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COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-201/22	20th and 21st Century American Literature

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KAA/A-muAN-201/15

Course requirements:
30%. Active participation in discussions
30% oral presentation, submission of the first draft of final work
40% final work submission
Minimum Required Level: 60 percent
Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Maximum 2 absences allowed. Students must submit valid proof of absence.
The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee.
Scale of assessment (preliminary/final): 100/ 0 continuous

Learning outcomes:
Students know, can define and recognise characteristic features of dominant literary movement of 20th century, such as: realism, naturalism, modernism, postmodernism. They are familiarised with the development art and literature of 21st century.
Students know and understand key literary works from American literature of the 20th century in their social, historical, and cultural context with the focus on following topics: construction of identity, crisis of identity, alienation, racial hatred, taboo themes, relationship between humans and their environment.
Students can explicate the significance of the extract from a literary work in the context of the whole artwork. Students are able to identify suitable parts of the text and incorporate them in the English language lesson with the aim to train intercultural competence.

Class syllabus:
1. Realism in American literature and its main represetatives
2. Naturalism and its main represetatives
3. Inter-war and post-war poetry
4. Inter-war and post-war drama
5. The Lost Generation

6. Southern literature
7. War novel
8. African-American literature
9. Ethnic American literature
10. Postmodern novel
11. The place of literature in English language education.
12.Intercultural communication in American cultural environment.

Recommended literature:

BRADBURY, Malcolm and Richard, RULAND. From Puritanism to Postmodernism: A History of American Literature. New York: Viking Penguin, 1991. ISBN: 01401.4435.8
BRADBURY, Malcolm. The Modern American Novel. Penguin Books, 1991. ISBN: 0192125915, 9780192125910.
BAYM, M. The Norton Anthology of American Literature. W. W. Norton & Co, 2007. ISBN-13: 978-0393930573
BORGES, Jorge Luis. An Introduction to American Literature. Jorge Luis Borges in Collaboration with Esther Zemborain de Torres. Translated and edited by L. Clark Keating & Rober O. Evans. Lexington: Univ of Kentucky Press. 1971. ISBN: 0-8131-1247-8.
GRAY, Richard J.: A History of American Literature. Malden: Blackwell, 2004. ISBN 0-631-22135-2
HILSKY, Martin. Modernisté. Praha: Argo, 2017. ISBN: 978-80-257-2193-3.
HUTCHEON, Linda. A Poetics of Postmodernism: History, Theory, Fiction. London: Routledge, 1988. ISBN 978-0415007061.
McHALE, Brian. Postmodernist Fiction. London: Routledge, 2003. ISBN: 0-415-04513-4.
NEWTON-DE MOLINA, David ed. by. The Literary Criticism of T.S. Eliot. New Essays. London, Antholene Press, 1977. ISBN: 0-485-11167-5.
RUBIN, Louis D. The Comic Imagination in American Literature. Washington: A Voice of America forum series, 1983 ASIN: B0000EDWTW.
SMIESKOVA, Alena. Mýtus. Realita. Rozprávanie. Prípad Philip Roth. Nitra: UKF v Nitre, 2011. ISBN: 978-80-558-0022-6.

Languages necessary to complete the course:
The participation in the course assumes students can speak the level of English C1 according to the CEFR.

Notes:

Past grade distribution
Total number of evaluated students: 364

A	ABS	B	C	D	E	FX
50,55	0,27	28,57	13,19	2,75	1,1	3,57

Lecturers: doc. Mgr. Alena Smiešková, PhD., doc. Mgr. Ivan Lacko, PhD.

Last change: 07.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muSZ-120/00	Alternative Schools

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
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

Learning outcomes:
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.

Class syllabus:
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 ofEducation nad the Economy- Dostupné na: http://www.ncce.org/wp-content/uploads/2010/04/Overview/AltEd.pdf
http://learningalterantives.net/wp-cntent/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. . Alternatívne 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: 366

A	ABS	B	C	D	E	FX
52,73	0,0	23,77	13,93	5,74	1,91	1,91

Lecturers: Mgr. Monika Mikulcová, PhD.

Last change: 29.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-431/18	American South

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KAA/A-muAN-431/20

Course requirements:
a) during the semester, presentation on a selected topic (topics will be published during the introductory seminar) (30%), active participation in discussions (20%). b) during the examination period, written test (50%) Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A The teacher will accept a maximum of two absences without documentation. Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The South is without a doubt the most distinctive of all regions of the United States. This course attempts to find the roots of that distinctiveness. It takes a closer look at the agricultural character of the region and its attitude toward racial issues. In addition, it examines the creativity of the South in the form of literature and music. The course also focuses on the region's representation in American popular culture and examines contemporary issues facing the region. Upon completion of the course, students will be able to explain the reasons for Southern distinctiveness. They will also be comprehensively introduced to the creativity of the region in the form of literature, music, and film.

Class syllabus:
1. Introduction to the course
2. History of the South, origin of Southern distinctiveness. Immigration from Britain. "Lost Cause" ideology. Symbols associated with the South.
3. Agricultural character. Plantations and small farms. Social classes. Status of women in the region.
4. Racial aspects of the South. Segregation. Jim Crow laws. White supremacy. Lynching. Film: To Kill a Mockingbird (1962)
5. Literature of the American South. Southern Gothic and Grotesque. Edgar Alan Poe: The Fall of the House of Usher, William Faulkner: A Rose for Emily, Flannery O'Connor: A Good Man is Hard to Find.

6. Southern Music. The South as the birthplace of American music. White and black genres. Spirituals, blues, jazz, rock n' roll. Elvis Presley as a symbol of the South.
7. Religion in the South. Evangelical Protestantism. Pentecostalism. Bible Belt.
8. The South in popular culture. The image of the region in films and series. The Old South. Southern Gothic in film. Film: Gone with the Wind (1939).
9. Appalachia as a specific region within the South. Mental isolation. Poverty. Myths and stereotypes. Film: Deliverance (1972)
10. The South and Politics. Conservatism. Support for the Republican Party.
11. Southern English. Phonetic, morphological, and lexical peculiarities.
12. Contemporary problems of the South. Poverty. Health care. Crime.

