shorter and longer presentations related to their student and later professional life. Students will be able to lead and engage in discussions on topics in their fields of study as well as on societal issues. Students are able to take a personal position on a given topic, which they can support with arguments. Students recognize mistakes in argumentation in the media and in their own output. Students are able to use a variety of cognitive, metacognitive, memory, social, and emotional learning strategies in expanding their language skills.	
<b>Class syllabus:</b> The course is designed for students who have completed professional language training or have advanced language competences, expanding on some of the topics of previous courses and focusing in particular on the acquisition of strategies for sustained foreign language acquisition. Selected topics: <ol style="list-style-type: none"> <li>1) Cognitive and compensatory strategies for foreign language acquisition</li> <li>2) Emotional and social strategies for foreign language acquisition</li> <li>3) Metacognitive and memory strategies for foreign language acquisition</li> </ol>	

4) Us and others: weaknesses and strengths 5) Art and culture 6) Equality in society 7) German-Slovak relations in the past and today 8) 17 Sustainable Development Goals 9) Global challenges at local level 10) Global challenges at European level 11) Global challenges at world level						
<b>Recommended literature:</b> HOMOLKOVÁ, Božena. Reálie nemecky hovoriacich krajín. Bratislava: Fraus, 1999. ISBN 80-88844-43-6. PERLMANN-BALME, Michaela a Susanne SCHWALB. Sicher! Deutsch als Fremdsprache Niveau B2. Ismaning: Hueber, 2014. ISBN 978-3-19-001207-7. PERLMANN-BALME, Michaela a Susanne SCHWALB. Sicher! Deutsch als Fremdsprache Niveau C1. Ismaning: Hueber, 2016. ISBN 978-3-19-001208-4. SCHILDT, Axel (Ed.). Deutsche Geschichte im 20. Jahrhundert. München: C. H. Beck, 2005. ISBN 3-406-51137-6. HELBIG, Gerhard a Joachim BUSCHA. Deutsche Grammatik. Stuttgart: Ernst Klett, 2018. ISBN 978-3-12-606365-4. Supplementary literature will be presented at the beginning and during the semester. Lecturer's presentations will be available in MS Teams.						
<b>Languages necessary to complete the course:</b> German language						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> Mgr. Ivana Zolcerová, PhD., Mgr. Davor David Gligorovski						
<b>Last change:</b> 14.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-boCJ-081/23	<b>Course title:</b> Conversation in German for Advanced Students
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) home preparation for seminars and activity during seminars 30% b) presentation and written test 30% (c) portfolio production 40% Grading scale: 100%-91%-A, 90%-81%-B, 80%-73%-C, 72%-66%-D, 65%-60%-E, 59% and below-FX (student has not met the credit requirements) The exact date and topics of the midterm evaluation will be announced at the beginning of the term. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 80%/ 20%	
<b>Learning outcomes:</b> Upon successful completion of the course, students will be able to search for relevant sources for shorter and longer presentations related to their student and later professional life. Students will be able to lead and engage in discussions on topics in their fields of study as well as on societal issues. Students are able to take a personal position on a given topic, which they can support with arguments. Students recognize mistakes in argumentation in the media and in their own output. Students are able to use a variety of cognitive, metacognitive, memory, social, and emotional learning strategies in expanding their language skills.	
<b>Class syllabus:</b> The course is designed for students who have completed professional language training or have advanced language competences, expanding on some of the topics of previous courses and focusing in particular on the acquisition of strategies for sustained foreign language acquisition. Selected topics: <ol style="list-style-type: none"> <li>1) Cognitive and compensatory strategies for foreign language acquisition</li> <li>2) Emotional and social strategies for foreign language acquisition</li> <li>3) Metacognitive and memory strategies for foreign language acquisition</li> </ol>	

4) Us and others: weaknesses and strengths 5) Art and culture 6) Equality in society 7) German-Slovak relations in the past and today 8) 17 Sustainable Development Goals 9) Global challenges at local level 10) Global challenges at European level 11) Global challenges at world level						
<b>Recommended literature:</b> HOMOLKOVÁ, Božena. Reálie nemecky hovoriacich krajín. Bratislava: Fraus, 1999. ISBN 80-88844-43-6. PERLMANN-BALME, Michaela a Susanne SCHWALB. Sicher! Deutsch als Fremdsprache Niveau B2. Ismaning: Hueber, 2014. ISBN 978-3-19-001207-7. PERLMANN-BALME, Michaela a Susanne SCHWALB. Sicher! Deutsch als Fremdsprache Niveau C1. Ismaning: Hueber, 2016. ISBN 978-3-19-001208-4. SCHILDT, Axel (Ed.). Deutsche Geschichte im 20. Jahrhundert. München: C. H. Beck, 2005. ISBN 3-406-51137-6. HELBIG, Gerhard a Joachim BUSCHA. Deutsche Grammatik. Stuttgart: Ernst Klett, 2018. ISBN 978-3-12-606365-4. Supplementary literature will be presented at the beginning and during the semester. Lecturer's presentations will be available in MS Teams.						
<b>Languages necessary to complete the course:</b> German language						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> Mgr. Ivana Zolcerová, PhD., Mgr. Davor David Gligorovski						
<b>Last change:</b> 14.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMK/A-moMK-013/00	<b>Course title:</b> Corporate Identity
<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> 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> The course is designed for students of marketing communication, marketing, or branding. Basic knowledge of branding principles and marketing communication is required.	
<b>Course requirements:</b> Analyses of the CI system of the selected company and proposal of measures to improve it 40% Presentation of seminar work 20% Written exam 40% Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> The student knows and understands the whole system of Corporate Identity as an important part of marketing communication. The student can apply theoretical knowledge to real practice. Can analyze corporate identity in any organization, institution, company. After a critical evaluation, student can propose improvements in individual CI subsystems.	
<b>Class syllabus:</b> Corporate Identity as a part of marketing communication. Development periods of the CI concept. Purpose and functions of CI. Subsystems of CI. Corporate Personality. Corporate Communications. Corporate Culture. Corporate Design. Design manual. Image of the company, organization, institution. Classification and characteristics of image. Corporate image - brand relationship.	
<b>Recommended literature:</b> AAKER, David A. Brand Building. Brno: Computer Press, 2003. ISBN 80-7226-885-6	

DOYLE, Peter. Marketing management and strategy. 4th ed. New York: Financial Times Prentice Hall, 2006. ISBN 0273693980.

KELLER, Kevin Lane, and Vanitha SWAMINATHAN. Strategic Brand Management: Building, Measuring, and Managing Brand Equity, Global Edition. Pearson, 2019. ISBN 9781292314969.

RITA, Clifton, Simmons John 1948-, and Ahmad SAMEENA, eds. Brands and branding. Princeton, N.J: Bloomberg Press, 2004. ISBN 1576601471.

SHARP, Byron, and Jenni ROMANIUK. How Brands Grow. Oxford University Press Australia & New Zealand, 2015. ISBN 9780190304935.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 461

A	B	C	D	E	FX
50,76	22,13	14,53	8,03	3,47	1,08

**Lecturers:** Mgr. Michaela Danišik

**Last change:** 30.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FiF.KGNŠ/mPTNE-030/25			<b>Course title:</b> Corpus Linguistics for Translators			
<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> 4						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b> ŠIMKOVÁ, M. # GAJDOŠOVÁ, K. # KMEŤOVÁ, B. # DEBNÁR, M.: Slovenský národný korpus. Texty, anotácie, vyhľadávania. Bratislava: Jazykovedný ústav Ľ. Štúra SAV / Mikula 2017. ŠIMKOVÁ, M. # GAJDOŠOVÁ, K.: Slovenský národný korpus. Používanie, príklady, postupy. Bratislava: Jazykovedný ústav Ľ. Štúra SAV / Mikula 2020.						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> Mgr. Miroslav Zumrík, PhD.						
<b>Last change:</b> 22.05.2025						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-061/15	<b>Course title:</b> Croatian Cinematography
<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> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment consists of three parts: a presentation on an assigned film, an essay on an assigned topic and a test. Students may earn a maximum of 20 points for the presentation, 30 for the essay and 50 points for the test. Students who do not meet the requirement of earning a minimum mark of 60% in all parts of the assessment will not be awarded credits. Students may have a maximum of two absences throughout the semester. Detailed assessment requirements and topics will be announced at the beginning of the semester. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Grading scale in %: 100 % - 93 %: A 92 % - 84 %: B 83 % - 76 %: C 75 % - 68 %: D 67 % - 60 %: E 59 % - 0 %: Fx Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students are familiar with critical moments in the history Croatian film (from its beginnings to the present) and important personalities of Croatian cinematography. They are able to interconnect the acquired knowledge with other Croatian historical and cultural realities, but also find parallels with world and Slovak cinematography. They have acquired interpretative skills tied to cinematic art and its genre forms.	
<b>Class syllabus:</b> 1. The history of Croatian film from its beginnings to the end of the silent film era. 2. The first Croatian motion pictures and sound films. 3. Croatian film after 1945. 4. Croatian film after 2000. 5. The Zagreb School of Animated Film. 6. Themes in contemporary Croatian films. 7. The social response to the new Croatian film. 8. Nominations and awards for Croatian films. 9. The evolution of festivals within Croatian cinematography (film festivals in Pula, Motovun and Zagreb). 10. Days of Croatian Film. 11. Interpretation of Croatian cinematographic works.	



**Recommended literature:**

SENEČIĆ, Željko. Pont-neuf scenarij i život, Zagreb: AGM, 1996. ISBN 953-174-066-6

GILIĆ, Nikica. 3-2-1, kreni! zbornik radova u povodu 70. rođendana Ante Peterlića, Zagreb: FF press, 2006. ISBN 953-175-267-2

Hrvatski filmski leksikon. LZMK. [online]. Hrvatski leksikografski zavod Miroslav Krleža, ©2021 [cit. 2021-11-25]. Available at: <http://film.lzmk.hr>

Kratki hrvatski film. CroatianFilm. [online]. Umjetnička organizacija Zagreb Film Festival, ©2021 [cit. 2021-11-25]. Available at: <https://www.croatian.film/hr/>

Hrvatski filmski portal. MojFilm. [online]. Elatus, ©2021 [cit. 2021-11-25]. Available at: <http://www.moj-film.hr/>

Hrvatska-radio televizija. HRT. [online]. HRT, ©2021 [cit. 2021-11-25]. Available at: <https://hrti.hrt.hr/videostore>

Hrvatski filmski ljetopis. HFS. [online]. HFS, ©2021 [cit. 2021-11-25]. Available at: [http://www.hfs.hr/nakladnistvo\\_hflj\\_detail.aspx#.YaeuEy92BQI](http://www.hfs.hr/nakladnistvo_hflj_detail.aspx#.YaeuEy92BQI)

**Languages necessary to complete the course:**

Slovak language and Croatian language

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

Total number of evaluated students: 42

A	B	C	D	E	FX
61,9	19,05	11,9	7,14	0,0	0,0

**Lecturers:** doc. Mgr. Michal Téra, PhD.

**Last change:** 22.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-014/15	<b>Course title:</b> Croatian Culture Studies
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) Interim assessment during the teaching part: one paper on a selected topic from the realities of Croatia (30 points) (b) in the examination period: final test (30 points). The student will be admitted to the examination only with a minimum of 18 points in the interim assessment. Grading scale in %: 100-93 %: A; 92-84 %: B; 83-76 %: C; 75-68 %: D; 67-60 %: E; 59-0 %: FX. The exact date and topics of the interim assessment will be announced at the beginning of the semester. Exam dates will be announced via AIS2 no later than the last week of classes. The instructor will accept a maximum of 2 absences with documented evidence. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students who successfully complete the course have knowledge about Croatia as a country and a state. TStudents are able to describe and interpret the most significant events of Croatian history, personalities and works of Croatian culture, natural as well as tangible and intangible cultural heritage of Croatia.	
<b>Class syllabus:</b> Geography of Croatia. Demography of Croatia. Administrative and regional divisions. Political system of the Republic of Croatia. Significant milestones in Croatian history. Minorities and ethnic groups. Personalities of Croatian literature. Croatian music. Temples, monasteries and other religious buildings. Croatian folklore, folk customs and traditions. UNESCO World Heritage Sites.	

Visits to thematic events (lectures, theatre performances, films, exhibitions, concerts, etc.).					
<b>Recommended literature:</b> UDIER, Sanda Lucia. Hrvatska na prvi pogled. Udžbenik hrvatske kulture. Zagreb: FF Press. 2014. Kniha je k dispozícii v príručnej knižnici KSF, G225. UDIER, Sanda Lucia. Croatia at First Sight: Textbook of Croatian Culture. Zagreb: FF Press. 2016. Kniha je k dispozícii v príručnej knižnici KSF, G225. RYCHLÍK, Jan, PERENČEVIĆ, Milan. Dějiny Chorvatska. Praha: Lidové noviny, 2007. ISBN 978-80-7106-885-3. VYKOUKAL, Jiří, LITERA, Bohuslav, TEJCHMAN, Miroslav. Východ. Vznik, vývoj a rozpad sovětského bloku 1944–1989. Praha: Libri, 2000. ISBN 80-85983-82-6. Tangible cultural heritage of Croatia on the UNESCO list. Available at: <a href="https://whc.unesco.org/en/statesparties/hr">https://whc.unesco.org/en/statesparties/hr</a> Kol. Intangible cultural heritage of Croatia on the UNESCO list. PDF publication available at: <a href="https://min-kulture.gov.hr/izdvojeno/kulturna-bastina/izdavacka-djelatnost/hrvatska-nematerijalna-kulturna-bastina-na-unesco-ovim-listama-19524/19524">https://min-kulture.gov.hr/izdvojeno/kulturna-bastina/izdavacka-djelatnost/hrvatska-nematerijalna-kulturna-bastina-na-unesco-ovim-listama-19524/19524</a> Hrvatska enciklopedija. Available at: <a href="https://www.enciklopedija.hr">https://www.enciklopedija.hr</a> BEK. Besplatne elektroničke knihy. Available at: <a href="https://elektronickeknjige.com">https://elektronickeknjige.com</a> Encyclopedias, geographical atlases, handbooks. Information from TV, radio and websites. Documentaries and feature films, television programmes. Excerpts of literary works and musical compositions.					
<b>Languages necessary to complete the course:</b> Slovak language					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 103					
A	B	C	D	E	FX
38,83	27,18	25,24	4,85	1,94	1,94
<b>Lecturers:</b> Bc. Juraj Kýška					
<b>Last change:</b> 16.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-123/22	<b>Course title:</b> Culture of India in Time and Space
<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> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% class work (active participation); 70% essay result - A (100-93% assignments) B (92-85% assignments) C (84-78% assignments) D (77-69% assignments) E (68-60% assignments) Fx (59% a less assignments) Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): active participation in classes and processing of assigned tasks - 30%; final essay 70%.	
<b>Learning outcomes:</b> The graduate knows the basic academic concepts of Indian culture and can search for their sources. She/he has the competence to critically evaluate Indian culture on the basis of its academic interpretations, which she/he can apply in cultural, educational and administrative institutions and professions. At the same time, she/he can use the acquired knowledge and skills in the commercial sphere.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• India versus South Asia. How to understand the Indian cultural space?</li> <li>• From the Harappans to the Aryans and Indians. Ethnicity as a bone of contention for interpretations of the beginnings of India's cultural history</li> <li>• Social organization versus asceticism. Constructing an image of early India</li> <li>• Indian national epics and their role in understanding Indian culture (geographical and cultural connotations of the narrative tradition).</li> <li>• Caste as a social organization of culture?</li> <li>• India of Sultans and Kings. How to understand the so-called Islamization of India?</li> <li>• Colonialism and the image of India in the West.</li> <li>• Export of Indian culture: yoga</li> <li>• Export of Indian culture: Ayurveda</li> <li>• Export of Indian culture: diet</li> <li>• Indian culture in Slovakia: stereotypes and realities</li> </ul>	

**Recommended literature:**

ALI, Daud. Technologies of the Self: Courtly Artifice and Monastic Discipline in Early India. *Journal of the Economic and Social History of the Orient*. 1998, 41 (2): 159-184. ISSN 0022-4995.

CLÉMENTIN-OJHA, Catherine. 'India, that is Bharat...': One Country, Two Names. *SAMAJ - South Asia Multidisciplinary Academic Journal*. 2014, 10: 1-18. ISSN 1960-6060

COHN, Bernard. *An Anthropologist Among the Historians and Other Essays*. New Delhi: Oxford University Press, 2015 (1987). ISBN 0-19-562616-8.

DE MICHELIS, Elizabeth. A Preliminary Survey of Modern Yoga Studies. *Asian Medicine*. 2007, 3:1–19. ISSN 1573-420X.

DEÁK, Dušan. Niekoľko pohľadov na tradičnú kultúru v Južnej Ázii. In: D. Deák, zost. *Ázia – tradícia a kultúra*. Trnava: UCM, 2011, s. 13-56. ISBN 978-80-8105-241-5

DEÁK, Dušan, GÁFRIK, Róbert – RÁCOVÁ, Anna, zost. *Farebná India*. Bratislava: Perfekt, 2017. ISBN 978-80-8046-827-9

EATON, Richard M. *India in the Persianate Age, 1000-1765*, London: Allen Lane, 2019. ISBN 978-0-713-99582-4.

FÁREK, Martin. *Indie očima Evropanů*. Praha: Karolinum, 2014. ISBN 978-80-246-2494-5.

GUHA, Sumit. *Beyond Caste. Identity and Power in South Asia, Past and Present*. Leiden: Brill, 2013. ISBN 978-9004249189

MILTNER, Vladimír. *Mahábhárata aneb Velký boj*. Praha: Argo, 1990. ISBN 80-201-0119-5.

The texts needed for classes are available either in AK UK or in MS TEAMS. Students will be acquainted with supplementary literature during the classes.

**Languages necessary to complete the course:**

Slovak, Czech, English

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

Total number of evaluated students: 6

A	B	C	D	E	FX
33,33	16,67	50,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Dušan Deák, PhD.

**Last change:** 19.06.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-moZU-158/23	<b>Course title:</b> Current Affairs in European Media
<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> 1., 3., 15.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Participation in debates and submission of essay of max 2000 words on a selected subject from the list of topics discussed in seminars. Grading scale: 100 - 92 A, 91 - 84 B, 83 - 76 C, 75 - 68 D, 67 - 60 E, 59 - 0 Fx. The exact day for evaluation and topics of the texts 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 Scale of assessment (preliminary/final): 100 % preliminary	
<b>Learning outcomes:</b> Participants understand the characteristics of the Slovak media system in the context of the European media space. After completing the course, they are acquainted with current issues of political and business journalism, while they can reflect the changing environment of European and Slovak media. Participants are able to compare the case study of Slovakia with their home country and provided the possibilities of application from Slovakia elsewhere.	
<b>Class syllabus:</b> Introduction to the course and themes of debate Public and commercial media – Political aspects Public and commercial media - Economic aspects “Standard” and social media – key differences in coverage/presentation of globally debated issues Fake news and extremism online – debate on limits to the freedom of speech A “hijacked state” and media - the case of Gorila and Kocner in Slovakia Investigative and data journalism – the case of Slovak murdered journalist Jan Kuciak Objectivity in reporting on criminal proceedings Journalists as commentators and influencers Final reflections and course evaluation	
<b>Recommended literature:</b>	

HALLIN, Daniel C., MANCINI, Paolo. Ten years after Comparing Media Systems. What have we learned? Available at: <https://doi.org/10.1080/10584609.2016.1233158>  
 DITRICH, Paul-Jasper. Social Networks and Populism in the EU. Jacques Delors Institute, 2017, <https://institutdelors.eu/en/publications/social-networks-and-populism-in-the-eu-comparative-study/>  
 HALLIN, Daniel, MANCINI, Paolo: Systémy médií v postmoderním světě tři modely médií a politiky. Praha: Portál, 2008. ISBN 978-80-7367-377-2

**Languages necessary to complete the course:**

English

**Notes:**

The course is in English language.

**Past grade distribution**

Total number of evaluated students: 18

A	B	C	D	E	FX
72,22	27,78	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. M. A. Lucia Virostková, PhD.

**Last change:** 19.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-843/25	<b>Course title:</b> Democracy and revolution in the 19th century
<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> 4	
<b>Recommended semester:</b> 1., 3., 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation will be assessed. The evaluation will fully take place during the course Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course is designed to familiarize students with the history, historiography and theories around modern revolutions and conceptions of democracy, in a comparative and global perspective. By focusing on both intellectual and socio-political histories of the revolutions and their attempts to bring about democratic emancipation of different groups, the course ensures that student acquire a profound understanding of the key events of the 19th century history, as well as their implications in the <i>longue durée</i> . The course „Democracy and revolution in the 19th century“ is designed in a way that combines factual and interpretative work, thus prompting the students to develop skills of historical interpretation, argumentation and contextualization, through source-based discussions. It, moreover, equips students with skills required for fundamental orienting within scholarly literature on the topics relevant to the course. In this way, the course allows students to understand and learn how to historically analyze and interpret texts, different contexts, and uncover correlations of different streams of political thought, in a comparative perspective that accounts for the diversity of the European and global experience alike. Upon completing the course, students will be able to orientate in wider European and global historical and scholarly debates on different conceptions of modern democracies and underlying processes that led to various revolutions of the 19th century. Students will, moreover, be able to employ secondary skills developed throughout the course, namely professional and effective oral and written expression, as well as historical contextualization and argumentation.	
<b>Class syllabus:</b> 1. Introductory week: conceptual frameworks of ‘democracy’ and ‘revolution’ 2. Theory and Historiography of Modern Revolutions 3. Theory and Historiography of Modern Democracy 4. Social and Ideological Aspects of 19th century Revolutions 5. Nation, Democracy, Revolution in the 19th century: Selected Debates 6. French revolution I	



7. French revolution II
8. American and Haiti revolutions
9. 1848 in the Habsburg Monarchy and beyond
10. Reform Age in the Habsburg Monarchy and Tanzimat in the Ottoman Empire: Democratizations in Comparison
11. Liberal Democracy, Social Democracy, Nationalism as Democracy
12. Between Civic and Bolshevik revolutions: Russian Empire and Kingdom of Hungary I
13. Between Civic and Bolshevik revolutions: Russian Empire and Kingdom of Hungary II

**Recommended literature:**

Rogers Brubaker, Nationalism reframed: nationhood and the national question in the New Europe. Cambridge: Cambridge University Press, 1996.

Eric Hobsbawm. The Age of Revolution 1789 – 1848. [S.l.]: Sphere Books, 1973.

A History of Modern Political Thought in East Central Europe, vol. 1, eds. Balázs Trencsényi et al. Oxford: Oxford University Press, 2016.

A. J. P. Taylor. The Habsburg Monarchy 1809-1918: A history of the Austrian Empire and Austria-Hungary. London: Penguin, 1990.

**Languages necessary to complete the course:**

English

**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. Matej Ivančík, PhD.

**Last change:** 13.05.2025

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-026/15	<b>Course title:</b> Development Anthropology
<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> 1. During the semester (15%): structured summaries of texts. The student will read 3 texts during the course and prepare a structured summary of them for about 1.5 standard pages A maximum of 5 % is awarded for each summary. Structure: a) bibliographical data; b) brief annotation of the text and its structure; c) argument, assertion, central quotation (possibly summarising the content); d) own observations, dialogue, polemic with the author, personal experience. 2. During the semester (85%): presentation of the topic. The presentation of the chosen topic (in ppt) must contain at least 12 slides and last at least 15 min. Text and material (pictorial) must include notes with references to sources. The presentation must be clear and legible (when presented). The treatment of the topic must be based on at least 6 relevant professional sources. The criteria for the evaluation of the presentation: (a) formal (25%) - references (10%), neatness and clarity (5%), clarity of presentation (10%); b) content (60%) - overall professional grasp of the subject (10%), comprehensiveness and coherence (10%), logic and structure (10%), use of relevant sources (5%), examples and applications (10%), interdisciplinary contexts (5), international contexts or Slovak context (5%), own insights, arguments (5%) Presentation of at least 60% of the total grade is a prerequisite for passing the course. The teacher will accept a maximum of two absences with documentation. The exact date for preliminary assessment and the topic of the paper will be announced at the beginning of the semester. 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% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain basic knowledge of development cooperation, the relationship between anthropology and (international) development. They will learn about the origins, development, theoretical concepts, approaches and applied solutions in this field. They will be able to navigate the topic of international development cooperation and the expertise of anthropology in this field.	
<b>Class syllabus:</b> 1. Quality of life. Factors. Classification of countries.	

2. Causes of differences I - biology, geography, socio-economic environment
3. Causes of differences II - culture as an explanatory factor
4. History of development cooperation. Concepts of development
5. Development in the history and theories of socio-cultural anthropology
6. Anthropology in development cooperation - Between development anthropology and anthropology of development
7. Contemporary approaches and critiques of development cooperation
8. Slovakia and development cooperation
9. Examples of development cooperation projects
10. Development education and volunteering

**Recommended literature:**

ADAMČIKOVÁ, Jana. Antropologie rozvoje. Olomouc: Univerzita Palackého, 2015. ISBN 978-80-244-4742-1.

McCANN, Gerard - McCLOSKEY, Stephan. Od lokálneho ku globálnemu. Kľúčové problémy rozvojových štúdií. Bratislava: Nadácia Pontis, 2011. ISBN 978-809-6822-93-5 Available at: <https://www.nadaciapontis.sk/wp-content/uploads/2019/02/od-lokalneho-ku-globalnemu-g-mccann-s-mccloskey.pdf>

Rozvojové vzdelávanie. Témy a metódy III. Bratislava: Nadácia Pontis, 2018. ISBN 978-80-89895-10-6. Available at: [https://www.nadaciapontis.sk/wp-content/uploads/2019/02/Pontis\\_Rozvojove\\_vzdelavanie\\_III\\_2018\\_WEB.pdf](https://www.nadaciapontis.sk/wp-content/uploads/2019/02/Pontis_Rozvojove_vzdelavanie_III_2018_WEB.pdf)

**Languages necessary to complete the course:**

Slovak

English for reading of texts

**Notes:**

**Past grade distribution**

Total number of evaluated students: 24

A	B	C	D	E	FX
16,67	16,67	41,67	20,83	0,0	4,17

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

**Last change:** 17.05.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FiF.KGNŠ/A-moGE-207/21			<b>Course title:</b> Dutch Language and Culture 1			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> 4						
<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: 8						
A	ABS	B	C	D	E	FX
12,5	0,0	12,5	37,5	25,0	12,5	0,0
<b>Lecturers:</b> Mgr. Rinske Sophia Vellinga						
<b>Last change:</b> 18.01.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FiF.KGNŠ/A-moGE-208/21			<b>Course title:</b> Dutch Language and Culture 2			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> 4						
<b>Recommended semester:</b> 2., 4.						
<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: 3						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Rinske Sophia Vellinga						
<b>Last change:</b> 18.01.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-mpHO-050/24	<b>Course title:</b> Dutch legal terminology in theory and practice
<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> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part, active participation in seminars and continuous development of assignments (b) in the credit week: submission of a translation assignment The student must achieve at least 60% in each part of the assessment. Violation of academic ethics will result in the cancellation of the points earned in the respective item of the assessment. <b>Grading Scale:</b> 100-90: A 89-80: B 79-72: C 71-66: D 65-60: E 59-0: FX The instructor will accept a maximum of 2 absences with documentation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain a basic overview of the principles of legal translation, the legal style of Dutch and Belgian legal texts, the form and content of selected types of legal documents. They will be able to render, interpret and analyse these texts for the purposes of legal translation.	
<b>Class syllabus:</b> 1. Introduction to legal translation 2. Differences and similarities in the texts of laws and contracts 3. Issues relating to the translation of company documents 4. Translation of court documents 5. Translation of court judgments	
<b>Recommended literature:</b> GROOT, DE Gerard-Rene: Het vertalen van juridische informatie. Deventer: Kluwer, 1996.	

ISBN 9789026829949.  
 LOTH, Marc. Recht en Taal. Arnhem: Gouda Quint, 1991. ISBN 9789060008836  
 SARCEVIC, Susan. New approach to legal translation. Den Haag/London/Boston: KLUWER Law International, 1997. ISBN 978-9041104014.  
 TERMORSHUIZEN-ARTS, Marjanne. Juridische Semantiek, Een bijdrage tot de methodologie van de rechtsvergelijking, de rechtsvinding

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** doc. Mgr. Marketa Štefková, PhD., Mgr. Benjamin Bossaert, PhD.

**Last change:** 20.05.2025

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-432/18	<b>Course title:</b> Early Modern Slovak History
<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> 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) preliminary - students are required to read the texts provided by the teacher for the different sessions throughout the term. Subsequently, they need to take active part discussing, analysing and interpreting the text. b) final - students are required to submit an essay in English on a selected topic (from the list according to the syllabus) counting 3500 words with the necessary footnotes and bibliography. <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 be punished, and the student will lose all the received points in the relevant assessment. Maximum number of unjustified absences: 2. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students gain an overview of the basic phenomena of the development in the Kingdom of Hungary in the early modern period, such as reformation and recatholicization / counter-reformation, the shaping of state structures, wars against the Ottoman Empire, conflicts between court absolutism and the privileges of the estates in the Kingdom of Hungary nobility, enlightenment. They also get familiar with different aspects concerning the premodern collective identities and are able to perceive the complexity of the relationship between "Slovak" and "the Kingdom of Hungary" in pre-modern times. They are able to compare the acquired knowledge with the development in a wider European context or with the development in their home countries.	
<b>Class syllabus:</b> 1) Difficulties in researching early modern history: the beginnings of modernity? The periodization and "identity" of early modern history as an era of its own.	



2) Central Eastern Europe and its specifics. The political structures in the Kingdom of Hungary in the late Middle Ages. The king's power and the class/estate society. 3) The Battle of Mohács and its consequences. The split of the kingdom into three parts 4) The Kingdom of Hungary and its socio-political structure under the Habsburgs. 5) The Wars against the Ottoman Empire. 6) Economic development. 7) Ecclesiastical development: reformation and confessionalization. 8) The crisis around 1600. The first anti-Habsburg uprisings of the kingdom's nobility. 9) Development in culture and education. Group identities. 10) Recatholicization and counter-reformation. 11) The 1670 - 1711 Crisis. Religious and military conflicts. 12) The baroque society in the first half of the 18th century. 13) Enlightened absolutism.					
<b>Recommended literature:</b> MANNOVÁ, Elena (ed.). A Concise History of Slovakia. Bratislava: Academic Electronic Press, 2000. ISBN 80-88880-42-4 PÁLFFY, Géza. The Kingdom of Hungary and the Habsburg Monarchy in the Sixteenth Century. Boulder, CO: Social Science Monographs, 2009. ISBN 978-0880336-33-8 EVANS, Robert John Weston. The Making of the Habsburg Monarchy 1550-1700. Oxford : Clarendon Press, 1979. ISBN 9780198730859 INGRAO, Charles W. The Habsburg Monarchy, 1618 – 1815. Cambridge : Cambridge University Press, 2000. ISBN 9781108499255 Students will be provided with readings during semester.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b> Notice: The course is primarily aimed for Erasmus students.					
<b>Past grade distribution</b> Total number of evaluated students: 15					
A	B	C	D	E	FX
73,33	26,67	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Peter Benka, PhD.					
<b>Last change:</b> 28.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.Dek/A-boSZ-012/24	<b>Course title:</b> Empowerment Self-Defense (Psychological, Emotional, Physical)
<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> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% continuous assessment will be based on participation in activities (within individual boundaries) and discussions (50%). Students will also write a short essay to evaluate the knowledge they have acquired during the course (50%). Absences will be considered according to the Study Regulations of the Faculty of Arts. Grading scale: A: 100 – 91% B: 90 – 81% C: 80 – 73% D: 72 – 66% E: 65 – 60% FX: 59 – 0% Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> Students in this course will learn to identify risky situations, set personal boundaries, and use verbal and physical self-defense when necessary.	
<b>Class syllabus:</b> Introduction, 5 principles of self-defense, postures, setting boundaries, defining personal space, physical techniques Evaluating safety and risks, discomfort muscle, intuition, physical techniques Principle "think," verbal techniques, physical techniques Principle "shout," principle "leave," soft techniques, physical techniques Principle "share," physical techniques Types of aggressors, types of violence, physical techniques	
<b>Recommended literature:</b> De Becker, G. (2000). The Gift of Fear. Bloomsbury, USA. ISBN 9780747538356 Miller, R. (2008). Meditations on Violence. YMAA Publication Center. ISBN 9781594391187 Miller, R., Kadlec, J. (2018). Komunikace v konfliktu. Mladá Fronta. ISBN 9788020448156	

Miller, R., Kane, L. (2018). Přiměřená sebeobrana. Mladá Fronta. ISBN 9788020450388  
 Rosenberg, B. M. (2022). Nenásilná komunikace. Portál, USA. ISBN 9788026217855  
 Snortland, E. (2016). Beauty Bites Beast: The Missing Conversation about Ending Violence. Beauty Bites BEAST. ISBN 978099799401  
 Snortland, E., Gaeta, L., De Becker, G. (2014). The Safety Godmothers: The ABCs of Awareness, Boundaries and Confidence for Teens. B3 Books, USA. ISBN 09711447737

**Languages necessary to complete the course:**

Slovak

**Notes:**

The course will take place over six sessions, each lasting three hours. Exact dates will be announced at the beginning of the semester.

**Past grade distribution**

Total number of evaluated students: 19

A	B	C	D	E	FX
94,74	0,0	5,26	0,0	0,0	0,0

**Lecturers:** Mgr. Kristína Cichová

**Last change:** 06.02.2025

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KJ/A-boCJ-009/23		<b>Course title:</b> English C1 – Preparatory Course for UNIcert® III Exam			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.					
<b>Prerequisites:</b> FiF.KJ/A-boCJ-004/22 - English for Specific / Academic Purposes 4 or FiF.KJ/A-boPO-082/22 - English for Political Scientists 3					
<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: 48					
A	B	C	D	E	FX
29,17	41,67	12,5	10,42	2,08	4,17
<b>Lecturers:</b> Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, PhD., Mgr. Denisa Šulovská, PhD.					
<b>Last change:</b> 27.06.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KArch/A-moAE-200/15		<b>Course title:</b> European Stone Age and Early Metal Ages			
<b>Educational activities:</b> <b>Type of activities:</b> lecture <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> 5					
<b>Recommended semester:</b> 16.					
<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: 66					
A	B	C	D	E	FX
12,12	27,27	18,18	19,7	9,09	13,64
<b>Lecturers:</b> prof. Timothy Forbes Taylor, PhD.					
<b>Last change:</b> 28.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moMU-038/22	<b>Course title:</b> Everyday Life in Urban Areas in the 19th and at the Beginning of the 20th Century
<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> 3	
<b>Recommended semester:</b> 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100%/0% - active participation during classes, presentation + final paper Classification scale: 60-66% - E, 67-73% - D, 74-80% - C, 81-89% - B, 90-100% - A Final presentation: 10-15 minutes, choose 1 museum - introduction (brief history, basic info, collections, exhibitions), focus on the presentation of everyday life - what type of their collections can be used for this, whether it is represented in exhibitions Seminar paper: min. 1200-1500 words, min. 1 book source, references to literature; introduction of the museum (as in the presentation), emphasis on collections and exhibitions and their connection with everyday life, how we can use them in the study of everyday life, what we can learn from them etc. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.	
<b>Learning outcomes:</b> Students will become familiar with different areas of daily life in the 19th and the first half of the 20th century towns, primarily in Slovakia.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Europe in the 19th and first half of the 20th century</li> <li>2. architecture and housing</li> <li>3. fashion and clothing</li> <li>4. eating habits and dining</li> <li>5. travelling</li> <li>6. spending free time</li> <li>7. hygiene and health</li> <li>8. family and household</li> </ol>	
<b>Recommended literature:</b> ASHENBURG, Katherine. The Dirt on Clean. Knopf Canada, 2007, 368p. BRYSON, Bill. At home. Black Swan, 2011, 700p.	