Recommended literature:

BECK, John et al. Southern Culture. An Introduction. Durham: Carolina Academic Press, 2012. ISBN 978-1611631043.
MONTEITH, Sharon et al. The Cambridge Companion to the Literature of the American South. Cambridge: Cambridge University Press, 2013. [online] [cit 2021-10-22]. ISBN 978-1107610859. Dostupné na https://books.google.sk/books?id=2XdGAAAAQBAJ&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=fa
STREET, Susan Castillo and Charles R. CROW: The Palgrave Handbook of Southern Gothic. London: Palgrave Macmillan , 2016. [online] [cit 2021-10-22]. ISBN 978-1137477736. Dostupné na https://books.google.sk/books?id=vsC-DAAAQBAJ&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.
DABBS, James McBride. The Southern Heritage. New York: Alfred A. Knopf, 1958.
MARK, Rebecca et al. The Greenwood Encyclopedia of American Regional Cultures: The South. Westport: Greenwood Press, 2004. ISBN 978-0313327346.

Languages necessary to complete the course:

Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution

Total number of evaluated students: 124

A	ABS	B	C	D	E	FX
59,68	0,0	24,19	13,71	1,61	0,81	0,0

Lecturers: PhDr. Jozef Pecina, PhD.

Last change: 31.03.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-431/20	American South

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KAA/A-muAN-431/18

Course requirements:
a) during the semester, presentation on a selected topic (topics will be published during the introductory seminar) (30%), active participation in discussions (20%). b) during the examination period, written test (50%) Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A The teacher will accept a maximum of two absences without documentation. Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The South is without a doubt the most distinctive of all regions of the United States. This course attempts to find the roots of that distinctiveness. It takes a closer look at the agricultural character of the region and its attitude toward racial issues. In addition, it examines the creativity of the South in the form of literature and music. The course also focuses on the region's representation in American popular culture and examines contemporary issues facing the region. Upon completion of the course, students will be able to explain the reasons for Southern distinctiveness. They will also be comprehensively introduced to the creativity of the region in the form of literature, music, and film.

Class syllabus:
1. Introduction to the course
2. History of the South, origin of Southern distinctiveness. Immigration from Britain. "Lost Cause" ideology. Symbols associated with the South.
3. Agricultural character. Plantations and small farms. Social classes. Status of women in the region.
4. Racial aspects of the South. Segregation. Jim Crow laws. White supremacy. Lynching. Film: To Kill a Mockingbird (1962)
5. Literature of the American South. Southern Gothic and Grotesque. Edgar Alan Poe: The Fall of the House of Usher, William Faulkner: A Rose for Emily, Flannery O'Connor: A Good Man is Hard to Find.

6. Southern Music. The South as the birthplace of American music. White and black genres. Spirituals, blues, jazz, rock n' roll. Elvis Presley as a symbol of the South.
7. Religion in the South. Evangelical Protestantism. Pentecostalism. Bible Belt.
8. The South in popular culture. The image of the region in films and series. The Old South. Southern Gothic in film. Film: Gone with the Wind (1939).
9. Appalachia as a specific region within the South. Mental isolation. Poverty. Myths and stereotypes. Film: Deliverance (1972)
10. The South and Politics. Conservatism. Support for the Republican Party.
11. Southern English. Phonetic, morphological, and lexical peculiarities.
12. Contemporary problems of the South. Poverty. Health care. Crime.

Recommended literature:

BECK, John et al. Southern Culture. An Introduction. Durham: Carolina Academic Press, 2012. ISBN 978-1611631043.
MONTEITH, Sharon et al. The Cambridge Companion to the Literature of the American South. Cambridge: Cambridge University Press, 2013. [online] [cit 2021-10-22]. ISBN 978-1107610859. Dostupné na https://books.google.sk/books?id=2XdGAAAAQBAJ&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=fa
STREET, Susan Castillo and Charles R. CROW: The Palgrave Handbook of Southern Gothic. London: Palgrave Macmillan , 2016. [online] [cit 2021-10-22]. ISBN 978-1137477736. Dostupné na https://books.google.sk/books?id=vsC-DAAAQBAJ&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.
DABBS, James McBride. The Southern Heritage. New York: Alfred A. Knopf, 1958.
MARK, Rebecca et al. The Greenwood Encyclopedia of American Regional Cultures: The South. Westport: Greenwood Press, 2004. ISBN 978-0313327346.

Languages necessary to complete the course:

Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
35,71	0,0	33,33	30,95	0,0	0,0	0,0

Lecturers: PhDr. Jozef Pecina, PhD.

Last change: 31.03.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-206/15	American Theatre and Society

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KAA/A-muAN-206/19

Course requirements:
100 % of continuous assessment. The course consists of two basis criteria:
50 % - active participation in discussions during seminars, including presentations, individual and team work, analysis of course works and analytical and creative assignments during semester, 50 % - final project is the result of a topic defined during the semester in team assignments, that in the form of analytical perspective is a synthesis of acquired knowledge obtained during seminars, during discussions, and based on the reading and watching individual drama artworks.
Scale of assessment (preliminary/final): 100/ 0 continuous assessment

Learning outcomes:
When students complete the course they understand American drama and theatre of selected periods within specific artistic genres. Students can formulate orally and in a written form specific interpretation of a drama artwork or theatre performance and through arguments create professional opinions. The analyses and discussions on selected works of American theatre and drama lead students to obtain knowledge social, historical, political context, and social role of theatre. The result of active participation is a complex view on social, artistic, political or economic problems. The course cultivates attitudes and humanistic values of students, and critical and contextual thinking.

Class syllabus:
The course aims at the study of American theatre and drama in social context. Through various social topics (politics, freedom, consumerism, American dream, race, religion, faith, family) SS understand not only the social and cultural relevance theatre art, and drama artworks, but also their aesthetic, literary, and performative form. 1. Drama form — general characteristics, and functions. Theatre, and performance as artistic directions. 2. Theatre and drama in specific periodic contexts of the development of the USA. 3. Theatre and its social function — topics reflecting social significance of theatre in the USA in 20th and 21th centuries. 4. The way to present reality and its reflection in drama and theatre, interpretation of drama text, analysis of theatre techniques (directing, stage design, dramaturgy) 5. Engagement and political context of theatre works. 6. Theatre and film aesthetics — similarities and differences, perception of spectator.

Recommended literature:

BLOOM, Clive. The Politics of Theatre and Drama. New York: St. Martin's Press, 1992. ISBN 0-333-51933-7.
BLOOM, Harold (ed.). Modern American Drama. Philadelphia: Chelsea House Publishers, 2005. OSBN 0-7910-8238-5.
BORDMAN, Gerald. The Oxford Companion to American Theatre. Oxford: Oxford University Press, 1984. ISBN 0-19-503443-0.
CARLSON, Marvin. Dejiny divadelných teórií. Bratislava: Divadelný ústav, 2006. ISBN 80-88987-23-7.
HARTNOLL, Phyliss. The Concise Oxford Companion to the Theatre. Oxford: Oxford University Press, 1990. ISBN 0-19-281102-9.
KRASNER, David. American Drama 1945-2000: An Introduction. Malden: Blackwell, 2006. ISBN 978-1-4051-2087-6.

Languages necessary to complete the course:

The participation in the course requires at least C1level of English according to the CEFR.

Notes:

Past grade distribution

Total number of evaluated students: 221

A	ABS	B	C	D	E	FX
69,23	0,0	14,93	9,5	1,36	2,71	2,26

Lecturers: doc. Mgr. Ivan Lacko, PhD., doc. Mgr. Alena Smiešková, PhD.

Last change: 07.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-206/19	American Theatre and Society

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KAA/A-muAN-206/15

Course requirements:
30% active participation in class discussions
30% oral presentation
40% final work submission: essay
Minimum Required Level: 60 percent
Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Maximum 2 absences allowed. Students must submit valid proof of absence.
The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee.
Scale of assessment (preliminary/final): 100/ 0 continuous assessment

Learning outcomes:
When students complete the course they understand American drama and theatre of selected periods as a specific genre. Students can formulate orally and in a written form specific interpretation of a drama artwork or theatre performance and through arguments create professional opinions. The analyses and discussions on selected works of American theatre and drama lead students to obtain knowledge social, historical, political context, and social role of theatre. The result of active participation is a complex view on social, artistic, political or economic problems. The course cultivates attitudes and humanistic values of students, and strengthens critical and aesthetic thinking.

Class syllabus:
1. Drama form — general characteristics, and functions. Theatre, and performance as artistic directions. 2. Theatre and drama in specific periodic contexts of the development of the USA. 3. Theatre and its social function — topics reflecting social significance of theatre in the USA in 20th and 21th centuries. 4. The way to present reality and its reflection in drama and theatre, interpretation of drama text, analysis of theatre techniques (directing, stage design, dramaturgy) 5. Engagement and political context of theatre works. 6. The beginning of American theatre and experiment. 7. American dream and its representation in American theatre. 8. American South in

drama. 9. The influence of the Theatre of the Absurd on the form and topics in American theatre. 10. American theatre and the representation of ethnicity. 11. Theatre after 9/11.

Recommended literature:

BLOOM, Harold ed. by. Introduction by Harold Bloom. Modern American Drama. Philadelphia: Chelsea House Publishers, 2005. ISBN 0-7910-8238-5.
BORDMAN, Gerald: The Oxford Companion to American Theatre. Oxford, New York: Oxford University Press, 1984: ISBN 0-19-503443-0.
HOLDERNESS, Graham and BLOOM, Clive. The Politics of Theatre & Drama. New York: St. Martin's Press, 1992. ISBN 0-333-51933-7.
JAVORČÍKOVÁ, Jana. Žánrové paralely v dramatickej tvorbe Eugena O'Neilla. České Budějovice: Jihočeská univerzita, 2008. ISBN 978-80-73-94-121-5.
KRASNER, David. American Drama 1945 - 2000. Malden: Blackwell, 2006. ISBN 978-1-4051-2087-6.

Languages necessary to complete the course:
The participation in the course assumes SS can speak the level of English C1 according to the CEFR.

Notes:

Past grade distribution
Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
58,33	0,0	23,81	9,52	3,57	0,0	4,76

Lecturers: doc. Mgr. Alena Smiešková, PhD., doc. Mgr. Ivan Lacko, PhD., Mgr. Tomáš Eštok

Last change: 09.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-634/24	Ancient historians - sources and analysis

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KVD/A-moHI-061/15

Course requirements:
Activity during the semester (50%). Presentation and a written paper on a chosen topic (50%). Two absences are permitted. In the case of more absences the teacher decides about the additional assignments or the repetition 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): 100/0

Learning outcomes:
The students gain knowledge about the Roman historiography, of its genres, authors and works. After finishing the course, they are able to analyse the works of Roman historians and use them as a source to the ancient history. They gain knowledge about the basic problems of Roman historiography. They can identify and interpret the features of social, economic, and political changes in ancient Rome in the works of the historians. They are able to express their arguments and opinions in an adequate way. They are able to use ancient historical sources in the teaching process for history lessons.

Class syllabus:
1. The aim of the course, basic sources, literature, work plan, distribution of the topics.
2. Greek historiography – genres and authors.
3. Non-literal forms of historical knowledge in ancient Rome – legends an myths, scriptures, fasti.
4. The beginnings of the Roman historiography, the oldest Roman annalists, effect of Greece.
5. The peak of Roman annalistic, Titus Livius, Tacitus and Ammianus Marcellinus. Methods and aims
of Roman annalistic.
6. Roman monographic literature: Sallustius.
7. Roman biographic literature: Suetonius, Scriptores Historiae Augustae, Aurelius Victor,
8. Biographies of famous orators and writers, Laudatio funebris.

9. Roman autobiographic literature: Augustus - Res gestae divi Augusti, Julianus Apostata, autobiographical features of the works of Roman historians.
10. Roman historical epos: Ennius, Naevius, Lucanus - Pharsalia
11. “Contemporary history” in Roman historiography: Tacitus, Velleius Paterculus, Cassius Dio, Ammianus Marcellinus.
12. Aims and functions of Roman historiography.
13. Evaluation of the course, closure.

Recommended literature:

exts and additional literature will be available in MS TEAMS.
Ancient historians - translation into Slovak and Czech language
CONTE, Gian Biagio. Dějiny římské literatury. Praha: KLP, 2003. ISBN 978-80-86791-57-9.
CANFORA, Luciano. Dějiny řecké literatury, Praha: KLP, 2009. 978-80-86791-71-5.
DOBIÁŠ, Josef. Dejepisectví starověké. Praha: Historický klub, 1948.
BURIAN, Jan, LISOVÝ, Igor - PSÍK, Richard. Úvod do dějepisectví antického starověku. Ostrava: Ostravská univerzita, 2007. ISBN 978-80-7368-315-3
HÉRODOTOS. Dějiny. Praha: Academia, 2004. ISBN 9788020011923.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 7

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

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 12.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-056/00	Art History 2: 19th and 20th Centuries Art

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Successfully passing exam test. Grading scale: 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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student shall have a knowledge of art from the end of the 18th century, trends of the first half of the 20th century in brief. Student shall be able to characterize development tendencies in the culture of the environment, in architecture, artistic expressions to the trends of visual communication.