FLANDERS, Judith. The making of home. Atlantic Books, 2014, 346p.  
 FLANDERS, Judith. Inside the Victorian Home. W. W. Norton Company, 2003, 499p.  
 GOODMAN, Ruth. How to be a Victorian. Penguin, 2014, 458p.  
 KYVIG, David E. Daily Life in the United States, 1920-1939. Greenwood, 2001, 288p.  
 POOL, Daniel. What Jane Austen Ate and Charles Dickens Knew. Touchstone, 2012, 416p.  
 STANDAGE, Tom. An Edible history of humanity. Walker Books, 2009, 269p.  
 WILSON, Bee. Consider the fork. Basic Books, 2012, 291p.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 13

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

**Lecturers:** Mgr. Lenka Vargová, PhD.

**Last change:** 20.05.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-007/22	<b>Course title:</b> Folklore and Folkloristics in Historical and Political Context
<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., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KEM/A-moET-007/15	
<b>Course requirements:</b> The course consists of weekly lectures and seminars. Course materials, including the syllabus and interim announcements, will be available in MS Teams. Absences are taken into account according to the Study Regulations of Comenius University in Bratislava, Faculty of Arts, Art. 4.9. During semester, students are supposed to study texts assigned for a particular week and prepare a resume according to the specified structure, or prepare another assignment on a specified topic. Active participation in discussions is required during the seminar. If at least three assignments are not handed in, no credit will be awarded. At the end of semester, students will take a written test. Grading scale: A=92-100%; B=84-91%; C=76-83%; D=68-75%; E=60-67%; FX=0-59% 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): 50/50	
<b>Learning outcomes:</b> Students will acquire knowledge about the development of folklore studies in relation to the historical-political context. They will critically analyze sources to examine the place and function of folklore in ideological and political currents in Europe. They will be able to apply their knowledge to the examination of contemporary phenomena related to folk culture, folklore and politics.	
<b>Class syllabus:</b> 1. Introduction. Terms and discussions 2. The emergence of folklore studies: romantic nationalism, linguistics and culture 3. The study of folklore in multinational states: Austria-Hungary 4. The study of folklore in multinational states: Great Britain 5. The study of folklore in multinational states: USA 6. The study of folklore in multinational states: Russia 6. Tradition, people and folklore in the context of socialist society 7. Folklore and globalisation	



8. Folklore and nationalism					
9. Folklore and new religious movements					
<b>Recommended literature:</b> BAYCROFT, Timothy, HOPKIN, David (eds.). Folklore and Nationalism in Europe During the Long Nineteenth Century. London: Brill, 2012. ISBN 978-90-04-21158-2. DAVIES, Norman. Evropa - Dějiny jednoho kontinentu. Praha: Prostor, 2005. ISBN 80-200-1334-2. DUMÉZIL, George. Mýty a bohové Indoeropanů. Praha: Oikymenh, 1992. ISBN 80-86005-25-9. KREKOVIČ, Eduard, MANNOVÁ, Elena, KREKOVIČOVÁ, Eva (eds.) Mýty naše slovenské. Bratislava: Academic Electronic Press, 2005. ISBN 9788081590269. LEŠČÁK, Milan, SIROVÁTKA, Oldřich. Folklor a folkloristika. Bratislava: Smena, 1982. ISBN 73- 107-82.					
<b>Languages necessary to complete the course:</b> English is required to read some texts					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 35					
A	B	C	D	E	FX
17,14	34,29	25,71	17,14	5,71	0,0
<b>Lecturers:</b> doc. Mgr. Helena Tužinská, PhD.					
<b>Last change:</b> 05.06.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-008/15	<b>Course title:</b> Gender Studies
<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> 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course consists of weekly lectures and seminars. Course materials, including a syllabus and interim announcements, will be available in MS Teams. Absences are taken into account according to the Study Regulations of Comenius University in Bratislava, Faculty of Arts, Art. 4.9. Students will be required to present twice per semester in the seminar: (1) a selected professional text and (2) a specific topic chosen by the student in consultation with the instructor. Active participation in discussions is required during the seminar. At the end of the course, students will take a written test. Grading scale: A=92-100%; B=84-91%; C=76-83%; D=68-75%; E=60-67%; FX=0-59% 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): 50/50	
<b>Learning outcomes:</b> The course aims to introduce students to the study of gender in ethnology and social/cultural anthropology. The course covers the main relevant theoretical orientations. Theories of gender will be illustrated by mass media representations (films, advertisements, etc.). The class will include practical exercises aimed at understanding gender issues. Relevant texts on each topic will be accessible in the e-learning system. Students will gain knowledge of anthropological theories of gender and will be able to apply them to the study of contemporary society.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction. Gender in anthropology. Gender stereotypes and gender roles</li> <li>2. Gender issues in early anthropological theories and in psychological anthropology</li> <li>3. Gender relations from a structuralist perspective. Sociolinguistics</li> <li>4. Materialist approaches to the study of gender</li> <li>5. Gender, reproduction and kinship from a neo-evolutionist perspective</li> <li>6. Poststructuralist conceptions of gender</li> <li>7. Feminism</li> <li>8. Gender and sexuality. Gender and the life cycle</li> <li>9. Gender relations in Slovakia in the context of modernisation</li> <li>10. Gender relations and socialism</li> </ol>	

11. Gender and religion					
<b>Recommended literature:</b> BEAUVOIR, Simone de. Druhé pohlavie. Bratislava: Obzor, 1967. ISBN 65-076-67. BUTLER, Judith. Trampoty s rodom. Bratislava: Aspekt, 2003. ISBN 80-85549-41-7. BOURDIEU, Pierre. Nadvláda mužu. Praha: Karolinum, 2000. ISBN 8071847755. FOUCAULT, Michel. Dějiny sexuality 1. Praha: Hermann a synové, 1999. ISBN 80-238-5090-3. HLOŠKOVÁ, Hana, LEŠČÁK, Milan (ed.). Žena z pohľadu etnológie. Bratislava: Prebudená pieseň, 1991. ISBN 80-967650-9-4.					
<b>Languages necessary to complete the course:</b> English is required to study some texts.					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 60					
A	B	C	D	E	FX
33,33	33,33	30,0	3,33	0,0	0,0
<b>Lecturers:</b> doc. RNDr. Tatiana Bužeková, PhD., doc. Mgr. Eva Škorvanková, PhD.					
<b>Last change:</b> 05.06.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-boCJ-055/24	<b>Course title:</b> German - general language training B1.1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) During the teaching part (continuous) 2 tests (70%), oral examination (15%), presentation (15%) b) During the examination period: (0 points) Weight of the mid-term / final evaluation: 100/0 Rating scale: 100% - 91% - A, 90% - 81% - B, 80% - 73% - C, 72% - 66% - D, 65% - 60% - E, 59% and below - FX (student has not met the credit requirements) The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 4 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the students are able to establish communication and express what they need in the range of different contexts they regularly encounter at work, school, leisure, although there are pauses due to grammatical structure planning, lexicon and reformulation in particular longer sections of the speech. The students are able to follow the main points of a longer discussion, provided that the speech is clearly articulated and takes place in standard language, and are able to orientate themselves in most situations that may arise while traveling to German-speaking countries. The students are able to create a simple coherent text on topics that are familiar to them or that they are personally interested in. The students can describe their experience and events, dreams, hopes and ambitions and briefly justify and explain their views and plans.	
<b>Class syllabus:</b> Selected topics: Leisure and leisure activities	

Accuracy, internal clock, stress Arts and culture in German-speaking countries Jobs and occupations Telephone and email communication CV, job interview The world of media The world of advertising Inventions Society and consumption Current societal topics in German-speaking countries					
<b>Recommended literature:</b> BUSCHA, Anne a Szilvia SZITA. Begegnungen Sprachniveau B1+ : Integriertes Kurs- und Arbeitsbuch. Leipzig: Schubert, 2013. ISBN 978-3-941323-20-9. PERLMANN-BALME, Michaela a Susanne SCHWALB. Sicher! Deutsch als Fremdsprache Niveau B2. Ismaning: Hueber, 2014. ISBN 978-3-19-001207-7. HOMOLKOVÁ, Božena. Reálie nemecký hovoriacich krajín. Bratislava: Fraus, 1999. ISBN 80-88844-43-6. LINGEA. Nemecko-slovenský, slovensko-nemecký veľký slovník. Bratislava: Lingea, 2008. ISBN 978-80-89323-08-1. SCHANEN, Francois. Grammatik Deutsch als Fremdsprache. München: Iudicium, 1995. ISBN 3-89129-262-7. Supplementary literature will be presented at the beginning and during the semester. Selected professional texts will be available in MS Teams.					
<b>Languages necessary to complete the course:</b> German (a minimum proficiency level of A 2.2)					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 11					
A	B	C	D	E	FX
45,45	36,36	9,09	0,0	9,09	0,0
<b>Lecturers:</b> Mgr. Ivana Zolcerová, PhD.					
<b>Last change:</b> 03.05.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-boCJ-056/24	<b>Course title:</b> German - general language training B1.2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) During the teaching part (continuous) 2 tests (70%), oral examination (15%), presentation (15%) b) During the examination period: (0 points) Rating scale: 100 % - 91 % – A, 90 % - 81 % – B, 80 % -73 % – C, 72 % - 66 % – D, 65 % - 60 % – E, 59% and below - FX (student has not met the credit requirements) The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Violation of academic ethics results in the cancellation of earned points in the respective assessment item. The lecturer will accept a maximum of 4 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the students are able to establish communication and express what they need in the range of different contexts they regularly encounter at work, at school, at leisure provide specific but less accurate information required in the interview or during consultation. The students can describe to the doctor the symptoms of the disease, explain why something is problematic, summarize and express one's own opinion on a short story, article, interview, discussion, interview, or documentary material and answer supplementary questions, complete the prepared interview, verify and confirm the information, although they may occasionally request a retry if the other person's response is quick or lengthy, describe how to do something with detailed instructions. The students are able to take a position on the accumulated factual information in known routines and non-routine matters in their own field. The students are able to orientate in most situations that may occur while traveling to German-speaking countries.	
<b>Class syllabus:</b> • Thematic areas: • Foreign language learning strategies • Education system in Germany • Personalities of social life in German-speaking countries • Transport and mobility • Berlin, Vienna, Bern • Travel • Human emotional life • Stress in our lives • Neighbourhood cohabitation • Eating in the past and present • Types of restaurants and accommodation facilities • Cuisine in German-speaking countries • Current societal topics in German-speaking countries	

**Recommended literature:**

BUSCHA, Anne a Szilvia SZITA. Begegnungen Sprachniveau B1+ : Integriertes Kurs- und Arbeitsbuch. Leipzig: Schubert, 2013. ISBN 978-3-941323-20-9. PERLMANN-BALME, Michaela a Susanne SCHWALB. Sicher! Deutsch als Fremdsprache Niveau B2. Ismaning: Hueber, 2014. ISBN 978-3-19-001207-7. HOMOLKOVÁ, Božena. Reálie nemecky hovoriacich krajín. Bratislava: Fraus, 1999. ISBN 80-88844-43-6. LINGEA. Nemecko-slovenský, slovensko-nemecký veľký slovník. Bratislava: Lingea, 2008. ISBN 978-80-89323-08-1. SCHANEN, Francois. Grammatik Deutsch als Fremdsprache. München: Iudicium, 1995. ISBN 3-89129-262-7. Supplementary literature will be presented at the beginning and during the semester. Selected professional texts will be available in MS Teams.

**Languages necessary to complete the course:**

German language (minimum proficiency level of B1.1)

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

Total number of evaluated students: 6

A	B	C	D	E	FX
50,0	16,67	16,67	16,67	0,0	0,0

**Lecturers:** Mgr. Ivana Zolcerová, PhD.

**Last change:** 03.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-moZU-165/23	<b>Course title:</b> Going live! (Practical TV journalism – presenting and reporting live)
<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> 3	
<b>Recommended semester:</b> 2., 4., 16.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester: The students will be required to take active part in building the broadcast skills: identifying stories within the colloquial discussions or individual assignments, practical participation in reporting and presenting in front of the camera, teleprompter and interviewing practice. b) in the course credit period: The students will provide one footage of reporting live and one footage of news-reading and interviewing in the TV studio. Grading scale: A (100-92 %), B (91-85 %), C (84-76 %), D (75-68 %), E (67-> 60 %), Fx (≤ 60 %). 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. The topics of the final assignment will be announced two weeks prior course credit period. 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> After successfully completing the course, the student has theoretical and practical overview of the basic areas of reporting live – presenting the breaking news, conduct on-air interviews, deliver live reports and reading news from teleprompter. The course includes various coaching methods of spoken utterance and face or body behaviours (gestures and mimicry). The students are able to know the basic principles of TV news story-telling and interviewing techniques. They will know how to communicate with control room, the stuff in the studio, how to manage technical problems and how to stay calm whilst under that kind of pressure and broadcasting with very little information. These exercises will give the students more practice with various live coverage structures.	
<b>Class syllabus:</b> TV news gathering and studio processes, working with internal TV systems (rundowns), training techniques when delivering live coverage of expected and breaking news stories, creating the cues, news-reading in TV studio, conducting short on-air interviews with experts,	



conducting the interviews with potentially difficult interviewees, managing the practical tasks in the fields of body a face language.					
<b>Recommended literature:</b> The course is aimed at training the practical skills and developing students' creative thinking and it does not require any specific theoretical resources. The choice of supplementary literature depends on every student.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 20					
A	B	C	D	E	FX
75,0	20,0	0,0	0,0	5,0	0,0
<b>Lecturers:</b> Mgr. Ľubomír Bajaník, PhD.					
<b>Last change:</b> 25.08.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-boSL-251/00	<b>Course title:</b> Grammar Exercises in Slovak Language
<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> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a. Systematic preparation for classes that is student's individual preparation for the class discussion on a selected topic according to the course programme, searching for the linguistic examples according to discussed topic in class. The teacher will accept a maximum of two absences with documentation. b. Individual analysis of a specific grammatical problem – „minor language problem analysis“ (the topics will be given in the first two weeks of semester) Outcomes during the semester are not possible to evaluate more than once. Infringement of academic policy will result in annulment of the evaluation. Grading scale: A (100 % - 92 %), B (91 % - 84 %), C (83 % - 76 %), D (75 % - 68 %), E (67 % - 60 %). Credits will be given only to student who reaches a minimum of the evaluation E (60 %). Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes: After completing the course, a student knows how to work with text (create own text and interpret texts of another authors). He distinguishes the functions of grammatical phenomena in communicative units and is capable to analyse the functionality, adequacy of the grammatical units that are used.	
<b>Class syllabus:</b> Markedness of grammatical categories and their use in stylistics. Syntax of oral and written texts – specific aspects and mutual interference in specific types of communication. Grammatical means for intensification. Illocutionary functions in speech acts and grammatical means of subjectiveness. Declension of foreign and adopted words in the Slovak language.	
<b>Recommended literature:</b>	

IVANOVÁ, M.: Syntax slovenského jazyka. Prešov: Prešovská univerzita v Prešove, 2016 (2. vydanie). ISBN 978-80-555-1753-7. Available at <https://www.pulib.sk/web/kniznica/elpub/dokument/Ivanova4>

OLOŠTIAK, M. - OLOŠTIAKOVÁ GIANITSOVÁ, L.: Deklinácia prevzatých substantív v slovenčine. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove, 2007. ISBN 978-80-8068-694-9. Available at <chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fisvjams.weebly.com%2Fuploads%2F3%2F2%2F8%2F3%2F3283426%2Folostiak-olostiakova-2007.pdf&clen=1459952&chunk=true>

POPOVIČOVÁ SEDLÁČKOVÁ Zuzana - PIATKOVÁ Kristína: Pragmatická gramatika 1. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5325-0 (tlač), ISBN 978-80-223-5325-7 (online).

Linguistic journals: Slovenská reč, Jazykovedný časopis, Kultúra slova (dostupné online na [juls.savba.sk](http://juls.savba.sk)). Additional literature will be announced at the beginning of the semester according to the course programme.

**Languages necessary to complete the course:**

Slovak

**Notes:**

Time engagement: 2 credits = 50 h

Educational activities: (2S): 26 h

Preparation for class, discussion, searching materials: 20 h

Preparation of minor linguistic problem analysis: 4 h

**Past grade distribution**

Total number of evaluated students: 236

A	B	C	D	E	FX
22,46	30,08	22,03	16,53	4,66	4,24

**Lecturers:** Mgr. Gabriela Halienová

**Last change:** 21.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-655/25	<b>Course title:</b> HS: Holocaust in Slovakia 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>Course requirements:</b> Active participation in the respective lessons and discussions. A student presents a paper. The presentation is preferably uses Microsoft Power Point, Prezi, Canva or similar ones programs. The presentation accounts for 25% of the final grade. Afterwards student submits a seminar paper which accounts for 75% of the final grade. 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): 25/75	
<b>Learning outcomes:</b> Students will understand the satellite position of the Slovak Republic under Nazi Germany during World War II. They will gain essential knowledge about the Holocaust in Slovakia and develop an understanding of Antisemitism and its gradual instrumentalization and institutionalization during the Slovak Republic (1939–1945). Students will work not only with institutional sources of various provenance but also with oral history documents. The topic also extends to contemporary local realities in Slovakia. Using examples such as the existence of a street named after President Jozef Tiso in the town Varín, or the monument of Ferdinand Ďurčanský, (Minister of Foreign Affairs and Interior 1939-1940), in the town in Rajec, we will also address topics related to the contemporary reflection on the Holocaust in Slovakia and the problem so-called “phenomenon of struggle for public space and symbols” after 1989. Until that point, the Holocaust had been a marginal topic, both for the historiographical community and society.	
<b>Class syllabus:</b> 1. Historiography of the Holocaust. 2. Antisemitism before the war: Economic, national, political, and Christian Antisemitism. From autochthonous Antisemitism to radical (Prime Minister Vojtech Tuka, Alexander Mach Minister of Interior and head of Propaganda Office) and moderate (President Jozef Tiso) political programs. The formation of Slovak national identity and the identification of the "Enemy" – heterophobia. The situation during the autonomous period. 3. Chronology of antisemitic policy in Slovakia (1938–1945).	

4. The legal dimension of the "solution": Interpretation of the definition of "Jew" in government decrees 63/1939 and 198/1941. The process of excluding the Jewish community from society.
5. The "Jewish Question": Relations between the majority and minority populations. The social background of the Holocaust and the changes in social stratification resulting from the elimination of Jewish competition.
6. Local aggressors and the "Solution of the Jewish Question in Slovakia": Differences in government elites' approaches to the "Solution." The role of the Church in the "Solution."
7. Aryanization and elimination: The social consequences of the "Solution," with examples from various regions and locations in Slovakia.
8. Deportations as the outcome of the "Solution."
9. Reactions of the Jewish community in Slovakia to the "Solution": The Central Office for Jews, Nebengregierung, and G. Fleischmann.
10. The Holocaust and its impact on relations between the majority and minority populations.

**Recommended literature:**

KAMENEC, Ivan. Po stopách tragédie. Bratislava, 1991.  
 LIPSCHER, Ladislav. Židia v slovenskom štáte. Bratislava, 1992.  
 NIŽŇANSKÝ, Eduard. Politika antisemitizmu a holokaust na Slovensku 1938–1945. Banská Bystrica, 2016.  
 NIŽŇANSKÝ, Eduard. Holokaust na Slovensku 6. Deportácie v roku 1942. Bratislava, 2005.  
 NIŽŇANSKÝ, Eduard – KAMENEC, Ivan. Holokaust na Slovensku 2. Prezident, vláda, Snem SR a Štátna rada o židovskej otázke (1939–1945). Bratislava, 2003  
 NIŽŇANSKÝ Eduard – BOHOVÁ Katarína. Reflexia holokaustu v slovenskej historiografii a vo verejnosti po vzniku Slovenskej republiky v roku 1993, In ZOUFALÁ MENACHEM, Marcela – GLÖCKNER, Olaf (eds.) United in Diversity: Contemporary European Jewry in an Interdisciplinary Perspective. Europäisch-jüdische Studien. Berlin, Boston, 2023, pp. 7-50.  
 VRZGULOVÁ, Monika. Videli sme holokaust. Bratislava, 2012  
 VRZGULOVÁ, Monika. Interpreting Jewish – Non-Jewish Relations in Two Biographic Narratives. In VRZGULOVÁ, Monika – HLAVINKA, Ján (ed.). Výskum a vzdelávanie o holokauste v strednej Európe. Bratislava pp. 235-256.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Katarína Bohová

**Last change:** 22.05.2025

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-035/22	<b>Course title:</b> Health and Diseases in Socio-Cultural Context
<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., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KEM/A-moET-035/20	
<b>Course requirements:</b> The course consists of weekly lectures and seminars. The course materials, including the syllabus and interim announcements, will be available in MS Teams. Absences are taken into account according to the Study Regulations of Comenius University in Bratislava, Faculty of Arts, Art. Students will be required to make a presentation: either (1) of a selected academic text, or (2) of a specific topic chosen by the student in consultation with the lecturer. The presentation of the text must convey the author's main argument and his/her own reflections/observations. The student must connect the text to relevant theoretical literature. The presentation of the chosen topic must include an interpretation in terms of anthropological theories and references to relevant literature. Grading scale: A=92-100%; B=84-91%; C=76-83%; D=68-75%; E=60-67%; FX=0-59% 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): 50/50	
<b>Learning outcomes:</b> After completing the course, students will be able to use the basic concepts of medical anthropology, orient themselves in relevant theories and directions, identify key problems of anthropological research on health and disease and relate them to the problems of contemporary society in Slovakia.	
<b>Class syllabus:</b> 1. Introduction. Medical anthropology 2. Medical systems and medical syncretism 3. Anthropological investigation of biomedicine 4. Medicalisation and the social control of health 5. Anthropological exploration of medicines 6. Representations of the body and personality in relation to health and illness. Culture and deviance 7. Cultural syndromes 8. Social stratification and health 9. Complementary and alternative medicine. Symbolic healing	

**Recommended literature:**

KLEINMAN, Arthur. Writing at the Margin Discourse Between Anthropology and Medicine. Berkeley: University of California Press, 1997. ISBN 978-0-520-20965-7.

LOCK, Margaret, NGUYEN, Vinh-Kim. An Anthropology of Biomedicine. London: Wiley-Blackwell, 2010. ISBN 978-1-4051-1071-6.

FARMER, Paul. Pathologies of power: Health, human rights, and the new war on the poor. Berkeley: University of California Press, 2005. ISBN 0-520-23550-9.

FOUCAULT, Michel. Dějiny šílenství v době osvícenství hledání historických kořenů pojmu duševní choroby. Praha: Lidové noviny, 1994. ISBN 80-7106-085-2.

FOUCAULT, Michel. Zrození kliniky. Červený Kostelec: Pavel Mervart, 2010. ISBN 978-80-87378-29-8.

**Languages necessary to complete the course:**

English is required to study some texts.

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

Total number of evaluated students: 24

A	B	C	D	E	FX
75,0	12,5	12,5	0,0	0,0	0,0

**Lecturers:** doc. RNDr. Tatiana Bužeková, PhD.

**Last change:** 08.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAM/A-boAMD-500/22	<b>Course title:</b> History of Museology
<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> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites: Final exam Violation of academic ethics will result in the nullification of the points earned in the respective item of the grad.	
<b>Learning outcomes:</b> Learning outcomes: Students will gain an orientation in the development of museology as a science, the subject of its research, personalities of world and Slovak museology.	
<b>Class syllabus:</b> Brief outline of the course: Genesis of the formation of museology as a science Views on the subject of museology Museological theory and methodology History of museological education in Central Europe - museums and university departments Personalities of world museology Personalities of Czech and Slovak museology	
<b>Recommended literature:</b> Odporúčaná literatúra: WAIDACHER, Friedrich: Príručka všeobecnej muzeológie. SNM Bratislava 1999, 477 s. STRÁNSKÝ, Z.Z.: Muzeologie a archeologie. Brno : MU, 2005 DOLÁK, J. - GILBERTOVÁ, M.: Historik Jiří Špét : Život a dílo . Brno: MU, 2010. DOLÁK, J. : Teoretická podstata muzeologie. Brno 2019 DOLÁK, J. : Sběratelství a sbírkotvorná činnost muzeí. Bratislava: UK, 2018	
<b>Languages necessary to complete the course:</b> Slovak	



<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 7					
A	B	C	D	E	FX
42,86	42,86	0,0	0,0	0,0	14,29
<b>Lecturers:</b> doc. PhDr. Jan Dolák, PhD.					
<b>Last change:</b> 16.02.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KMJL/A-muMA-253/24		<b>Course title:</b> Hungarian Language			
<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> 4					
<b>Recommended semester:</b> 1., 3.					
<b>Educational level:</b> I., 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: 1					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Veronika Dančová Jakabová, PhD.					
<b>Last change:</b> 02.05.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-251/23	<b>Course title:</b> Hungarian Language 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> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: written quizzes, homework, activity Final assessment: written test a) During the class period (continuous): ten short written quizzes focusing on vocabulary (each quiz that is graded better than FX is (1%), homework (12%), class activity (8%). b) In the exam period: written test (70%) A minimum of 10% of the continuous assessment is required for admission to the exam. 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 material. Violation of academic ethics will result in the nullification of the points earned in the appropriate assessment item. Instructors will accept a maximum of 2 absences with documented evidence. Final exam dates will be posted via AIS no later than the last week of classes. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> After successful completion of the course, the student has a basic repertoire of vocabulary of isolated words and phrases (from areas such as meeting, dating, countries, nationalities, extended family, basic human characteristics, etc.), and knowledge of related morphological and syntactic structures. The student is able to understand short and simple texts; is able to understand and ask simple questions about personal details, own living space, possessions; is able to understand and respond to simple questions and instructions addressed to him/her; is able to introduce himself/herself and others; is able to use everyday basic phrases. The student's knowledge of Hungarian on the basis of the Common European Framework of Reference for Languages is at A1 level.	

**Class syllabus:**

1. Specific features of Hungarian
2. Vowel system, alphabet, vowel harmony, pronunciation
3. Public signs, social contacts (address, greetings)
4. Definite and indefinite articles in sentences
5. Nominal clause
6. Plural I, concrete nouns
7. Plural II, concrete adjectives (properties)
8. Gradation of adjectives
9. Adverbial suffixes of place, furnishings
10. Adverbial cases of place, buildings and institutions
11. Postpositions, names of institutions
12. Accusatives, common objects
13. Demonstrative pronouns

**Recommended literature:**

- ERDŐS, József, PRILESZKY, Csilla. Halló, itt Magyarország! 1 magyar nyelvkönyv külföldieknek. Budapest: Akadémia Kiadó, 2001. ISBN 963-05-7575-2.
  - HIZSNYAIOVÁ, Ildikó, SITÁROVÁ HUSÁRIKOVÁ, Marianna. Maďarčina pre samoukov s CD. Bratislava: SNP, 2014. ISBN 978-80-10-01560-3.
  - SZITA, Szilvia, PELCZ, Katalin. MagyarOK A1 kompakt. Pécs: Pécsi Tudományegyetem, 2020. ISBN: 978-963-429-501-3.
  - SZITA, Szilvia, PELCZ, Katalin. MagyarOK. Magyar nyelvkönyv és nyelvtani munkafüzet A1+. Pécs: Pécsi Tudományegyetem, 2013. ISBN 978-963-7178-68-9.
  - SZITA, Szilvia, GÖRBE, Tamás. Gyakorló magyar nyelvtan. Budapest: Akadémiai Kiadó, 2014. ISBN 978-963-05-8933-8.
  - GYÖNGYÖSSY, Livia, HETESSY, Bálint. Sok kicsi sokra megy. Gyakorlókönyv magyarul tanulóknak. Budapest: Akadémia Kiadó, 2020. ISBN 978-963-05-9958-0.
  - Aktiv MagyarOK [online]. ©2021 [cit. 2021-10-18]. Available at: <https://aktiv-magyar-ok.hu/>
  - MagyarOK – Magyarul beszélni menő [online]. ©2019 [cit. 2021-10-18]. Available at: <https://www.youtube.com/channel/UCv4OI7fdvsdcXhe8DPyyQrg>
- Supplementary literature will be presented at the beginning and during the semester.  
Languages necessary

**Languages necessary to complete the course:**

Slovak (C1)

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

Total number of evaluated students: 15

A	B	C	D	E	FX
73,33	0,0	6,67	0,0	13,33	6,67

**Lecturers:** Mgr. Veronika Dančová Jakabová, PhD.

**Last change:** 10.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-252/23	<b>Course title:</b> Hungarian Language 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> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: written quizzes, homework, activity Final assessment: written test a) During the class period (continuous): ten short written quizzes focusing on vocabulary (each quiz that is graded better than FX is (1%), homework (12%), class activity (8%). b) In the exam period: written test (70%) A minimum of 10% of the continuous assessment is required for admission to the exam. 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 material. Violation of academic ethics will result in the nullification of the points earned in the appropriate assessment item. Instructors will accept a maximum of 2 absences with documented evidence. Final exam dates will be posted via AIS no later than the last week of classes. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> After successful completion of the course, the student's basic language knowledge and skills will be extended to other areas of language use (e.g. shopping, restaurants, leisure, everyday life, extended family). Accordingly, the student's vocabulary will be expanded to include new isolated words and habitual phrases, and his/her knowledge will be extended to include the relevant morphological and syntactic structures of the Hungarian language. The student is able to understand simple texts (e.g. menus, advertisements, brochures) and find specific predictable information in them; he/she can understand and ask simple questions related to the topics covered during the semester; he/she can communicate in everyday situations on familiar topics that require a simple and direct answer. The student's knowledge of Hungarian on the basis of the Common European Framework of Reference for Languages is at A1 level.	
<b>Class syllabus:</b>	

1. Dative, possessive
2. Possessive syntax I., family relations
3. Appropriative syntax II, body parts
4. Habeo-costructure (sing.), common diseases
5. Habeo-construction (plur.)
6. Numerals I.
7. Numerals II.
8. Instrumentals, subordinate numerals
9. Personal pronouns in adverbial cases
10. Formation of pronouns using possessive suffixes
11. To whom? To whom?
12. Who? What?

#### **Recommended literature:**

- ERDŐS, József, PRILESZKY, Csilla. Halló, itt Magyarország! 1 magyar nyelvkönyv külföldieknek. Budapest: Akadémia Kiadó, 2001. ISBN 963-05-7575-2.
  - HIZSNYAIÓVÁ, Ildikó a SITÁROVÁ HUSÁRIKOVÁ, Marianna. Maďarčina pre samoukov s CD. Bratislava: SNP, 2014. ISBN 978-80-10-01560-3.
  - SZITA, Szilvia, PELCZ, Katalin. MagyarOK A1 kompakt. Pécs: Pécsi Tudományegyetem, 2020. ISBN: 978-963-429-501-3.
  - SZITA, Szilvia, PELCZ, Katalin. MagyarOK. Magyar nyelvkönyv és nyelvtani munkafüzet A1+. Pécs: Pécsi Tudományegyetem, 2013. ISBN 978-963-7178-68-9.
  - SZITA, Szilvia, GÖRBE, Tamás. Gyakorló magyar nyelvtan. ISBN 978-963-05-8933-8.
  - GYÖNGYÖSSY, Livia, HETESSY, Bálint. Sok kicsi sokra megy. Gyakorlókönyv magyarul tanulóknak. Budapest: Akadémia Kiadó, 2020. ISBN 978-963-05-9958-0.
  - Aktiv MagyarOk [online]. ©2021 [cit. 2021-10-18]. Available at: <https://aktiv-magyar-ok.hu/>
  - MagyarOK – Magyarul beszélni menő [online]. ©2019 [cit. 2021-10-18]. Available at: <https://www.youtube.com/channel/UCv4OI7fdvsdcXhe8DPyyQrg>
- Supplementary literature will be presented at the beginning and during the semester.

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

Slovak (C1), Hungarian (A1)

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 8

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

**Lecturers:** Mgr. Veronika Dančová Jakabová, PhD.

**Last change:** 10.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-256/25	<b>Course title:</b> Hungarian Language, Life and Culture 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</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> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KMJL/A-boAMD-106/21	
<b>Course requirements:</b> a) During the teaching part (on-going): ten short written examinations focusing on vocabulary vocabulary (each review that is graded better than FX is 1%), homework (12%), class activity (8%). b) in the exam period: written test (70%) A minimum of 10% of the passing grade is required for admission to the exam. 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 does not master at least 60% of the curriculum. Instructors will accept a maximum of 2 absences with documented evidence. Final exam dates will be posted via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Upon successful completion of the course, the student's basic language knowledge and skills will be enhanced to other areas of language use (e.g. shopping, restaurants, leisure, everyday life, extended family). Accordingly, the student's vocabulary will be expanded to include new isolated words and established phrases, His/her knowledge will be expanded to include the relevant morphological and syntactic structures of the Hungarian language. The student is able to understand simple texts (e.g. menus, advertisements, brochures)	

and find specific predictable information in them; he/she can understand and ask simple questions related to the topics covered during the semester; can communicate in everyday situations about familiar topics that require a simple and direct answer. Student's knowledge of Hungarian on the basis of the Common European Framework of Reference for Languages is at A1 level.

**Class syllabus:**

1. Positions, names of institutions
2. Accusative, common objects
3. Indicative pronouns
4. Dative, possessive
5. Possessive constructions I., family relations
6. Possessive syntax II., body parts
7. Habeo-construction (sing.), common diseases
8. Habeo-construction (plur.)
9. Numerals I.
7. Digits II.
8. Instrumental, subordinate numerals
9. Personal pronouns in adverbial case
10. Religions in Hungary, the relationship between the state and the churches.
11. Economy and agriculture of the country, profile areas.
12. State structure of the Republic of Hungary, constitution, parliament, government, prime minister's office, etc.

**Recommended literature:**

- ERDŐS, József a PRILESZKY, Csilla. Halló, itt Magyarország! 1 magyar nyelvkönyv külföldieknek. Budapest: Akadémia Kiadó, 2001. ISBN 963-05-7575-2.
  - HIZSNYAIOVÁ, Ildikó a SITÁROVÁ HUSÁRIKOVÁ, Marianna. Maďarčina pre samoukov s CD. Bratislava: SNP, 2014. ISBN 978-80-10-01560-3.
  - SZITA, Szilvia a PELCZ, Katalin. MagyarOK A1 kompakt. Pécs: Pécsi Tudományegyetem, 2020. ISBN: 978-963-429-501-3.
  - SZITA, Szilvia a PELCZ, Katalin. MagyarOK. Magyar nyelvkönyv és nyelvtani munkafüzet A1+. Pécs: Pécsi Tudományegyetem, 2013. ISBN 978-963-7178-68-9.
  - SZITA, Szilvia a GÖRBE, Tamás. Gyakorló magyar nyelvtan. ISBN 978-963-05-8933-8.
  - GYÖNGYÖSSY, Livia a HETESSY, Bálint. Sok kicsi sokra megy. Gyakorlókönyv magyarul tanulóknak. Budapest: Akadémia Kiadó, 2020. ISBN 978-963-05-9958-0.
  - Aktiv MagyarOk [online]. ©2021 [cit. 2021-10-18]. Dostupné na: <https://aktiv-magyar-ok.hu/>
  - MagyarOK – Magyarul beszélni menő [online]. ©2019 [cit. 2021-10-18]. Dostupné na: <https://www.youtube.com/channel/UCv4OI7fdvsdcXhe8DPyyQrg>
- Additional readings will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Hungarian (level A1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Veronika Dančová Jakabová, PhD.



<b>Last change:</b> 06.05.2025
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-845/25	<b>Course title:</b> International relations 1870 - 1938
<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> 4	
<b>Recommended semester:</b> 1., 3., 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation will be assessed. The evaluation will fully take place during the course. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students will acquire a deep understanding of the key historical processes of the 19th and early 20th century European history, from the political, social, economic, intellectual, gender, legal, religious and migration perspectives. The course „Chapters of European History 1861-1938“ is designed to equip students with competencies in historical interpretation and source hermeneutics, as well as in fundamental orienting within scholarly literature on the relevant topics of the 19th and 20th century. In this way, the course allows students to understand and learn how to historically analyze and interpret texts, different contexts, and uncover correlations of different streams of political thought, in a comparative perspective that accounts for the diversity of the European experience. The course pays special attention to developing historical reasoning and argumentation skills based on the broadly conceived socio-political transformations of 19th and early 20th century Europe. Upon completing the course, students will be able to rely on effective explanatory devices relevant to the phenomena of modern state- and nation-building, secularization and social transformation, allowing them to provide crucial and well-informed historical context to problems and challenges of the present day, by relying on professional and effective oral and written expression.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Trials of periodization and the “Long Nineteenth Century”</li> <li>2. European Enlightenments: scholarly, ideological and social stakes</li> <li>3. The French revolution and its unravelling</li> <li>4. Scholarly nationalisms in the Vormärz era</li> <li>5. Political Catholicism in comparative perspective</li> <li>6. Emancipations I: slavery and serfdom</li> <li>7. Revolutions of 1848: their demands and results in comparison</li> <li>8. European constitutions of the 19th century: negotiating inclusion and rights</li> <li>9. Emancipations II: women’s and the workers’ movement</li> </ol>	

10. The great emigration out of Europe 11. Birth of the modern political sphere: parliaments, media and the new technology 12. Culture wars: Christianity, anti-Semitism, socialism and gender 13. Rise in political extremism and violence in the 1910s – 1930s						
<b>Recommended literature:</b> Eric Hobsbawm. The Age of Revolution 1789 – 1848. [S.l.]: Sphere Books, 1973. Eric Hobsbawm. The Age of Capital 1848-1875. London: Abacus, 1997. Eric Hobsbawm. The Age of Empire 1875 – 1914. London: Abacus, 1994. A History of Modern Political Thought in East Central Europe, vol. 1, eds. Balázs Trencsényi et al. Oxford: Oxford University Press, 2016. A. J. P. Taylor. The Habsburg Monarchy 1809-1918 a history of the Austrian Empire and Austria-Hungary. London: Penguin, 1990.						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> Mgr. Matej Ivančík, PhD.						
<b>Last change:</b> 13.05.2025						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/A-bpSZ-040/22	<b>Course title:</b> Introduction into Phraseology and Idiomatics
<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> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, participation in lectures is required. In the examination period, a final test is required. The student may have a maximum of two absences during the semester and must achieve at least 60% success in the final test. Grading scale in %: A: 100 % – 92% B: 93% – 85% C: 84% – 76% D: 77% – 68% E: 69% – 60% FX: 59% – 0 % The dates of the final test will be published no later than the penultimate week of the instruction period. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> After completing the course, the students are familiar with the individual structural types of Slovak phrasemes of a verbal and sentence nature and with the possibilities of their interpretation in terms of phraseological equivalence with a focus on translation practice. They know the principles of using phrasemes in a text. They are familiar with phraseological schools and history as well as essential publications of Slovak phraseology and phraseography.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Phraseology versus idioms. Phraseology schools.</li> <li>2. The meaning of idiomatic phrases.</li> <li>3. Denotative meaning of idiomatic phrases.</li> <li>4. Principles of the origin and use of phraseology in a text.</li> <li>5. Phraseme. Phraseotexteme. Basic definitions.</li> <li>6. Basic properties (parameters) of phrasemes.</li> </ol>	

7. Phraseological motivation and interlingual motivation. 8. Basic construction types of Slovak phrasemes. 9. Classification of phrasemes by the origin and basis of origin. 10. History of Slovak phraseology and phraseography. 11. Variability of phrasemes and their modifications. 12. Phraseological equivalence and translation practice.					
<b>Recommended literature:</b> DOBRÍKOVÁ, Mária, ed. Frazeologické štúdie VI. Hudobné motívy vo frazeológii. Bratislava: Univerzita Komenského v Bratislave, 2014. DOBRÍKOVÁ, Mária, ed. Percepcia nadprirodzena vo frazeológii. Bratislava: Univerzita Komenského v Bratislave, 2019. DOBRÍKOVÁ, Mária, ed. Frazeologické štúdie VII. Bratislava: Univerzita Komenského v Bratislave, 2022. MLACEK, Jozef. Slovenská frazeológia. Bratislava: Slovenské pedagogické nakladateľstvo, 1976. MLACEK, Jozef, ĎURČO, Peter et al. Frazeologická terminológia. Bratislava, 1995. Available at: <a href="http://www.juls.savba.sk/ediela/frazeologicka_terminologia/">http://www.juls.savba.sk/ediela/frazeologicka_terminologia/</a> MLACEK, Jozef. Tvary a tváre frazém v slovenčine. Bratislava: STIMUL, 2007. ISBN 978-80-89236-21-3. ZÁTURECKÝ, Adolf Peter. Slovenské príslovia, porekadlá, úslovia a hádanky. Bratislava: Slovenský Tatran, 2005. ISBN 80-222-0527-3. Presentations, i.e. topics of the individual lectures will be available in MS Teams.					
<b>Languages necessary to complete the course:</b> Slovak language.					
<b>Notes:</b> Priority for course enrollment is given to 2nd and 3rd year Bachelor's students.					
<b>Past grade distribution</b> Total number of evaluated students: 562					
A	B	C	D	E	FX
33,99	23,13	22,24	12,46	6,94	1,25
<b>Lecturers:</b> prof. PhDr. Mária Dobříková, CSc.					
<b>Last change:</b> 22.05.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KE/A-mpSZ-025/15	<b>Course title:</b> Introduction into the Comparative Literature
<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> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) Continuous evaluation during the semester: paper on a selected topic on the issues of comparative literature (30 points) b) In the examination period: written test (70 points). The students will be admitted to the test only if they achieve a minimum of 10 points from the continuous evaluation. Grading scale: A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 % The exact date and topics of the continuous evaluation 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. 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 part of the assessment. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> After successfully completing the course, the students are familiar with the history and current state of comparative literature in Slovakia and abroad. They have knowledge about the contribution of the most important personalities of comparative literature, they can correctly interpret the theoretical apparatus of this scientific discipline. They know the boundaries of national literature, as well as the phenomenon of world literature. They have basic knowledge of the reception of non-national literature in the Slovak cultural space from the second half of the 20th century to the present. The course will also introduce students to specific methodological aspects of comparative literature and prepare them for comparative analysis of literary works.	
<b>Class syllabus:</b> 1. History and the current state of the theory of comparative literature. 2. On the contribution of the most important personalities of comparative literature. 3. Theoretical apparatus of comparative literature. 4. Comparative literature and literary historiography. 5. The boundaries of national literature. 6. The phenomenon of world literature 7. Translation from the perspective of comparative literature	

8. Reception of non-national literature in the domestic cultural environment.
9. Comparative literature and its current trends.
10. Lyrical, epic, and dramatic genres in comparative analysis.
11. Exile and forms of migration in comparative discourse.
12. Comparative analysis of selected literary texts.