Class syllabus:
I. The revolutionary changes of the 19th and 20th centuries are foreshadowed already in the 2nd half. 18th century. Changes in the focus of world architecture development. Concepts of classicism and romanticism. Utopian architecture of classicism. II. Empire. French architecture, sculpture, painting. Napoleon and culture. Empire and neoclassicism in Italy, England, Germany, Northern Europe. Personalities. Classicist complexes in Russia. III. Romanticism, individualism, subjective life, vitality. From measurable to freedom without conventions. Secular and bourgeois art. The importance of personality and nation in art. Painting and sculpture in Germany and France. Romanticism in England and the importance of civil engineering for future development. IV. Historicism and academicism. Early and late eclectic. Urban redevelopment, engineering and art synthesis. World exhibitions. V. Painters of realism. Barbizons. City painters. VI. Impressionism and reactions. Sculpture. VII. Art Nouveau and the early 20th century. VIII. Modern art - a means of visual understanding of the world. Subjective and objective. Means of art in the 20th century. IX. 20th century art trends. Fauvizmism, Futurism, Cubism, Expressionism. X. Orphism, Subjective Abstraction, Neoplasticism, Russian avant-garde. From Dadaism to Surrealism. Bauhaus.

Recommended literature:
- Příběh malířství jak se dělalo umění. Praha: Grada, 2021. ISBN 978-80-271-1348-4.

- Hollingsworthová, M.: Umenie v dejinách človeka. Bratislava : Obzor, 1994. ISBN 80-215-0277-0.
- Rusinová, Z.: Dejiny slovenského výtvarného umenia 20. storočia. Bratislava: Slovenská národná galéria, 2000. ISBN 80-8059-031-1.
- GOMBRICH, Ernst. Príbeh umenia. Bratislava : Ikar, 2017. ISBN 978-80-551-5381-0.
- PIJOAN, J.: Dejiny umenia. Umenie 18. a 19. storočia. Bratislava: Ikar, 2000. ISBN 80-7118-828-X.
- PIJOAN, J.: Dejiny umenia. Umenie posledných desaťročí 19. storočia až po dvadsiate roky 20. storočia. Bratislava: Ikar, 2000. ISBN 80-7118-829-8.
- PIJOAN, J.: Dejiny umenia. Vývoj umenia až po sedemdesiate roky 20. storočia. Bratislava :Tatran, 1991. ISBN 80-222-0255-X.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 233

A	ABS	B	C	D	E	FX
44,21	0,0	20,6	17,6	8,58	7,3	1,72

Lecturers: Mgr. Marko Mižičko, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-055/00	Art History 2: Renaissance and Baroque

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Successfully passing exam test. Grading scale: 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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Student shall have a basic knowledge of art in the 15th to 18th centuries. He shall be able to identify the great transformations of art in the late Gothic and the birth of the Renaissance in Italy. Moreover shall understand the importance of the position of cities and their influence on the development of art in humanism and the Renaissance, which passed into Mannerism as a bridge to the Baroque of the 17th century. Student shall be able to identify the expansion of Baroque art on a geographical basis and thus the emergence of new areas.

Class syllabus:
1. The birth of the Renaissance art. Late Gothic and Europe. Humanism and the Renaissance, new impulses for the arts. Church transformations, science and art. Roots in antiquity. Material culture. 2. Early Renaissance. Architecture, painting, sculpture F. Brunelleschi, L. B. Alberti - architects inspired by antiquity. From Giotto to Leonardo da Vinci. Personalities, art paths in the 15th century. The victorious L. Ghiberti and the door of the Baptistery in Florence. Donatello. 3. Leonardo da Vinci and the synthesis of the 15th century. 4. Architecture of the High Renaissance. Michelangelo as an architect. Rome as the center of the art of the High Renaissance. Sculpture and painting of the High Renaissance (15th - 16th centuries). Michelangelo, Raffaelo Santi, Corregio. 5. Late Renaissance of Venice. Bellini, Giorgione, Titian. Contacts. 6. Renaissance beyond the Alps. Germany, the Netherlands, France and the rest of Europe. 7. Mannerism. (1520 - 1,600) 8. Art of the 17th and 18th centuries. Expansion and inspiration. Main tasks and topics. Development of arts. The importance of the Council of Trent. The main laws of the Baroque. Counter-Reformation art and secular art.9. Baroque architecture and sculpture in Italy. Important personalities in Italy and the rest of Europe. 10. Rococo - the final period of the Baroque. Art areas, influence. 11. Baroque classicism of the 17th century. France, Versailles. Russian architecture.

Recommended literature:

- RUSINA, Ivan. Rusina Renesancia umenie medzi neskorou gotikou a barokom. Bratislava: Slovenská národná galéria, Slovart, 2009. ISBN 978-80-8085-940-4.
- SAVICKÝ, Nikolaj. Savický Renesance jako změna kódu o komunikaci slovem a obrazem v italském rinascimentu. Praha: Prostor, 2010. ISBN 978-80-7260-236-0.
- HUYGHE, René. a kol.: Umění renesance a baroku. Encyklopedie. Umění a lidstvo. Praha : Odeon, 1970.
- COLEOVÁ, Alison. Renesancia. Umenie zblízka. Bratislava : Perfekt, 1995. ISBN 80-8046-008-6.
- PIJOAN, J.: Dejiny umenia. Počiatky renesancie. Bratislava: Ikar, 1999. ISBN 80-7118-714-3.
- PIJOAN, J.: Dejiny umenia. Vrcholné diela renesancie. Bratislava: Ikar, 1999. ISBN 80-7118-715-1.
- PIJOAN, J.: Dejiny umenia. Barok. Bratislava: Ikar, 1999. ISBN 80-7118-793-3.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 340

A	ABS	B	C	D	E	FX
42,35	0,0	19,41	22,35	7,35	7,06	1,47

Lecturers: Mgr. Marko Mižičko, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-058/00	Art History 3: European Culture around 1900

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
Two absences are allowed; The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%).
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): 40/60

Learning outcomes:
The course provides an overview of the transformation and development of art at the turn of the 19th and 20th centuries in the context of scientific and technological progress, social and political changes. The look at the development of fine and applied arts, architecture, music, dance, and literature creates the preconditions for a better understanding of the overall social modernization in the period before the First World War, which is symbolically labelled the Belle Époque. Students can identify trends which became crucial for the modern period in the 20th century, especially the so-called Soviet avant-garde. Equally important for understanding of social development is the history of film, visual art, theatre, and other forms which have emphasized the interaction with society. Students gain competencies enabling them to analyse modern art and culture in correlation with modern understandings of the individual and society.