**Recommended literature:**

- ĎURIŠIN, Dionýz. Teória medziliterárneho procesu. Bratislava: Ústav svetovej literatúry SAV, 1995. ISBN 80-88815-01-0.
- ĎURIŠIN, Dionýz et al. Osobitné medziliterárne spoločenstvá 6 (Pojmy a princípy). Bratislava: Ústav svetovej literatúry SAV, 1993. ISBN 80-900453-8-3.
- KOPRDA, Pavol et al. Medziliterárny proces VII. (Teórie medziliterárnosti 20. storočia). Nitra: Univerzita Konštantína Filozofa, 2010. ISBN 978-80-8094-753-8. Available in the library of the Department of Slavic studies, G214.
- VAJDOVÁ, Libuša, GÁFRIK, Robert (Eds.). New Imagined Communities (Identity making in Eastern and South-Eastern Europe). Bratislava: Kalligram - Ústav svetovej literatúry SAV, 2010. ISBN 978-80-8101-401-7.
- TANESKI, Zvonko. Current Status and Contemporary Academic Perspectives of Comparative Literature in Slovakia. In. (Thematic Issue: Current State of Literary Theory, Research and Criticism in Non – “Centric” National Cultures & Miscellanea). 2020, roč. 25, č. 2 s. 310-318. ISSN 1406-0701. Available at: <https://ojs.utlib.ee/index.php/IL/article/view/IL.2020.25.2.4/11834>
- TANESKI, Zvonko. Poetika dislokácie (Komparatistické sondy k migráciám v južnoslovanských literatúrach po roku 1989). Bratislava: Univerzita Komenského v Bratislave, 2021. ISBN 978-80-223-5141-6.

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

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 272

A	B	C	D	E	FX
24,63	32,72	29,04	11,4	1,84	0,37

**Lecturers:** doc. PhDr. Valerij Kupko, PhD.

**Last change:** 22.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KRVŠ/A-boRV-049/17	<b>Course title:</b> Introduction into the Political Systems of the Countries of the Post-Soviet Era
<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> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KRJL/A-boRV-177/14	
<b>Course requirements:</b> Continuous assessment: a) active participation in class, engaging in discussions (30 points), a paper of 8000 characters (draft topics will be published on the MS Teams platform at the beginning of the semester), which implies the study of secondary sources and synthesis of the acquired knowledge, or b) presentation of a foreign-language publication on the political systems of post-Soviet countries (the choice of the publication is approved by the instructor). Required components of the presentation are: the topic and the author's research questions, the key ideas of the text and the logical relationships between them (may be elaborated in the form of a mind map), the method of argumentation, the author's conclusions (70 points). The student must achieve at least 60% success in all parts of the assessment. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Grading scale: A: 100-91, B: 90-83, C: 82-73, D: 72-67, E: 66-60, FX: 59- and below. A maximum of 2 absences with documented evidence are allowed during the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students are provided with a basic overview of the development of political systems in the post-Soviet countries as well as integration efforts in the region since the collapse of the Soviet Union in 1991, with an emphasis on the post-2000 period. Students have a basic understanding of the issues of determining the type of political regime, relations between centers of power, the issue of ethnic minorities, electoral and party systems in the countries under study, developments in the media, human and civil rights, and the impact of separatist conflicts and terrorism on the development of the countries' political systems and foreign policy. Students can actively read a less demanding scientific text in a foreign language and reproduce its main ideas.	
<b>Class syllabus:</b> 1. A brief outline of the historical development of the USSR's union republics. 2. The political system of Lithuania.	



3. The political system of Latvia.
4. Political system of Estonia.
5. Political system of Belarus.
6. Political system of Ukraine.
7. Political system of Moldova.
8. Political system of Azerbaijan.
9. Political system of Armenia.
10. Political system of Georgia.
11. Political systems of the countries of Central Asia I.
12. Political systems of the countries of Central Asia II.

**Recommended literature:**

HANULIAK, Juraj. Inštitút prezidenta v ústavnom a politickom systéme Litovskej republiky.

In: Slovenská politologická revue, č. 2, roč. IX., 2009, s. 107-128. Available at:

[http://sjps.fsvucm.sk/Articles/09\\_2\\_5.pdf](http://sjps.fsvucm.sk/Articles/09_2_5.pdf).

HODAČ, Jan - STREJČEK, Petr. Politika Ruské federace v postsovětském prostoru a Střední Evropě. Mezinárodní politologický ústav, Brno, 2006, 320 s. ISBN 978-80-210-4721-1.

KOPEČEK, Vincenc. Jižní Kavkaz mezi demokracií a autoritarismem. European science and art publishing, 2012, 136 s. ISBN 978-80-87504-18-5. Available at: [https://www.researchgate.net/publication/271828526\\_Jizni\\_Kavkaz\\_mezi\\_demokracii\\_a\\_autoritarismem](https://www.researchgate.net/publication/271828526_Jizni_Kavkaz_mezi_demokracii_a_autoritarismem).

ASLUND, Anders. How capitalism was built the transformation of Central and Eastern Europe, Russia, the Caucasus, and Central Asia. New York: Cambridge University Press, 2013. ISBN 978-1-107-62818-2.

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

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 179

A	B	C	D	E	FX
53,63	20,11	8,38	7,26	0,56	10,06

**Lecturers:** Mgr. Alexandra Peťková, PhD.

**Last change:** 23.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-moSZ-500/21	<b>Course title:</b> Introduction into the Statistical Data Analysis and Its 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> Continuous during the semester: completion of homework (40 points), active participation in class (10 points); Final assessment: completion of a quantitative research project (50 points). Violation of academic ethics may result in the nullification of points earned in the respective assessment item. Grading 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> Graduates can use basic methods of descriptive statistics (methods of graphical representation of data, measures of central tendency, measures of dispersion, etc.), understand the basic principles of probability theory and know the methodological assumptions of correct data collection, analysis and interpretation (with the support of the statistical programming language R). Understands the basic methodological differences between so-called frequentist and Bayesian statistical theory and can identify key problems of statistical inference.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Statistics and the philosophy of statistics</li> <li>2. Data, variables, measurement</li> <li>3. Descriptive statistics: graphical display and numerical analysis of data (data analysis in R)</li> <li>4. Basic principles of probability</li> <li>5. Frequentist paradigm of statistical inference (Fisher vs. Neyman - Pearson): principles and problems</li> <li>6. Bayesian theory of statistical inference</li> <li>7. Open questions</li> </ol>	
<b>Recommended literature:</b> HENDL, J. Přehled statistických metod. 3. vyd. Praha: Portál, 2009. ISBN 978-80-7367-482-3. HEUMANN, Ch., SHOEMAKER, M. a SHALABH. Introduction to Statistics and Data Analysis. With Exercises, Solutions and Applications in R. Cham: Springer International Publishing, 2016. ISBN 978-3-319-46160-1.	

HOWSON, C. a URBACH, P. Scientific Reasoning. The Bayesian Approach. 2nd ed. Chicago - La Salle: Open Court. ISBN 0-8126-9235-7.  
 LAMBERT, B. A Student's Guide to Bayesian Statistics. London: Sage, 2018. ISBN 978-1-4739-1636-4.  
 LIPSCHUTZ, S a SCHILLER, J. J. Introduction to Probability and Statistics. Shaum's Outlines. New York - London: McGraw Hill, 2012. ISBN 978-0-07-176249-6.  
 The literature will be provided in electronic form.

**Languages necessary to complete the course:**

Slovak (class work)  
 Czech (literature section)  
 English (part of literature)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

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

**Last change:** 29.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KArch/A-moAE-204/15	<b>Course title:</b> Introduction to Archaeological Science 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> 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course evaluation weight: 50/50. Continuous evaluation during semester, including readings, written exercises, participation during lectures, and oral presentation (50%) and final assessment of a written paper (50%) at the end of the semester. A: 100% – 92% B: 91% – 84% C: 83% – 76% D: 75% – 68% E: 67% – 60% FX: 59% – 0%. Attendance at lectures, participation in class discussions, oral presentation, and successful completion of written exercises and the final paper are required for a positive result in this course. Your contribution will be continuously evaluated. Students are entitled to 2 absences in accordance with paragraphs 9 and 10, Article 4 of the Internal Regulation No. 5/2020 (Study Regulations of the Faculty of Arts, Comenius University in Bratislava), and must complete all written and oral assignments. Violation of academic ethics, including plagiarism, will be punished, and the student will lose all the points in the relevant assessment.	
<b>Learning outcomes:</b> Current trends in archaeological science focus on materials analyses at the molecular level. Students will gain knowledge of fundamental research methods and materials in archaeological science. Topics will address research questions about mobility, diet, domestication, relatedness, kinship, soil fertility, and environmental change through residue analysis, genetics, proteomics, stable isotopes, and archaeological soil chemistry. In addition, students will have a basic understanding of the interdisciplinary fields of biomolecular archaeology and ancient DNA. Students will be able to describe the appropriate instrumentation for specific materials and questions, interpret the research results, critically read scientific papers, and know what methods to apply in their own research.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Biomolecular archaeology,</li> <li>2. Residue analysis,</li> <li>3. Ancient DNA,</li> <li>4. Lipids, proteins, and starches,</li> <li>5. Bone isotopes – diet &amp; mobility,</li> <li>6. Soil chemistry – organic &amp; inorganic.</li> </ol>	
<b>Recommended literature:</b>	

Richards, M.P. and Britton, K. 2020. Archaeological Science: An Introduction. Cambridge University Press, Cambridge. ISBN 9780521195225.  
Brown, T. and Brown, K. 2011. Biomolecular Archaeology. Wiley-Blackwell, Chichester. ISBN 9781444392449

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 68

A	B	C	D	E	FX
76,47	5,88	0,0	2,94	2,94	11,76

**Lecturers:** M. A. Roderick Byron Salisbury, PhD.

**Last change:** 10.08.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-028/22	<b>Course title:</b> Introduction to Evolutionary Anthropology
<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> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KEM/A-moET-028/20	
<b>Course requirements:</b> Submission of two assignments to the moodle e-learning system. Formal structure of assignment (minimum of 2 pages) 1. Author, year, title, or publication details – 10% 2. Specific topic/research question addressed by the author – 10% 3. Author's argument and conclusions/results reached by the author – 20% 4. Comparison with other scientific texts / theories / ideas by stating specific contexts / differences / contradictions – 20% 5. Personal observations/experience connected to the topic of presentation – 20% 6. Critique of the author's theory/methodology 20% Grading scale for evaluation of resumé: 0-59%=FX, 60-67%=E, 68-75%=D, 76-83%=C, 84-91%=B, 92-100%=A. During the exam period, students take a written test, from which it is necessary to obtain at least 60%. The overall evaluation of the course consists of the evaluation of the assignments (50%) and the final test (50%). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. The dates of the exam will be announced via AIS no later than in the last week of the teaching part of the semester. Absences in class are assessed according to the Study Regulations of Comenius University in Bratislava, Faculty of Arts, Art. 4.9. ( <a href="https://fphil.uniba.sk/fileadmin/fif/o_fakulte/dokumenty_vnutorne_predpisy/vnutorne_predpisy/vp_5_2020.pdf">https://fphil.uniba.sk/fileadmin/fif/o_fakulte/dokumenty_vnutorne_predpisy/vnutorne_predpisy/vp_5_2020.pdf</a> ) A maximum of two absences is tolerated. Three to five absences may be accepted upon presentation of a doctor's certificate or relevant explanation recognized by the teacher. More than five absences are not accepted.	

The student is obliged to read the information sheet of the course and should ask for any clarification regarding the course during the first classes. The student is solely responsible for any consequences resulting from failure to read the requirements for successful completion of the course.

Scale of assessment (preliminary/final): The overall evaluation of the course consists of the evaluation of the assignments (50%) and the final test (50%). The final evaluation is the result of the ongoing evaluation (assignments) and evaluation of the test. Grading scale: 0-59%=FX, 60-67%=E, 68-75%=D, 76-83%=C, 84-91%=B, 92-100%=A.

### **Learning outcomes:**

Upon the successful completion of the course the students will have knowledge regarding basic theoretical concepts for the study of human diversity and behavior in an evolutionary perspective. Students will acquire knowledge about the development of evolutionary theory and will be able to orient in key terms and concepts in the field of evolutionary social sciences. Attention is paid to topics such as: evolutionary theory in anthropology, controversy of evolutionary theory, anthropogenesis, religion, cooperation, physical attractiveness and mate choice, contemporary trends in the evolutionary social sciences.

The course provides knowledge usable for graduates working in non-profit sector, voluntary organizations or research institutions

### **Class syllabus:**

1. Evolutionary approach in social sciences and humanities
2. Biological anthropology, primatology, anthropogenesis
3. Evolutionary anthropology and research of kinship and religion
4. Cooperation and reciprocity - music, dance and synchronicity
5. Conspiracy theories - communication, language, speech
6. Emotions
7. Health, diseases and pandemics
8. Sex, love and attraction
9. Aggression, murder, violence - controversy of the evolutionary approach

### **Recommended literature:**

BARRETT, Louis, DUNBAR, Robin a LYCETT, John. Evoluční psychologie člověka. Praha: Portál, 2007. ISBN 978-80-7178-969-7

PASCAL, Boyer. Religion explained. New York: Basic Books, 2001. ISBN 0-099-28276-3

BOYD, Robert a RICHERSON, Peter. V gene není všichni. Praha: Academia, 2012. ISBN 978-80-200-2066-6.

HENRICH, Joseph. a HENRICH, Natalie. Why Humans Cooperate: A cultural and evolutionary explanation. Oxford: Oxford University Press, 2007. ISBN 978-0-19-531423-6.

HRDY, Blaffer, Sarah. Mothers and Others. Cambridge, MA: Harvard University Press, 2009. ISBN 978-0-674-03299-6.

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

Presentations of the teacher are available in Moodle and MS TEAMS.

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

The course is taught in Slovak. Knowledge of English is necessary for reading selected texts.

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 43

A	B	C	D	E	FX
79,07	13,95	0,0	4,65	2,33	0,0

<b>Lecturers:</b> Mgr. Michal Uhrin, PhD.
<b>Last change:</b> 28.06.2022
<b>Approved by:</b>



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-174/22	<b>Course title:</b> Introduction to social, affective, cognitive and behavioral neuroscience
<b>Educational activities:</b> <b>Type of activities:</b> lecture <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> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPs/A-moPS-263/21	
<b>Course requirements:</b> The course consists of a series of lectures on predefined topics. The course ends with a test in credit week. To complete the course, the student must obtain a min. 60% success rate. The test has no correction date. Absence from the test is justifiable only for serious medical conditions or personal reasons. However, the student must inform the teachers about his / her absence in advance, at the latest two days before the test date. Subsequently, an alternative date will be set for him / her. Clasification: 100-92% - A; 91-84% - B; 83-76% - C; 75-68% - D; 67-60% - E; < 60% - FX Violation of academic ethics will result in the cancellation of earned points in the relevant item evaluation.	
<b>Learning outcomes:</b> The aim of the course is to present current knowledge in the field of neuroscience with a special focus on cognitive, affective, social and behavioral neuroscience at the human level. After completing this course, students should be able to understand selected aspects of biological regulation of behavior and experiencing regarding these dynamically evolving approaches and findings, which bring a revision of classical knowledge in psychology. Knowing the current methods of data collection and research methodology in neurosciences. The course deals with the application of neuroscience knowledge on the continuum of norm and pathology (neuropsychiatric diseases). Completing the course requires a basic understanding of brain neuroanatomy and neurophysiology at the level of bachelor degree in psychology.	
<b>Class syllabus:</b> What is neuroscience and why does it have so many attributes (medical, behavioral, cognitive, affective, social)? Social Neuroscience - Social Cognition and Second Person Neuroscience The role of cortical and subcortical structures in the emergence of psychopathological manifestations (depression, addiction, schizophrenia)	

Predictive coding and the Bayesian brain

Affective neuroscience - principles, methods and a few surprising challenges for classical psychological theory of emotions

Neurobiological bases of personality and its disorders - from temperament theories, Big Five and its links to functional brain systems to examining the dynamics of feeling and experiencing of own Self.

Cortical and subcortical structures in cognition.

Cognitive neuroscience - a computational approach to metacognition

Functional organization of PFC in relation to memory with a focus on autobiographical memory - identity, self in relation to autobiographical memory

Factors and functions of emotion regulation, possibilities of regulation, structure and function of the brain in regulation. Relationship between cognitive processes and emotions in regulation, limits of research on emotion regulation.

Cultural neuroscience.

Stress and cognitive processes.

Decision making and free will.

Adolescent brain vs aging brain.

Synesthesia.

### **Recommended literature:**

Beran, M. J., Brandl, J. L., Perner, J., & Proust, J. (Eds.). (2012). Foundations of metacognition. Oxford University Press.

Crosson, Bruce & Haaland, Kathleen. (2003). Subcortical functions in cognition: Toward a consensus. Journal of the International Neuropsychological Society. 9. 1027 - 1030.

Frisch, Stefan. (2014). How Cognitive Neuroscience could be more biological – and what it might learn from Clinical Neuropsychology. Frontiers in Human Neuroscience. 8. 10.3389/fnhum.2014.00541.

Kube, T., & Rozenkrantz, L. (2021). When Beliefs Face Reality: An Integrative Review of Belief Updating in Mental Health and Illness. Perspectives on Psychological Science, 16(2), 247–274.

Sapolsky, R. M. (2017). Behave: The biology of humans at our best and worst. Penguin.

McEwen, B. S. (2007). Physiology and neurobiology of stress and adaptation: central role of the brain. Physiological reviews, 87(3), 873-904.

Montag, C., & Panksepp, J. (2017). Primary Emotional Systems and Personality: An Evolutionary Perspective. Frontiers in Psychology, 8. <https://doi.org/10.3389/fpsyg.2017.00464>

Porcelli, S., Van Der Wee, N., van der Werff, S., Aghajani, M., Glennon, J. C., van Heukelum, S., Mogavero, F., Lobo, A., Olivera, F. J., Lobo, E., Posadas, M., Dukart, J., Kozak, R., Arce, E., Ikram, A., Vorstman, J., Bilderbeck, A., Saris, I., Kas, M. J., & Serretti, A. (2019). Social brain, social dysfunction and social withdrawal. Neuroscience and biobehavioral reviews, 97, 10–33.

Vuilleumier, P., & Armony, J. (eds) (2013). The Cambridge Handbook of Human Affective Neuroscience. Cambridge University Press.

Schilbach, Leonhard. (2016). Towards a second-person neuropsychiatry. Philosophical Transactions of the Royal Society B: Biological Sciences, 371(1686), 20150081. <https://doi.org/10.1098/rstb.2015.0081>

Sapolsky, R. M. (2017). Behave: The biology of humans at our best and worst. Penguin.

Šolcová Poláčková, I. (2018). Emoce. Regulace a vývoj v průběhu života. Praha: Grada, 240 s.

Wolf, O. T. (2009). Stress and memory in humans: twelve years of progress?. Brain research, 1293, 142-154.

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

The course is taught in Slovak, however, knowledge of English is also required to study the texts.

<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 260					
A	B	C	D	E	FX
11,15	24,23	29,62	18,85	7,31	8,85
<b>Lecturers:</b> Mgr. Petra Brandoburová, PhD., Mgr. Jakub Rajčáni, PhD., doc. PhDr. Michal Hajdúk, PhD., Mgr. Petra Soláriková, PhD., Mgr. Alexandra Straková, PhD., Mgr. Silvia Harvanová, PhD.					
<b>Last change:</b> 04.04.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-boZU-154/19	<b>Course title:</b> Journalism and De-journalism in the Online Era
<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., 4., 16.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Classic question-and-answer assessments during classroom debates; a midterm exam (test); submission of a seminar paper focused on chosen aspects of the topic and its presentation during the colloquial discussion. Type, scope and method of educational activities: 1L+1S, presence method Continuous assessment 100 %. A (100-92 %), B (91-85 %), C (84-76 %), D (75-68 %), E (67-> 60 %), Fx (≤ 60 %). Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. Scale of assessment (preliminary/final): 100 % preliminary	
<b>Learning outcomes:</b> An intense course for those interested in understanding the changing role of journalism on the basis of general public access to publishing media contents by the Internet and social media (re-skilling, de-skilling). Providing basic orientation in the reality of the mass media within a mediatized society, the course focuses on how the consequences of surveillance based on the see / being seen principle change the daily craft routine of mass media professionals. On the one hand, there is a professional quality requirement, while on the other, there is focus on the audience requirement. The journalists have ambitions to satisfy both demands. What is of crucial importance is the phenomenon of general availability of publishing for everyone, which the teacher calls 'de-journalism'.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- manifestations of re-skilling and de-skilling of journalists after the Web 1.0 and Web 2.0;</li> <li>- publishing media contents under the press freedom vs. freedom of speech;</li> <li>- interdependence and interconnection between mass media professionals and laity;</li> <li>- impact of global multinational players (media oligarchs) as well as politicians, lobbyists, and other (inter)national interest groups in the sphere of mass media;</li> <li>- penetration of „alternative truths“, fake news, and hoaxes into the mass media contents;</li> <li>- impact of an individual, and organized groups on the running and nature of mass media;</li> <li>- the role of trolls and elves in the post-truth society;</li> <li>- mass media manipulation – its possibilities and limits.</li> </ul>	

**Recommended literature:**

BOAG, Zan (ed.). Fake news. Is the medium the Message?—monothematic issue of the journal New Philosopher, Issue 17, Aug-Oct 2017.

HJARVARD, Stig. The Mediatization of Culture and Society. Routledge, 2013. ISBN 0415692377.

SÁMELOVÁ, Anna. Post-Panoptic Panopticism in Docile Mass Media. In Human Affairs, 24(4), 2014. pp. 470-480. DOI: 10.2478/s13374-014-0242-9. <https://www.degruyter.com/document/doi/10.2478/s13374-014-0242-9/html>

SÁMELOVÁ, Anna. The Paradigmatic Change in the Media-Mediated Communication after the Onset of Online Media Technologies. In Communication Today, 12(2), 2021. pp. 20-30. <https://communicationtoday.sk/the-paradigmatic-change-in-the-media-mediated-communication-after-the-onset-of-online-media-technologies/>

SÁMELOVÁ, Anna, STANKOVÁ, Mária. Some Ideas on Facts and No Facts within Media Language. In European Journal of Media, Art and Photography, 6(2), 2018. pp. 118-123. <https://ejmap.sk/some-ideas-on-facts-and-no-facts-within-media-language/>

SÁMELOVÁ, Anna. From Offline Being to Online Being : Transformation of an Ordinary Person into a Celebrity. In Megatrends and Media : On the Edge. Trnava: FMK, 2020. pp. 110-119. [https://fmk.sk/download/Megatrends\\_and\\_Media\\_On-the-Edge.pdf](https://fmk.sk/download/Megatrends_and_Media_On-the-Edge.pdf)

**Languages necessary to complete the course:**

English

**Notes:**

Students entitled to enroll: Erasmus+ students; Exchange students (there are no other specific subject requirements for enrolling).

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. PhDr. Anna Sámelová, PhD.

**Last change:** 03.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-001/15	<b>Course title:</b> Linguistic World-Image of the Slavs
<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> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, active work on seminars, one paper focusing on the meaning and use of symbols and one paper focusing on the Slovak and foreign language conceptual scheme is required; both papers in the range of 15 minutes will be associated with a public presentation at the lesson. In the examination period, a final test and an oral exam are required. The students may have a maximum of one absence during the semester without documents and must achieve a minimum of 60% success rate in all parts of the evaluation. They may be admitted to the final test and oral exam only if they meet all the required conditions of the continuous evaluation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Grading scale (in %): A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 % The dates for the oral presentations will be determined at the beginning of the semester. The date for the final test will be announced no later than in the last week of the instruction period. Scale of assessment (preliminary/final): 50% continuously, 50% in the examination period	
<b>Learning outcomes:</b> After completing the course, the students know the basic theoretical and methodological background, categories and concepts of cognitive linguistics and they can apply them in their own interpretation of selected conceptual schemes, metaphors, and idioms in Slovak and Slavic languages (in particular in Czech, Bulgarian, Croatian, Polish, Slovenian, Serbian and Russian). They master the history of thinking about the linguistic image of the world with a special emphasis on the concepts, representatives and basic works of the Lublin and Moscow ethnolinguistic schools.	
<b>Class syllabus:</b> 1. The universal and the relative in language, prototypes/stereotypes, transdisciplinary approach.	

2. Symbol – symbolism – semiotics – ethnosemiotics; metaphor – metaphors.
3. Edward Sapir, Benjamin Lee Whorf, Franz Boas, Wilhelm von Humboldt.
4. Anthropocentric model of world conceptualization (G. Lakoff, M. Johnson et al.).
5. The ethnolinguistic school of Lublin (J. Bartmiński, R. Tokarski, A. Pajdzińska et al.).
6. The ethnolinguistic school of Moscow (N. I. Tolstoy, S.M. Tolstaya et al.).
7. Reflection of the pre-Christian model of the world in Slavic languages.
8. Reflection of the Christian model of the world in Slavic languages.
9. Flora and fauna in the linguistic interpretation of the world in Slavic languages.
10. Perception of colors in the linguistic interpretation of the world in Slavic languages.
11. Language image of the house and home in Slavic languages.
12. Feelings and sentiments in the linguistic interpretation of the world in Slavic languages.
13. Somatisms as a source of conceptual metaphors and phrases.
14. Revision. Final test.

#### **Recommended literature:**

BARTMIŃSKI, Jerzy. Słownik stereotypów i symboli ludowych. Tom I. Kosmos. Lublin: Wydawnictwo UMCS, 1999. ISBN 978-83-7784-158-7.

BARTMIŃSKI, Jerzy. Słownik stereotypów i symboli ludowych. Tom II. Rośliny. Lublin: Wydawnictwo UMCS, 2019. ISBN 978-83-227-9281-0.

BIEDERMANN, Hans. Lexikón symbolov. Bratislava: Obzor, 1992. ISBN 80-215-0217-7.

DOLNÍK, Juraj. Všeobecná jazykoveda. (Opis a vysvetľovanie jazyka). Bratislava: Veda, 2009.

ISBN Also available at: [https://www.juls.savba.sk/attachments/pub\\_vseobecna\\_jazykoveda/vseobecna\\_jazykoveda.pdf](https://www.juls.savba.sk/attachments/pub_vseobecna_jazykoveda/vseobecna_jazykoveda.pdf)

VAŇKOVÁ, Irena et al. Co na srdci, to na jazyku. Kapitoly z kognitivní lingvistiky. Praha: Univerzita Karlova v Praze, 2005. ISBN 80-246-0919-3.

ŽEŇUCHOVÁ, Katarína (ed.). Etnolingvistický výskum na Slovensku. Súčasný stav a perspektívy. Bratislava: Slavistický ústav Jána Stanislava SAV, 2020. Also available at: [http://www.slavu.sav.sk/publikacie/Etnolingvisticky\\_vyskum\\_web.pdf](http://www.slavu.sav.sk/publikacie/Etnolingvisticky_vyskum_web.pdf)

Explanatory, translation, synonyms, phraseology dictionaries, dictionaries of symbols, encyklopedias et al.

Additional scientific literature will be presented at the beginning of the semester according to the topics of the seminar papers.

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

Slovak and another Slavic language according to the specialization of the student.

#### **Notes:**

The course is taught once every two years and the students must complete it in the second or third year of their study, depending on the year in which it is offered.

#### **Past grade distribution**

Total number of evaluated students: 43

A	B	C	D	E	FX
25,58	30,23	30,23	9,3	4,65	0,0

**Lecturers:** prof. PhDr. Mária Dobříková, CSc.

**Last change:** 22.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-931/18	<b>Course title:</b> Macedonian Cinematography
<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> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) Continuous assessment during the instruction period: a paper on a selected topic in the field of Macedonian film (30 points) b) In the examination period: written examination (70 points). Student will be admitted to the examination only with a minimum of 18 points from the continuous assessment. Grading scale: A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 % The exact dates and topics of the continuous assessment will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the teaching session. The teacher will accept a maximum of 2 documented absences. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> After successful completion of the course, students have a basic knowledge of the history of Macedonian cinema and also of the contemporary development of film production as a prerequisite for the emergence and development of film culture. The students are familiar with the circumstances of the creation of specific films, can identify the social and ideological functions of film, with emphasis on the work of the most important Macedonian film directors. They are informed about the history and traditions of Macedonian cinema and the social circumstances of the creation of films in the different social stages from 1945 to the present.	
<b>Class syllabus:</b> 1. History and traditions of Macedonian film. 2. The transitional period of film production. 3. The revival of film production at the end of the 20th century. 4. Themes of contemporary Macedonian film. 5. The social resonance of the new Macedonian film. 6. Young people as heroes and authors of films. 7. Nominations and awards of Macedonian films. 8. National thematic film festivals.	



9. Series and television production. 10. Macedonian documentary film. 11. Interpretation of works of Macedonian cinema. 12. Recent film production in Northern Macedonia.					
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>• ANGJELKOV, Igor. Film.mkd. Skopje: Ili-Ili, 2015. ISBN 978-608-4770-17-6. Dostupné v príručnej knižnici KSF, G214.</li> <li>• ANGJELKOV, Igor. Filmski grad. Skopje: Ili-Ili, 2018. ISBN 978-608-4770-94-7. Dostupné v príručnej knižnici KSF, G214.</li> <li>• MITRIKESKI, Antonio. Filmot kako umetnost - od ideja do scenario - vodič za avtori početnici. Skopje: Fakultet za dramski umetnosti, 2020. ISBN 978-9989-729-99-7. Dostupné na: <a href="http://www.ukim.edu.mk/e-izdanija/FDU/Filmot_kako_umetnost-od_ideja_do_scenario.pdf">http://www.ukim.edu.mk/e-izdanija/FDU/Filmot_kako_umetnost-od_ideja_do_scenario.pdf</a></li> <li>• OGNENOVSKI, Sašo. Multiculturalism and Macedonian cinematography [online]. ©2018 [cit. 2020-07-11]. Dostupné na: <a href="https://www.researchgate.net/publication/327831835_MULTICULTURALISM_AND_MACEDONIAN_CINEMATOGRAPHY">https://www.researchgate.net/publication/327831835_MULTICULTURALISM_AND_MACEDONIAN_CINEMATOGRAPHY</a></li> <li>• FIALA, Jiří. 110 let makedonské kinematografie. In. Balkanfilm.cz (online). Vsetín, ©2015 [cit. 2021-10-1]. Dostupné na: <a href="https://www.balkanfilm.cz/makedonska-kinematografie/">https://www.balkanfilm.cz/makedonska-kinematografie/</a></li> </ul> Kinoteka na Makedonija [online]. ©2012 [cit. 2018-09-02]. Dostupné na: <a href="http://www.maccinema.com/">http://www.maccinema.com/</a> Additional literature will be announced at the beginning of and during the semester.					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 22					
A	B	C	D	E	FX
50,0	18,18	22,73	9,09	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 22.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/boSV-500/15	<b>Course title:</b> Macedonian Culture Studies
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) Interim assessment during the teaching part: a paper on a selected topic on the realities of the contemporary Macedonian state and its cultural tradition (30 points) (b) In the examination period: written examination (70 points). The student will be admitted to the examination only with a minimum of 18 points from the interim assessment. Grading scale: A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 % The exact dates and topics of the interim assessment will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the teaching session. The instructor will accept a maximum of 2 absences with documented evidence. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Upon successful completion of the course, students have knowledge of the history of the Macedonian territory as a basic precondition for the establishment and development of the modern Macedonian state. Students have of the historical and cultural monuments of this Balkan country and can identify the current political and cultural problems of today's Northern Macedonia. They are familiar with the most important events in Macedonian sport, music, literature and folklore, as well as with the personalities and works of Macedonian culture that are world-famous.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Geography and demography of Macedonia.</li> <li>2. Significant milestones in Macedonian history.</li> <li>3. Political system of the Republic of Macedonia.</li> <li>4. Minorities and ethnic groups.</li> <li>5. Personalities of Macedonian literature and culture.</li> <li>6. Macedonian music and visual arts.</li> <li>7. Orthodox churches and monasteries.</li> <li>8. Macedonian folklore, folk customs and traditions.</li> <li>9. UNESCO World Heritage Sites.</li> </ol>	

10. Tourism and gastronomy. 11. Country name changes in history (Macedonia, Socialist Republic of Macedonia, Republic of Macedonia, FYROM, Northern Macedonia). 12. Current political and cultural challenges in Northern Macedonia.					
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>• TANESKI, Zvonko. Slovensko-macedónske literárne a kultúrne vzťahy. Bratislava: Jaga / Ústav svetovej literatúry SAV, 2009. ISBN 978-80-89030-43-9.</li> <li>• RYCHLÍK, Ján, KOUBA, Miroslav. Dějiny Makedonie. Praha: Lidové noviny, 2003. ISBN 978-80-7106-642-2.</li> <li>• VELJANOSKI, Mitre, STERJOVSKA, Florentina et al. OHRID: Lihnidios - the divine beauty. Ohrid: Municipality of Ohrid, 2016. ISBN 978-608-65507-2-1. Dostupné v príručnej knižnici KSF, G214.</li> <li>• JAKIMOVSKI, Ljubomir et al. The Republic of Macedonia - Fifth Edition. Skopje: Sibus, 2011. ISBN 978-9989-2104-1-9. Dostupné v príručnej knižnici KSF, G214.</li> <li>• POPOVSKA-KOROBAR, Viktorija. Icons from the Museum of Macedonia. Skopje: Museum of Macedonia, 2004. ISBN 9989-917-28-0. Available in the reference library, room G214.</li> <li>• MIHAJLOV, Panče et al. Ilustrirana istorija na makedonskiot narod (Kniga 1). Skopje: Detska radost, 1992. ISBN 86-437-0100-9. Available in the reference library, room G214.</li> </ul> Additional readings will be presented at the beginning and during the semester.					
<b>Languages necessary to complete the course:</b> Slovak language					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 68					
A	B	C	D	E	FX
41,18	47,06	7,35	1,47	1,47	1,47
<b>Lecturers:</b> doc. Mgr. Michal Téa, PhD.					
<b>Last change:</b> 22.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-boZU-151a/18	<b>Course title:</b> Magazine Editing 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> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KŽ/A-moZU-005/15 FiF.KŽ/A-boZU-004/15	
<b>Course requirements:</b> Active participation in meetings, development of the concept of the entire faculty magazine Pod čiarou, participation development of a marketing strategy for its promotion and submission of 3 finished materials (within the specified range depending on the selected genre and topic, min. length of one text is 5,000 characters), which after going through the editorial and editorial process can be included in the magazine. In the initial part of the semester (for the 3rd meeting), the student will submit a reflection on the importance of the entire faculty magazine, in which he should indicate his conception of the magazine. By the first meeting in November, the student will submit 3 journalistic speeches, on which he will receive feedback from his classmates. Based on the feedback, the student can edit his texts and then choose one to submit for evaluation by the teacher (before the first meeting in November). Students are evaluated on the basis of the content and formal level of the submitted reasoning (10 points), on the basis of providing active feedback to classmates - they document it in a short document that they hand over to the teacher (20 points), on the basis of the content and formal level of the three submitted journalistic speeches (They can get 30 points from a classmate who evaluates their texts as part of providing feedback and 40 points for evaluating a selected text from the teacher). The evaluation depends on the quality of the submitted materials - on their level of content and formality (linguistic, stylistic and typographical) form. 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) Allowed maximum 2 absences. Scale of assessment (preliminary/final): preliminary 100 %	
<b>Learning outcomes:</b> After the participation in this course, students have information about working in an editorial office and they are familiar with the journalist's scope of employment. They are acquainted not only with	

writing process, but also with managing of colleagues, work of editors and proof readers. Students after this course fully understand how an editorial office works and they also see how magazines are made. Students are able to deliver texts (materials) suited for the magazine, both from content and formal aspect.					
<b>Class syllabus:</b> Journalism - the basics The character of mass media communication Types of journals - school magazine Creative process - writing Creative process - journal conception Genres Visual identity of the journal Editorial process and proofreading Working with Microsoft Word Language aspect of journalistic text					
<b>Recommended literature:</b> BURNS, Lynette Sheridan. Žurnalistika. Praktická příručka pro novináře. Praha: Portál, 2004. ISBN 80-7178-871-6. MUSIL, Josef. Sociální a mediální komunikace. Praha: Univerzita Jana Amose Komenského Praha, 2010. ISBN 978-80-7452-002-0. OSVALDOVÁ, Barbara, HALADA, Jan. et al. Praktická encyklopedie žurnalistiky a marketingové komunikace. Praha: Libri, 2007. ISBN 978-80-7277-266-7. RUSNÁK, Juraj et al. Texty elektronických médií. Stručný výkladový slovník. Prešov :Vydavateľstvo Prešovskej univerzity, 2010. ISBN 978-80-555-0256-4. Further literature will be presented at the beginning of the semester.					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b> This course is not for students of journalism.					
<b>Past grade distribution</b> Total number of evaluated students: 59					
A	B	C	D	E	FX
93,22	1,69	0,0	0,0	0,0	5,08
<b>Lecturers:</b> Mgr. Marcela Belianská, PhD.					
<b>Last change:</b> 01.02.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-boZU-151b/18	<b>Course title:</b> Magazine Editing 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> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KŽ/A-boZU-004/15 FiF.KŽ/A-moZU-005/15	
<b>Course requirements:</b> Active participation in meetings, development of the concept of the entire faculty magazine Under the Line, participation development of a marketing strategy for its promotion and submission of 3 finished materials (within the specified range depending on the selected genre and topic, min. length of one text is 5,000 characters), which after going through the editorial and editorial process can be included in the magazine. In the initial part of the semester (for the 3rd meeting), the student will submit a reflection on the importance of the entire faculty magazine, in which he should indicate his conception of the magazine. By the first meeting in April, the student will submit 3 journalistic speeches, on which he will receive feedback from his classmates. Based on the feedback, the student can edit his texts and then choose one to submit for evaluation by the teacher (before the first meeting in May). Students are evaluated on the basis of the content and formal level of the submitted reasoning (10 points), on the basis of providing active feedback to classmates - they document it in a short document that they hand over to the teacher (20 points), on the basis of the content and formal level of the three submitted journalistic speeches (They can get 30 points from a classmate who evaluates their texts as part of providing feedback and 40 points for evaluating a selected text from the teacher). The evaluation depends on the quality of the submitted materials - on their level of content and formality (linguistic, stylistic and typographical) form. 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) Allowed maximum 2 absences. Scale of assessment (preliminary/final): preliminary 100 %	
<b>Learning outcomes:</b>	

After the participation in this course, students have information about working in an editorial office and they are familiar with the journalist's scope of employment. They are acquainted not only with writing process, but also with managing of colleagues, work of editors and proof readers. Students after this course fully understand how an editorial office works and they also see how magazines are made. Students are able to deliver texts (materials) suited for the magazine, both from content and formal aspect.

**Class syllabus:**

Journalism - the basics  
 The character of mass media communication  
 Types of journals - school magazine  
 Creative process - writing  
 Creative process - journal conception  
 Genres  
 Visual identity of the journal  
 Editorial process and proofreading  
 Working with Microsoft Word  
 Language aspect of journalistic text

**Recommended literature:**

BURNS, Lynette Sheridan. Žurnalistika. Praktická příručka pro novináře. Praha: Portál, 2004. ISBN 80-7178-871-6.  
 MUSIL, Josef. Sociální a mediální komunikace. Praha: Univerzita Jana Amose Komenského Praha, 2010. ISBN 978-80-7452-002-0.  
 OSVALDOVÁ, Barbara, HALADA, Jan. et al. Praktická encyklopedie žurnalistiky a marketingové komunikace. Praha: Libri, 2007. ISBN 978-80-7277-266-7.  
 RUSNÁK, Juraj et al. Texty elektronických médií. Stručný výkladový slovník. Prešov : Vydavateľstvo Prešovskej univerzity, 2010. ISBN 978-80-555-0256-4.  
 Further literature will be presented at the beginning of the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

This course is not for students of journalism.

**Past grade distribution**

Total number of evaluated students: 70

A	B	C	D	E	FX
85,71	1,43	0,0	0,0	0,0	12,86

**Lecturers:** Mgr. Marcela Belianská, PhD.

**Last change:** 01.02.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<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> 16.	
<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> <ol style="list-style-type: none"> <li>1. The relationship between philosophy and mathematics in the history of philosophy.</li> <li>2. Thales and the idea of mathematical proof.</li> <li>3. Pythagoreans and the discovery of incommensurability.</li> <li>4. Zeno's aporias (paradoxes).</li> <li>5. Aristotle's solution of Zeno's aporia.</li> <li>6. Zeno's aporias from the perspective of modern science.</li> <li>7. Plato's philosophy of mathematics. Platonism in the philosophy of mathematics.</li> <li>8. Aristotle's philosophy of mathematics. The problem of (mathematical) infinity.</li> <li>9. Euclid's Elements as a model for mathematics and philosophy.</li> <li>10. Descartes' analytic geometry as a model method.</li> <li>11. Spinoza's ethics according to the model of geometry.</li> <li>12. Leibniz as a mathematician. The discovery of infinitesimal calculus.</li> </ol>	



**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.

STRUICK, 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> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-255/25	<b>Course title:</b> Maďarský jazyk a reálie 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</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> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KMJL/A-boAMD-105/21	
<b>Course requirements:</b> Course requirements: a) During the teaching part (on-going): ten short written examinations focusing on vocabulary vocabulary (each review that is graded better than FX is 1%), homework assignments (12%), class activity (8%). b) in the exam period: written test (70%) A minimum of 10% of the passing grade is required for admission to the exam. 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 does not master at least 60% of the curriculum. Instructors will accept a maximum of 2 absences with documented evidence. Final exam dates will be posted via AIS no later than the last week of of the teaching part. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has a basic repertoire of vocabulary isolated words and phrases (from areas such as meeting, dating, countries, nationalities, closer family, basic human characteristics, etc.), has knowledge of related morphological and syntactic structures. The student is able to understand short and simple texts; can understand and ask simple questions related to personal data, own living space, own belongings; is able to understand and respond to simple questions addressed to him/her and	

instructions; can introduce self and others; can use everyday basic phrases.  
Learner's linguistic knowledge of Hungarian on the basis of the Common European Framework of Reference for language proficiency is at A1 level.

**Class syllabus:**

1. Specific features of Hungarian
2. Vowel system, alphabet, vowel harmony, pronunciation
3. Public signs, social contacts (greetings, salutations)
4. Definite and indefinite articles in sentences
5. Nominal clause
6. Plural I., concrete nouns
7. Plural II., concrete adjectives (properties)
8. Gradation of adjectives
9. Adverbial suffixes of place.
10. Mad'ar language as a realia and its phraseological features.
11. Natural riches of the country, specifics of flora and fauna, protected nature parks and reserves.
12. Population of Hungary, demographic development, migration, immigration, national composition.

**Recommended literature:**

- ERDŐS, József a PRILESZKY, Csilla. Halló, itt Magyarország! 1 magyar nyelvkönyv külföldieknek. Budapest: Akadémia Kiadó, 2001. ISBN 963-05-7575-2.
  - HIZSNYAIOVÁ, Ildikó a SITÁROVÁ HUSÁRIKOVÁ, Marianna. Maďarčina pre samoukov s CD. Bratislava: SNP, 2014. ISBN 978-80-10-01560-3.
  - SZITA, Szilvia a PELCZ, Katalin. MagyarOK A1 kompakt. Pécs: Pécsi Tudományegyetem, 2020. ISBN: 978-963-429-501-3.
  - SZITA, Szilvia a PELCZ, Katalin. MagyarOK. Magyar nyelvkönyv és nyelvtani munkafüzet A1+. Pécs: Pécsi Tudományegyetem, 2013. ISBN 978-963-7178-68-9.
  - SZITA, Szilvia a GÖRBE, Tamás. Gyakorló magyar nyelvtan. Budapest: Akadémiai Kiadó, 2014. ISBN 978-963-05-8933-8.
  - GYÖNGYÖSSY, Livia a HETESSY, Bálint. Sok kicsi sokra megy. Gyakorlókönyv magyarul tanulóknak. Budapest: Akadémia Kiadó, 2020. ISBN 978-963-05-9958-0.
  - Aktiv MagyarOK [online]. ©2021 [cit. 2021-10-18]. Dostupné na: <https://aktiv-magyar-ok.hu/>
  - MagyarOK – Magyarul beszélni menő [online]. ©2019 [cit. 2021-10-18]. Dostupné na: <https://www.youtube.com/channel/UCv4OI7fdvsdcXhe8DPyyQrg>
- Additional readings will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Hungarian (level A1)

**Notes:**

The course is offered if at least 5 students enroll.

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Veronika Dančová Jakabová, PhD.

**Last change:** 07.05.2025

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KMJL/A-muMA-254/24		<b>Course title:</b> Maďarčina pre začiatočníkov 4			
<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> 4					
<b>Recommended semester:</b> 2., 4.					
<b>Educational level:</b> I., 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: 1					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Veronika Dančová Jakabová, PhD.					
<b>Last change:</b> 02.05.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/moZU-159/22	<b>Course title:</b> Media Law, Ethics & Policy
<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., 15.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are expected to attend ALL class sessions of a course. In the case of an unavoidable absence, the student must contact the instructor immediately and provide written documentation explaining the absence 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) Exams: 50 points (midterm 20 points + final 30 points) Activities: 50 points (hand-in paper (presentation) – 25 points and 25 points in-class presentations) Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. The deadline and topics of the texts will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100 % preliminary	
<b>Learning outcomes:</b> Upon exiting the course, the students are: <ul style="list-style-type: none"> <li>• able to identify and understand the major modern approaches to regional, national, and international regulation of the media, as well as media ethics, the ways that they are interconnected, the key relevant norms and court decisions (case law).</li> <li>• competent to apply in their professional work practical methods to navigate relevant jurisdictions and appropriate branches of law pertaining to the media.</li> <li>• Able to Demonstrate knowledge of key players and stakeholders in media regulatory changes, self-regulation mechanisms and relevant government and intergovernmental policy structures.</li> <li>• Identify principles, cultural and political similarities and differences in media legislation, media professional norms and media governance.</li> <li>• profoundly media literate on freedom of expression values, professional standards and balancing norms of media regulation and able to independently analyze, critically evaluate and actively communicate relevant knowledge through the media of their choice in a well-organized and properly expressed manner.</li> </ul>	

- Able to Critically and independently analyze theories about current and future regulative trends for the media, especially online media.

### **Class syllabus:**

Introduction to the course.  
 How free is your speech?  
 Law and the media  
 Access to information.  
 Legal controls upon the content of speech  
 Broadcast regulation  
 Internet Governance and Content Regulation  
 MIDTERM EXAM  
 Copyright  
 Libel/Defamation  
 Invasion of Privacy  
 Media Ethics and self-regulation  
 Media policy research & advocacy: safety of journalists  
 Wrapping up; Q&A  
 FINAL EXAM

### **Recommended literature:**

BERTRAND, Claude-Jean. Media Accountability Systems. Belgrade: Organization for Security and Co-operation in Europe, 2007.  
 BOARDMAN, Ruth. Naomi Campbell Privacy Case. [online]. 2004.  
 Available at: [https://uk.practicallaw.thomsonreuters.com/0-102-7918?service=ipandit&\\_\\_lrTS=20180304025052771&transitionType=Default&contextData=\(sc.Default\)&firstPage=](https://uk.practicallaw.thomsonreuters.com/0-102-7918?service=ipandit&__lrTS=20180304025052771&transitionType=Default&contextData=(sc.Default)&firstPage=)  
 JAKUBOWICZ, Karol. A new notion of media? Strasbourg: Council of Europe, 2009.  
 OSCE: Safety of Journalists. [online]. Available at: <https://www.osce.org/fom/safety-of-journalists>  
 Safety of Journalists Platform: Platform to promote the protection of journalism and safety of journalists of the Council of Europe. [online]. Available at: <https://fom.coe.int/en/accueil>  
 The Council of Europe. Action against Cybercrime. [online]. Available at: <https://www.coe.int/en/web/cybercrime/home>  
 The Council of Europe. Tromsø Convention. [online]. Available at: <https://www.coe.int/en/web/access-to-official-documents>  
 The European Commission. The Digital Services Act package. [online]. Available at: <https://digital-strategy.ec.europa.eu/en/policies/digital-services-act-package>  
 The New York Times. "We're Going to Publish": An Oral History of the Pentagon Papers. [online]. Available at: <https://www.nytimes.com/interactive/2021/06/09/us/pentagon-papers-oral-history.html>  
 TRAGER, Robert, DENTE ROSS, Susan and Amy REYNOLDS. The Law of Journalism and Mass Communication. Washington, D.C.: CQ Press, 2019.  
 Trager, Ross & Reynolds. The First Amendment (Robert Trager, Susan Dente Ross & Amy Reynolds: The Law of Journalism and Mass Communication, CQ Press, 7th ed., 2019.)  
 UNESCO. Safety of Journalists. [online]. Available at: <https://en.unesco.org/themes/safety-journalists>

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

English

### **Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 27					
A	B	C	D	E	FX
25,93	18,52	37,04	7,41	3,7	7,41
<b>Lecturers:</b> prof. Mgr. Andrey Rikhter, PhD.					
<b>Last change:</b> 03.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-moZU-167/23	<b>Course title:</b> Media debates
<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., 16.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester: a paper on a selected issue and a presentation of the paper in a debate format. b) in the examination period: exam. <b>Grading scale:</b> 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. Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. Scale of assessment (preliminary/final): 50 % preliminary, 50 % final	
<b>Learning outcomes:</b> After successfully completing the course, a student has an understanding of the current controversial media issues and is able to provide arguments for their possible solutions. The student is acquainted with the modern literature on the debated issues, media theories, role of the media in a democratic society, journalist's responsibility, trust, media objectivity and bias, propaganda and the media, globalism of the media, media platforms, and is able to identify problems and issues of current policies. The students learn how to debate with their peers on key issues of their future profession.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Freedom of the Press.</li> <li>2. Media-Government Relationship.</li> <li>3. Media and the Public Trust.</li> <li>4. People's Right to Know.</li> <li>5. Public Access to the Media.</li> <li>6. Media Bias and Journalistic Objectivity.</li> <li>7. Power of the Media. Media, Politics and Elections.</li> <li>8. Quality of Media Content. Media Ethics.</li> <li>9. Deciding What is News. War and the Media.</li> <li>10. Propaganda, Disinformation, and the Media.</li> <li>11. Journalism is a Profession. Globalization and the Media.</li> </ol>	



<b>Recommended literature:</b> Everette E. Dennis, John C. Merrill, Media Debates Great Issues for the Digital Age, 4th edition, Wadsworth Publishing Company, 2006. – 245 pp.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 17					
A	B	C	D	E	FX
47,06	11,76	35,29	0,0	5,88	0,0
<b>Lecturers:</b> prof. Mgr. Andrey Rikhter, PhD.					
<b>Last change:</b> 19.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-434/20	<b>Course title:</b> Memory and History: Middle Ages, Central Europe and Beyond
<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> 16.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Regular attendance and active participation, reading and analysis of texts (historiographical or sources in translation in class) - 40%, 2 presentations of selected topics from historical memory (max. 20min) - 30 + 30% Grading scale: 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. Attendance: max. 2 absences Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will get acquainted with basic terms and tools of history and memory in research and public discourse, the theoretical general background of how we remember (and remembered in the past) and how memory is researched, the relationship between memory and history. Beyond theory and recent developments in interdisciplinary memory research, students will get acquainted with selected topics especially from medieval history of Slovakia and Central Europe, their memory and presence in academic and public discourse in past and present. Students will be able to discuss themes not only from medieval past and medievalisms but more recent areas of memory research related to Central Europe according to their interests. They will learn to critically read, discuss and analyze them; the emphasis will be put on argumentation and presentation in discussion.	
<b>Class syllabus:</b> Introduction. History and memory, memory research. How people and societies remember. History of memory. Individual and collective memory, social memory, cultural memory.	

<p>Politics of memory. Memory and identity.  Memory in history. Focus on the Middle Ages.  Oral and written. Memory and commemoration.  Art of memory. Memory aids, mnemotechnics, rhetorics.  Media of Memory. Developments in history.  Places, figures, events. Saints, dynasties and other objects of memory.  Narratives of history and memory. Central Europe, regions and memory.  Case studies by students.  Uses and abuses of the past. Medievalism and public discourse.</p>																	
<p><b>Recommended literature:</b>  FEINDT, Gregor . “Entangled memory: towards a third wave in memory studies.” History and Theory 2014, vol. 53, pp. 24–44.  HALBWACHS, Maurice. On Collective Memory. Ed. L. A. Coser. Chicago: Chicago University Press, 1992. ISBN 9780226115962.  KANSTEINER, Wulf. Finding Meaning in Memory: A Methodological Critique of Collective Memory Studies. History and Theory 2002, vol. 41, no. 2, pp. 179-197.  LE GOFF, Jacques. History and Memory. New York: Columbia University Press, 1992. ISBN 9780231075916.  LEE KLEIN, Kerwin. “On the emergence of memory in historical discourse.” Representations 2000, no. 4, vol. 69, pp. 127-150.  Remembering the Jagiellonians. Ed. Natalia NOWAKOWSKA. London and New York: Routledge, 2019. ISBN 978-1-138-56240-0.  Further literature will be specified during the course. Students will be provided selected parts of sources and texts for reading in class.</p>																	
<p><b>Languages necessary to complete the course:</b>  English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Past grade distribution</b>  Total number of evaluated students: 35</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>60,0</td><td>17,14</td><td>14,29</td><td>0,0</td><td>0,0</td><td>8,57</td></tr> </table>						A	B	C	D	E	FX	60,0	17,14	14,29	0,0	0,0	8,57
A	B	C	D	E	FX												
60,0	17,14	14,29	0,0	0,0	8,57												
<p><b>Lecturers:</b> Mgr. Stanislava Kuzmová, PhD.</p>																	
<p><b>Last change:</b> 29.06.2022</p>																	
<p><b>Approved by:</b></p>																	

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.SAS/A-boSC-047/16	<b>Course title:</b> Methodology of Slovak as a Foreign Language 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>Course requirements:</b> Active participation in seminars, the preparation and completion of given tasks, presentation on a topic of your choice, conducting a survey, final test, a colloquium. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> To grasp the forms and methodology of the communicative approach in the presentation of the language system. Participants will learn to specify individual levels of language and learning programmes according to the degree of ability and individual focus; a teaching concept is presented which is focused on the development of communicational competency and the methodology of making the Slovak language and culture accessible to foreigners.	
<b>Class syllabus:</b> Continual and final assessment: the characteristics of Slovak as a foreign language and its typological features. Sociolinguistic and ethnocultural factors in the presentation and acquisition of Slovak as a foreign language. The presentation and acquisition of Slovak grammar, lexis, and phonetic and prosodic aspects. Identification and classification of communication barriers and mistakes. Non-verbal communication from the point of view of Slovak as a foreign language. Development of communicational competence: reception and production skills. Linguistic minimum and teaching practice.	
<b>Recommended literature:</b> PEKAROVIČOVÁ, Jana. Slovenčina ako cudzí jazyk - predmet aplikovanej lingvistiky. Bratislava: Stimul, 2020. ISBN 978-80-8127-290-5. Dostupné na: <a href="https://dspace.uniba.sk/xmlui/bitstream/handle/123456789/24/978-80-8127-290-5_Pekarovicova.pdf?sequence=1&amp;isAllowed=y">https://dspace.uniba.sk/xmlui/bitstream/handle/123456789/24/978-80-8127-290-5_Pekarovicova.pdf?sequence=1&amp;isAllowed=y</a> KAMENÁROVÁ, Renáta a kol. Krížom-krážom. Slovenčina A1. Metodická príručka. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4708-2.	

PEKAROVIČOVÁ, Jana – ŽIGOVÁ, Ľudmila – PALCÚTOVÁ, Michaela – ŠTEFÁNIK, Jozef. Slovenčina pre cudzincov. Praktická fonetická príručka. Bratislava: Stimul, 2005. ISBN 80-89236-04-9.

PEKAROVIČOVÁ, Jana – ŽIGOVÁ, Ľudmila – MOŠAŤOVÁ, Michaela. Vzdelávací program Slovenčina ako cudzí jazyk. Jazykový kurz v kontaktnej a dištančnej forme. Bratislava: Stimul, 2007. ISBN 978-80-89236-28-2.

SEDLÁKOVÁ, Marianna et al. Praktická didaktika slovenčiny ako cudzieho jazyka pre študentov slovakistiky. Košice: FF UPJŠ, 2015. ISBN 978-80-8152-250-5.

učebnice slovenčiny pre cudzincov  
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[www.e-slovak.sk](http://www.e-slovak.sk)  
 vybrané state zo zborníkov:  
 Studia Academica Slovaca (1 - 50)  
 Jazyk a komunikácia v súvislostiach  
 Slovenčina (nielen) ako cudzí jazyk (I - III)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
60,29	0,0	25,0	13,24	0,0	0,0	1,47

**Lecturers:** doc. PhDr. Jana Pekarovičová, PhD.

**Last change:** 25.01.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.SAS/A-boSC-048/16	<b>Course title:</b> Methodology of Slovak as a Foreign Language 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>Course requirements:</b> Active participation in classes, the preparation and completion of given tasks, participation in the teaching of foreign students by sitting in on a class, teaching foreign students in a group or individually, the making of a diary of findings, working in a tandem, a colloquium. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> In this practical course, students will learn about forms and methods of the communicative approach in courses of Slovak language for foreigners, with a focus on grammar and lexis concerning teaching objectives, reflecting the activities of students and the teaching competence of the instructor. They will work on a complex analysis and interpretation of their own teaching lessons from the point of view of pedagogical interaction.	
<b>Class syllabus:</b> Language instructors' methodical preparation. Levels of language/levels of foreign language according to the Common European Framework of Reference for Languages. The teaching concept, the methodology of the presentation of curriculum with a focus on the receiver. Teaching tools, textbooks, and exercises books. Internet audio and video-recordings. Classification of the students, classification of mistakes. Participation in lectures; recording with the use of a diary. Teaching foreigners in a group or individually. Analysis of lectures, evaluation of all components.	
<b>Recommended literature:</b> PEKAROVIČOVÁ, Jana. Slovenčina ako cudzí jazyk - predmet aplikovanej lingvistiky. Bratislava: Stimul, 2020. ISBN 978-80-8127-290-5. Dostupné na: <a href="https://dspace.uniba.sk/xmlui/bitstream/handle/123456789/24/978-80-8127-290-5_Pekarovicova.pdf?sequence=1&amp;isAllowed=y">https://dspace.uniba.sk/xmlui/bitstream/handle/123456789/24/978-80-8127-290-5_Pekarovicova.pdf?sequence=1&amp;isAllowed=y</a>	

KAMENÁROVÁ, Renáta a kol. Krížom-krážom. Slovenčina A1. Metodická príručka. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4708-2.

PEKAROVIČOVÁ, Jana – ŽIGOVÁ, Ľudmila – PALCÚTOVÁ, Michaela – ŠTEFÁNIK, Jozef. Slovenčina pre cudzincov. Praktická fonetická príručka. Bratislava: Stimul, 2005. ISBN 80-89236-04-9.

PEKAROVIČOVÁ, Jana – ŽIGOVÁ, Ľudmila – MOŠAŤOVÁ, Michaela. Vzdelávací program Slovenčina ako cudzí jazyk. Jazykový kurz v kontaktnej a dištančnej forme. Bratislava: Stimul, 2007. ISBN 978-80-89236-28-2.

SEDLÁKOVÁ, Marianna et al. Praktická didaktika slovenčiny ako cudzieho jazyka pre študentov slovakistiky. Košice: FF UPJŠ, 2015. ISBN 978-80-8152-250-5.

učebnice slovenčiny pre cudzincov  
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[www.e-slovak.sk](http://www.e-slovak.sk)

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
97,06	0,0	2,94	0,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Jana Pekarovičová, PhD.

**Last change:** 25.01.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKSF/A-boKF-221/22	<b>Course title:</b> Modern Greek Conversation
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> Mastering conversations in Modern Greek. Continuous assessment during the teaching part: preparation for and activity in the class. A maximum of two excused absences (upon documentation) are allowed. In case of further absence (for serious reasons only), the student will prepare additional homework, the fulfilment of which will allow to justify the absence. Any violation of academic ethics will be punished by cancelling points obtained in the relevant evaluation item. 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 exams will be announced through AIS no later than in the last week of the classes. Scale of assessment (preliminary/final): 100/0 %.	
<b>Learning outcomes:</b> The student has mastered the vocabulary learned in the lessons and is able to hold a conversation in the Modern Greek language in everyday situations.	
<b>Class syllabus:</b> Situational conversations in Modern Greek, listening exercises and other activities focused on various topics of everyday life: 1. Introduction, greetings. 2. Asking about the directions. 3. Shopping. 4. Countries, nationalities; travelling. 5. Languages. 6. In a café, restaurant. 7. In the hotel. 8. At a university in Greece. 9. Professions. 10. Family. 11. Sports and hobbies.	
<b>Recommended literature:</b> • APBANITAKHΣ, Κλεάνθης α Φρόσω APBANITAKH. Επικοινωνήστε ελληνικά 1. Atény: Εκδόσεις Δέλτος, 2011. ISBN: 9789608464131. • APBANITAKHΣ, Κλεάνθης α Φρόσω APBANITAKH. Επικοινωνήστε ελληνικά 1α. Βιβλίο ασκήσεων. Atény: Εκδόσεις Δέλτος, 2006. ISBN: 9789608464117. • DOSTÁLOVÁ, Růžena (†), FRANC, Aikaterini, SUMELIDU, Simone, BOČKOVÁ LOUDOVÁ, Kateřina et al. Základní kurz novořeckého jazyka. Třetí, přepracované a doplněné vydání. Εισαγωγή στη νεοελληνική γλώσσα. Τρίτη, αναθεωρημένη και συμπληρωμένη έκδοση. Brno: Tribun EU s.r.o., 2019. ISBN: 978-80-263-1478-3. • NEDEĽKA, Teodor. Novořecko-český slovník. Praha: Asociace řeckých obcí v ČR, 2002. ISBN: 8023885847. • Any dictionaries freely available online.	
<b>Languages necessary to complete the course:</b>	



English and Modern Greek (to the extent appropriate to the content of the course)					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 4					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Efstratios Gkogkolas					
<b>Last change:</b> 13.02.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-moPE-041/15	<b>Course title:</b> Multicultural 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> 4	
<b>Recommended semester:</b> 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) continuous evaluation: individual preparation for each topic (including individual analysis of video documentary as agreed), team work on assigned projects (form, content and scope are the result of group cooperation), conducting a research interview with a selected guest (a foreigner living in Slovakia) and presentation of findings, activity 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 acquired knowledge to school and professional practice; sophisticated and coherent language expression, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is subject to 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 is project-based. 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> Students are able to: <ul style="list-style-type: none"> <li>- Identify specific aspects of multiculturalism and multicultural education, its relevance within the educational and socially beneficial sciences, as well as its relevance to the helping professions,</li> <li>- identify and critically evaluate the social relevance of multicultural education in the context of civic education and civic responsibility,</li> <li>- analyze contemporary issues in the context of global educational theory and argue with respect to the contribution of educational problem solving to individual and societal well-being,</li> <li>- formulate didactic competences for teaching this subject in different types of schools and educational institutions,</li> </ul>	

- apply the knowledge in their own professional direction,
- conduct an in-depth interview, analyse and interpret the results of the findings with subsequent discussion.

### **Class syllabus:**

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Multiculturalism, multicultural education and its basic concepts (culture, cultural pluralism, cultural relativism, ethnocentrism, enculturation, cultural transmission, acculturation, assimilation, ethnicity, nation, nationality, national minority, race) and their explanation with examples from practice.
3. Multiculturalism as a current challenge in the European and global space: multicultural environment in Slovakia and in the world. Multicultural competences of a person as a part of his/her personality - stereotypes, prejudices, discrimination, racism, xenophobia, otherness, identity - use of existing surveys and research.
4. Marginalised groups, national minorities, plurality of religions, migration, terrorism, hateful behaviour and modern anti-Semitism and extremism - how we deal with these phenomena in Slovakia.
5. Intercultural communication and globalization: characteristics and interrelation of concepts in social space, principles and meaning of IK in the field of interpersonal relations and education. IK and conflicts arising from ignorance and misunderstanding of its principles.
6. Education in the context of current globalisation tendencies in the European space, systemic and society-wide support of multicultural education in Europe and Slovakia. Slovak school and the presence of children from foreign language and backgrounds.
7. Teacher's competences of multicultural education and its possibilities of implementation in the framework of civic education and other subjects in Slovakia and in selected countries - analysis of available resources
8. Multicultural family - so called mixed marriages as a current trend, positives and negatives / language barriers, bilingualism in child rearing, divorce and international law/.
9. How do they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with different mentality, tradition, customs, language, etc.
10. How they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with a different mentality, tradition, customs, language, etc.
11. How they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with a different mentality, tradition, customs, language, etc.
12. How they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with a different mentality, tradition, customs, language, etc.
13. How they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with a different mentality, tradition, customs, language, etc.
14. Final colloquium.

### **Recommended literature:**

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

slovak and czech

**Notes:**

Students will be introduced to additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 201

A	B	C	D	E	FX
52,74	30,85	8,96	3,48	2,49	1,49

**Lecturers:** prof. PhDr. Peter Gavora, CSc.

**Last change:** 26.11.2021

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAM/A-boAMD-501/22	<b>Course title:</b> Museology for Students not Specializing in Museology
<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> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> EN Final test. The student has to reach 60% points at least. Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A Two absences are accepted. 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): EN Student will get an overview about the development of museology home and abroad. The lecture is divided to: collection and the collection work of museums, museum presentation and museum management and marketing.	
<b>Learning outcomes:</b> EN Student will get an overview about the development of museology home and abroad. The lecture is divided to: collection and the collection work of museums, museum presentation and museum management and marketing.	
<b>Class syllabus:</b> EN 1. The term museology and its relation to a museum scope, museography. 2. Basic terminology of museology and cultural heritage. 3. The development of a museum phenomenon and the directions of museological thinking. 4. Museology in the structure of science, important thinkers. 5. Collection and the collection work of museums. 6. Museum presentation and pedagogy. 7. Museum management and marketing.	
<b>Recommended literature:</b> EN DOLÁK, Jan: Muzeologie pro nemuzeology. Bratislava 2019 BENEŠ, Josef: Základy muzeologie. Slezská univerzita, Opava 1997. GREGOROVÁ, Anna: Múzeá a múzejníctvo. Martin, Matica slovenská 1984, 308 s. STRÁNSKÝ, Z. Zbyněk – STRÁNSKÁ, Edita: Základy štúdia muzeológie. UMB Banská Bystrica 2000, skr.- WAIDACHER, Friedrich: Príručka všeobecnej muzeológie. SNM Bratislava 1999, 477 s.	
<b>Languages necessary to complete the course:</b>	

Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 38					
A	B	C	D	E	FX
50,0	23,68	15,79	0,0	2,63	7,89
<b>Lecturers:</b> doc. PhDr. Jan Dolák, PhD.					
<b>Last change:</b> 16.02.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-054/24	<b>Course title:</b> Negotiating the Postcommunist Transition. Political Thought and Memory in East-Central Europe after 1989
<b>Educational activities:</b> <b>Type of activities:</b> lecture <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> 4	
<b>Recommended semester:</b> 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation will be assessed. The evaluation will fully take place during the course. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will acquire in-depth knowledge about the development and history of thought, memory politics, and collective, group, or individual memory as expressions and means of shaping post-communist societies. The course is designed to equip students with competencies in methodologies of the history of political thought and intellectual history, memory politics, and the creation of different forms and levels of memory, allowing them to understand and learn how to historically analyze and interpret texts, contexts, and correlations of different thought currents or intellectual milieus. Rather than a static, predominantly psychological perception of democracy, economic transformation, and democratic transition, the course emphasizes agency and the subjects involved in the production of thought, enabling students to anchor thought and memory in the specific historical, political, and geographical conditions of Central and Eastern Europe. Upon completing the course, students will be able to work dynamically with the underpinnings of contemporary discourses, allowing them to navigate the public sphere with a well-grounded understanding.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Memory as a historical problem</li> <li>2. Conceptualizing Postcommunism – Methodological approaches to transition and transformation</li> <li>3. Economic thought and transformation</li> <li>4. Memory of the neoliberal turn, socialist nostalgia</li> <li>5. Memory and cultural history</li> <li>6. Memory and public space, political utilization of history</li> <li>7. „Coming to terms with the past“ in East-Central Europe</li> <li>8. Thinking the postcommunist democracy</li> <li>9. Gender and democratic transition, postcommunist memory</li> <li>10. The midwives of the long change – depolitisation of the public space/sphere</li> <li>11. Nation – a return or a long hatching of the nationalist imagination</li> </ol>	

12. „A return to Europe?“ 13. Fukuyama, or CODA?					
<b>Recommended literature:</b> Kopeček, M. – Wciślik, P. (eds.) Thinking Through Transition. Liberal Democracy, Authoritarian Pasts, and Intellectual History in East Central Europe After 1989. Budapest – New York: CEU Press, 2015. Assmann, A. Introduction to Cultural Studies Topis, Concepts, Issues. Berlin: Erich Schmidt, 2012. Krapfl, J. Revolution with a Human Face. Politics, Culture, and Community in Czechoslovakia, 1989 – 1992. New York: Cornell University Press, 2013. Ypi, L. Free. Coming of Age at the End of History. London: Penguin, 2022.					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 8					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Matej Ivančík, PhD.					
<b>Last change:</b> 14.05.2024					
<b>Approved by:</b>					



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-025/22	<b>Course title:</b> New Religion
<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>Antirequisites:</b> FiF.KPR/A-moRE-025/15	
<b>Course requirements:</b> Written exam: A (100-93%) B (92-85%) C (84-78%) D (77-69%) E (68-60%) Fx (59% and less) Maximally two absences tolerated. Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 0%/100%	
<b>Learning outcomes:</b> After completing the course, the student is oriented in the issues of new religiosity and new religious movements. The first part of the course is the introduction to basic theoretical concepts with which contemporary religion approaches the phenomenon of new religiosity. The second part of the course is devoted to overview lectures on individual types of new religious movements. At this stage of the course, students are introduced to the most important new religious movements, the historical contexts of their origin and operation, their worldview paradigms, leaders, or the organization and lifestyle of their members. Thanks to the course, the graduate has an overview of the current scene of new religiosity in Slovakia.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introductory lecture on the course and evaluation conditions</li> <li>2. Introduction to the study of new religiosity (problems of definition, basic concepts, historical contexts)</li> <li>3. Theoretical approaches to the new religiosity</li> <li>4. Typology of new religious movements</li> <li>5. Movements based on Christianity</li> <li>6. Movements based on the religions of India I</li> <li>7. Movements based on the religions of India II</li> <li>8. Movements based on Islam, Zoroastrianism, Buddhism and East Asian religious traditions</li> <li>9. Non-traditional religions and neo-paganism</li> <li>10. Esoteric and occult movements of the West</li> </ol>	

11. Religious-psychotherapeutic movements and personal development movements 12. Postmodernism as a new challenge of religion					
<b>Recommended literature:</b> BARRETT, David. Sekty, kultury a alternativní náboženství. Praha: Ivo Železný. 1998. ISBN: 80-240-0066-0 PARTRIDGE, Christopher. Encyklopedie nových náboženství: Nová náboženská hnutí, sekty a alternativní spiritualita. Praha: Knižní klub, 2008. ISBN: 80-242-1605-1 VOJTÍŠEK, Zdeněk. Nová náboženství a jak jim porozumět. Praha: Alfa Publishing, 2007. ISBN: 978-80-86851-64-8 BARKER, Eileen. New Religions and New Religiosity. London:H.M.S.O., 1989, ISBN 9788772885520 LUŽNÝ, Dušan. Nová náboženská hnutí, Brno: Masarykova Univerzita, 1997. ISBN 80-210-1645-0 Dočasný učebný text k predmetu je dostupný v Moodle, MS TEAMS. S doplnkovou literatúrou budú študenti oboznámení počas výučby a pod.					
<b>Languages necessary to complete the course:</b> Slovak, Czech, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 87					
A	B	C	D	E	FX
17,24	27,59	25,29	11,49	11,49	6,9
<b>Lecturers:</b> Mgr. Matej Karásek, PhD.					
<b>Last change:</b> 29.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-128/22	<b>Course title:</b> Occultism and Occult Symbolism
<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>Antirequisites:</b> FiF.KPR/A-moRE-128/20	
<b>Course requirements:</b> The condition for passing the course is successful completion of a written exam. A - at least 80 points B - at least 75 points C - at least 70 points D - at least 65 points E - at least 60 points A (100-93 %) B (92-85 %) C (84-78 %) D (77-69 %) E (68-60 %) Fx (59 % and less) Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 0/100%	
<b>Learning outcomes:</b> Students will get an overview of the cultural, religious, historical and philosophical contexts that led to the emergence of occult societies and that contributed to the creation of their worldview. After successful completion of this course, students have basic skills in the interpretation of the symbols of the occult and esoteric societies of the West.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introductory lecture on the course, content and conditions of evaluation.</li> <li>2. Occultism and esotericism</li> <li>3. Gnosticism</li> <li>4. The roots of European occultism in Kabbalah, alchemy and hermeticism</li> <li>5. Initiation orders (Rosicrucianism, Freemasonry)</li> <li>6. Basic principles and elements in the symbolism and iconography of Western occult movements</li> <li>7. Astrology and tarot in the context of symbolism of occult and hermetic teachings</li> <li>8. Occult Religious Movements and Contemporary Communities I (Satanist Churches, Vampire Temple)</li> </ol>	

9. Occult Religious Movements and Contemporary Communities II (Grail Spirituality and Neo-Templar Movements) 10. Occultism in neo-pagan and Wiccan new religious movements 11. Possibilities and ways of interpretation of occult symbols and iconography 12. Occultism in art and popular culture (literature, computer games, film production, metal music and subculture, etc.)					
<b>Recommended literature:</b> ELIADE, Mircea. Kováři a alchymisté. Praha: Argo, 2000. ISBN 8072033204 FRICK, Karl. Osvícení v tradici gnosticko-teosofických a alchymicko-rozenkruciánských tajných společností do konce 18. století. Praha: Academia, 2014. ISBN 9788020022578 FUJDA, Milan. Akulturace hinduismu a formování moderní religiozity: K sociálním dějinám českého okultismu 1891- 1941. Praha: Malvern, 2010. ISBN 978-80-86702-81-0 JESENSKÝ, Miloš. História alchymie na Slovensku. Bratislava: Balneotherma, 2009. ISBN 978-80-970156-3-3 ROOB, Alexander. Alchemy and Mysticism. Kolín: Taschen, 2018. ISBN 978-3-8365-4936-3 SCHOLEM, Gershom. Počátky kabaly. Praha: Malvern, 2009. ISBN 978-80-86702-52-0					
<b>Languages necessary to complete the course:</b> English, Czech					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 33					
A	B	C	D	E	FX
51,52	9,09	12,12	15,15	3,03	9,09
<b>Lecturers:</b> Mgr. Matej Karásek, PhD.					
<b>Last change:</b> 29.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMK/A-moMK-037/15	<b>Course title:</b> Online Marketing
<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> 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously) the student performs partial assignments, which result from the content of each lecture and have a clearly defined deadline. At the end of the semester, the student submits a portfolio with partial assignments. The portfolio weighs 30 points. b) during the examination period: written test (70 points) The condition for admission to the examination is the achievement of min. 10 points from the ongoing evaluation. Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Classification scale: 100-90: A 89-79: B 78-68: C 67-57: D 56-46: E 45-0: FX 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 training section. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> The student masters the procedures of creating an online marketing campaign, the individual steps, and phases of the executive, and the operation of a communication online campaign. Can set a goal, project management, preparatory phases in creating a campaign (landing page creation, web design, visuals, copy text ..) and implement campaigns (specific steps on how to set up PPC on social networks, Google Ads, etc.), target campaigns for B2C and B2B customers (global campaign implementation), evaluate campaigns and calculate ROI. After completing the course, the student is able to prepare and create an online marketing campaign on a global level.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Strategic planning of online campaigns</li> <li>- Project management</li> <li>- Time management and its types</li> <li>- Preparatory phase of online campaigns (briefing, wireframes, creation, testing)</li> <li>- Creation of landing page</li> <li>- Selection and integration of online tools</li> <li>- E-commerce tools</li> <li>- Online advertising settings (Facebook Ads, Google Ads, LinkedIn Ads ..)</li> </ul>	

- Lead generation campaign - Automation (Data-Driven marketing, Nurture program ...)
- Analytics (Google Analytics, Facebook Pixel, GTM, Hubspot ...)
- Latest trends in online marketing

**Recommended literature:**

JAKUBÍKOVÁ, Dagmar. Strategic marketing. Prague: Grada, 2013. ISBN 9788024746708.  
 ŠTEDROŇ, Bohumír. International marketing. Bratislava: C. H. Beck, 2018. ISBN 9788074004414.  
 GODIN, Seth. This is marketing. Bratislava: Lindeni, 2021. ISBN 9788056623176.  
 SVOZÍKOVÁ, Alena. Project management. Prague: Grada, 2011. ISBN 9788024736112.  
 MILLER, M. Internet marketing with Youtube. Brno, Comuputer Press 2012. ISBN 99788025136720.