Class syllabus:
1. Brief introduction to the social conditions and political situation at the turn of the 19th and 20th centuries.
2. Industrialization and redefinition of artistic approaches
3. Avant-garde movements.
4. Impressionism and Post-Impressionism
5. Arts & crafts and Art Nouveau (Jugenstil, L'art nuoveu, Moderný štýl)
6. Art Deco
7. Russian and Soviet avant-garde
8.Cubism, Futurism

9. Film, theatre, visual arts
10. Literature
11. Symbolism
12. Architecture -functionalism, Bauhaus, historicizing styles, eclecticism

Recommended literature:

GOMBRICH, Ernst H. Příběh umění. Praha: Mladá fronta, Argo, 1995. ISBN 80-204-0685-9.
KŘIVSKÝ, Petr - SKŘIVAN, Aleš. Století odchází: Světla a stíny "belle époque". Praha: Aleš Skřivan ml., 2004. ISBN 80-86493-12-1.
McAULIFFE, Mary. Dawn of the Belle époque : the Paris of Monet, Zola, Bernhardt, Eiffel, Debussy, Clemenceau, and their friends. Lanham: Rowman & Littlefield, 2014. ISBN 978-1-4422-0928-2.
PETERAJOVÁ, Ľudmila. Secesia. Bratislava: Pallas, 1974.
PIJOAN, José. Dejiny umenia 9. Bratislava: Tatran, 1991. ISBN 80-222-0249-5.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 67

A	ABS	B	C	D	E	FX
73,13	0,0	13,43	1,49	1,49	2,99	7,46

Lecturers: Mgr. Matej Ivančík, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-054/17	Art History 3: Medieval Art

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Successfully passing exam test. Grading scale: 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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student shall have a basic knowledge of art in the period of late antiquity and the German tribes and the art of Central Europe in the 6th - 11th centuries, with special emphasis on Great Moravian art. He shall be able identify the basic elements of Romanesque culture in Western Europe and in our territory. Student shall know and understand characteristic elements of Gothic architecture, painting and sculpture and their specific features on the European continent and in our territory.

Class syllabus:
1. Art of late antiquity and Germanic art.
2. Art in the Frankish Empire.
3. Art in the 6th to 11th centuries in Central Europe. (Great Moravia and Hungary).
4. Byzantine art.
5. Romanesque art in Western Europe.
6. Romanesque art in our territory.
7. Gothic architecture.
8. Gothic painting.
9. Gothic sculpture.
10. Gothic art in our territory and its specific features.
11. Medieval aesthetics.

Recommended literature:
-PIJOAN, J.: Dejiny umenia. Gotické umenie. Bratislava: Ikar, 1999. ISBN 8071187135.
- PIJOAN, J.: Dejiny umenia. Ranokresťanské a byzantské umenie. Bratislava: Ikar, 1999. ISBN 8071186554.

GOMBRICH, Ernst. Príbeh umenia. Bratislava : Ikar, 2017. ISBN 978-80-551-5381-0.
Le GOFF, J.: Kultura středověké Evropy. Praha: Odeon, 1991. ISBN 80-207-0206-7.
MRÁZ, B.: Dějiny výtvarné kultury 1. Praha: Idea servis, 2016. ISBN 978-80-85970-89-0.
The Art of medieval Hungary. ed. Xavier Barral i Altet ... [et al.] Roma: Viella, 2018. ISBN 978-88-6728-661-4.
GERÁT, Ivan. Stredoveké obrazové témy na Slovensku osoby a príbehy. Bratislava: Veda, 2001. ISBN 80-224-0643-0.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
77,78	0,0	22,22	0,0	0,0	0,0	0,0

Lecturers: Mgr. Marko Mižičko, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-059/22	Art and architecture in Slovakia in the early modern period

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are evaluated on the basis of the results of the written test they are required to take during the examination period. The form of the test questions indicate students they are expected to give a factual description of the topic, presenting the facts without any further analysis or generalization. The classification scale is the following:
100-92 % of the max. number of points A,
91 – 84 % B,
83 – 76 % C,
75 – 68 % D,
67 – 60 % E,
<60% Fx
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.The exact regular and retake dates will be published in the AIS during the credit week. Maximum number of possible absences: 2. Students with more absences, resulting from objectively justifiable and documented reasons, can complete the course under the following conditions: for each absence beyond the set framework, students need to submit a paper of around 5 standard pages on a pre-assigned and consulted topic. The paper must include an introduction, the main part (without footnotes), conclusions and the bibliography.
Scale of assessment (preliminary/final): Scale of assessment preliminary/final: 0/100

Learning outcomes:
The course aims at making students familiar (in situ, or on the website of galleries / museums, portals of memory institutions, through virtual exhibitions) with early modern art, which is physically “accessible” to people today. At the end of the course, students are able to identify those items from the material culture of Slovakia that concern the 16th - 18th centuries, and what information these works of art and period architecture can provide about past centuries. Students have an overview of the best known facts from the different regions of the country and the legacy the different early (modern, professional, national or otherwise identified) societies left behind. Students are familiar with the historical context of the existence of works and with information

about the material possibilities and mentality of the time. They can also define the role of visual art in the different periods.

Class syllabus:

1. Introduction to the subject. Opening debate with students about the content and purpose of the course. Samples of visual sources.
2. General introduction - historical context in which selected works of art and architecture originated. Example on approaches of the issue.
3. Field research and virtual tours of art and architecture.
4. Portrait painting, portrait galleries of aristocrats.
5. The denominational aspect in early modern art. Reformation and Counter-Reformation vs. art.
6. Sepulchral monuments.
7. The phenomenon of Central European sculpture. Donner in Pressburg.
8. Land fortification and Italian engineers.
9. Veduta, historical scenery of urban landscapes and their narratives.
10. Urban culture and topography.
11. Industrial landscape - mining areas, the beginnings of industrialization in the country.
12. Utility in art.
13. The future of monuments on the example of technical objects in situ, the possibilities of restoration, the monument fund and national cultural monuments.