**Languages necessary to complete the course:**

Slovak language/ English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 246

A	B	C	D	E	FX
50,0	21,54	14,63	5,69	2,03	6,1

**Lecturers:** Mgr. Viktória Madleňáková

**Last change:** 31.01.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-AbuSL-61/15	<b>Course title:</b> Orthoepy and Orthography
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preparation of preliminary assignments, 1 presentation, 1 seminar paper (dates will be specified in the course programme at the beginning of the semester)/proofreading of an assigned text, (30%) Final written exam in the 12th – 13th week of the semester (70%) Grading scale: 100 % – 92 % = A, 91 % – 85 % = B, 84% – 77 % = C, 76 % – 67 % = D, 66 % – 60 % = E. In order to successfully complete the course, the student must get at least 60% for the final exam. There are no correction dates for preliminary checks. Max. two documented absences are allowed. Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100 % preliminary	
<b>Learning outcomes:</b> After completing the course, the student has theoretical knowledge of orthoepy and orthography, he/she understands the principles of the pronunciation and spelling standards and he/she can assess the correctness of orthoepy and orthography implementation into language structures.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1) The basics of the orthoepy theory.</li> <li>2) The phonetic background of orthoepy.</li> <li>3) The orthoepy of prosodic attributes.</li> <li>4) Problematic orthoepy phenomena.</li> <li>5) The dynamics of the acoustic aspect of language and the orthoepy standard.</li> <li>6) Phonetic and orthoepic adaptation of foreign expressions.</li> <li>7) The principles and rules of spelling.</li> <li>8) Problematic spelling phenomena.</li> <li>9) Writing capital letters.</li> <li>10) The use of a comma.</li> <li>11) Writing words separately and together.</li> <li>12) Proofreading texts.</li> </ol>	

**Recommended literature:**

1. KRÁL, Ábel.: Pravidlá slovenskej výslovnosti. Bratislava: SPN, 1996. ISBN 80-08-00305-7.
2. SIČÁKOVÁ, Ľudmila. Fonetika a fonológia pre elementaristov. Prešov: Náuka, 2002. ISBN 80-89-03815-8.
3. Pravidlá slovenského pravopisu. 4. nezmenené vydanie. Bratislava: VEDA, 1998. ISBN 80-224-0532-9
4. KRÁL, Ábel. Z problematiky slovenskej ortoepie a ortografie - o reforme slovenského pravopisu. In: Slovenská reč, roč. 69, č. 5 - 6, 2004, s. 193 - 301. ISSN 0037-6981.
5. DUDOK, Miroslav. Slovenský pravopis: Od "chyby" k "pravidlu", s. 34 - 39. In: Dynamické tendencie v slovenskom pravopise. Bratislava: Veda, 2009. ISBN 978-80-224-1106-6.

From the language sections (Kultúra slova magazines - selection of texts focused on orthography and orthoepy) + contemporary selection. Selected contemporary articles and studies from linguistic journals, anthologies and other professional literature in printed and electronic form.

**Languages necessary to complete the course:**

Slovak

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

Total number of evaluated students: 288

A	ABS	B	C	D	E	FX
33,33	0,0	19,1	19,79	14,58	7,64	5,56

**Lecturers:** Mgr. Štefánia Budzáková

**Last change:** 21.03.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-844/25	<b>Course title:</b> People who made the 19th century
<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> 4	
<b>Recommended semester:</b> 2., 4., 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation will be assessed. The evaluation will fully take place during the course Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students will acquire a deep understanding of the key historical biographies of the 19th century personalities, that stem from the British, French, Russian, Habsburg and Ottoman empires, as well as from the Principality of Serbia. The course „Personalities of the 19th century“ is divided into three groups of personalities that are deemed relevant to the crucial socio-political transformations of the 19th century, namely: 1) „thinkers, scholars, experts“; 2) „revolutionaries and reformers“ and 3) „explorers, colonizers and businessmen“. This design, that relies on comparative perspective and source-based discussion, aims to equip students with competencies in historical interpretation and source hermeneutics, as well as in fundamental orienting within scholarly literature on the topics relevant to the course. In this way, the course allows students to understand and learn how to historically analyze and interpret texts, different contexts, and uncover correlations of different streams of political thought, in a comparative perspective that accounts for the diversity of the European experience. The course pays special attention to developing historical reasoning and argumentation skills based on the key problems raised by each of the selected personalities' biography. Upon completing the course, students will be able to orientate in wider European and global historical and scholarly debates, relying on these biographies as entry points to discussing more complex contexts and issues, relevant to the challenges of the present day. Students will, moreover, be able to employ secondary skills developed throughout the course, namely professional and effective oral and written expression, as well as historical argumentation.	
<b>Class syllabus:</b> 1. Key concepts of the 19th century 2. Thinkers, scholars, experts I: Germaine de Staël 3. Thinkers, scholars, experts II: Vuk Stefanović Karadžić 4. Thinkers, scholars, experts III: Theodor Herzl 5. Thinkers, scholars, experts IV: William Ewart Gladstone 6. Revolutionaries and reformers I: Piotr Wysocki	

7. Revolutionaries and reformers II: Mihály Tancsics 8. Revolutionaries and reformers III: Ahmed Niyazi 9. Revolutionaries and reformers IV: Alexandra Kollontai 10. Explorers, colonizers and businessmen I: Julius Meinl I 11. Explorers, colonizers and businessmen II: Oskar Potiorek 12. Explorers, colonizers and businessmen III: Ármin Vámbéry 13. Explorers, colonizers and businessmen IV: Tomáš Baťa						
<b>Recommended literature:</b> Eric Hobsbawm. The Age of Revolution 1789 – 1848. [S.l.]: Sphere Books, 1973. Eric Hobsbawm. The Age of Capital 1848-1875. London: Abacus, 1997. Eric Hobsbawm. The Age of Empire 1875 – 1914. London: Abacus, 1994. A History of Modern Political Thought in East Central Europe, vol. 1, eds. Balázs Trencsényi et al. Oxford: Oxford University Press, 2016. A. J. P. Taylor. The Habsburg Monarchy 1809-1918 a history of the Austrian Empire and Austria-Hungary. London: Penguin, 1990.						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> Mgr. Matej Ivančík, PhD.						
<b>Last change:</b> 13.05.2025						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-024/15	<b>Course title:</b> Polish Culture Studies
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> One presentation and one paper during the semester (30% grade each), final test in the last week of semester (40% grade). Students may have a maximum of two absences during the semester. <b>Grading Scale:</b> A: 100 - 93 % B: 92 - 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 part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students have a basic knowledge of Poland as a country and a state (geography, ethnography, demography, political system). Students will be able to identify the most significant events in Polish history, personalities and works of Polish science, culture and art. They know the sights of the country and have an overview of current events in Poland and Polish-Slovak relations.	
<b>Class syllabus:</b> 1. Geography and demography of Poland: natural conditions, population structure, administrative and regional divisions, economy. 2. History of Poland: significant events and milestones. 3. Political system of the Republic of Poland. Personalities of Polish political history. 4. National and ethnic minorities in Poland. Polish emigration in the world. 5. Ethnographic attractions of Poland: folklore, customs, national cuisine, folk art. 6. The most important personalities of Polish science, culture and art. Nobel Prize winners. 7. Historical and cultural monuments. UNESCO World Heritage Sites. 8. Polish-Slovak relations.	

**Recommended literature:**

HVIŠČ, Jozef, ed. Slovensko - Poľsko. Bilaterálne vzťahy v procese transformácie. Bratislava: Lufema, 2008. ISBN 978-80-89058-26-6.

VAŠÁRYOVÁ, Magda. Polnočný sused. Bratislava: Kalligram, 2008. ISBN 978-80-8101-064-4.

CHWALBA, Andrzej. Polsko 1989-2008. Dějiny současnosti. Brno: Centrum pro studium demokracie a kultury, 2009. ISBN 978-80-7325-185-7.

DAVIES, Norman. Polsko, dějiny národa ve středu Evropy. Praha, Prostor, 2003. ISBN 80-7260-083-4

KUBÁT, Michal. Demokracie v Polsku – Politický systém Polské republiky (1989–2005). Praha: Sociologické nakladatelství, 2005. ISBN 80-86429-46-6

**Languages necessary to complete the course:**

Slovak language

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

Total number of evaluated students: 40

A	B	C	D	E	FX
50,0	27,5	10,0	5,0	0,0	7,5

**Lecturers:**

**Last change:** 22.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KRVŠ/A-boRV-183/22	<b>Course title:</b> Political System of Ukraine
<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., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KRVŠ/A-boRV-182/15	
<b>Course requirements:</b> Continuous evaluation: a) active participation in class, engaging in discussions (30 points), a paper of 8,000 characters (draft topics will be posted on the MS Teams platform at the beginning of the semester) that involves studying secondary sources and synthesizing the knowledge gained; or b) presentation of a foreign-language publication on the political system of Ukraine (the choice is approved by the instructor). Required components of the presentation are: the topic and the author's research questions, the key ideas of the text and the logical relationships between them (can also be elaborated in the form of a mind map), the method of argumentation, the author's conclusions (70 points). The student must achieve at least 60% success in all parts of the assessment. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Grading scale: A: 100-91, B: 90-83, C: 82-73, D: 72-67, E: 66-60, FX: 59- and below. A maximum of 2 absences with documented evidence are allowed during the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon completion of the course, students will have an overview of the development of the political system of Ukraine since the collapse of the USSR with an emphasis on contemporary developments. Students have a basic understanding of the distribution of power among the centers of power, the country's electoral and party system, regional organization and the status of minorities, developments in the media, human and civil rights, regional divisions in the country, behind-the-scenes influences on Ukrainian politics, as well as the evolution of Ukraine's foreign policy and orientation. Students can actively read a less demanding scientific text in a foreign language and reproduce its main ideas.	
<b>Class syllabus:</b> 1. Brief outline of the development of the political system of Ukraine. 2. Constitutional status of the executive, legislature and judiciary. 3. Party system. 4. Electoral system I. 5. Electoral system	

II. 6. Oligarchs and their influence on political decision-making. 7. Media space. 8. Regionalism and the status of minorities. 9. Development of civil society. 10. Foreign policy orientation I. 11. Foreign policy orientation II. 12. Economic development of the country.					
<b>Recommended literature:</b> SYRUČEK, Milan. Rusko–ukrajinské vztahy. Grada: 2015, 336 s. ISBN 9788024758435. KONONCZUK, Wojciech. Keystone of the system. Old and new oligarchs in Ukraine. In: OSW, August 2016, 40 s. ISBN 978-83-62936-82-3. Available at: <a href="https://www.osw.waw.pl/sites/default/files/pw_59_ang_keystone_system_net_0.pdf">https://www.osw.waw.pl/sites/default/files/pw_59_ang_keystone_system_net_0.pdf</a> . RYCHLÍK, Jan - ZILYNSKYJ, Bohdan- MAGOSCI, Paul Robert. Dějiny Ukrajiny. Praha: Lidové noviny, 2015. ISBN 978-80-7106-409-1. MEYER, Gerd (ed.). Formal institutions and informal politics in Central and Eastern Europe Hungary, Poland, Russia and Ukraine. Opladen: Budrich, 2006. ISBN 978-3-86649-060-4. A list of supplementary readings will be given to students at the beginning of the semester.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 64					
A	B	C	D	E	FX
53,13	17,19	15,63	4,69	4,69	4,69
<b>Lecturers:</b> Mgr. Alexandra Peťková, PhD.					
<b>Last change:</b> 23.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-moZU-149/18	<b>Course title:</b> Power, Lobbying, and Ethics in Mass Media
<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., 4., 16.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Classic question-and-answer assessments during classroom debates; a midterm exam (test); submission of seminar papers (essays) focused on chosen aspects of the power, lobbying or ethics within the media system and its presentation during the colloquial discussion. A (100-92 %), B (91-85 %), C (84-76 %), D (75-68 %), E (67-> 60 %), Fx (≤ 60 %). Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. Scale of assessment (preliminary/final): 100 % preliminary	
<b>Learning outcomes:</b> An intense course for those interested in understanding the changing role of journalism on the basis of power, lobbying, and ethics inside as well as outside the mass media. Providing basic orientation in the reality of the mass media, the course offers in depth analyses of what makes a "compelling narrative" in traditional media, new media, on blogs and social media; exposes students to thoughts on journalism and "dejournalism" as a whole as well as on the possibilities and limits of mass media manipulation of texts, sounds, images; teaches students to distinguish between mission and practice of traditional media, new media, and social media; clarifies the implications of the panoptic-synoptic normalization of "bodies and souls" of mass media houses, mass media professionals, and their audience. Development of personal skills to argue, including correct quotations, is also covered.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- the media Panopticon, Synopticon, Polyopticon, Omniopticon;</li> <li>- manifestations of power, moral values of individuals, and interest groups in the field of mass media in their interdependence and interconnection;</li> <li>- impact of global multinational players (media oligarchs) as well as politicians, lobbyists, and other (inter)national interest groups in the sphere of mass media;</li> <li>- penetration of power into the mass media, ethics regulation;</li> <li>- impact of an individual on the running and nature of mass media;</li> <li>- panoptic-synoptic normalization in mass media and through mass media;</li> <li>- mass media manipulation – its possibilities and limits</li> </ul>	

**Recommended literature:**

BAUMAN, Zygmunt, LYON, David. Liquid Surveillance. A Conversation. Polity Press, 2013. ISBN 978-0-745-66282-4. /

DANA, Charles Anderson. The Art of Newspaper Making: Three Lectures. Appleton and Company, 1985. Available on:

DELEUZE, G.: Postscript on the Societies of Control. In OCTOBER 59, Winter 1992, MIT Press, Cambridge, pp. 3-7. Available on: <https://libcom.org/library/postscript-on-the-societies-of-control-gilles-deleuze#>. /

FOUCAULT, Michel: Discipline and Punish. A Birth of the Prison. Vintage Books, 1977. ISBN 978-0679752554. /

HJARVARD, Stig. The Mediatization of Culture and Society. Routledge, 2013. ISBN 0415692377. /

MATHIESEN, Thomas. The Viewer Society: Michel Foucault's #Panopticon# Revisited. In Theoretical Criminology: an international journal, 1(2), 1997, pp. 215-234. /

ORWELL, George. Nineteen Eighty-four. Any edition. Available on: <http://gutenberg.net.au/ebooks01/0100021.txt>. /

SÁMELOVÁ, Anna. Post-Panoptic Panopticism in Docile Mass Media. In Human Affairs, 24(4), 2014, pp. 470-480. DOI: 10.2478/s13374-014-0242-9.

**Languages necessary to complete the course:**

English

**Notes:**

Students entitled to enroll: Erasmus+ students; Exchange students (there are no other specific subject requirements for enrolling).

**Past grade distribution**

Total number of evaluated students: 49

A	B	C	D	E	FX
93,88	4,08	2,04	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Anna Sámelová, PhD.

**Last change:** 03.06.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-moZU-149/18	<b>Course title:</b> Power, Lobbying, and Ethics in Mass Media
<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> 1., 3., 15.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Classic question-and-answer assessments during classroom debates; a midterm exam (test); submission of seminar papers (essays) focused on chosen aspects of the power, lobbying or ethics within the media system and its presentation during the colloquial discussion. A (100-92 %), B (91-85 %), C (84-76 %), D (75-68 %), E (67-> 60 %), Fx (≤ 60 %). Violation of academic ethics results in the cancellation of points earned in the relevant item evaluation. Scale of assessment (preliminary/final): 100 % preliminary	
<b>Learning outcomes:</b> An intense course for those interested in understanding the changing role of journalism on the basis of power, lobbying, and ethics inside as well as outside the mass media. Providing basic orientation in the reality of the mass media, the course offers in depth analyses of what makes a "compelling narrative" in traditional media, new media, on blogs and social media; exposes students to thoughts on journalism and "dejournalism" as a whole as well as on the possibilities and limits of mass media manipulation of texts, sounds, images; teaches students to distinguish between mission and practice of traditional media, new media, and social media; clarifies the implications of the panoptic-synoptic normalization of "bodies and souls" of mass media houses, mass media professionals, and their audience. Development of personal skills to argue, including correct quotations, is also covered.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- the media Panopticon, Synopticon, Polyopticon, Omniopticon;</li> <li>- manifestations of power, moral values of individuals, and interest groups in the field of mass media in their interdependence and interconnection;</li> <li>- impact of global multinational players (media oligarchs) as well as politicians, lobbyists, and other (inter)national interest groups in the sphere of mass media;</li> <li>- penetration of power into the mass media, ethics regulation;</li> <li>- impact of an individual on the running and nature of mass media;</li> <li>- panoptic-synoptic normalization in mass media and through mass media;</li> <li>- mass media manipulation – its possibilities and limits</li> </ul>	

**Recommended literature:**

BAUMAN, Zygmunt, LYON, David. Liquid Surveillance. A Conversation. Polity Press, 2013. ISBN 978-0-745-66282-4. /

DANA, Charles Anderson. The Art of Newspaper Making: Three Lectures. Appleton and Company, 1985. Available on:

DELEUZE, G.: Postscript on the Societies of Control. In OCTOBER 59, Winter 1992, MIT Press, Cambridge, pp. 3-7. Available on: <https://libcom.org/library/postscript-on-the-societies-of-control-gilles-deleuze#>. /

FOUCAULT, Michel: Discipline and Punish. A Birth of the Prison. Vintage Books, 1977. ISBN 978-0679752554. /

HJARVARD, Stig. The Mediatization of Culture and Society. Routledge, 2013. ISBN 0415692377. /

MATHIESEN, Thomas. The Viewer Society: Michel Foucault's #Panopticon# Revisited. In Theoretical Criminology: an international journal, 1(2), 1997, pp. 215-234. /

ORWELL, George. Nineteen Eighty-four. Any edition. Available on: <http://gutenberg.net.au/ebooks01/0100021.txt>. /

SÁMELOVÁ, Anna. Post-Panoptic Panopticism in Docile Mass Media. In Human Affairs, 24(4), 2014, pp. 470-480. DOI: 10.2478/s13374-014-0242-9.

**Languages necessary to complete the course:**

English

**Notes:**

Students entitled to enroll: Erasmus+ students; Exchange students (there are no other specific subject requirements for enrolling).

**Past grade distribution**

Total number of evaluated students: 49

A	B	C	D	E	FX
93,88	4,08	2,04	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Anna Sámelová, PhD.

**Last change:** 03.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-AmoSL-74/15	<b>Course title:</b> Practical Rhetoric
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) Continuous preparation for seminars and completing preliminary tasks (interpretation and creation of argumentative entries, contributions to discussions etc.), b) Presentation of two prepared speeches (orally presented in seminar – preliminary). (Topics will be specified at the beginning of the semester.) 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> Student is able to create both shorter and more complex monological speeches and also constructively enter dialogical interactions. He/she can demask argumentation mistakes and manipulative techniques, differentiate dispassionate and emotional expressions. He/she is schooled to create persuasive speeches in spirit of ethical principles in the field of public and private communication.	
<b>Class syllabus:</b> Creation of rhetorical texts (public monological and dialogical); persuasion, argumentation, construction of a speech. Interpretation of speeches. Basics of communication culture in public and in institution. 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 if example defence of a project/propagation of bioethical practices and discussion/polemics concerning them, in business negotiation and conflict, in family arguments...)	
<b>Recommended literature:</b>	

BILINSKI, W. Velká kniha rétoriky. Praha: Grada Publishing, 2011. ISBN 978-80-247-3905-2  
 HEINDRICH, 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, knowledge of English is welcomed

**Notes:**

Time burden – 3c = 75h

Completion of educational activities (S): 26h

Continuous preparation for lessons: 12h

Preparation of speeches: 37h

**Past grade distribution**

Total number of evaluated students: 42

A	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	4,76

**Lecturers:** doc. Mgr. Alena Bohunická, PhD.

**Last change:** 21.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-AmoSL-75/15	<b>Course title:</b> Practical Stylistics
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) In class activity, participating in discussions according to topics in the actual course programme. b) Conducting a stylization paper (the topic will be chosen at the beginning of the semester) and its submission at latest in the 12. week of teaching period of the semester. c) Presentation according to selected topic (the topics will be specified at the beginning 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): Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> By interpreting a spectrum of communications of private and public character and also by preparing his/hers own texts of different genres the frequentant recognizes the stylistic value of texts, identifies language and non-language factors, which influence the stylization, due to what he/she is developing his/hers communication competence.	
<b>Class syllabus:</b> Dialogue and success/failure of communication. Politeness and impoliteness in text stylization. Problems in text stylization. Creativity and style. Reevaluating the stylistics norms due to globalizing, business, manipulative and other objectives. Overlap of privacy and publicity in communication – the question of adequacy in communication situation.	
<b>Recommended literature:</b> ORGOŇOVÁ, O. - BOHUNICKÁ, A.: Interakčná štylistika. Bratislava: Comenius University in Bratislava, 2018. ISBN 978-80-223-4566-8.	

QUENEAU, R.: Stylistická cvičení. Dvojjazyčné vydání. Volvox Globator 2012. ISBN 9788072078530.  
 Linguistic journals such as Slovenská reč, Kultúra slova a Jazykovedný časopis (available online at juls.savba.sk). More materials are made available to students by the teacher according to his/hers current selection

**Languages necessary to complete the course:**

slovak, czech

**Notes:**

Time burden – 3c = 75h

Completion of educational activities (S): 26h

Continuous preparation for lessons: 12h

Preparation of stylization papers (presentation + stylization paper) : 37h

**Past grade distribution**

Total number of evaluated students: 49

A	B	C	D	E	FX
73,47	20,41	4,08	0,0	0,0	2,04

**Lecturers:**

**Last change:** 21.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KGNŠ/A-bpHO-030/24		<b>Course title:</b> Preparatory seminar for the CNAVt certificate - Dutch as a foreign language			
<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> 2					
<b>Recommended semester:</b> 2., 4.					
<b>Educational level:</b> I., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Ongoing preparation for individual seminars and active participation. Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> In the seminars, the student is introduced to the content, form and demands of the CNaVT tests, which focus on individual language skills in Dutch at different levels of proficiency. Preparation for the skills of writing, listening comprehension, speaking, reading comprehension.					
<b>Recommended literature:</b> Certificaat Nederlands als Vreemde Taal (CNaVT). <a href="https://cnavt.org/">https://cnavt.org/</a>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 3					
A	B	C	D	E	FX
0,0	100,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Benjamin Bossaert, PhD., Mgr. Rinske Sophia Vellinga					
<b>Last change:</b> 20.05.2025					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPED/A-moPE-052/23	<b>Course title:</b> Professional Communication
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 1t <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> Daily attendance and active participation (25%) 4 daily assignments (25%) 1 portfolio (50%) Scale of assessment (preliminary/final): 50%/50%	
<b>Learning outcomes:</b>	
<b>Class syllabus:</b> 1. Employability and the Jobs Market 2. Employability Skills and Competencies 3. Job and Internship Searches 4. Employer Profiling 5. Professional Identity 6. CVs 7. Cover Letters 8. Statements of Purpose 9. Networking 10. The Elevator Pitch 11. The Interview 12. Q&A with an HR representative	
<b>Recommended literature:</b> Future of Jobs Report 2023 (World Economic Forum): <a href="https://www.weforum.org/reports/the-future-of-jobs-report-2023/digest">https://www.weforum.org/reports/the-future-of-jobs-report-2023/digest</a> Becker, Lucinda M. 2020. Write a Brilliant CV. Washington, D.C. : SAGE Publications Ltd. Darics, Erika. 2022. Language Awareness in Business and the Profession. Cambridge, UK; New York, NY : Cambridge University Press Ernst, Kevin. 2021. The Student Elevator Pitch Is Dead, Long Live the Student Elevator Pitch. West Palm Beach: North American Business Press.	



Faulkener, Michael Lawrence. 2013. Power Verbs for Job Seekers : Hundreds of Verbs and Phrases to Bring your Resumes, Cover Letters, and Job Interviews to Life. FT Press.

Hodgson, Susan. 2015. Brilliant Answers to Tough Interview Questions. Harlow, England : Pearson

Improve your Interview Technique. 2013. Cleveland : Dennis Publishing UK.

Kranz, Garry. 2007. Communicating Effectively: Write, Speak and Present with Authority. Pymble, N.S.W. ; New York : HarperCollins.

Polack, Lisa. 2020. Communicating Effectively in the Workforce. Hoboken, New Jersey : John Wiley & Sons.

Trought, Frances. 2017. Brilliant Employability Skills. Pearson Business.

**Languages necessary to complete the course:**

B2 English

**Notes:**

This course has been designed and offered as part of the international collaborative Erasmus+ project BELONG 2021-1-SK01-KA220-HED-000023528, [www.fphil.uniba.sk/belong](http://www.fphil.uniba.sk/belong)

**Past grade distribution**

Total number of evaluated students: 7

A	B	C	D	E	FX
85,71	14,29	0,0	0,0	0,0	0,0

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

**Last change:** 24.06.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPs/A-moPS-681/16	<b>Course title:</b> Psycho-oncology
<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> 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The assessment of the course consists of four main parts during the semester: - Entrance essay (max. 20%), - elaboration and presentation of the topic in a team - submission of the elaborated hand-out at the latest the day before the presentation (max. 30%), - active participation in meetings (max. 30%), - final reflective essay (max. 20%). Individual assignments cannot be replaced by other assignments during the semester. Grading scale: 100-92% A, 91-84% B, 83-76% C, 75-68% D, 67-60% E, 59.-0% Fx. Attendance of male and female students is mandatory. Absence may be excused for serious personal or medical reasons, up to a maximum of 2 sessions. The student must notify the instructor in advance by e-mail and provide proof of his/her absence to the Office of Academic Affairs according to the guidelines set forth in the Student Handbook. Otherwise, the absence may be considered unexcused. For absences of 3 or more (unexcused) meetings, the student may be graded Fx. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course provides basic knowledge in the field of psychooncology, introduces the psychosocial attributes of the onset and treatment of cancer, presents the possibilities of psychological interventions and communication in cancer and after its treatment, as well as the specifics associated with the irreversible course of the disease. By completing the course, students: - Understand the basic psychosocial attributes associated with cancer and its treatment, - they will be able to distinguish the different phases of emotional survival and their specificities associated with the course of cancer, - be able to provide basic psychosocial interventions related to cancer treatment, - be able to work effectively in teams in the treatment and presentation of a selected topic.	
<b>Class syllabus:</b> 1. Behavioral and psychosocial factors of cancer development. 2. Psychoneuroimmunological and psychoendocrinological factors of cancer.	

3. Psychosocial attributes associated with cancer and its treatment: psychosocial distress, type C and D personality.
4. Psychosocial attributes associated with cancer and its treatment: emotional reactions to illness, phases of emotional survival of life-threatening illness and their specifics, defense and coping mechanisms, resilience.
5. Psychosocial attributes associated with cancer and its treatment: quality of life, HRQoL, social support.
6. Psychosocial attributes associated with cancer and its treatment: meaning in life, hope, helplessness and hopelessness, religiosity and spirituality.
7. Psychosocial interventions and communication in cancer.
8. Therapeutic approaches in the context of cancer (art therapy, bibliotherapy, music therapy and others).
9. Return to the natural environment (family, school, work) after cancer treatment and its specifics.
10. Psychosocial attributes and interventions for the close social environment of the person with cancer, work with the family and relatives of the treated person.
11. Dying and death in the context of cancer, palliative care.
12. Burnout syndrome in the provision of psychosocial interventions for people with cancer and options for its prevention.

#### **Recommended literature:**

- Andrášiová, M. (2009). Keď do života vstúpi rakovina. Príbehy, inšpirácie a rady pre všetkých, ktorí hľadajú svoju cestu touto chorobou. Bratislava: Landy.
- Andrášiová, M., Bednařík, A. (2015). Budem k vám úprimný... Ako v rozhovoroch s ťažko chorými pacientmi spájať otvorenosť, citlivosť a nádej. Bratislava: Slovenská onkopsychologická spoločnosť.
- Angenendt, G., Schutze-Kreilkamp, U., & Tschuschke, V. (2010). Psychoonkologie v praxi: psychoedukace, poradenství a terapie. Praha: Portál.
- Holland, J. C., Breitbart, W. S., & Butow, P. N. (Eds.). (2015). Psycho- Oncology. 3rd Ed. New York: Oxford University Press.
- Tschuschke, V. (2004). Psychoonkologie: Psychologické aspekty vzniku a zvládnutí rakoviny. Praha: Portál.

Note: The American Psychological Association (APA) citation format was chosen because it is the dominant international citation standard not only for psychology but also for other social and behavioral sciences. From the beginning, we consistently guide students to write rigorously according to APA standards, not only in terms of citations but also in terms of text structure, table and graph formats, and other details. Foreign departments from Europe and the USA follow the same approach.

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

Slovak, English, Czech

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 167

A	B	C	D	E	FX
97,6	0,6	1,2	0,0	0,0	0,6

**Lecturers:** Mgr. Radoslav Blaho, PhD.

**Last change:** 22.05.2025

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-237/22	<b>Course title:</b> Reading and Information Literacy Concepts
<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> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KKIV/A-moIS-225/15	
<b>Course requirements:</b> a) during the semester (40 points): a paper about a selected issue in the field of media and information literacy for example: emergent literacy, predictors of reading, reading with understanding; cognitive reading strategies, improvement of reading with understanding, developing reading comprehension in the digital age; the role of information density in the text in acquiring complex concepts; self-concept, self-efficacy and reading; the impact of the affective dimension on reading comprehension; development of research in the field of reading; cooperative activities in reading processes, etc. b) in the examination period: (60 points). 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 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): 40/60	
<b>Learning outcomes:</b> After successfully completing the course, the student has an overview of theory of reading and literacy. The student knows the developed cognitive concepts of reading: bottom-up models, top-down models and interactive models. The student knows the application of models in practice. The student knows metacognitive approaches to reading and understands their importance in practice. The student knows the methods of forming metacognitive skills in readers. The student knows non-cognitive concepts of reading and knows the application of models in practice. The student is able to use reading motivation and attitudes in the development of the reader. The student knows the intervention models and is able to apply appropriate intervention methods in the development	

of the reader. The student is able to critically evaluate performance-oriented models. The student knows the principles of modelling (modelling) and can critically evaluate them. The student is able to thoroughly analyse orality and literacy. The student knows the concepts of reading literacy and emergent literacy. The student understands the importance of supporting a reading culture. The student knows the research domains and research methods of reading. The student is able to search for a research vacuum and formulate a research problem.

**Class syllabus:**

1. Approaches to reading: literary and historical approach, pedagogical and psychological approach, semiotic and aesthetic-cultural approach.
2. Cognitive reading theories: bottom-up, top-down, interactive. Schemata theory and the implication for teaching reading comprehension. Interactive-compensatory model of reading, transactional theory of reading (Carrell, Goodman, Rumelhart, Stanovich, Rosenblatt, Anderson). Metacognitive approach to reading (Block).
3. Narrative models of reading (Armstrong).
4. The concept of motivation and reading attitudes (Mathewson, Bandura). Reader-oriented models. Umberto Eco – the role of the reader. Reader involvement.
5. Intervention models. Matthew's effect in reading. Failure cycle (Stanovich, Chall).
6. Literacy in a multimedia context: literacy and visuality. Literacy and Orality (Ong).
7. Umberto Eco - the role of the reader. Reader involvement. Intervention models. Matthew's effect in reading. Failure cycle (Stanovich, Chall).
8. Literacy in a multimedia context: literacy and visuality. Literacy and Orality (Ong).
9. Performance-oriented reading models. Critical reflection on the measurement of reading competencies (PIRLS, PISA).
10. Limited capacity model of mediated message processing (Lang).
11. Concepts of reading literacy.
12. Research domains, critical reflection of research. Reading research methods.

**Recommended literature:**

1. EAGLETON, T. Literary Theory: An Introduction [online]. Somerset, NJ: Wiley, 2011 [cit. 2020-11-12]. eISBN: 9781118306291. pISBN: 9781405179218. Available at: <http://site.ebrary.com/lib/uniba/docDetail.action?docID=10575486&p00=a%20critical%20cultural%20theory%20reader>
2. ECO, Umberto. Lector in fabula: Role čtenáře. Praha: Academia, 2010. ISBN: 9788020018281.
3. Informácie o meraniach [online]. Bratislava: NÚCEM, [s.a.] [cit. 2020-11-12]. Available at: <https://www.nucem.sk/sk/merania>
4. ONG, W. Technologizace slova. Praha: Karolinum, 2006. 238 s. ISBN 8024611244.
5. ŠTOCHL, M. Teorie literární komunikace. Praha: Akropolis, 2005. ISBN: 80-86903-09-5.
6. ŠTUBŇA, Pavol. Psychológia literatúry. Bratislava: Univerzita Komenského v Bratislave. ISBN: 978-80-2523-4317-6.
7. WOLFREYS, R. a WOLFREYS, W. Key Concepts in Literary Theory [online]. Edinburgh Edinburgh University Press, 2006 [cit. 2020-11-12]. eISBN: 9780748626427. pISBN: 9780748624584. Available at: <http://site.ebrary.com/lib/uniba/docDetail.action?docID=10759665&p00=a%20critical%20cultural%20theory%20reader>

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak

**Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 14					
A	B	C	D	E	FX
71,43	21,43	7,14	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Ľudmila Hrdináková, PhD.					
<b>Last change:</b> 31.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-340/24	<b>Course title:</b> Religion in cyberspace
<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> Interim evaluation - Elaboration of the assignment (6 assignments in the form of reports) Final evaluation - Presentation A (100-93%) B (92-85%) C (84-78%) D (77-69%) E (68-60%) Fx (59% and less) Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 50%/50%	
<b>Learning outcomes:</b> Graduates gained knowledge about the origin and development of communities on the Internet with an emphasis on groups expressing a particular religious identity. They know how to identify and analyze the activities of religious groups on websites and social networks.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introductory lesson (timetable, conditions)</li> <li>2. Cyberreligion, religion in cyberspace, cyberreligion</li> <li>3. Religion on social networks</li> <li>4. Religion on forums</li> <li>5. Religion in video games</li> <li>6. Religion in TV shows and movies</li> <li>7. Religion in the Covid period</li> <li>8. New religious movements and cyberspace</li> <li>9. Islam and cyberspace</li> <li>10. Student presentations I.</li> <li>11. Student presentations II.</li> <li>12. Summary</li> </ol>	
<b>Recommended literature:</b> CAMPBELL, A. (2005) Spiritualising the Internet, Heilderberg journal of Religions on Internet, Heilderberg DAWSON L. & COWAN, D., eds. (2004) Religion Online: Finding Faith on the Internet, New York, Routledge DUNNINGAN, J. F. (2004) Bojiště zítřka, Praha, Baronet	



HILLIS, D. W. (2003) Vzor v kameni, Praha, Academia Hojsgaard, M. T. & Warburg, M. (eds.)  
(2005) Religion and Cyberspace, New York: Routledge  
LÉVY, P. (2000) Kyberkultura, Praha, Karolium, 2000.

**Languages necessary to complete the course:**

Slovak, English, Czech

**Notes:**

The course will be created space within Microsoft Teams with shared materials (presentations, literature).

**Past grade distribution**

Total number of evaluated students: 6

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

**Lecturers:** Mgr. Jakub Špoták, PhD.

**Last change:** 20.06.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-204/22	<b>Course title:</b> Religious Concepts of Body and Sexuality
<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> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Test makes up 100% of the evaluation A (100-93%) B (92-85%) C (84-78%) D (77-69%) E (68-60%) Fx (59% and less) Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 0% / 100%	
<b>Learning outcomes:</b> Graduates have an overview of notions of the body and sexuality in various religious traditions. Upon successful completion of the course, the student has an extended basic knowledge of various world religions and their perception of the human body. He has an overview not only of the Abrahamic religions, but also of the Old Germanic religion, the Indian religion, the religions of Mesoamerica, or the ideas about the body and sexuality in the new religiosity.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Schedule, basic information</li> <li>2. We read Kamasutra: the body of ascetic and householder in Indian religions</li> <li>3. Mead, laughter and sex: ideas about bodily pleasures in Viking mythology</li> <li>4. Prisoners in Mesoamerica and the importance of their bodies</li> <li>5. Intimacy, body and sexuality in medieval Christian society</li> <li>6. Relation to corporeality and sexuality in Judaism</li> <li>7. Garden of scents: body and sexuality in the Islamic tradition</li> <li>8. Body and sexuality in Mesoamerican art</li> <li>9. Forbidden pleasure? Body and sexuality in Christianity</li> <li>10. Body and sexuality in the new religiosity</li> <li>11. The importance of Creole and Indigenous women in the Spanish conquest of America</li> </ol>	
<b>Recommended literature:</b> BEATTIE, Cordelia, and Kirsten A. Fenton. Intersections of Gender, Religion and Ethnicity in the Middle Ages. Basingstoke: Palgrave Macmillan, 2011. BELLINGER, Gerhard J.. Sexualita v náboženstvích světa. Praha: Academia, 1998.	

BROWNING, Don S., M. Christian Green, and John Witte. Sex, Marriage, and Family in World Religions. New York: Columbia University Press, 2009.

KRIPAL, Jeffrey J. Secret Body: Erotic and Esoteric Currents in the History of Religions. Chicago: The University of Chicago Press, 2019.

MACHACEK, M.; David W.; Wilcox, Melissa. Sexuality and the World's Religions. Santa Barbara, UNITED STATES: ABC-CLIO, 2003.

PARRINDER, Geoffrey. Sex in the World's Religions. Oxford University Press, 1980.

RUNZO, Joseph a Nancy M. Martin. Love, Sex and Gender in the World Religions. Oneworld Academic, 2000.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 19

A	B	C	D	E	FX
15,79	42,11	15,79	21,05	5,26	0,0

**Lecturers:** prof. Mgr. Milan Kováč, PhD., doc. Mgr. Ivica Štelmachovič Bumová, PhD., doc. Mgr. Dušan Deák, PhD., doc. Mgr. Attila Kovács, PhD., Mgr. Matej Karásek, PhD., Mgr. Jakub Špoták, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KET/A-moET-017/23	<b>Course title:</b> Roma history and culture
<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> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> In the exam period (100%): written test. Writing at least 60% of the maximum score on the written test in the last week of class is a prerequisite for passing the course. The final assessment date will be announced via AIS no later than the last week of class. The teacher will accept a maximum of 2 absences. Violation of academic ethics will result in the cancellation 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% Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> Students will gain knowledge about the historical development of the Roma and various aspects of their way of life in Slovakia. They will learn about the specifics of the Roma way of existence and culture.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Ethnogenesis of the Roma, history up to the 19th century, 1st Czechoslovak Socialist Republic</li> <li>2. Roma Holocaust</li> <li>3. Roma after 1945</li> <li>4. Subdivision, Roma language</li> <li>5. Musicians</li> <li>6. Traditional Roma occupations</li> <li>7. Roma blacksmithing</li> <li>8. Development of housing</li> <li>9. Clothing, diet</li> <li>10. Social and family life, demographic characteristics</li> <li>11. Family customs: birth, wedding</li> <li>12. Funerals, religiosity</li> <li>13. Roma folklore</li> </ol>	
<b>Recommended literature:</b>	

<p>AUGUSTINI AB HORTIS, Samuel: Cigáni v Uhorsku 1775. Bratislava: Štúdio -dd,- 1995. ISBN 80-967263-2-3</p> <p>Čačipen pal o Roma, Súhrnná správa o Rómoch na Slovensku (ed. M. Vašečka), Bratislava: Inštitút pre verejné otázky, 2002. ISBN 80-889354-1-5</p> <p>HORVÁTHOVÁ, Emília: Cigáni na Slovensku. Bratislava: SAV, 1964.</p> <p>MANN, Arne B.: Rómovia v českých zemiach a na Slovensku. In: Úvod do antropologie etnických menšin, Praha: FHS UK, 2011, s. 21-49. ISBN: 978-80-87398-17-3 Dostupné na: <a href="https://fhs.cuni.cz/fhs-1-version1-soukupova.pdf">https://fhs.cuni.cz/fhs-1-version1-soukupova.pdf</a></p>					
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 8</p>					
A	B	C	D	E	FX
25,0	37,5	37,5	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Juraj Janto, PhD., PhDr. Arne Mann, CSc.</p>					
<p><b>Last change:</b> 20.05.2023</p>					
<p><b>Approved by:</b></p>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-429/22	<b>Course title:</b> SC: Everyday Life in Ancient Rome
<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> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active class participation, two absences are allowed. In the case of multiple absences (for serious reasons) the lecturer decides on substitute fulfilment of duties or repeating the course. The student is evaluated according to his/her active participation in class (sub-assignments, report, discussion) - 50% and according to final colloquium - 50% 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 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have knowledge of social history and daily life in ancient Rome (family, children, education, upbringing, housing, clothing, etc.). After successful completion of this course, students gain the basic understanding of the social history of Rome and its everyday life, as well as an in-depth analysis of selected sources on the topic. The students know how to work with the ancient sources of various kinds, they are able to interpret and evaluate them. The students are able to apply the basic rules of scholarly work (orientation in the literature and sources on the period of ancient history, forms of citation, academic ethics) and are able to demonstrate knowledge of scholarly techniques for presenting their own findings in oral and written form.	
<b>Class syllabus:</b> An introduction to the social history of ancient Rome and to the history of everyday life. Basic literature on the subject and basic heuristic aids - encyclopaedias, bibliographies, biographical dictionaries. Sources on the history of Roman everyday life. Social stratification of the population of the Roman Empire. The Roman family. The position of women in Roman society. Marriage - forms and ceremony. The child - the upbringing of children and their position in the family. Roman names. Education and the school system. Housing, architecture, urban planning. Food habits. Employment and work - basic institutions, senate, offices, cursus honorum. Leisure - entertainment, culture, sport.	

**Recommended literature:**

Additional literature will be presented at the beginning and during the semester. Studies, sources and source databases will be available on MS Teams.

ANDOKOVÁ, Marcela et al. Bežný život starých Rimanov, Bratislava: Iris, 2020. ISBN 9788082000644. ADKINS, Lesley, ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7. GIARDINA, Andrea. Římský člověk a jeho svět. Praha: Vyšehrad 2014. ISBN 9788074290725 HEČKOVÁ, Janka a kol. K reáliám starovekého Ríma. Nitra: Univerzita Konštantína Filozofa, 2013. ISBN 978-80-558-0525-2 VAŇKOVÁ, Jarmila. Římske reálie pre právnikov, Bratislava: Iura edition, 2010. ISBN 9788080783020. PLINIUS Mladší. Dopisy. Přel. Ladislav Vidman. Praha: Svoboda, 1988.

**Languages necessary to complete the course:**

Slovak

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

Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
88,89	0,0	5,56	5,56	0,0	0,0	0,0

**Lecturers:** Mgr. Daniela Rošková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-453/25	<b>Course title:</b> SC: Holocaust in 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> Active participation in the respective lessons and discussions. A student prepares a written paper, in which they analyze a book about The Holocaust. Submitted paper accounts for 35% of final grade. Afterward, the student is supposed to take a test, with the score for passing the test is up to 65%. 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 Scale of assessment (preliminary/final): 35/65	
<b>Learning outcomes:</b> Students will identify the main issues surrounding the Holocaust in Europe, including the evolution from anti-Judaism to Antisemitism. They will understand the genocide of the Holocaust through interpretations based on Intentionalism and Functionalism. Students will analyze topics such as Hitler's Antisemitism and racism, as detailed in Mein Kampf, Nazi Germany as a racial state, and the approaches to the "Final Solution." They will study the destruction of various Jewish communities in Europe.	
<b>Class syllabus:</b> 1. The concept of the Holocaust in historiography: Intentionalist and Functionalist perspectives. Raul Hilberg's interpretation of victims, perpetrators, and bystanders. 2. The roots of Antisemitism: Pre-war Antisemitism in Europe as a precursor to the Holocaust. Antisemitism in Germany before Hitler. Hitler's views on Jews in Mein Kampf. The Third Reich (1933–1939), including the Nuremberg Laws, Jewish reactions, emigration, forced displacement, and the establishment of the Zentralstelle für jüdische Auswanderung in Vienna. Early actions by Adolf Eichmann, including the Nisko Plan. 3. The "Final Solution": The Wannsee Conference, concentration camp systems (extermination camps, labor camps, and concentration camps), and Einsatzkommandos on the Eastern Front. 4. From deportation to extermination: Nazi Germany and its allies, including Italy and Hungary. 5. Nazi Germany and its "satellites": Slovakia and Croatia. 6. Nazi Germany and the occupied states: Protectorate of Bohemia and Moravia, and Ostmark.	



7. Divergent policies in Hungary, Romania, and Bulgaria.
8. Western Europe: The Holocaust in the Netherlands, Belgium, and various regions of France.
9. The actors of the Holocaust: Perpetrators and victims, including Adolf Eichmann's men and the Jewish Councils.
10. The Holocaust and modern society in the 20th century: Genocide as part of "normal" life.

**Recommended literature:**

ARENDT, Hannah. Eichmann v Jeruzaleme. Správa o banalite zla. Bratislava, 2022.  
 BENZ, Wolfgang. Holokaust. Trenčín, 2010.  
 BRUSTEIN, Wiliam. Roots of Hate. Anti-Semitism in Europe before The Holocaust, Cambridge, 2003  
 HILBERG, Raul. The Destruction of the European Jews. Yale, 2003  
 HILBERG, Raul. Pachatelé, oběti, diváci. Židovská katastrofa 1933–1945. Praha, 2002.  
 LANZMANN, Claude. Šoa. Praha, 2011.  
 NIŽŇANSKÝ, Eduard – HRABOVSKÝ, Milan. Rasizmus, antisemitizmus, holokaust. Bratislava, 2013.  
 WISTRICH, Robert S. Hitler a holokaust. Bratislava, 2002.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Katarína Bohová

**Last change:** 11.05.2025

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-420/13	<b>Course title:</b> SC: Introduction into the History of Muslim State and Law
<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> Attendance at lectures, final colloquium. Teacher accepts no more than 2 absences and only with the provable documents. 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 Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Student has a basic knowledge of the historical constitutional development of Islamic countries from the formation of Islam to the present with an emphasis on the specifics of Islamic religion. This knowledge is necessary for understanding the fundamental differences between European and Islamic socio-religious and constitutional system.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction to the history of Muslim state and law</li> <li>2. Formation of Islam and Muslim state a its legal system</li> <li>3. Basic characteristics of Muslim state and law and its development</li> <li>4. Essential sources of Muslim law</li> <li>5. Main schools of Muslim law</li> <li>6. Tax system of Islam and its development</li> <li>7. Main institutes and branches of Muslim law</li> <li>8. – 10. Muslim law systems (property and inheritance law, family law and marriage in Islam, criminal and procedural law, commercial, financial amd economic law)</li> <li>11. Figures of Muslim law and its development (in comparision with other world legal systems)</li> </ol>	
<b>Recommended literature:</b> <ol style="list-style-type: none"> <li>1, DRGONEC, Ján. Právne kultúry Ázie a Afriky. Bratislava : VEDA, 1991. ISBN 8022402273.</li> <li>2, HRBEK, Ivan. Korán. Praha : Levné knihy Kma, 2006. ISBN 8073099926.</li> </ol>	

3, KNAPP, Viktor. Velké právní systémy (Úvod do srovnávací právní vědy). 1. Vydání. Praha : C.H. Beck. 1996. ISBN 8071790893.  
 4, KROPÁČEK, L. Duchovní cesty islámu. Praha : Vyšehrad, 2006. ISBN 80-7021-821-5  
 5, POTMĚŠIL, Ján. Šaría - úvod do islámského práva. Praha : Grada, 2012. ISBN 978-80-247-4379-0.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 83

A	ABS	B	C	D	E	FX
67,47	0,0	19,28	8,43	1,2	1,2	2,41

**Lecturers:** PhDr. Lukáš Rybár, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-428/22	<b>Course title:</b> SC: Private Life in Ancient Rome
<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> 3	
<b>Recommended semester:</b> 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Regular attendance at the weekly class and participation on discussions is necessary for the successful completion of this course. All students will be expected to study materials, to prepare short topics (papers) and to participate on the informal discussion. There will be final colloquium within this course. It will be focussed on testing basic knowledge of Roman private life. 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 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course introduces students to key aspects of private life of ancient Roman society. It is designed to form the necessary background for other courses in ancient history. On successful completion of this course, students are able to demonstrate familiarity with core features of Roman private life (Roman family, Children, Occupation, Housing and architecture etc.). Students are able to demonstrate an historical understanding of key points of Roman cultural and sociological history and an ability to evaluate the usefulness and relevance of different types of historical and archeological evidence.	
<b>Class syllabus:</b> Introduction to Roman social history and private life. Introduction to historical and archeological sources to everyday life. Birth, childhood, and young age. Roman naming conventions. Roman marriage and family - legal aspects. Marriage – forms and ceremonial. Family and family life. Roman household. Women and their position in Roman society. Unspeakable professions - public performance and prostitution.	

<p>Everyday life, nutrition and occupations.  Roman medicine – ancient medicine.  Housing and architecture of Roman cities.  Death, dying, and funeral ceremony, epitaphs.</p>						
<p><b>Recommended literature:</b>  Supplementary literature will be presented at the beginning and during the semester. Studies, sources and source databases will be available on MS Teams. GARDNER, Jane F. Family and familia in Roman law and life. Oxford: Clarendon Press, New York: Oxford University Press, 1998, Repr. 2004. ISBN 0-19-815217-5. KRAEMER, Ross S. (ed.) Maenads, martyrs, matrons, monastics a sourcebook on women's religions in the Greco-Roman world. Philadelphia: Fortress Press, 1988. ISBN 0-8006-0855-0. TOYNBEE, Jocelyn, M. C. Death and burial in the Roman world. Baltimore: Johns Hopkins University Press, 1996, ISBN 0-8018-5507-1. TOYNBEE, Jocelyn, M. C. The art of the Romans. London: Thames and Hudson, 1965.</p>						
<p><b>Languages necessary to complete the course:</b>  English</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 4</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. Daniela Rošková, PhD.</p>						
<p><b>Last change:</b> 11.06.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-457/25	<b>Course title:</b> SC: Racism, Anti-Semitism and Holocaust
<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> Active participation in the respective lessons and discussions. A student presents a topic from the book “Rasizmus, antisemitizmus, holocaust” [Racism, Antisemitism, Holocaust] as the main speaker once at least. The student prepares an essay on the racism, antisemitism and the Holocaust. The essay represents 50% of classification score and the activities at discussions consist of 50%. 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 Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students will be able to identify the main trends of Racism and Antisemitism in European history from the 18th to the 20th century. Students will analyze relevant chapters of the book Nižňanský Eduard – Hrabovský Milan: Racism, Antisemitism, and Holocaust. Within these topics, students will also work with Oral history documents. The course will also cover topics related to revisionist interpretations of the Holocaust and its denial. Students will also engage with issues of contemporary Antisemitism, its “viability” in the “digital era”, with a focus on the rise of disinformation campaigns in the public sphere.	
<b>Class syllabus:</b> 1. From intellectual discourse to political discourse: Racism by intellectuals and its transition to political Racism in the 19th and 20th centuries. The problem of intentionalism in interpretations of Racism and Antisemitism. 2. From proto-Racism to the origins of Racism in the 18th century. 3. Biological Racism and the ideology of Racism in the 19th century. Were Aryans merely a linguistic issue? 4. Transition from Racism to Antisemitism in the 19th century. 5. A. Gobineau’s Essay on the Inequality of Human Races and H. S. Chamberlain’s The Foundations of the Nineteenth Century. 6. Racism and Antisemitism in the 20th century: A. Rosenberg and A. Hitler.	

7. From heterophobia to the Holocaust: Modern society and genocide. 8. The Holocaust in Germany: Ethical and political issues in 20th-century society. 9. Policies of Antisemitism in Slovakia and Central Europe between 1938–1945. 10. Reflections on the Holocaust and Antisemitism in the 21st century.					
<b>Recommended literature:</b> 1. BAUMAN, Zygmunt. Modernita a holocaust [ Modernity and the Holocaust]. Praha, 2023. 2. BENZ, Wolfgang. Holokaust. [The Holocaust]. Trenčín, 2010. 3. NIŽŇANSKÝ, Eduard – HRABOVSKÝ, Milan. Rasizmus, antisemitizmus, holokaust. [Racism, Antisemitism, Holocaust] Bratislava, 2013. 4. NIŽŇANSKÝ, Eduard. Politika antisemitizmu a holokaust na Slovensku 1938–1945. [The Policy of Antisemitism and the Holocaust in Slovakia 1938-1945] Banská Bystrica, 2016. 5. LIPSTADT, Deborah. Antisemitizmus tu a teraz. [Antisemitism Here and Now]. Praha, 2020. 6. WISTRICH, Robert S. Hitler a holocaust [Hitler and the Holocaust]. Bratislava, 2002.					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Katarína Bohová					
<b>Last change:</b> 23.05.2025					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-494/25	<b>Course title:</b> SC: Reflection of Holocaust
<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> Active participation in the seminar – performance 50%, preparation of a professional text 50% After obtaining basic information, experts from various scientific disciplines dealing with the issue of the Holocaust (theater, literary studies, etc.) will be gradually invited to the classes as discussants; The order of individual meetings with discussing experts is indicative, changes are possible, depending on their workload. The required knowledge is based on lectures and literature. The course will include a film screening, including oral history testimonies. Each participant in the seminar will receive materials, including access to documentary films related to the Holocaust in Slovakia, and will prepare a professional text on this basis. 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 Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> A student understands the main concepts and chronology of the Holocaust. They are able to analyse the Holocaust issue – mostly it's reflection in literature, theatre and films in Slovakia. He/She is familiar with the basic framework of its course in Slovakia and is subsequently able to analyze the given issue, mainly on the basis of its reflection in literature, theater and film in Slovakia, including social changes in the period after World War II, which were also reflected in art and reflection on the Holocaust.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Anti-Judaism, anti-Semitism (national, economic, racial, political dimension)</li> <li>2. Holocaust as Genocide. Holocaust in Nazi Germany</li> <li>3. Anti-Semitism in Slovakia. Holocaust in Slovakia (1938 – 1945)</li> <li>4. Anti-Semitism and Holocaust and its reflection in the film</li> <li>5. Film screening</li> <li>6. Anti-Semitism and Holocaust and its reflection in literature</li> <li>7. Discussion with experts</li> </ol>	



8. Anti-Semitism and Holocaust and its reflection in n theatre 9. Discussion with experts 10. Final Discussion and evaluation					
<b>Recommended literature:</b> 1. FULMEKOVÁ, Denisa. Konvália. Bratislava : Slovart, 2016. ISBN 978-556-2484. 2. GROSMAN, Ladislav. Obchod na korze. Praha : Akropolis, 2020 ISBN 878-80-7470-296-9. 3. KAMENEC, Ivan. Po stopách tragédie. Bratislava, 1991. ISBN 80-7115-015-0. 4. LIPSCHER, Ladislav. Židia v slovenskom štáte. Print-servis 1992. ISBN-80-9004-702-5. 5. NIŽŇANSKÝ, Eduard. Politika antisemitizmu a holokaust na Slovensku 1938 – 1945. Banská Bystrica, 2016. isbn-978-80-89514.					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Katarína Bohová					
<b>Last change:</b> 14.05.2025					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-491/15	<b>Course title:</b> SC: Society and Lifestyle 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> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students may have two absences at most. The student is evaluated on basis of active participation at the course (30%) and the final written work (70%), which consists of short-term research within the family or between the relatives. 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 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> The student is able to identify a dynamic trend, which have occurred in the 20th Century and thus modify the complex human destinies, which were intensely influenced by local and global power struggles. Based on examples of lives of general population, the students know to analyse issue of migration, changes of family as a social institution, long-term and short-term consequences of the war, women's emancipation also crisis of masculinity, changes in eating, living and fashion. The students of history, sociology, and ethnology have a more comprehensive view of the 20th Century, which meant for individuals a combination of optimism and pessimism, rapid technological progress and dynamic life-style, which required high demands on man and the environment.	
<b>Class syllabus:</b> 1. The Twentieth Century – era of extremes? 2. Man and the environment. New challenges 3. Life before the First World War. Prosperity and poverty. Two sides of one coin. 4. The First World War – the war of all wars 5. Interwar era – the crazy 20's and crisis 30's 6. The Second World War 7. Polarization of the World – Western and Eastern Bloc 8. Life in the West – an economic miracle, prosperity and social state	
<b>Recommended literature:</b>	

BOCKOVÁ, Gisela. Ženy v evropských dějinách. Praha: Nakladatelství Lidové noviny, 2007, 381 s. ISBN 978-80-7106-494-7. Strana: 308 HORSHAM, Michael. Styly 20. a 30. let. Praha: Svojtka a Vašut, 1997, 128 s. ISBN 80-7180-255-7. PAŽOUT, Jaroslav (ed.) Každodenní život v Československu 1945/1948-1989. Praha-Liberec: Ústav pro studium totalitních režimů-Technická univerzita v Liberci, 2015, 240 s. ISBN 978-80-87912-35-5. VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1. ZEMKO, Milan - BYSTRICKÝ, Valerián. Slovensko v Československu (1918-1939). Bratislava: Veda, 2004, 687 s. ISBN 80-224-0795-X.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 304

A	ABS	B	C	D	E	FX
77,63	0,0	6,25	3,29	0,0	0,66	12,17

**Lecturers:** doc. Mgr. Eva Škorvanková, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-807/18	<b>Course title:</b> SC: Women in the Ancient Society
<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> Active participation in classes. Presentation on a selected topic along with subsequent elaboration of the presentation in written form (report). Two absences are allowed, in case of the third absence the student prepares a substitute assignment on the assigned topic (report). In case of multiple absences (for serious health reasons), the lecturer decides on substitute performance of duties or on repeating the course. 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 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students have knowledge about the position of women in ancient society, of their role and agency in cultural, social, and political history. The students are able to interpret the everyday life of women in Greece and Rome from the works of the most famous ancient writers and from many epigraphic monuments. They know how to work with various ancient sources, to interpret and evaluate them. The students have also the basic overview of the sources and literature on gender studies, with a focus on antiquity, and are familiar with current issues in the field of gender studies.	
<b>Class syllabus:</b> Introduction, work plan, tasks. Basic literature on the problem and basic heuristic aids - encyclopaedias, bibliographies, biographical dictionaries. Sources on women's history - Numismatic sources. Epigraphic sources. Literary sources and works of Greek and Roman historiography. Introduction to Women in Antiquity - A brief survey of the status of women in ancient civilizations (Mesopotamia, Egypt). The most important female mythological figures - Medea, Antigone, Helen, Penelope... - comparison of myth and reality. Status of women in Greece - issues of everyday life - family, marriage, raising children, education, work and occupations, housing, eating, baths, games and entertainment, death, funeral rituals. Status of women in Rome - issues of everyday life. The legal status of women in Roman law. The view of ancient authors on women in Rome. The tomb inscriptions of women. Women and their influence on the politics of	

Rome - Cleopatra, Livia, Messalina, Agrippina... Comparison of the status of women in different cultures. Evaluation of the course, conclusion.						
<b>Recommended literature:</b> POMEROY, Sarah, B. Goddesses, Whores, Wives and Slaves : women in classical antiquity. New York: Schocken Books, 1975. ANDOKOVÁ, Marcela et al. Bežný život starých Rimanov, Bratislava: Iris, 2020. ISBN 9788082000644. SUETONIUS Tranquillus, C. Životopisy dvanástich cisárov. Prel. Etela Šimovičová, Bratislava: Spolok slovenských spisovateľov, 2010. ISBN 978-80-8061-427-0 KINCL, Jaromír, URFUS, Valentin, SKŘEJPEK, Michal: Římské právo, Praha: Beck, 1995. ISBN 9788071790310 GARDNER, Jane F. Family and familia in Roman law and life. Oxford: Clarendon Press, New York: Oxford University Press, 1998, Repr. 2004. ISBN 0-19-815217-5 GARDNER, Jane F. Women in Roman Law and Society. London : Routledge, 1990. ISBN 9780415059022						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 40						
A	ABS	B	C	D	E	FX
70,0	0,0	12,5	7,5	0,0	2,5	7,5
<b>Lecturers:</b> Mgr. Daniela Rošková, PhD.						
<b>Last change:</b> 11.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-428/18	<b>Course title:</b> Saints, Miracles, Examples. Hagiographic Genres and Cult of Saints in Central Europe in the High and Late Middle Ages
<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> 3	
<b>Recommended semester:</b> 15.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Regular attendance and active participation, analysis of texts (historiographical or sources in translation in class) 60 %, oral presentation of a selected topic during the semester 40 %. Grading scale: 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. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Results and objectives: Students will get acquainted with basic terms and tools of hagiography, main hagiographic genres and their analysis, historical development of devotion to saints and most recent trends in research. They will learn to work with various types of sources as well as critically analyze them; the emphasis will be put on argumentation and presentation in discussion and in written form.	
<b>Class syllabus:</b> Introduction. Saints in history, devotion to saints and hagiography, types of hagiographic genres, hagiography as a scientific discipline. Canonization: origins, process, sources. Formation of the canonization process in the 13th century. Vita, legend as basic hagiographic genre. Miracles, collections of miracula. Liturgy, relics, forms of devotion of saints.	

<p>New religious orders, “living saints”, dynastic sainthood in Central Europe – saintly princesses. St. Elizabeth of Hungary – miracles, canonization. Anežka Přemyslovna, Hedwig of Silesia, Margaret of Hungary and others.</p> <p>St. Stanislaus, martyr-bishop and his canonization (miracles, canonization process, spread of the cult)</p> <p>St Margaret of Hungary – canonization efforts in the Middle Ages (miracles, inquisitio)</p> <p>Official and non-official cults in the late Middle Ages.</p> <p>Hussites and saints.</p> <p>Preaching and cult of saints.</p>																	
<p><b>Recommended literature:</b></p> <p>Recommended literature:</p> <p>KLANICZAY, Gábor. Holy Rulers and Blessed Princesses: Dynastic Cults in Medieval Central Europe. Cambridge: Cambridge University Press, 2002. ISBN 978-0521420181.</p> <p>Legenda Vetus, Acta Processus Canonizationis et Miracula Sanctae Margaritae de Hungaria. The Oldest Legend, Acts of the Canonization Process, and Miracles of Saint Margaret of Hungary. Ed. I. CSEPREGI, G. KLANICZAY et al. Central European Medieval Texts 8. Budapest: Central European University Press, 2018. ISBN 978-963-386-218-6.</p> <p>Les saints et leur culte en Europe centrale au Moyen Âge (XIe – début du XVIe siècle). Ed. Marie-Madeleine de CEVINS – Olivier MARIN. Series Hagiologia 13. Turnhout: Brepols, 2017. ISBN 978-2-503-57548-3.</p> <p>Medieval Hagiography: An Anthology. Ed. Thomas HEAD. New York – London: Garland, 2000. ISBN 9780415937535.</p> <p>VAUCHEZ, André. Sainthood in the Later Middle Ages. Cambridge: Cambridge University Press, 1997. ISBN 978-0521619813.</p> <p>Vitae Sanctorum Aetatis Conversionis Europae Centralis (Saec. X-XI). Saints of the Christianization Age of Central Europe (Tenth-Eleventh Centuries). Ed. Gábor KLANICZAY et al. Central European Medieval Texts 6. Budapest: Central European University Press, 2013. ISBN 978-615-5225-20-8.</p> <p>(Further literature will be recommended during the course. Students will be provided selected parts of sources and texts for reading in class.)</p>																	
<p><b>Languages necessary to complete the course:</b></p> <p>English</p>																	
<p><b>Notes:</b></p> <p>Notice:</p> <p>This course is suitable for Erasmus students.</p>																	
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 35</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>51,43</td><td>28,57</td><td>5,71</td><td>2,86</td><td>0,0</td><td>11,43</td></tr> </tbody> </table>						A	B	C	D	E	FX	51,43	28,57	5,71	2,86	0,0	11,43
A	B	C	D	E	FX												
51,43	28,57	5,71	2,86	0,0	11,43												
<p><b>Lecturers:</b> Mgr. Stanislava Kuzmová, PhD.</p>																	
<p><b>Last change:</b> 28.06.2022</p>																	
<p><b>Approved by:</b></p>																	

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-224/15	<b>Course title:</b> Search Engine Optimization 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> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course evaluation consists of active participation (20 points), SEO audit (30 points), SEO audit presentation (10 points) and final test (40 points). All parts of the course evaluation are mandatory. Two excused absences are possible during a course which will decrease your points for active participation. The detailed schedule with deadlines for the specific assignments is going to be available at the beginning of the semester. Scholastic honesty policies are applied, there is "zero tolerance" for plagiarism, unauthorized collaboration on assignments etc. Any offences will lead to annulment of assignment points. Overall course evaluation (in %): 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Course graduates understand the SEO project process and practically master the creation of SEO audit of the selected website. From a theoretical point of view, students have SEO knowledge focusing on specific techniques and factors influencing website position in search results page.	
<b>Class syllabus:</b> 1. SEO introduction - basic concepts 2. SEO planing and management process in a company 3. SEO audit as a part of SEO project 4. Webpage current status analysis 5. Keyword analysis 6. SEO factors: HTML	



7. SEO factors: architecture 8. SEO factors: content 9. SEO factors: users, trust and links 10. Black hat SEO 11. Emerging verticals - SEO trends					
<b>Recommended literature:</b> Makulová, Soňa, Hrčková, Andrea. Optimalizácia webových stránok pre vyhľadávacie nástroje. [online]. Bratislava: Elet, 2011. Dostupné na: <a href="http://www.elet.sk/seo/makulova-hrckova.pdf">http://www.elet.sk/seo/makulova-hrckova.pdf</a> Lectures and other materials published via Moodle. Other recommended resources: SEO Chat. [online]. Dostupné na: <a href="http://www.seochat.com/">http://www.seochat.com/</a> MOZ. [online]. Dostupné na: <a href="https://moz.com/blog">https://moz.com/blog</a> Search Engine Land. [online]. Dostupné na: <a href="http://searchengineland.com">http://searchengineland.com</a> Search Engine Roundtable [online]. Dostupné na: <a href="https://www.seroundtable.com">https://www.seroundtable.com</a> Search Engine Watch [online]. Dostupné na: <a href="https://searchenginewatch.com">https://searchenginewatch.com</a>					
<b>Languages necessary to complete the course:</b> Slovak, English (B2 and higher) to work with information sources					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 151					
A	B	C	D	E	FX
42,38	19,21	19,87	9,27	5,3	3,97
<b>Lecturers:</b> prof. PhDr. Jaroslav Šušol, PhD.					
<b>Last change:</b> 27.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-059/15	<b>Course title:</b> Serbian Cinematography
<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> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The evaluation consists of three parts: film presentation, essay, and test. The students can earn 20 points for the presentation, 30 points for the essay and 50 points for the test. Grading scale: 100 % - 93%: A 92% - 84%: B 83% - 76%: C 75% - 68%: D 67% - 60%: E 59% - 0%: Fx Student who does not complete all three assignments will not be evaluated. The students may have a maximum of two absences during the semester and must achieve a minimum of 60% success rate in all parts of the assessment. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After successful completion of the course, the students have basic knowledge of the history of Serbian film and the current development of film production as a prerequisite for the emergence and development of film culture. They have knowledge about the circumstances of the creation of specific films, they can identify the social and ideological functions of films with an emphasis on the works of the most important Serbian film directors. The students master the basic terminology of film analysis, they are able to deal with terminology common to literature and film (characters, plot, theme, environment), but also with terminology specific to the film environment (lighting, dialogues, special effects, etc.).	
<b>Class syllabus:</b> 1. The emergence of film: the question of national cinematography. 2. A brief overview of the history of Serbian film (interwar period, (socialist) dictated production of films of the administrative period, black wave, white wave with a period of the Czech school, the new wave). 3. Themes of contemporary Serbian film. 4. Serbian documentary film. 5. Serial films and television production. 6. Film adaptations of literary works. 7. Soundtracks.	

8. Nominations and awards of Serbian films.
9. National themed film festivals.
10. Film production of Emir Kusturic.
11. Examples from works of Serbian cinematography.
12. Interpretation of works of Serbian cinematography.

**Recommended literature:**

1. DUDKOVÁ, Jana. Balkán alebo metafora: balkanizmus a srbský film 90. rokov. Bratislava: Slovenský filmový ústav, 2008. ISBN 978-80-224-1010-6
2. JEKNIĆ, Oleg. Tri početka srpskog igranog filma: načini naracije i društveni kontekst. In: Istorija 20. veka, 2019, roč. 37, č.2, s. 65 – 84. [cit. 2021-10-22]. Available at: <https://docplayer.rs/168823747-Tri-po%C4%8Detka-srpskog-igranog-filma-na%C4%8Dini-naracije-i-dru%C5%A1tveni-kontekst.html>
3. KOSANOVIĆ, Dejan. Film i kinematografija (1896 – 1993). [cit. 2021-10-22]. Available at: [https://www.rastko.rs/isk/isk\\_27.html](https://www.rastko.rs/isk/isk_27.html)
4. LAZAREVIĆ-RADAK, Sanja. Jugoslovenski „crni talas“ i kritički diskurs: preispitivanje prošlosti, kritika sadašnjosti i anticipiranje krize. In: Etnoantropološki problemi, 2016, roč. 11, č. 2, s. 497 – 518 [cit. 2021-10-22]. ISSN 2334-8801 (Online)  
Available at: <https://www.eap-iea.org/index.php/eap/article/view/661>
5. Films, documentaries, television programs, information from websites, e.g.: <http://www.kinoteka.org.rs/>; <http://www.fcs.rs/o-fcs/o-nama/>; [www.scfd.cz](http://www.scfd.cz); [www.imdb.com](http://www.imdb.com)  
Teacher's presentations are available in MS Teams.

**Languages necessary to complete the course:**

Slovak, Serbian or English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 75

A	B	C	D	E	FX
37,33	21,33	14,67	14,67	12,0	0,0

**Lecturers:** doc. Mgr. Michal Téa, PhD.

**Last change:** 18.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-044/15	<b>Course title:</b> Serbian Culture Studies
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, active participation (10 points), preparation of a seminar paper and its presentation during the semester (30 points) on a selected topic, e.g.: the Danube through Serbia, the development of Serbian cinema, the National Parks of Serbia, the path of the Roman emperors, etc., will be evaluated. There will be a final test (60 points) during the exam period. Grading scale in %: A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 % Students may have a maximum of two absences during the semester and must achieve a minimum of 60% pass in all components of the assessment. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> Upon successful completion of the course, studenta have a basic knowledge of Serbia as a country and a state (geography, ethnography, demography, political system). Studetns are able to identify the most significant events in Serbian history, personalities and works of Serbian science, culture and art. They know the landmarks of the country and are familiar with current events in Serbia and Serbian-Serbian relations.	
<b>Class syllabus:</b> 1. A brief overview of the history of Serbia, its culture and literature. 2. Geography and demography of Serbia: natural conditions, population structure, administrative and regional divisions, economy. 3. History of Serbia (medieval, modern, recent and contemporary history), significant events and milestones.	

4. National and ethnic minorities in Serbia.
5. Serbian emigration in the world.
6. Serbian-Slovak relations.
7. Tourism and gastronomy.
8. Ethnographic highlights of Serbia: folklore, customs, folk art, folk architecture, music.
9. Important representatives of Serbian literature, creators in the field of fine arts.
10. Important representatives of Serbian theatre, film and music.
11. UNESCO World Heritage Sites. Historical and cultural monuments.
12. Tourist attractions and sights of Serbia.

**Recommended literature:**

1. CEROVIĆ, Ljubivoje. Srbi u Slovačkoj. Srbi na Slovensku. Novi Sad: Prometej, 2015. ISBN 978-86-515-1044-4
  2. ČOROVIC, Vladimir. Istorija Srba. Beograd: AKIA M. PRINC, 2011. ISBN 978-86-6011-095-6
  3. DERETĆ, Jovan. Kulturna istorija Srba. Beograd: Evro Giunti, 2013. ISBN: 978-86-505-1849-6
  4. JANKOVIĆ, Nebojša. Lepa i tajanstvena Srbija. Beograd: Bookland, 2014. ISBN 978-86-7182-520-7
  5. JOVANOVIĆ, Aleksandar. Homeland of emperors Roman rulers from the territory of modern Serbia. Beograd: Princip Pres, 2013. ISBN 978-86-6189-050-5
  6. MILEUSNIĆ, Slobodan. Srpski manastiri od Hilandara do Libertvila. Beograd: SRPSKA KNJIŽEVNA ZADRUGA, 2004. ISBN 86-379-0866-7
- Documentaries and fiction films, TV programmes, samples of literary works and musical compositions, websites (e.g.: <https://whc.unesco.org/en/statesparties/rs>; <https://www.srbija.travel/>; <http://www.pojmovnik.etno-institut.co.rs/pojmovnik.php>, <https://www.slovackizavod.org.rs/sr/kultura-i-sira-javnost/12948>, <https://www.ludovakultura.sk/položka-encyklopedie/srbi-na-slovensku/>)
- Teacher presentations are available in MS TEAMS.