Recommended literature:

KRŠÁK, Pavol (ed.). Ottov historický atlas Slovensko. Praha: Ottovo nakladatelství, s. r. o., 2009, pp. 176-273. ISBN 978-80-7360-834-7.
HALÁSZOVÁ, Ingrid. Pred portrétom. Úvahy o obsahoch, významoch, funkciách a reprezentačných stratégiách portrétu v ranom novoveku. Trnava: Typi Universitatis Tyrnaviensis, 2020. ISBN
978-80-568-0388-2.
RUSINA, Ivan a kol. Renesancia. Bratislava: SNG, 2009. ISBN 978-80-8085-940-4.
RUSINA, Ivan a kol. Barok. Bratislava: SNG, 1998. ISBN 80-8059-014-1.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
70,59	0,0	11,76	17,65	0,0	0,0	0,0

Lecturers: PhDr. Eva Benková, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-109/18	Basics in English-Slovak Translating for Teacher Trainees

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Course requirements:
Continuous assessment of student performance in class during the semester (100% of the final grade). Assessment includes the student's ability to handle individual translation tasks in the class and homework, which are a prerequisite for active participation in the class. Translation assignments are submitted the day before an hour via MS Teams or Moodle. In addition to the translation, the student answers the questions asked about the translation and briefly summarizes his / her progress in the given translation. In the class, the subject of discussion is translation solutions and their mutual confrontation. Classification scale: 0-60-68-76-94-92-100 % = FX-E-D-C-B-A. Teachers accept a maximum of 2 absences with proven documents .
Scale of assessment (preliminary/final): 100% continuous evaluation

Learning outcomes:
After completing the course, the student knows the basic translation theories and knows how to use their procedures in practice. Can analyze and translate texts from various fields into Slovak. He knows CAT tools and masters the basics of working with them. The student masters the principles of a professional translation approach to texts and, based on their analysis, is able to identify the risk areas of the text before translation and adequately prepare. He knows the translational pitfalls typical of different types of texts and is ready to solve them. They can critically approach and edit their own text during the second reading, they takes care of the risks that the hypnosis by the orgiginal text can pose. Thgey can communicate these procedures to others from the position of a teacher.

Class syllabus:
1. Basics of working in CAT tool 2. Popularization text, sparsely terminologically saturated 3. Translation of a fictional text, descriptively saturated 4. Text with high terminological saturation 5. Translation of a children's fiction 6. Translation of a newspaper article 7. Birth certificate, formal processing of the translation, work of the official translator 8. Fantasy / sci-fi text with a poem, translation license 9. Translation of the tourist guide 10. Cookbook translation, localization 11. Post-editing and machine translation work 12. Medical text 13. Intercultural communication - traditions and folklore

Recommended literature:

KVETKO, Pavol Translation Studies an introduction course. Trnava: Univerzita sv. Cyrila a Metoda. ISBN 978-80-8105-641-3. BAKER, Mona (2018) In Other Words: A Coursebook on Translation. London: Routledge 2018. ISBN 978-1-138-66688-7. Zuzana Kraviarová: Integrovaná výučba odborného prekladu in: Prekladateľské listy 3, Bratislava, Univerzita Komenského 2014 ISBN 978-80-223-3584-3; Anthony Pym: Exploring translation theories, Routledge 2014. ISBN 978-0-415-83791-0; Alojz Keníž: Preklad ako hra na invariant a ekvivalenciu, AnaPress 2008. ISBN 978-80-89137-38-1; Martin Djovčoš a Pavol Šveda: Mýty a fakty o preklade a tlmočení na Slovensku, Veda 2017. ISBN 978-80-224-1566-8; Jana Rakšányiová: Preklad ako intekultúrálna komunikácia, AnaPress 2005. ISBN 80-89137-09-1

Languages necessary to complete the course:
Participation in the course presupposes mastery of English at the level [B2] and Slovak at the level [C2] according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 104

A	ABS	B	C	D	E	FX
81,73	0,0	8,65	4,81	1,92	0,0	2,88

Lecturers: Mgr. Ivo Poláček, PhD.

Last change: 29.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-632/24	Bishops, diplomats, grey eminences. Careers of religious in the 10th-12th centuries

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
1.To get through the class in the prescribed extent: the student must take part in at least 75% of the classes. 3 absences are accepted, two of them must be excused.
2. Continuous preparation for the seminars
3. Writing of an essay in established length.
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): Evaluation: 50% for the preparations during the semester; 50% for the essay. The student has to accomplish both parts of the evaluation.

Learning outcomes:
Against the backdrop of the professional careers of prominent figures from the monastic milieu, students will gain a specific insight into the development of contemporaneous society and the Latin Church in the 10th-12th centuries.

Class syllabus:
1. Introduction – the origin, formation and characteristics of monastic life in the Middle Ages
2. The Carolingian period and the victory of the Order of St. Benedict; Benedict of Aniane;
3. The century of crisis;
4. The Benedictines at the turn of the millennium - the Cluniac Reform;
5. Abbots Odilo and Hugo in the struggles of their time;
6. Royal and imperial monasteries and their privileges;
7. Monasteries as rulers' necropolises and places of memory;
8. Benedictines in Central Europe - Missionaries, bishops, archbishops – Adalbert from Prague, Bruno of Querfurt, Radim - Gaudentius, ...
9. Benedictines and the early Hungarian Church hierarchy;
10. The monastic century – new paths of search (Bernard of Clairvaux, Abbot Suger, Gratian, Norbert of Xanten, ...);
11. 11th-12th century religious orders and the development of architecture;
12. Exercises for the essay.

Recommended literature:

ŘÍČAN, Rudolf – MOLNÁR, Amadeo. 12 století církevních dějin. Praha: Kalich, 2008, 415 s. ISBN 9788070170649;
KOŽIAK, Rastislav – MÚCSKA, Vincent. Rehole a kláštory vstredoveku. Banská Bystrica – Bratislava: Chronos, 2002, 211 s. ISBN:8089027059;
MÚCSKA, Vincent a kol. Dejiny európskeho stredoveku II. Vrcholný stredovek. Bratislava: Hlbiny, 2019, 352 s. ISBN 9878089743445;
SUCHÁNEK, Drahomír - DRŠKA, Václav. Církevní dějiny. Antika a středověk. Praha: Grada, 2013, 427 s. ISBN 9788024737195.
LeGOFF, Jacques – SCHMITT, Jean-Claude: Encyklopedie středověku. Praha: Vyšehrad, 2003, 935 s. ISBN 9788070219171;
LAWRENCE, Hugh Clifford: Dějiny středověkého mnišství. Brno: Centrum pro studium demokracie a kultury, 2001. ISBN 80-85959-88-7; 80-7021-536-4
Students will be introduced to additional literature during the course.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: doc. Mgr. Vincent Múcska, PhD.