**Languages necessary to complete the course:**

Slovak, Serbian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 87

A	B	C	D	E	FX
33,33	29,89	16,09	12,64	8,05	0,0

**Lecturers:** Bc. Juraj Kýška

**Last change:** 18.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-038/22	<b>Course title:</b> Shamanism
<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>Antirequisites:</b> FiF.KPR/A-moRE-038/20	
<b>Course requirements:</b> The condition for passing the course is successful completion of a written exam. A - at least 80 points B - at least 75 points C - at least 70 points D -at least 65 points E - 60 and less A (100-93 %) B (92-85 %) C (84-78 %) D (77-69 %) E (68-60 %) Fx (59 % and less) Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 0%/100%	
<b>Learning outcomes:</b> Student who absolved the course understands the problems related to the use of the term shaman and shamanism as scientific categories and knows the most important theoretical approaches to understanding shamanism. He/she has knowledge about the place of shamans in cosmological ideas and in the social organization of the companies in which they operate and are also familiar with the issue of altered states of consciousness and scientific explanations of this phenomenon. Finally, students gained basic knowledge in areas such as the projection of the shamanic understanding of the world into material and artistic culture in various societies of the world; revitalization of shamanism in communities where the shamanic tradition existed; or neo-shamanism.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introductory lecture on the course, content and conditions of evaluation</li> <li>2. Shaman and shamanism as scientific categories</li> <li>3. Shamanism and cosmology</li> <li>4. Selection and initiation of a shaman</li> <li>5. Shaman and society</li> <li>6. Shamanism and altered states of consciousness</li> <li>7. Shaman as a healer</li> <li>8. Shaman's props and their symbolism</li> <li>9. Shaman in folklore</li> <li>10. Elements of shamanism in the religions of the world</li> </ol>	

11. Revitalization of shamanism					
12. Neo-shamanism					
<b>Recommended literature:</b> DUBOIS, Thomas. Úvod do šamanismu. Praha: Volvox Globator, 2011. ISBN 978-1-107-40040-5 ELIADE, Mircea. Šamanizmus a nejstarší techniky extáze. Praha: Argo, 1997 LÉVI-STRAUSS, Claude. Strukturální antropologie. Praha: Argo, 2006. ISBN 80-7203-713-7 VITEBSKY, Piers. Svět šamanu. Praha: Knižní klub, 1996. ISBN 80-85809-43-5 XENOFANTOV, Gavriil. Sibiřští šamani a jejich ústní tradice. Praha: Argo, 2001. ISBN 80-7203-334-4					
<b>Languages necessary to complete the course:</b> Slovak, Czech					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 24					
A	B	C	D	E	FX
62,5	12,5	8,33	12,5	4,17	0,0
<b>Lecturers:</b> Mgr. Matej Karásek, PhD.					
<b>Last change:</b> 29.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.Dek/A-mpSZ-026/21	<b>Course title:</b> Skills for Success – from University to Practice
<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> a) in-class presence and active participation (student can miss max 1x180 min) – 40 % b) partial assignments handed-in for each of the 6 topics – 20 % c) group presentation on selected topic from the course syllabus and providing feedback to teammates – 40 % Grading scale: Klasifikačná stupnica: A: 100 - 92 %, B: 91 - 84 %, C: 83 - 76 %, D: 75 - 68 %, E: 67 - 60 %, Fx: less than 60 % The teacher will accept a maximum of two absences. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The aim of the soft skills course needed for proper navigation on the job market of shared service centers is to acknowledge students with the portfolio of highly effective communication tools. Companies associated within the Business Service Center Forum (BSCF) and the under the auspices of the American Chamber of Commerce in Slovakia currently employ more than 34 000 full-time employees. They have identified soft communication skills as the most crucial, but also one of the least developed, skills fresh graduates possess when entering the job market. Upon successful completion of the course, students would be capable of more effective teamwork in remote international environment, managing their work time properly and efficiently and of communicating with higher portion of assertiveness. They will also increase their capabilities in providing and receiving constructive feedback, conflict resolution at a workplace and captivating their audience while presenting or applying design principles into daily communication routine.	
<b>Class syllabus:</b> Critical Thinking and Decision Making Conflict Resolution and Mindset Time Management How to Manage Teams Remotely Verbal and Non-Verbal Communication Feedback	



<b>Recommended literature:</b> Covey, Stephen R. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. New York: Simon and Schuster, 1999. ISBN: 0-684-84664-0. Fisher, Roger et al. Getting to Yes - Negotiating Agreement Without Giving. London: Random House, 1999. ISBN: 978-1-84-413146-4.					
<b>Languages necessary to complete the course:</b> EN					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 20					
A	B	C	D	E	FX
40,0	40,0	0,0	5,0	0,0	15,0
<b>Lecturers:</b> Ing. Peter Rusíňák, PhD.					
<b>Last change:</b> 07.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-901/15	<b>Course title:</b> Slavic Language: Bulgarian 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, continuous written papers on Bulgarian spelling will be required, as well as two written tests to verify grammatical and translation competence. A final test and an oral examination are required in the exam period, aimed at comprehension of the interpreted text, to test theoretical knowledge, practical linguistic competence and conversational skills. Students may have a maximum of one absence during the semester without providing acceptable evidence and must achieve a minimum of 60 % pass rate in all components of the assessment. Students may be admitted to the oral examination only if they have met all the requirements of the continuous assessment. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. <b>Grading Scale (%):</b> A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 % Dates for the final test and the oral part of the final exam will be announced no later than the last week of the semester. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After the course, students have knowledge of the Bulgarian language at the beginner level (A1.1). They have mastered Bulgarian pronunciation and spelling as well as basic vocabulary. They have basic communication skills and a basic knowledge of Bulgarian grammar. They can understand simple texts and recordings, and can produce simple dialogues and texts. They have a basic knowledge of Bulgarian realities.	
<b>Class syllabus:</b> 1. Bulgarian writing, word accent and intonation, orthoepic exercises. 2. Basic rules of Bulgarian orthography and orthoepy, orthographic exercises.	

3. The auxiliary verb съм (to be), the expression of the negative in Bulgarian.
4. Grammatical categories of the noun - basic information.
5. Grammatical categories of adjectives - basic information.
6. Personal, demonstrative and possessive pronouns.
7. Present tense - basic information, simple forms of the imperative.
8. Conjugation of verbs имам, нямам, and impersonal forms of verbs има, няма.
9. Conjugation of verbs казвам се, следвам, купувам, пиша, чета, живея.
10. Conversational topics (greetings, family, home, study, hobbies, calendar).
11. Bulgarian realities (introduction to the country, holidays, customs and traditions in the autumn-winter period).
12. Repeating conversational topics and grammar, final test, oral exam.

**Recommended literature:**

DOBRÍKOVÁ, Mária, VLČANOVA, Marinela. Základy bulharčiny. Teória a prax. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4222-3.

DOBRÍKOVÁ, Mária. Gramatické cvičenia z bulharčiny 1. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4223-4.

CHADŽIEVA, Elena et al. Bălgarski ezik za čuždenci. Obšt kurs. Sofija: UI Sv. Kliment Ochridski, 2006. ISBN 978-954-07-2409-6.

KURTEVA, Galina, BUMBAROVA, Krăstinka a Stefka BĂČVAROVA. Zdravejte. Učebnik po bălgarski ezik za čuždenci (A1- A2). Sofija: Nov bălgarski universitet, 2013. ISBN 978-954-535-737-4.

KOLEVA-ZLATEVA, Živka, EMILJANOVA, Borjana a Valentina SEDEFČEVA. Az govorja. Bălgarski ezik za čuždenci. 1. část. Veliko Tărnovo: Faber, 2007. ISBN 954-775-333-9.

**Languages necessary to complete the course:**

Slovak and Bulgarian language.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
18,18	0,0	18,18	31,82	15,91	15,91	0,0

**Lecturers:** Mgr. Natália Šťastná

**Last change:** 22.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-902/15	<b>Course title:</b> Slavic Language: Bulgarian 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, continuous written papers on Bulgarian orthography will be required, as well as two written tests to examine grammatical, linguistic, and translation competence. A final test and an oral exam on comprehension of an interpreted text to test theoretical knowledge of Bulgarian grammar, linguistic competence and conversational skills are required in the exam period. Students may have a maximum of one absence during the semester without showing acceptable evidence and must achieve a minimum of 60% pass rate in all components of the assessment. Students may be admitted to the oral examination only if they have met all the requirements of the continuous assessment. <b>Grading Scale:</b> A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 % Dates for the final test and the oral portion of the final exam will be announced no later than the last week of classes of the semester. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After completing the course, students will have a beginner level knowledge of the Bulgarian language (A1 - A2) and adequate vocabulary, communication skills and knowledge of the rules of Bulgarian orthography, orthography and grammar. They can understand longer texts and recordings, and can produce longer oral and written utterances. They have better knowledge of Bulgarian culture.	
<b>Class syllabus:</b>	

1. Interrogative pronouns. Ways of forming a question in Bulgarian. 2. Nouns - natural and grammatical gender. 3. Adjectives. Gradations of adjectives and adverbs. 4. Masculine nouns, animate and inanimate. 5. Present tense of verbs, 1st conjugation category. 6. Present tense of verbs, 2nd conjugation category. 7. Present tense of verbs, 3rd conjugation category. 8. Simple future tense. 9. Cardinal and ordinal numbers in Bulgarian. Compound numbers. 10. Plural nouns. Shape of the counted object. 11. Conversational topics (tourism and travel, human body, human characteristics, work) 12. Bulgarian culture (tourist attractions and landmarks, World Heritage sites UNESCO World Heritage Sites, holidays, customs and traditions in spring-summer). 13. Repeating conversational topics and grammar. 14. Final test, oral exam.					
<b>Recommended literature:</b> DOBRÍKOVÁ, Mária, VLČANOVA, Marinela. Základy bulharčiny. Teória a prax. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4222-3. DOBRÍKOVÁ, Mária. Gramatické cvičenia z bulharčiny 1. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4223-4. CHADŽIEVA, Elena et al. Bălgarski ezik za čuždenci. Obšt kurs. Sofija: UI Sv. Kliment Ochridski, 2006. ISBN 978-954-07-2409-6. KURTEVA, Galina, BUMBAROVA, Krăstinka a Stefka BĂČVAROVA. Zdravejte. Učebnik po bălgarski ezik za čuždenci (A1-A2). Sofija: Nov bălgarski universitet, 2013. ISBN 978-954-535-737-4. KOLEVA-ZLATEVA, Živka, EMILJANOVA, Borjana a Valentina SEDEFČEVA. Az govorja. Bălgarski ezik za čuždenci. 1. část. Veliko Tărnovo: Faber, 2007. ISBN 954-775-333-9.					
<b>Languages necessary to complete the course:</b> Slovak and Bulgarian language					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 28					
A	B	C	D	E	FX
25,0	35,71	10,71	7,14	14,29	7,14
<b>Lecturers:</b> Mgr. Natália Šťastná					
<b>Last change:</b> 22.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-905/15	<b>Course title:</b> Slavic Language: Croatian 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be two written examinations during the semester, 2 x 50 points, one about mid-semester and the other at the end of the semester. A student may have a maximum of two absences during the semester and must achieve at least a 60% pass rate in all components of the assessment. Grading scale in %: 100 % - 93 %: A 92 % - 84 %: B 83 % - 76 %: C 75 % - 68 %: D 67 % - 60 %: E 59 % - 0 %: Fx Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After the course, students have knowledge of the Croatian language at the beginner level (A1.1). They have mastered Croatian pronunciation and spelling as well as basic vocabulary. They have basic communication skills and a basic knowledge of Croatian grammar. They can understand simple texts and recordings, and can produce simple dialogues and texts. They have a basic knowledge of Croatian realities.	
<b>Class syllabus:</b> 1. Let's meet, introductions, greetings 2. Present tense of the verb to be, negation 3. Personal pronouns 4. Question and answer formation, interrogative pronouns 5. Nouns, gender and number of nouns 6. Indicative pronouns 7. Occupations, nations and states 8. Family, relatives and acquaintances	

9. Zoo 10. Numerals, Zagreb 11. Possessive pronouns, colours, flags 12. Repeating topics and grammar						
<b>Recommended literature:</b> ČILAŠ-MIKULIĆ, Marica et al. Hrvatski za početnike 1, udžbenik hrvatskoga kao drugoga i stranog jezika, Zagreb: Hrvatska sveučilišna naklada, 2006. ISBN 953-169-123-1 ČILAŠ-MIKULIĆ, Marica et al. Hrvatski za početnike 1, vježbenica i gramatički pregled hrvatskoga kao drugog i stranog jezika: Zagreb, Hrvatska sveučilišna naklada, 2006. ISBN 953-169-136-3 BABIĆ, Stjepan et al. Gramatika hrvatskoga jezika Priručnik za osnovno jezično obrazovanje, Zagreb, Školska knjiga, 1994. ISBN 953-0-4008-X KULIHOVÁ, Alica. Nema problema. Slovensko-chorvátka konverzačná príručka. Bratislava, Perfekt, 2013. ISBN 978-80-8046-606-0 Hrvatska školska gramatika. Gramatika [online]. Institut za hrvatski jezik i jezikoslovlje, ©2021 [cit. 2021-10-25]. Available at: <a href="https://gramatika.hr/#">https://gramatika.hr/#</a> Hrvatski jezični portal. HjpZnanje [online]. Znanje, ©2021 [cit. 2021-10-24]. Available at: <a href="http://hjp.znanje.hr">http://hjp.znanje.hr</a> Hrvatski pravopis. Pravopis [online]. Institut za hrvatski jezik i jezikoslovlje, ©2021 [cit. 2021-10-25]. Available at: <a href="https://pravopis.hr">https://pravopis.hr</a>						
<b>Languages necessary to complete the course:</b> Slovak, Croatian						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 148						
A	ABS	B	C	D	E	FX
57,43	0,0	22,3	8,11	4,73	4,05	3,38
<b>Lecturers:</b> Mgr. Tea Prhat						
<b>Last change:</b> 22.05.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-906/15	<b>Course title:</b> Slavic Language: Croatian 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be two written tests during the semester, 2 x 50 points, one around the middle and one at the end of the semester. A student may have a maximum of two absences during the semester and must achieve at least a 60% pass rate in all components of the assessment. Grading scale in %: 100 % - 93 %: A 92 % - 84 %: B 83 % - 76 %: C 75 % - 68 %: D 67 % - 60 %: E 59 % - 0 %: Fx Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students have knowledge of Croatian language at the beginner level A1.2 according to CEFR and adequate vocabulary, communication skills and knowledge of the laws of Croatian orthography, orthography and grammar. They can understand longer texts and recordings, and can produce longer oral and written utterances. They have a deeper knowledge of Croatian culture.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Repetition of topics covered</li> <li>2. Croatia and the Croats</li> <li>3. Hotel, tourism, present tense of verbs with the ending -ati, -irati, iti, jeti</li> <li>4. Accusative of nouns</li> <li>5. Question words, question formation</li> <li>6. Present tense of the modal verbs need, want and have to</li> <li>7. Prepositions with accusative, Croatian holidays</li> <li>8. Student life</li> </ol>	



9. Café, restaurant, lunch, verbs eat and go
10. Food, menu, fruit, vegetables, eating
11. Clothes, shoes, shops and shopping
12. Final repetition, test

**Recommended literature:**

ČILAŠ-MIKULIĆ, Marica et al. Hrvatski za početnike 1, udžbenik hrvatskoga kao drugoga i stranog jezika, Zagreb: Hrvatska sveučilišna naklada, 2006. ISBN 953-169-123-1

ČILAŠ-MIKULIĆ, Marica et al. Hrvatski za početnike 1, vježbenica i gramatički pregled hrvatskoga kao drugog i stranog jezika: Zagreb, Hrvatska sveučilišna naklada, 2006. ISBN 953-169-136-3

KURIC, Andrej Rječnik slovačko-hrvatski ; hrvatsko-slovački, Našice: Savez Slovaka u Hrvatskoj, 2006. ISBN 953-7277-03-8

ČUBRIĆ, Marina et al. Praktični školski pravopis s vježbama i zadacima, Zagreb: Školska knjiga, 2008. ISBN 978-953-0-20467-6

KULIHOVÁ, Alica. Nema problema. Slovensko-chorvátka konverzačná príručka. Bratislava, Perfekt, 2013. ISBN 978-80-8046-606-0

Hrvatska školska gramatika. Gramatika [online]. Institut za hrvatski jezik i jezikoslovlje, ©2021 [cit. 2021-10-25]. Available at: <https://gramatika.hr/#>

Hrvatski jezični portal. HjpZnanje [online]. Znanje, ©2021 [cit. 2021-10-24]. Available at: <http://hjp.znanje.hr>

Hrvatski pravopis. Pravopis [online]. Institut za hrvatski jezik i jezikoslovlje, ©2021 [cit. 2021-10-25]. Available at: <https://pravopis.hr>

**Languages necessary to complete the course:**

Croatian, Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 105

A	B	C	D	E	FX
60,0	25,71	9,52	1,9	1,9	0,95

**Lecturers:** Mgr. Tea Prhat

**Last change:** 22.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-909/15	<b>Course title:</b> Slavic Language: Polish 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students continuously complete assignments in Polish after each lesson, for one assignment they can get a maximum of 10 points. At the end of the teaching part students write a test to check the acquired language competences. Scoring of assignments - every 4 mistakes means minus one point. Failure to submit an assignment means 0/10. The final grade is the average of the average grade for the homework + the grade for the final test. Students may have a maximum of two absences during the semester and must achieve a minimum of 60% success in all components of the grade. Grading scale in %: A: 100 - 93 % B: 92 - 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 part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students will have knowledge of Polish language at beginner level A1.1 according to CEFR standards. Students are able to articulate specific Polish syllables, has a basic vocabulary and spelling. They can understand written text as well as audio-recordings on the topics covered, are able to conduct a simple dialogue and independently write a short text in Polish. They know selected aspects of Polish grammar. They have a basic knowledge of Polish culture.	
<b>Class syllabus:</b> 1. Basic information about Poland. Alphabet and pronunciation. Basic rules of Polish spelling.	

2. Introductions, formal and informal communication. Nominative. Personal and demonstrative pronouns.
3. Personal identity: occupation, nationality. Instrumental.
4. Interests, age. Cardinal numerals.
5. Family and home. Possessive pronouns. Accusative.
6. Everyday activities and free time. Present tense.
7. Restaurant, shopping. Genitive.
8. Polish national cuisine.
9. Telling time, calendar. Ordinal numerals.
10. Past tense. Writing a private letter.
11. Plans for the new year. Future tense.
12. Christmas in Poland.

**Recommended literature:**

WAWRZYŃIAK, Kinga. Polski na A. Część I. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3828-8

MAJCHER-LEGAWIEC, Urszula et al. Polak potrafi. O wielkich Polakach w Polsce i na świecie. Kraków: Fundacja Wspierania Kultury i Języka Polskiego im. Mikołaja Reja, 2016.

ISBN 9788394316518 8394316514. Available at: <http://fundacjareja.eu/polak-potrafi-spis-tresci/>

MAŁOLEPSZA, Małgorzata, SZYMKIEWICZ, Aneta. Hurra!!! Po polsku 1. Podręcznik studenta. Kraków: Prolog, 2010. ISBN 978-83-60229-24-8

PANČÍKOVÁ, Marta, STEFAŇČZYK, Wiesław. Po tamtej stronie Tatr. Kraków: Universitas, 2003. ISBN

83-242-0198-X

Po polsku po Polsce (Polish Language Course and Knowledge Base on Poland). [online].

Available at:

<http://www.popolskupopolsce.edu.pl/>

Pol'sko-slovenský slovník. [online]. Available at: <https://slovniky.lingea.sk/polsko-slovensky>

**Languages necessary to complete the course:**

Slovak or English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 154

A	ABS	B	C	D	E	FX
59,74	0,0	18,83	9,74	5,19	1,95	4,55

**Lecturers:** Mgr. Božena Kotula, PhD., Mgr. Zuzana Obertová, PhD.

**Last change:** 17.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-910/15	<b>Course title:</b> Slavic Language: Polish 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, students write two intermediate tests to check the acquired language skills and two written texts on topics assigned by the teacher during the semester, related to the subject matter (e.g. description of a selected Polish town, comparison of holidays in Slovakia and Poland, advertisement, postcard, etc.). Students must achieve a minimum of 60% pass rate in each test and each text. Each test and each text constitutes 25% of the final grade. Grading scale: A: 100 - 93 % B: 92 - 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 part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students have knowledge of Polish language at the beginner level A1.2 according to CEFR standards. They know Polish orthography and pronunciation. Students are able to understand written text as well as audio-recordings on the topics covered, are able to conduct a simple dialogue and independently write a short text in Polish. At both the theoretical and practical level, they know the regular declension and conjugation of word types, together with the most frequently occurring irregularities. They have a basic knowledge of Polish cities, traditional foods, holidays and tourist attractions.	
<b>Class syllabus:</b> 1. City description. Location. 2. Showing the way in the city. Determining the place. 3. Tourist attractions and sights in Poland. 4. Weather, weather forecast, seasons.	

5. Easter in Poland, traditional dishes.
6. Apartment and furniture. Nominative and accusative plural. Description of an apartment, writing an advertisement.
7. Clothes, fashion.
8. Health and the human body. The verb "powinien".
9. Sport.
10. Travel, holidays. Verbs of motion, writing postcards.
11. Celebrations and holidays. Congratulations.
12. Repeating conversational topics, practicing the grammatical phenomena discussed.

**Recommended literature:**

WAWRZYNIAK, Kinga. Polski na A. Część I. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3828-8

MAŁOLEPSZA, Małgorzata, SZYMKIEWICZ, Aneta. Hurra!!! Po polsku 1. Podręcznik studenta. Kraków: Prolog, 2010. ISBN 978-83-60229-24-8

OBERTOŹ, Zuzana: Polski na A. Część I. Zeszyt ćwiczeń. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5281-9.

DZIAMSKA-LENART, Gabriela et al. Słownik frazeologiczny z ćwiczeniami dla uczących się języka polskiego jako obcego [online]. Poznań: Rys, 2021. ISBN 978-83-66666-50-4. Available at:

<http://coolfraz.amu.edu.pl/#/sloownik-papierowy>

Pol'sko-slovenský slovník. [online]. Available at: <https://slovniky.lingea.sk/polsko-slovensky>

**Languages necessary to complete the course:**

Slovak language, Polish language at the level A1.1

**Notes:**

**Past grade distribution**

Total number of evaluated students: 89

A	B	C	D	E	FX
46,07	24,72	17,98	8,99	2,25	0,0

**Lecturers:** Mgr. Priska Sekerová, PhD.

**Last change:** 29.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-917/15	<b>Course title:</b> Slavic Language: Serbian 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student's home preparation, his/her active work in the exercises and one seminar paper will be evaluated. There will be one written examination to test grammatical competence and conversational skills and a final test. A student may have a maximum of two absences during the semester and must achieve a minimum of 60% pass rate in all components of the assessment. Grading scale in percentages: 100 % - 93 %: A 92 % - 84 %: B 83 % - 76 %: C 75 % - 68 %: D 67 % - 60 %: E 59 % - 0 %: Fx Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students have knowledge of Serbian language at the beginner level A1.1 according to CEFR standards. Students are able to articulate specific Serbian syllables, has a basic vocabulary and spelling. They can understand written text as well as audio-recordings on the topics covered, are able to conduct a simple dialogue and independently write a short text in Serbian. They know selected aspects of Serbian grammar and have basic knowledge of Serbian culture.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Basic information about Serbia.</li> <li>2. Serbian script.</li> <li>3. Phonological and grammatical system of written Serbian.</li> <li>4. Word accent and intonation.</li> <li>5. Personal, demonstrative and possessive pronouns.</li> <li>6. Nouns in the nominative and accusative singular and plural.</li> <li>7. The auxiliary verb to be.</li> <li>8. Expression of the negative in the Serbian language.</li> <li>9. Ways of forming a question in Serbian.</li> <li>10. Present tense - basic information.</li> </ol>	

11. Basic and ordinal numerals. 12. Basic conversational topics (basic phrases, introductions, nationalities, occupations, family, orientation in space).						
<b>Recommended literature:</b> 1. AJDŽANOVIĆ, Milan et al. Naučimo srpski. Let's learn Serbian 1. Radna sveska. Novi Sad: Filozofski fakultet : Dnevnik, 2006. ISBN 978-86-6065-164-0 2. BABIĆ, Biljana. Naučimo srpski 1 i 2. Rečnik glagola. Novi Sad: Filozofski fakultet, Odsek za srpski jezik i lingvistiku, Centar za srpski jezik kao strani, 2011, ISBN: 978-86-6065-097-1 3. BJELAKOVIĆ, Isidora a VOJNOVIĆ, Jelena. Naučimo srpski 1. Let's learn Serbian 1. Novi Sad: Filozofski fakultet : Dnevnik, 2006. ISBN 978-86-6065-163-3 4. JOKANOVIĆ-MIHAILOV, Jelica. Lektorske vežbe. Priručnik za srpski jezik kao strani. Beograd: Medjunarodni slavistički centar, 2010. ISBN 978-86-86419-95-8 5. JOKANOVIĆ-MIHAILOV, Jelica a LOMPAR, Vesna. Govorimo srpski. Udžbenik srpskog jezika za strance. Beograd: Medjunarodni slavistički centar, 2010. ISBN 978-86-80267-60-9 Temporary additional grammar exercises for the course are available in MS TEAMS.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 127						
A	ABS	B	C	D	E	FX
37,01	0,0	30,71	19,69	7,09	4,72	0,79
<b>Lecturers:</b> Bc. Juraj Kýška						
<b>Last change:</b> 18.05.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-918/15	<b>Course title:</b> Slavic Language: Serbian 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student's home preparation, his/her active work in the exercises and one seminar paper will be evaluated. There will be one written examination to test grammatical competence and conversational skills and a final test. A student may have a maximum of two absences during the semester and must achieve a minimum of 60% pass rate in all components of the assessment. Grading scale in percentages: 100 % - 93 %: A 92 % - 84 %: B 83 % - 76 %: C 75 % - 68 %: D 67 % - 60 %: E 59 % - 0 %: Fx Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students have knowledge of Serbian language at the beginner level A1.2 according to CEFR standards. Proficiency in Serbian orthography and pronunciation. They can understand written text as well as audio-recordings on the topics covered, are able to conduct a simple dialogue and independently write a short text in Serbian. At the theoretical and practical level, they know the regular declension and conjugation of word types, together with the most frequently occurring irregularities. They have a basic knowledge of Serbian cities, holidays, traditional foods and tourist attractions.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Script - Serbian Cyrillic and Latin.</li> <li>2. Repeating and practising grammatical phenomena.</li> <li>3. Genitive of nouns and personal pronouns.</li> <li>4. The locative of nouns and personal pronouns.</li> <li>5. Dative of nouns and personal pronouns.</li> <li>6. Instrumental of nouns and personal pronouns.</li> <li>7. Adjectives - basic information.</li> <li>8. Gradations of adjectives and adverbs.</li> <li>9. Present tense.</li> </ol>	



10. Modal expressions.
11. Past tense.
12. Conversational topics (ordering in a restaurant, clothes, health and the human body, sports, travel, celebrations and holidays, greeting cards).

**Recommended literature:**

1. AJDŽANOVIĆ, Milan et al. Naučimo srpski. Let's learn Serbian 1. Radna sveska. Novi Sad: Filozofski fakultet : Dnevnik, 2006. ISBN 978-86-6065-164-0
  2. BABIĆ, Biljana. Naučimo srpski 1 i 2. Rečnik glagola. Novi Sad: Filozofski fakultet, Odsek za srpski jezik i lingvistiku, Centar za srpski jezik kao strani, 2011, ISBN: 978-86-6065-097-1
  3. BJELAKOVIĆ, Isidora a VOJNOVIĆ, Jelena. Naučimo srpski 1. Let's learn Serbian 1. Novi Sad: Filozofski fakultet : Dnevnik, 2006. ISBN 978-86-6065-163-3
  4. JOKANOVIĆ-MIHAILOV, Jelica. Lektorske vežbe. Priručnik za srpski jezik kao strani. Beograd: Medjunarodni slavistički centar, 2010. ISBN 978-86-86419-95-8
  5. JOKANOVIĆ-MIHAILOV, Jelica a LOMPAR, Vesna. Govorimo srpski. Udžbenik srpskog jezika za strance. Beograd: Medjunarodni slavistički centar, 2010. ISBN 978-86-80267-60-9
- Temporary additional grammar exercises for the course are available in MS TEAMS.

**Languages necessary to complete the course:**

Slovak language, Serbian language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 88

A	B	C	D	E	FX
37,5	27,27	23,86	5,68	4,55	1,14

**Lecturers:** Bc. Juraj Kýška

**Last change:** 18.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-913/15	<b>Course title:</b> Slavic Language: Slovenian 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are expected to actively participate in class, complete homework assignments on a continuous basis, and participate in group activities. The overall final assessment consists of the results of two written tests to evaluate grammatical competence and conversational skills, one mid-term and the other at the end of the semester. In both, the student must achieve a minimum of 60 percent pass rate. The total number of points for both tests is 200. A student may have a maximum of 2 absences with the necessary documentation. Grading scale in %: A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 %. The exact dates and topics for midterm and final evaluations will be announced during the semester. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course is the first half of a two-semester course, the aim of which is to acquire knowledge of the Slovenian language at the beginner level (A1) according to the standards of the Slovenian for Foreigners curriculum and the CEFR. After completing the course, students have mastered the basic vocabulary, basic communication patterns, and are familiar with the basic linguistic system of the Slovene written language. They can introduce themselves and others and can ask and answer questions about personal details. They understand and can use familiar everyday expressions and very basic phrases aimed at meeting needs of a particular type. They are able to interact in a simple way and have basic knowledge of Slovenian culture.	
<b>Class syllabus:</b> 1. Slovenia (introduction to the country, language and culture) 2. Alphabet 3. Numerals (cardinal and ordinal numerals; days of the week; when?; seasons) 4. Getting acquainted - personal identity, class, my street (gender, adjective and noun matching) 5. Nominative of nouns and adjectives - singular, dual, plural 6. Interpersonal relationships - formal and informal communication 7. Intermediate test. Questions: K...? and Ali...? 8. Eating and drinking (drinks, food, different meals of the day, different types of drinks, restaurant) 9. Slovene verbs, present tense, negation of verbs 10. Family and home (home, furniture, expenses, shopping, clothes) 11. Slovene verbs,	

nominative, genitive, accusative; genitive + preposition iz, accusative + prepositions v, na, za; personal pronouns, word order; personal and possessive pronouns; conjunctions: in, ali, da 12. Repeating conversational topics and grammar 13. Final written test.						
<b>Recommended literature:</b> KNEZ, Mihaela, PONIKVAR, Andreja a JERMAN, Tanja. Oblike v oblakih. Slovníčne preglednice. Ljubljana: Filozofska fakulteta, 2017. ISBN: 978-961-237-936-3. LEČIČ, Rada. Basic grammar of the Slovene language. Cerkno: Gaya, 2012. ISBN: 978-961-92674-1-7. MARKOVIČ, Andreja et al. Slovenska beseda v živo 1a – učbenik. Ljubljana: Center za slovenščino kot drugi/tuji jezik, 2012. ISBN: 978-961-237-525-6. MARKOVIČ, Andreja et al. Slovenska beseda v živo 1a – delovni zvezek. Ljubljana: Center za slovenščino kot drugi/tuji jezik, 2012. ISBN: 978-961-237-526-3. PETRIC LASNIK, Ivana, PIRIH SVETINA, Nataša a PONIKVAR Andreja. A, B, C ... Gremo. Ljubljana: Znanstvena založba Filozofske fakultete Univerze v Ljubljani, 2018. ISBN 978-961-06-0044-2.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 106						
A	ABS	B	C	D	E	FX
33,02	0,0	22,64	24,53	9,43	7,55	2,83
<b>Lecturers:</b> Mgr. Terézia Struhárová, PhD.						
<b>Last change:</b> 22.05.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-914/15	<b>Course title:</b> Slavic Language: Slovenian 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are expected to actively participate in class, complete homework assignments on a continuous basis, and participate in group activities. The overall final assessment consists of the results of two written tests to verify grammatical competence and conversational skills, one written in the middle of the semester and the other at the end of the semester. In both, the student must achieve a minimum of 60 percent pass rate. The total number of points for both tests is 200. A student may have a maximum of 2 absences with the necessary documentation. Grading scale in %: A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 %. The exact dates and topics for midterm and final evaluations will be announced during the semester. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course is the second half of a two-semester course, the aim of which is to acquire knowledge of the Slovenian language at the beginner level (A1) according to the standards of the Slovene for Foreigners and CEFR curriculum. After completing the course, students have mastered the basic vocabulary, basic communication patterns, is familiar with the basics of the linguistic system of the Slovene written language. They are able to introduce themselves and others, ask and answer questions about personal details. They understand and can use familiar everyday expressions and basic phrases aimed at meeting needs of a particular type. They can interact in a simple way. They have basic knowledge of Slovenian culture.	
<b>Class syllabus:</b> 1. Repetition and practice of grammatical phenomena 2. Slovene verbs, nominative, genitive, accusative; genitive + preposition iz, accusative + prepositions v, na, za; personal pronouns, word order; personal and possessive pronouns; conjunctions: in, ali, da 3. Leisure (adverbs of time, weather, music, cinema, sport, literature, museum, theatre, gallery) 4. Past tense and future tense; verb-final; locative; locative + prepositions v, na, o, pri, ob; personal pronouns in the 6th case; conjunctions: ampak, pa 5. Travel (travelling in Slovenia, vehicles, types of public transport) 6. Modal expressions; tourism, holidays, vacation (travel agencies, accommodation,	

transport, catering, ...) 7. Test. instrumental; 7th case + preposition z/s; personal pronouns 7th case; conjunctions: ko, kadar 8. Health (physical and mental condition, personal hygiene, body, healthy living, insurance, illness, medication) 9. Conditional mode; dative; 3rd case + prepositions k/h and against; personal pronouns in 3rd case; conjunctions: ker, zato, če 10. Public life in Slovenia (post office, telephone, bank, first aid, embassy, library, school) 11. Repetition of conversational topics and grammar. 12. Final written test.

**Recommended literature:**

KNEZ, Mihaela, PONIKVAR, Andreja a JERMAN, Tanja. Oblike v oblakih. Slovníčne preglednice. Ljubljana: Filozofska fakulteta, 2017. ISBN: 978-961-237-936-3.

LEČIČ, Rada. Basic grammar of the Slovene language. Cerklje: Gaya, 2012. ISBN: 978-961-92674-1-7.

MARKOVIČ, Andreja et al. Slovenska beseda v živo 1a – učbenik. Ljubljana: Center za slovenščino kot drugi/tuji jezik, 2012. ISBN: 978-961-237-525-6.

MARKOVIČ, Andreja et al. Slovenska beseda v živo 1a – delovni zvezek. Ljubljana: Center za slovenščino kot drugi/tuji jezik, 2012. ISBN: 978-961-237-526-3.

PETRIC LASNIK, Ivana, PIRIH SVETINA, Nataša a PONIKVAR Andreja. A, B, C ...

Gremo. Ljubljana: Znanstvena založba Filozofske fakultete Univerze v Ljubljani, 2018. ISBN 978-961-06-0044-2.

**Languages necessary to complete the course:**

Slovak and Slovenian language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 71

A	B	C	D	E	FX
35,21	22,54	14,08	11,27	14,08	2,82

**Lecturers:** Mgr. Terézia Struhárová, PhD.

**Last change:** 22.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-429/18	<b>Course title:</b> Slovak History – Middle Ages
<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> 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in class during the semester, work on the assignments, analysis of the provided texts – historiographical, original sources (in translation) (60%), presentation on a selected topic (max. 20min) (40%) Classification scale: A - excellent - 100 - 92 % B - very well - 91 - 84 % C - well - 83 - 76 % D - satisfactory - 75 - 68 % E - sufficient - 67 - 60 % FX - insufficient - > 60 % Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Attendance: Max. 2 absences Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain general knowledge about political, social, cultural and economic history of present-day Slovakia in the Kingdom of Hungary in the given period (until 1526), in the context of developments in Central European region. They will get acquainted with key trends of development, historical terms, personalities and basic historiographical questions and debates concerning the period.	
<b>Class syllabus:</b> Introduction to history of Slovakia in the Middle Ages in the context of Central Europe. Basic terms, concepts, debates in historiography. Early history of the region - Romans, Celts, Germanic tribes. Avars, Slavs. Slavic peoples in Central Europe. Great Moravia, political and cultural context, and the questions of its continuity and discontinuity in the successor states. The origins of the Kingdom of Hungary and Stephen I.	

<p>First centuries of the Kingdom of Hungary (The beginnings of the expansive policy of Hungarian kings. Economic basis of the kingdom. Social order and patrimony of the kingdom. Church structure of the kingdom before 1200.)</p> <p>The changes in the 13th century. The crisis of the old economic and social system. Golden Bull of Andrew II. The rule of Bela IV. Mongol invasion in 1241/42 and its consequences.</p> <p>Towns in the Kingdom of Hungary.</p> <p>Anarchy at the turn of the 14th century.</p> <p>Angevins on the Hungarian throne and the consolidation in the 14th century.</p> <p>The rule of Sigismund of Luxemburg, struggle with the Hussites.</p> <p>Habsburgs and Jagiellonians struggle for the throne.</p> <p>The monarchy under the rule of Matthias Corvinus.</p> <p>Jagiellonian period in the history of the Kingdom of Hungary.</p> <p>Cultural and economic developments in the late Middle Ages.</p>																	
<p><b>Recommended literature:</b></p> <p>Recommended literature</p> <p>ENGEL, Pál. The Realm of St. Stephen: A History of Medieval Hungary 895 – 1526. London and New York : I. B. Tauris Publishers, 2001. ISBN 9780857731739.</p> <p>MANNOVÁ, Elena (ed.). A Concise History of Slovakia. Bratislava : Academic Electronic Press, 2000. ISBN 9788088880424.</p> <p>Central Europe in the High Middle Ages. Bohemia, Hungary and Poland, c. 900-1300. Ed. Nora BEREND et al. Cambridge: Cambridge University Press, 2013. ISBN: 9780521781565.</p> <p>Further recommended literature will be specified during the semester. Short readings and extracts of sources in translation will be provided to students during the course.</p>																	
<p><b>Languages necessary to complete the course:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 16</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>81,25</td><td>12,5</td><td>6,25</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </tbody> </table>						A	B	C	D	E	FX	81,25	12,5	6,25	0,0	0,0	0,0
A	B	C	D	E	FX												
81,25	12,5	6,25	0,0	0,0	0,0												
<p><b>Lecturers:</b> prof. Mgr. Martin Homza, PhD., Mgr. Stanislava Kuzmová, PhD.</p>																	
<p><b>Last change:</b> 29.06.2022</p>																	
<p><b>Approved by:</b></p>																	

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-058/15	<b>Course title:</b> Slovenian Cinematography
<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> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are expected to actively participate in the lessons and engage in discussion of individual films. The overall evaluation consists of three parts - a presentation about a selected Slovenian director (15 points), a seminar paper (35 points) and a final test (50 points). In all parts of the evaluation, the student must achieve at least 60% success. The teacher will accept two absences with documentation. Grading scale in %: A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 %. The exact date and topics of the continuous and final evaluation will be announced at the beginning of the semester. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the students are familiar with the fundamental moments in the history of Slovenian film (from its beginnings to the present) and important personalities of Slovenian cinematography. They can connect the acquired knowledge with Slovenian history and culture, they are able to find parallels with world and Slovak cinematography. They possess interpretation skills in relation to film art and its genre forms.	
<b>Class syllabus:</b> 1. A brief overview of the origin of film, film art, origins of Slovenian film: the question of national cinematography; 2. Period before World War I: founders of the Slovenian film (Karol Grossmann, Davorin Rovšak); 3. The interwar period (rise of documentary film, Slovenian actors of silent film, actress Ita Rina); 4. First Slovenian silent feature films (In the Kingdom of the Goldhorn, The Slopes of Triglav); 5. The literature of World War II; 6. Post-war period (the first Slovenian sound art feature film On Our Own Land, the films Kekec, Valley of Peace); 7. Period of the director František Čáp and his films Vesna and Ne čakaj na maj. 8. Period of Modernism, director Boštjan Hladnik and his film Dance in the Rain, Hladnik's contemporaries;	



9. Contemporary Slovenian Film 10. Slovenian documentary film 11. Slovenian film abroad, awards of Slovenian films 12. Revision, test					
<b>Recommended literature:</b> FURLAN, Silvan et al. Filmografija slovenskih celovečernih filmov: 1931 - 2010. Ljubljana: UMco: Slovenska kinoteka, 2011. ISBN: 978-961-6803-19-9. TOTEBERG, Michael (ed.). Lexikon světového filmu. Praha: Orpheus, 2005. ISBN: 80-903310-7-6. VRDLOVEC, Zdenko. Zgodovina slovenskega filma. Radovljica 2010. ISBN: 978-961-261-140-8. (Available in the library of the department of Slavic studies, G214). Website of Slovenian biographical lexicon. Available at: <a href="https://www.slovenska-biografija.si/nsbl/">https://www.slovenska-biografija.si/nsbl/</a> Website of the Slovenian film centre. Available at: <a href="https://www.film-center.si/en/">https://www.film-center.si/en/</a>					
<b>Languages necessary to complete the course:</b> Slovak and English					
<b>Notes:</b> Films are presented in Slovenian with English subtitles.					
<b>Past grade distribution</b> Total number of evaluated students: 34					
A	B	C	D	E	FX
41,18	20,59	20,59	8,82	2,94	5,88
<b>Lecturers:</b> Mgr. Terézia Struhárová, PhD.					
<b>Last change:</b> 22.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/bSV-034/15	<b>Course title:</b> Slovenian Culture Studies
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The seminar is evaluated by a mid-term evaluation. Students' active participation in the seminar is evaluated; in the middle of the teaching part of the semester (in week 7), students submit a seminar paper related to the topic of the course (topics will be provided to students at the beginning of the semester). In the second half of the semester, presentations of individual seminar papers will be made and followed by discussion. Student will receive 40 points for the seminar paper and its presentation. In the final week of the semester, students will write a final test (60 points). The final grade is the sum of the points earned for the seminar paper (including its presentation) and the test. Grading scale in %: A: 100 - 93 % B: 92 - 84 % C: 83 - 76 % D: 75 - 68 % E: 67 - 60 % Fx: 59 - 0 % A maximum of two absences are allowed. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant part of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students have knowledge of Slovenian realities (geography, history, ethnography, information about important personalities of Slovenian science, culture and art, about the country's sights and current socio-political events). They are also acquainted with Slovak-Slovenian relations.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Geography of Slovenia (natural conditions, administrative divisions, regions, economy, population structure).</li> <li>2. Overview of Slovenian history.</li> <li>3. Slovenian folklore (types of Slovenian costume, Slovenian folk dance, folk customs).</li> <li>4. National cuisine (traditional Slovenian dishes and their place in contemporary Slovenian gastronomy).</li> <li>5. Folk architecture (typology of Slovenian villages, rural architecture and its peculiarities).</li> <li>6. Slovenian economy.</li> <li>7. Overview of the development of Slovenian language and literature.</li> <li>8. Fine arts and architecture.</li> </ol>	

9. Slovenian theatre and film. 10. Important personalities of Slovenian science, culture and art. 11. Slovenian-Slovenian relations. 12. Final test.					
<b>Recommended literature:</b> RYCHLÍK, Jan a kol. Dějiny Slovinska. Praha: Lidové noviny, 2011. ISBN 978-80-74222-131-6. BARRON, Yuri a kol. The Slovenia Book (Top 100 destinations). Ljubljana: IQbator, 2017. ISBN 978-961-94046-2-1. NIDORFER ŠIŠKOVIČ, Mojca (ed.). Svetovni dnevi slovenske kulture. Ljubljana: Center za slovenščino kot drugi in tuji jezik pri Oddelku za slovenistiko Filozofske fakultete Univerze v Ljubljani, 2016. Culture.si [online]. Available at: <a href="https://www.culture.si/en/Culture_of_Slovenia">https://www.culture.si/en/Culture_of_Slovenia</a> Slovenia.info [online]. Available at: <a href="https://www.slovenia.info/en">https://www.slovenia.info/en</a>					
<b>Languages necessary to complete the course:</b> Slovak language					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 86					
A	B	C	D	E	FX
40,7	25,58	15,12	5,81	1,16	11,63
<b>Lecturers:</b> Mgr. Terézia Struhárová, PhD.					
<b>Last change:</b> 22.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KS/A-AmoSO-04/22	<b>Course title:</b> Sociology of the Family
<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> a) during the semester (20 points): papers on selected issues in the field of sociology of family b) in the examination period (80 points): written test. The student will be admitted to the test only with a minimum of 10 points from continuous evaluation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. <b>Grading scale:</b> 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): Scale of assessment (preliminary/final): 20/80	
<b>Learning outcomes:</b> The course focuses on selected topics and problem areas of sociology of the family and the so-called sociology of private life. The aim of the course is to expand the knowledge of students about the issues of family and partnership. With the help of an interdisciplinary approach using knowledge not only of sociology but also of history, historical demography, demography, ethnology and social anthropology, students know the development and changes in family and partner behavior and can identify their causes with a primary focus on Slovak realities. At the end of the course, students are able to use selected sociological terms and concepts and have adopted a sociological approach to their grasp and cognition. They use the acquired knowledge and skills in theoretical and empirical research of these phenomena and social facts.	
<b>Class syllabus:</b> 1. Basic theoretical and methodological basis of family research 2. The family as a morphostatic institution and a critique of this idea 3. Types of family and marriage 4. The family and the main currents of its research - sociological interpretations of the family and marriage 5. Traditional family from the point of view of historical demography	

6. Traditional rural family and bourgeois family
7. (Post) Modern - contemporary family
8. Family and demographic behavior of the population of the Slovak Republic at present (status, development, causes and consequences)
9. New forms of partner life or intimate lifestyle
10. Selected topics of partner and family life in Slovakia (cohabitation; selection of partners - homo / heterogamy of marriages)
11. Family life cycle
12. Sociological aspects of divorce

**Recommended literature:**

- BOTÍKOVÁ, Marta, ŠVECOVÁ, Soňa a Kornélia JAKUBÍKOVÁ. Tradície slovenskej rodiny. Bratislava: VEDA, 1997. ISBN 80-2240-461-6.
- BECK, Ulrich. Riziková spoločnosť. Na ceste k inej modernosti. Praha: SLON, 2018. ISBN 978-80-7419-267-8.
- de SINGLY, Françoise. Sociologie súčasnej rodiny. Praha: Portál, 1999. ISBN 80-7178-249-1.
- DŽAMBAZOVIČ, Roman. Rodinné správanie v demografických dátach. Bratislava: Stimul, 2012. ISBN 987-80-8127-052-9.
- CHORVÁT, Ivan a Roman DŽAMBAZOVIČ (eds.). Rodina na Slovensku v teórii a vo výskume. Bratislava: Stimul, 2015. ISBN 978-80-8127-151-9.
- KLEIN, David M. a James M. WHITE. Family Theories. An Introduction. London: Sage, 2008. ISBN 978-14-5227-018-0.
- MOYNIHAN, Daniel P., Timothy M. SMEEDING a Lee RAINWATER (eds.). The Future of the Family. New York: Russel Sage Foundation, 2004. ISBN 978-0-87154-628-9.
- MOŽNÝ, Ivo. Rodina a spoločnosť. Praha: SLON, 2006. ISBN 80-86429-58-X.
- RABUŠIC, Ladislav. Kde ty všetky deti jsou? Porodnosť v sociologickej perspektíve. Praha: SLON, 2001. ISBN 80-86429-01-6.
- ŠPROCHA, Branislav a Juraj MAJO. Storočia populačného vývoja Slovenska I.: demografické procesy. Bratislava: INFOSTAT, UK, 2016. ISBN 978-80-89398-30-0.

Additional literature and an extended syllabus of the course 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: 150

A	B	C	D	E	FX
35,33	28,0	16,0	6,67	6,67	7,33

**Lecturers:** doc. Mgr. Roman Džambazovič, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<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> 15.	
<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.	

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.						
<b>Recommended literature:</b> E. Višňovský, M. Popper, J. Plichtová, ed.: Příběhy o hľadání 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 inteligencia - 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 inteligencia. 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.						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 14						
A	ABS	B	C	D	E	FX
57,14	0,0	21,43	0,0	0,0	0,0	21,43
<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> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPR/A-moRE-077/22	<b>Course title:</b> State of Israel - History, Society, Religion, Institutions
<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., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPR/A-moRE-077/20	
<b>Course requirements:</b> a) During the semester PowerPoint presentation on the agreed topic / resp. profile of personalities from the issues of Zionism and the state of Israel. Time allowance 15 min. It is not possible to submit a written presentation. Total 30% (b) an oral examination during the examination period. Total 70% Overall rating: A (100-93%) B (92-85%) C (84-78%) D (77-69%) E (68-60) Fx (59% and less) Max. 2 absences with proven documents. The exact date and topic of the seminar assignment will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the training section. Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Students have knowledge of the historical and political context of the establishment of the State of Israel and the determinants of the Palestinian-Israeli conflict. They are well versed in the democratic and religious institutions of the State of Israel and the issue of respect for human rights. They understand the diversity of ethnic, social and religious groups in the state and the interrelationships of secular and religious people. They have basic knowledge of the manifestations of religious radicalism.	
<b>Class syllabus:</b> 1. Introduction. Schedule and scope of the course, overview of basic literature, selection of seminar assignments. 2. The emergence of the Zionist movement. 3. The British Mandate, Jews and Arabs before the founding of the State of Israel, World War II. 4. The end of the British mandate and the establishment of the State of Israel, Czechoslovakia and Israel.	



5. Judaism and democracy in Israel (Israeli constitution, religious law and human rights, return law)
6. Religious institutions in Israel, education, army.
7. Israeli Jews and Judaism (religious groups, rabbis, Hasidis and Mitnagdim).
8. Relations of Charedim to secular Jews.
9. Political parties in Israel
10. Religious radicalism
11. Period from r. 1949 to the Six Day War
12. Seventies and eighties (war on Yom Kippur, invasion of Lebanon, first intifada, desert storm)
13. Ninety years, peace process, second intifada.

**Recommended literature:**

ČEJKA, Marek. Judaizmus a politika v Izraeli. Brno: Barrister a Principal, 2009. ISBN 978-80-87029-39-8

ČEJKA, Marek (2010). Izrael a Palestina. Minulost, současnost a směřování blzkovýchodního konfliktu. Brno: Barrister a Principal, 2010. ISBN 80-903333-9-7

KRUPP, Michal. Sionizmus a Stát Izrael. Historický nástin. Praha: Vyšehrad, 1999. ISBN 80-7021-265-9

BROŽ, Ivan. Arabsko-izraelské války. Praha : Epocha, 2010. ISBN 978-80-7425-044-6

GILBERT, Martin. Izrael: Dějiny. Praha : BB Art, 2002. ISBN 80-7257-740-9

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 31

A	B	C	D	E	FX
29,03	12,9	32,26	3,23	0,0	22,58

**Lecturers:** doc. Mgr. Ivica Štelmachovič Bumová, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KLMV/A-AboLO-28/18	<b>Course title:</b> Texts from the Philosophy of Fiction
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During semester: Active participation (40 pts), presentation of a chosen topic during a seminar (60 pts); Classificatory 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): 100/0	
<b>Learning outcomes:</b> Students can analyze crucial texts in the contemporary philosophy of fiction (short papers, chapters from important books).	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Lewis and truth in fiction: What is true in the world of Sherlock Holmes?</li> <li>2. Inconsistency and incompleteness in fiction.</li> <li>3. Fictionalism: pretense and prefix.</li> <li>4. Fictional characters: realism and antirealism.</li> <li>5. Role realism (Lamarque, Currie, Wolterstorff).</li> <li>6. Lamarque and work – object distinction.</li> </ol>	
<b>Recommended literature:</b> CMOREJ, Pavel. Možné indivíduá a posibilitie (I). Filozofia, 2015, 70(8), 585-600. GLAVANIČOVÁ, Daniela. Rethinking role realism. British Journal of Aesthetics, 2021, 61(1), 59-74. LAMARQUE, Peter. Work and object: explorations in the metaphysics of art. Oxford: Oxford University Press, 2010. STOKKE, Andreas. Fictional names and individual concepts. Synthese, 2021, 198(8), 7829-7859. ZOUHAR, Marián. Podoby referencie. Bratislava: Iris, 2004. 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: 14						
A	ABS	B	C	D	E	FX
78,57	0,0	7,14	14,29	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> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A-moHI-431/18	<b>Course title:</b> The Jagiellonians in the Hungarian Kingdom and in Central Europe: Kings, Family, Dynasty
<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> 16.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Regular attendance and active participation, analysis of texts (historiographical or sources in translation in class), oral presentation of a selected topic (max. 20min) and a short written assignment (essay) Grading scale: 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. Scale of assessment (preliminary/final): 70% continually (40% preparation and work in class, presentation 30%), 30% at the end of the course (essay 30)	
<b>Learning outcomes:</b> Results and objectives: Students will get acquainted with the history of a ruling dynasty, the Jagiellonians, in the context of the history of the Kingdom of Hungary and Central European region (especially 1440-1526), with the help of various types of sources concerning the life of the members of ruling families and dynasties and their roles in the monarchy. Students will learn to critically work with sources on the given examples, analyze them and present their results.	
<b>Class syllabus:</b> Central Europe in the era of the Jagiellonians. Royal lineages and the “games of thrones.” Election and coronation (Wladislas I Jagiellonian in Hungary, election of Wladislas II Jagiellonian, Louis II). Wives and weddings (Beatrix, Anne of Foix, Barbora Zápoľská, Anna Jagiellonian, Mary of Austria: royal weddings. Various sources: the road, poetry, fights, correspondence).	

Royal family, brothers, sisters, relatives (Prince Sigismund and his accounts, family correspondence, etc.).  
 Children (the birth of heir, education in royal family – De institutione regii pueri).  
 Diplomacy (Ambassadors, legates, reports and communication. Meetings and summits – Levoča 1494, Bratislava and Vienna 1515).  
 Royal court. King and his surroundings (court historians, artists, officers, etc.).  
 Death of the king, end of the dynasty (natural death, royal diseases, death in battle – the Battle of Varna, Battle of Mohács).  
 Memory and heritage of the Jagiellonians.

### **Recommended literature:**

Recommended literature:

BAK, János M. Online Decreta Regni Mediaevalis Hungariae. The Laws of the Medieval Kingdom of Hungary (2019). All Complete Monographs. 4 [cit. 2021-10-29]. Available at: [https://digitalcommons.usu.edu/lib\\_mono/4](https://digitalcommons.usu.edu/lib_mono/4)

ENGEL Pál. The Realm of St. Stephen: A History of Medieval Hungary 895 – 1526. London and New York: I. B. Tauris Publishers, 2001. ISBN 9780857731739.

The Jagiellonians in Europe: Dynastic Diplomacy and Foreign Relations. Ed. Attila BÁRÁNY, in cooperation with Balázs Antal Bacsa. Memoria Hungariae 2. Debrecen: Hungarian Academy of Sciences – University of Debrecen “Lendület” Hungary in Medieval Europe Research Group, 2016. ISBN 978-963-508-833-1.

Mary of Hungary: the queen and her court 1521-1531. Ed. Orsolya RÉTHELYI et al. Budapest: Budapest History Museum, 2005. Catalogue and collected volume of the exhibition organized by "Budapest History Museum, 30 September 2005-9 January 2006, Slovenská národná galéria, 2 February-30 April 2006." ISBN 978-963-9340-50-3.

RADY, Martyn. Rethinking Jagiello Hungary (1490-1526). In: Central Europe 3. 2003, roč. 3, č. 1, s. 3-18 [cit. 2021-10-29]. Available at: <https://www.academia.edu/2928098>.

Remembering the Jagiellonians. Ed. Natalia NOWAKOWSKA. London and New York: Routledge, 2019. ISBN 978-1-138-56240-0.

(Further recommended literature will be specified during the course. Students will be provided selected parts of sources and texts for reading in class.)

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

English

### **Notes:**

Notice:

This course is suitable for Erasmus students.

### **Past grade distribution**

Total number of evaluated students: 24

A	B	C	D	E	FX
79,17	4,17	8,33	0,0	4,17	4,17

**Lecturers:** Mgr. Stanislava Kuzmová, PhD.

**Last change:** 28.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/mNE-111/25	<b>Course title:</b> Time-Space, Subject, Text
<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>Type, volume, methods and workload of the student - additional information</b> Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: 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> Final Essay Written in Class During the Credit Week. Grading Scale: A: 100% – 93%, B: 92% – 85%, C: 84% – 77%, D: 76% – 69%, E: 68% – 60%, FX: 59% – 0%. Weight of Continuous / Final Assessment: 50% (class participation) / 50% (final in-class essay). <b>Participation:</b> The student demonstrates understanding of the subject matter by actively engaging in class discussions, responding to questions, and formulating their own. <b>Final In-Class Essay:</b> During the credit week, the student will write an essay-style reflection in person, based on one of the thematic areas covered in the course. The minimum required length is one standard page (1 standard page = 1,800 characters). Scale of assessment (preliminary/final): 50% class participation) /50% final in-class essay	
<b>Learning outcomes:</b> Students will become acquainted, in an accessible manner, with metamodernism as a way of understanding the emotionality of the contemporary subject. This will enable them to engage with contemporary literature in a more layered and reflective way and to better understand the experience of the contemporary reader in its specific characteristics: in connection with their new affect, their striving for a new sincerity, and their search for a new depth (the value of being) through affective and self-affirming experience of the self within time, space, and corporeal being. At the same time, students will become familiar with autofiction as one of the most popular literary genres of the present—one that blurs the boundary between narrator and author and embodies new (metamodern) forms of experiencing time and space.	

Concurrently, they will acquire philologically relevant conceptual tools for thinking about time and space in the 20th and 21st centuries. This knowledge will enable them to reflect in a nuanced way on current metamodern tendencies, drawing from the dialogical philosophy of Mikhail M. Bakhtin, classical phenomenology, the hermeneutics of Hans-Georg Gadamer, postmodern philosophy, the spatial turn in the humanities, and Paul Virilio's phenomenology of speed.

In this way, students will gain a panoramic overview of how time and space are understood in modern and contemporary humanities, develop sensitivity to time and space as both existential and literary categories, and acquire an interpretive-methodological foundation for a mode of their reading that is both critical and meaning-oriented—that is, metamodern—in literary as well as non-literary contexts.

**Class syllabus:**

Metamodernism as a response to postmodernism and its value-depleted space; metamodernism as oscillation between ironic skepticism and sincerity; metamodernism as a reading of the structure of feeling of the contemporary subject; new affect as a desire to restore sincerity, emotionality, and existential engagement—while maintaining critical awareness of their historical mediation and problematic nature; relational subjectivity as an attempt at meaning-oriented self-experience in time, space, and embodied being; conceptions of time and space in the history of modern philosophy and literary theory; Mikhail Mikhailovich Bakhtin, the architectonics of the event, and the chronotope; phenomenology of time in classical phenomenological philosophy; temporality in Hans-Georg Gadamer's hermeneutics; the postmodern turn to space (Michel Foucault and Jean-François Lyotard); rhizomatic space (Gilles Deleuze & Félix Guattari); postmodern experience of space and capitalism (Fredric Jameson, David Harvey); Henri Lefebvre and his influence on the spatial turn in the humanities; spatiality in the thought of Doreen Massey; cultural critique and the phenomenology of speed in the work of Paul Virilio.

1. Introduction: Metamodernism as a reading of the contemporary subject and their structure of feeling
2. Metamodernism, relational subjectivity, and current modes of self-experience in time and space
3. Mikhail Mikhailovich Bakhtin and his architectonics of the event
4. Mikhail Mikhailovich Bakhtin and his chronotopic thought
5. Toward a phenomenology of time (Edmund Husserl, Maurice Merleau-Ponty)
6. Hans-Georg Gadamer's "empty" and "fulfilled" time
7. The postmodern turn to space I: Michel Foucault and Jean-François Lyotard
8. The postmodern turn to space II: The rhizomatic model (Gilles Deleuze & Félix Guattari)
9. Postmodern space as a symptom of capitalism (Fredric Jameson, David Harvey)
10. The spatial turn in the humanities I: Henri Lefebvre and the social production of space
11. The spatial turn in the humanities II: Doreen Massey and space as a dynamic network of relations
12. Paul Virilio and his phenomenology of speed
13. How to experience oneself in contemporary time and space? Analysis of contemporary autofiction
14. Final in-class essay

**Recommended literature:**

Akker, Robbin van der; Gibbons, Allison; Vermeulen, Timotheus (eds.): *Metamodernism: Historicity, Affect, and Depth after Postmodernism*. London: Rowman & Littlefield, 2017. (The relevant excerpts will be provided by the course teacher)

Tally Jr., Robert: *Spatiality*. London: Routledge, 2012. <https://ebookcentral.proquest.com/lib/uniba-ebooks/reader.action?docID=1075186&query=spatiality&ppg=7>

Callender, Craig: *The Oxford Handbook of Philosophy of Time*. New York: Oxford University Press, 2013. (available in University Library)

<b>Languages necessary to complete the course:</b> The course will be conducted in Slovak or English, depending on the needs of the students.						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> Mgr. Maxim Duleba, PhD.						
<b>Last change:</b> 07.06.2025						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-019/22	<b>Course title:</b> Tradition and Collective Memory
<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> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KEM/A-moET-019/15	
<b>Course requirements:</b> The course consists of weekly lectures and seminars. Course materials, including the syllabus and interim announcements, will be available in MS Teams. Absences are taken into account according to the Study Regulations of Comenius University in Bratislava, Faculty of Arts, Art. 4.9. During semester, students will be required to present a selected academic text or assigned topic at the seminar. Active participation in discussions is required during the seminar. At mid-semester, students will turn in a transcribed interview conducted with any respondent on the topic of a historical event that the respondent remembers. During the second half of the semester, students analyze these interviews. The results of the analyses will be discussed in the final colloquium. Grading scale: A=92-100%; B=84-91%; C=76-83%; D=68-75%; E=60-67%; FX=0-59% 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): 40/60	
<b>Learning outcomes:</b> Students will gain an understanding of the field of historical anthropology and the oral history method used within the social science disciplines. They will be able to deal with issues of collective memory and the cultural transmission of representations about the past. They will become skilled in the use of oral history in field research, which they will be able to apply to the study of contemporary society and memories of historical events.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction. The "boom" of memory and oral history</li> <li>2. The concept of collective memory: problems and debates</li> <li>3. Reconstruction in remembering: history, memory and identity</li> <li>4. Oral tradition as collective remembering</li> <li>5. Cultural scripts and individual stories</li> <li>6. Media and cultural transmission</li> <li>7. Memory and propaganda</li> </ol>	

8. Ethical and legal issues in researching the past					
<b>Recommended literature:</b> DULMEN, Richard van. Historická antropologie. Vývoj, problémy, úkoly. Prague: Dokořan, 2002. ISBN 80-86569-15-2. OLICK, Jeffrey K., VINITZKY-SERROUSSI, Vered, LEVY, Daniel. The Collective Memory Reader. Oxford: Oxford University Press, 2011. ISBN 9780195337426. MICHÁLEK, Ján. Spomienkové rozprávanie s historickou tematikou. Bratislava: Slovak Academy of Sciences, 1971. ISBN n.d. SILVERMAN, David. Ako robiť kvalitatívny výskum. Bratislava: Ikar, 2005. ISBN 8055109044. VANĚK, Miroslav. Orální historie vo výzkumu soudobých dějin. Prague: Czech Academy of Sciences, 2004. ISBN 80-7285-045-8.					
<b>Languages necessary to complete the course:</b> English is required to study some texts.					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 75					
A	B	C	D	E	FX
34,67	44,0	12,0	8,0	1,33	0,0
<b>Lecturers:</b> doc. RNDr. Tatiana Bužeková, PhD.					
<b>Last change:</b> 08.05.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMK/A-moMK-089/15	<b>Course title:</b> Training in Creative Skills
<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> 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Creation of selected promotional means (slogan, copy text, posts on social media) - a total of max. 20 points, presentation of the chosen topic continuously according to the schedule in the introductory hours max. 10 points, test at the end of the course max. 80 points. Rating scale: A 100 - 93, B 92 - 84, C 83 - 76, D 75 - 68, E 67 - 60, FX 59 - 0 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Students will learn about various types of creative communication techniques, which they will also try out on a practical level. The emphasis is on working with the word, creativity, the ability to present your idea. Creative exercises work with humor, absurdity, associations. Upon successful completion of this course, students will learn about creative techniques that will help them in their future work with the word, whether in advertising agencies, periodicals or PR. The aim is to teach them not only to play with words, but also to better, more precisely formulate and present their ideas and thoughts to others.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Communication creative techniques</li> <li>2. Brainstorming, advantages and disadvantages</li> <li>3. Word games</li> <li>4. Working with metaphor</li> <li>5. Working with rhymes</li> <li>6. Association chains in connection with the image</li> <li>7. Product association chains</li> <li>8. Creation of advertising slogans and product names</li> <li>9. How do insight, explication and creative concept arise?</li> <li>10. Working in a group, finding a creative solution</li> <li>11. Collective evaluation of solutions and new starting points</li> <li>12. Evaluation of creativity in the final phase</li> </ol>	
<b>Recommended literature:</b>	

BLY, W. Robert. The Copywriter's Handbook. New York: St. Martin's Publishing Group, 2020. ISBN 978-1-250-23801-6.

HORŇÁKOVÁ, Michaela. Copywriting. Praktický průvodce tvorbou textu, které prodávají. Brno: Computer Press, 2012. ISBN 978-80-251-3269-2.

SALEM, Lionel. Reklamní slogany a příběhy stojící za jejich vznikem. Brno: BizBooks, 2013. ISBN 978-80-265-0064-3.

SÁLOVÁ, Anna et al. Copywriting. Brno: Computer Press, 2015. ISBN 978-80-251-4589-0.

ŽÁK, Peter. Kreativita a její rozvoj. Brno: Computer Press, 2004. ISBN 80-251-0457-5.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 288

A	B	C	D	E	FX
69,44	23,26	6,94	0,0	0,0	0,35

**Lecturers:**

**Last change:** 15.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMK/A-moMK-089/15	<b>Course title:</b> Training in Creative Skills
<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> 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Creation of selected promotional means (slogan, copy text, posts on social media) - a total of max. 20 points, presentation of the chosen topic continuously according to the schedule in the introductory hours max. 10 points, test at the end of the course max. 80 points. Rating scale: A 100 - 93, B 92 - 84, C 83 - 76, D 75 - 68, E 67 - 60, FX 59 - 0 Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Students will learn about various types of creative communication techniques, which they will also try out on a practical level. The emphasis is on working with the word, creativity, the ability to present your idea. Creative exercises work with humor, absurdity, associations. Upon successful completion of this course, students will learn about creative techniques that will help them in their future work with the word, whether in advertising agencies, periodicals or PR. The aim is to teach them not only to play with words, but also to better, more precisely formulate and present their ideas and thoughts to others.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Communication creative techniques</li> <li>2. Brainstorming, advantages and disadvantages</li> <li>3. Word games</li> <li>4. Working with metaphor</li> <li>5. Working with rhymes</li> <li>6. Association chains in connection with the image</li> <li>7. Product association chains</li> <li>8. Creation of advertising slogans and product names</li> <li>9. How do insight, explication and creative concept arise?</li> <li>10. Working in a group, finding a creative solution</li> <li>11. Collective evaluation of solutions and new starting points</li> <li>12. Evaluation of creativity in the final phase</li> </ol>	
<b>Recommended literature:</b>	

BLY, W. Robert. The Copywriter's Handbook. New York: St. Martin's Publishing Group, 2020. ISBN 978-1-250-23801-6.

HORŇÁKOVÁ, Michaela. Copywriting. Praktický průvodce tvorbou textu, které prodávají. Brno: Computer Press, 2012. ISBN 978-80-251-3269-2.

SALEM, Lionel. Reklamní slogany a příběhy stojící za jejich vznikem. Brno: BizBooks, 2013. ISBN 978-80-265-0064-3.

SÁLOVÁ, Anna et al. Copywriting. Brno: Computer Press, 2015. ISBN 978-80-251-4589-0.

ŽÁK, Peter. Kreativita a její rozvoj. Brno: Computer Press, 2004. ISBN 80-251-0457-5.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 288

A	B	C	D	E	FX
69,44	23,26	6,94	0,0	0,0	0,35

**Lecturers:**

**Last change:** 15.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-moHI-50/22	<b>Course title:</b> We are the People! Democracy, Populism, Post-Socialism, and Liberal Consensus
<b>Educational activities:</b> <b>Type of activities:</b> lecture <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> 3	
<b>Recommended semester:</b> 15.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the students are evaluated for active class work and the final essay at the end of the course. 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 Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After completion of this course, the students can work with text, discourse, and complex and conflicting political map of late-socialist and post-socialist developments within Central Europe. Students can compare and analyse the events, which they reflect in domestic political environment in the context of developments in Poland, Hungary, Czech Republic, as well as Germany and other countries. This course is particularly recommended for students interested in understanding the historically complex relationship between democracy, populism and liberalism or liberal democracy in the specific conditions of post-socialist development.	
<b>Class syllabus:</b> 1. Introduction to the history of democracy – basic background and concepts 2. History of liberalism with emphasis on institutions and institutes and their development in central and eastern Europe from a global perspective 3. Liberal distrust and participation 4. Liberal constitutionalism 5. The emergence of populisms – national and territorial specificities 6. Radical conceptions about democracy and the 1960s 7. Dissent and the Helsinki effect – human rights in oppositional conceptions 8. Anti-politics 9. Democratic revolution and round tables 10. Transition or transformation? 11. Frozen nationalisms? 12. Liberal institutions, the Acquis Communautaire 13. The financial crisis and the rise of conservative and ethno-national populisms	
<b>Recommended literature:</b>	

KOPEČEK, Michal, WCIŚLIK, Piotr (eds.). Thinking through Transition. Liberal Democracy, Authoritarian Past, and Intellectual History in East Central Europe After 1989. Budapest: Central University Press, 2015. ISBN 978-963-3860-85-4.

SNYDER, Timothy. Cesta do neslobody. Rusko, Európa, Amerika. Bratislava: Premedia, 2018. ISBN 978-80-8159-598-1.

WERNER-MLLER, Jan. What is Populism? Philadelphia: University of Pennsylvania Press, 2016. ISBN 978-0-8122-4898-2.

EATWELL, Roger, GOODWIN, Matthew. National Populism. The Revolt Against Liberal Democracy. London: Penguin Books, 2018. ISBN 978-0-241-31200-1.

**Languages necessary to complete the course:**

English language - level B2 and above

**Notes:**

the course is taught in English

**Past grade distribution**

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
96,0	0,0	0,0	0,0	0,0	4,0	0,0

**Lecturers:** Mgr. Matej Ivančík, PhD.

**Last change:** 27.09.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKSF/A-mpGR-003/24	<b>Course title:</b> Women in Byzantine Literature: Authors and Heroines
<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> 4	
<b>Recommended semester:</b> 2., 4., 16.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active class participation, cooperation during the course. The final grade will be affected by active attendance and participation in class. Grading scale: A: 100% - 93% B: 92% - 85% C: 84% - 77% D: 76% - 69% E: 68% - 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 texts will be in English translation. No knowledge of Greek required. Scale of assessment (preliminary/final): 100 / 0 %	
<b>Learning outcomes:</b> In this course, students will get acquainted with texts dealing with women from various strata of Byzantine society and in different situations in life: empresses and slaves, nuns and mothers, peasants and urban women, “real” and fictitious characters. Based on a variety of sources – (auto)biography, saints’ lives, poetry, legal documents, apocalyptic visions and ritual texts – the participants will examine how women are represented and female identities are constructed in Byzantine written culture.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction, resources.</li> <li>2. Historiography as autobiography: Anna Komnene Alexias</li> <li>3. Seen by others: Anna Komnene in other sources</li> <li>4. Female founders: autobiography in foundation documents</li> <li>5. Epistolography: Eirene-Eulogia Choumnaina Palaiologina</li> <li>6. Hagiography: Mary the younger</li> <li>7. Hagiography / Encomion: Theoktiste, Mother of Theodore Studites</li> <li>8. Hagiography / Apocalypse: Visio Theodora</li> <li>9. Hagiography: Crossdressers</li> <li>10. Poetry: Kassia</li> <li>11. Hymnography: Women in Romanos’ hymns</li> <li>12. Legal documents: women at the court</li> <li>13. Prayers and amulets: women’s concerns in ritual</li> </ol>	

**Recommended literature:**

- Riehle, A., "Authorship and Gender (and) Identity. Women's Writing in the Middle Byzantine Period," in: A. Pizzone (ed.), *The Author in Middle Byzantine Literature: Modes, Functions, and Identities*. Boston 2014, 245–262.

<https://www.academia.edu/9535579/>

Authorship and Gender and Identity. Women's Writing in the Middle Byzantine Period

- Clark, E. A., "The Lady Vanishes: Dilemmas of a Feminist Historian after the 'Linguistic Turn.'" *Church History*, vol. 67/1 (1998) 1–31.

[www.jstor.org/stable/3170769](http://www.jstor.org/stable/3170769).

- Talbot, A.-M. M. (ed.), *Holy Women of Byzantium: ten saints' lives in English translation*.

Washington, D.C.: Dumbarton Oaks Research Library and Collection, 1996. <https://archive.org/details/talbot-holy-women-of-byzantium/page/260/mode/2up?view=theater>

- Bebaia Elpis. *Typikon of Theodora Synadene*, in: Thomas, J. – A. Constantinides Hero

– G. Constable – R. Allison (eds.), *Byzantine Monastic Foundation Documents : Vols 1-5*.

Washington, D.C.: Dumbarton Oaks Research Library and Collection, 2000, vol. 4, p. 1512-1578

<https://archive.org/details/thomas-hero-byzantine-monastic-foundation-documents>

Additional literature will be distributed during course.

**Languages necessary to complete the course:**

English

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

Total number of evaluated students: 2

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

**Lecturers:** Dr. Eirini Afentoulidou

**Last change:** 10.02.2025

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KEM/A-moET-003/15	<b>Course title:</b> World Ethnicities
<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> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation. The teacher will accept a maximum of two absences with documentation. presentation. Presentation on chosen topic. Over the course of the semester, students will give an oral presentation on a selected issue of a group of Indians (based on a variety of sources). Evaluation of the presentation will be by both the instructor and other audience members. The presentation will be a prerequisite for the oral exam. Also for the exam, the student(s) will prepare a translation of a folklore text from the English-language collections available in the sub-library. The analysis of the text will be part of the oral examination. The overall assessment is evaluated according to ECTS. The different grades of the classification scale are awarded on the basis of an applied % system that reflects the degree of success in completing the course: 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 percentage in the relevant assessment. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Based on the completion of the course, the student is able to analyse a specific ethnocultural profile, situation and the history of ethnic groups of the world - according to the focus of the course in the relevant year (2020/21: North American Indians).	
<b>Class syllabus:</b> 1. Anthropogenesis / migration on the American continent 2. Pre-Columbian evidence of culture and way of life 3. Native American donors	

4. Overview of the cultures of indigenous peoples (economic-cultural types) of North America
5. Indians of the northwest coast of North America (history of research)
6. Natural environment and way of earning a living
7. Manifestations of material culture (construction, housing, clothing)
8. Manifestations of spiritual culture - ceremonies of confirmation of status - suppression
9. Manifestations of artistic culture - fine arts (totem poles)
10. Manifestations of artistic culture - storytelling and storytellers
11. Mythology, cultural heroes, gender aspects of traditional communities
12. The current state of the cultural heritage of the Indians of the Northwest coast of North America

**Recommended literature:**

BOTIKOVÁ, Marta. Tradície kultúry severozápadného pobrežia severnej Ameriky. Bratislava: Stimul, 2000, 196s.

BOTIKOVÁ, Marta - BOTIK, Ján : V krajine totemových stĺpov. Bratislava: SNM, 1998.

HAVILAND, W.A.: Anthropology. Holt, Rinehart and Winston, Inc. 1991.

KOTTAK, C.P. : Anthropology. McGraw-Hill, Inc. 1991.

LEAKEY, R.: Pôvod ľudstva. Bratislava: Archa, 1996.

**Languages necessary to complete the course:**

English at least at the level of reading comprehension.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 43

A	B	C	D	E	FX
30,23	16,28	34,88	13,95	0,0	4,65

**Lecturers:** prof. PhDr. Marta Botiková, CSc.

**Last change:** 24.04.2022

**Approved by:**