Last change: 07.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-208/15	Black Literature and Culture of Canada

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment:
- 20% active participation (regular contributions to class discussions)
- 30% oral presentation
- 50% wriiten assignment

Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Max. 2 absences without documentation.
Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is.
Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations.
Continuous/Final assessment ratio: 100/0%
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon successful completion of the course, students will have knowledge about African Canadian literary tradition in a socio-political and historial context. They will understand theoretical concepts of race, racism, and radicalization, which participate in the formation of ethnic literatures. They will understand specific problems of African Canadian literary theory and concepts of ethnic and racial identity and their formation in time and various contexts. By contributing to class discussions and writing assignments, they will have improved their spoken and written communication skills.

Class syllabus:
1. The history of black diasporas in Canada
2. The influence of the Black culture on Canada's culture
3. African Canadian literature in a Canadian national context
4. Typical features of African Canadian literature
5. The trauma of slavery and its reflection in African Canadian literature
6. Searching for home in African Canadian literature
7. Language as a tool of oppression in African Canadian literature
8. Oral tradition and folklore in African Canadian literature

9. Gender identity and sexuality in African Canadian literature
10. Social dimension of African Canadian literature
11.African Canadian community in film

Recommended literature:

BARRETT, Paul. Blackening Canada : Diaspora, Race, Multiculturalism. Toronto: University of Toronto Press, Scholarly Publishing Division, 2015. ISBN 9781442615762. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=990767&lang=sk&site=ehost-live&scope=site.
BLACK, Ayanna, ed. Fiery Spirits & Voices: Canadian Writers of African Descent. Toronto: HarperPerennialCanada, 2000. ISBN 0-00-648521-9.
CLARKE, Austin. The Meeting Point. [Toronto]: Vintage Canada, 1998. ISBN 0-676-97160-1.
CLARKE, George Elliott. Odysseys Home : Mapping African-Canadian Literature. Toronto: University of Toronto Press, Scholarly Publishing Division, 2017. ISBN 9781487516611. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2093118&lang=sk&site=ehost-live&scope=site.
HILL, Lawrence. The Book of Negroes. London: Black Swan, 2010. ISBN 978-0-552-77548-9.
SIEMERLING, Winfried. The Black Atlantic Reconsidered: Black Canadian Writing, Cultural History, and the Presence of the Past. Montreal: McGill-Queen's University Press, 2015. ISBN 9780773545076. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=978067&lang=sk&site=ehost-live&scope=site.
WALCOTT, Rinaldo. Black Like Who? : Writing Black Canada. 2nd rev. ed. Toronto: Insomniac Press, 2003. ISBN 9781894663403. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=391218&lang=sk&site=ehost-live&scope=site.
Additional literature might be used.

Languages necessary to complete the course:
C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution
Total number of evaluated students: 117

A	ABS	B	C	D	E	FX
42,74	0,0	25,64	23,93	3,42	3,42	0,85

Lecturers: Mgr. Lucia Grauzľová, PhD.

Last change: 24.05.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-208/15	Black Literature and Culture of Canada

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment:
- 20% active participation (regular contributions to class discussions)
- 30% oral presentation
- 50% wriiten assignment

Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Max. 2 absences without documentation.
Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is.
Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations.
Continuous/Final assessment ratio: 100/0%
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon successful completion of the course, students will have knowledge about African Canadian literary tradition in a socio-political and historial context. They will understand theoretical concepts of race, racism, and radicalization, which participate in the formation of ethnic literatures. They will understand specific problems of African Canadian literary theory and concepts of ethnic and racial identity and their formation in time and various contexts. By contributing to class discussions and writing assignments, they will have improved their spoken and written communication skills.

Class syllabus:
1. The history of black diasporas in Canada
2. The influence of the Black culture on Canada's culture
3. African Canadian literature in a Canadian national context
4. Typical features of African Canadian literature
5. The trauma of slavery and its reflection in African Canadian literature
6. Searching for home in African Canadian literature
7. Language as a tool of oppression in African Canadian literature
8. Oral tradition and folklore in African Canadian literature

9. Gender identity and sexuality in African Canadian literature
10. Social dimension of African Canadian literature
11.African Canadian community in film

Recommended literature:

BARRETT, Paul. Blackening Canada : Diaspora, Race, Multiculturalism. Toronto: University of Toronto Press, Scholarly Publishing Division, 2015. ISBN 9781442615762. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=990767&lang=sk&site=ehost-live&scope=site.
BLACK, Ayanna, ed. Fiery Spirits & Voices: Canadian Writers of African Descent. Toronto: HarperPerennialCanada, 2000. ISBN 0-00-648521-9.
CLARKE, Austin. The Meeting Point. [Toronto]: Vintage Canada, 1998. ISBN 0-676-97160-1.
CLARKE, George Elliott. Odysseys Home : Mapping African-Canadian Literature. Toronto: University of Toronto Press, Scholarly Publishing Division, 2017. ISBN 9781487516611. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2093118&lang=sk&site=ehost-live&scope=site.
HILL, Lawrence. The Book of Negroes. London: Black Swan, 2010. ISBN 978-0-552-77548-9.
SIEMERLING, Winfried. The Black Atlantic Reconsidered: Black Canadian Writing, Cultural History, and the Presence of the Past. Montreal: McGill-Queen's University Press, 2015. ISBN 9780773545076. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=978067&lang=sk&site=ehost-live&scope=site.
WALCOTT, Rinaldo. Black Like Who? : Writing Black Canada. 2nd rev. ed. Toronto: Insomniac Press, 2003. ISBN 9781894663403. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=391218&lang=sk&site=ehost-live&scope=site.
Additional literature might be used.

Languages necessary to complete the course:
C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution
Total number of evaluated students: 117

A	ABS	B	C	D	E	FX
42,74	0,0	25,64	23,93	3,42	3,42	0,85

Lecturers: Mgr. Lucia Grauzľová, PhD.

Last change: 24.05.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-842/25	Chapters of European History 1861-1918

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
Active participation will be assessed. The evaluation will fully take place during the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
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.

Class syllabus:
1. Trials of periodization and the “Long Nineteenth Century”
2. European Enlightenments: scholarly, ideological and social stakes
3. The French revolution and its unravelling
4. Scholarly nationalisms in the Vormärz era
5. Political Catholicism in comparative perspective
6. Emancipations I: slavery and serfdom
7. Revolutions of 1848: their demands and results in comparison
8. European constitutions of the 19th century: negotiating inclusion and rights
9. Emancipations II: women’s and the workers’ movement
10. The great emigration out of Europe

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

Recommended literature:

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.

Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 11

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

Lecturers: Mgr. Matej Ivančík, PhD.

Last change: 13.05.2025

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-207/15	Contemporary Literature and Culture of Native North American People

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment:
- 20% active participation in the seminar (regular contributions to class discussions)
- 30% oral presentation
- 50% written assignment

Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Max. 2 absences without documentation.
Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is.
Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations.
Continuous/Final assessment ratio: 100/0%
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon a successful completion of the course, students will be familiar with the contemporary literature of the indigenous peoples of North America in a broader political and historical context, They will have knowledge about epistemology, cultural appropriation, the aesthetic and political aspects of the portrayal of past and present colonial relations in the United States and Canada. They will be able to use the tools of responsible literary research in relation to minority literary discourse and more effectively use such academic skills as research, critical reading, and academic writing.

Class syllabus:
1. Historical and cultural context of indigenous literatures in North America
2. Indigenous epistemologies
3. Cultural appropriation
4. Frequent themes in indigenous literatures: identity, social issues, political issues, environmental issues
5. Humor and indigenous literatures
6. Postmodernism and indigenous literatures

7. Gothic elements in indigenous literatures
8. Gender issues and indigenous literatures
9. North American indigenous people in film

Recommended literature:

BOYDEN, Joseph. Through a Black Spruce. London: Phoenix, 2010. ISBN 978-0-7538-2332-3.
ERDRICH, Louise. Love Medicine. New York: Harper Perennial, 1993. ISBN 0-06-097554-7.
HIGHWAY, Tomson. The Rez Sisters: A Play in Two Acts. Markham: Fifth House, 1988. ISBN 978-0-920079-44-7.
KING, Thomas, ed. All My Relations: An anthology of Contemporary Canadian Native Fiction. Toronto: McClelland and Stewart, 1992. ISBN 0-7710-6706-2.
MOSIONIER, Beatrice Culleton. In Search of April Raintree. Winnipeg: Portage and Main Press, 1999. ISBN 1-894110-43-9.
NEW, W. H., ed. Native Writers and Canadian Writing. Vancouver: UBC Press, 1992. ISBN 0-7748-0371-1.
PETRONE, Penny. Native Literature in Canada. From the Oral Tradition to the Present. Toronto: Oxford University Press, 1990. ISBN 0-19-540796-2.
SILKO, Leslie Marmon. Ceremony. New York: Penguin Books, 1986. ISBN 0-14-008683-8.
WELCH, James. Winter in the Blood. New York: Penguin Books, 1986. ISBN 0-14-008644-7.

Languages necessary to complete the course:
C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution
Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
50,0	0,0	25,0	20,0	0,0	0,0	5,0

Lecturers: Mgr. Lucia Grauzľová, PhD.

Last change: 23.06.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-101/20	Contrastive Analysis of English and Slovak Language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points is participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum twice absent.
Scale of assessment (preliminary/final): 50/50 (%)

Learning outcomes:
Increasing and expanding knowledge of systemic differences between English and Slovak at the phonetic, phonological, morphological, syntactic, and lexical levels. Students will analyze texts from different discourses and compare them based on the above-mentioned levels. The course activities can also be applied to the teaching of the English language

Class syllabus:
Typology of languages, phonetic and phonological comparisons: Differences between individual voices, intonation, and accent; morphological comparisons: verbal species and their categories, syntactic comparisons: sentence compositions, word sequences; lexical comparisons: false friends, idioms. Students will observe the similarities and differences between the languages studied and the cases of interference in the target language.

Recommended literature:
BÁZLIK, Miroslav. Porovnávacia gramatika anglického a slovenského jazyka 1. Bratislava: Univerzita Komenského, 1991. ISBN 80-223-0146-9.
BÁZLIK, Miroslav a Alžbeta KUBIŠOVÁ. Porovnávacia gramatika anglického a slovenského jazyka 2. Bratislava: Univerzita Komenského, 1991. ISBN 978-80-223-2620-9.

BÁZLIK, Miroslav a Jolana MIŠKOVIČOVÁ. Pravidlá výslovnosti britskej a americkej angličtiny, Bratislava: IURA Edition, 2012. ISBN 978-80-8078-447-8.
BIBER, Douglas, et al. Longman Student Grammar of Spoken and Written English. Harlow: Pearson Education, 1999. ISBN 978-0-521-02411-2.
LANČARIČ, Daniel: English Lexicology. Theory and Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN 978-3-943906-25-7.
MATTIELO, Elisa. Extra-Grammatical Morphology in English : Abbreviations, Blends, Reduplicatives, and Related Phenomena. De Gruyter Mouton. 2013. Dostupné na: EBSCOhost Web – eBook Academic Collection.

Languages necessary to complete the course:
English proficiency - at least at C1 level according to the Common European Framework of Reference for Languages (CEFR) is required.

Notes:

Past grade distribution
Total number of evaluated students: 317

A	ABS	B	C	D	E	FX
66,25	0,0	19,56	8,52	2,52	0,63	2,52

Lecturers: prof. PhDr. Daniel Lančarič, PhD., Mgr. Michaela Hroteková, PhD.

Last change: 04.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/muAN-110/24	Contrastive Analysis of Languages

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Form: seminar
Recommended length of teaching (in hours):
Weekly: 2 Over the study period: 26
Study method: full-time

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Students need to have attended the courses on phonetics and phonology, morphology, syntax, lexicology

Course requirements:
During the course, students will be continuously evaluated for classroom activity and completion of assignments (50%) At the end of the semester, students will hand in or present their research project (50%).
59 points or less.
Scale of assessment (preliminary/final): You must have at least 60 points to pass. Credit will not be awarded to students with 59 points or less.Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-AMaximum of two absences.50/50 weighting of midterm/final grades (%).

Learning outcomes:
Improving and extending knowledge of the systemic differences between English and another language at
phonetic, phonological, morphological, syntactic and lexical levels. Students learn how to selecet and analyze the similarities and differences between English and another chosen language. Through individual and group activities, and project based learning, they learn how to approach and critically evaluate issues in their chosen languages.

Class syllabus:
Language typology, phonetic and phonological comparisons: the differences between the individual syllables, intonation, and accent; morphological comparisons: word types and their categories, syntactic

comparisons: sentence structure, word order; lexical comparisons: false friends, idioms. Students will
observe correspondences and differences between the languages studied and instances of interference in the target language.
1. Introduction to comparative and contrastive linguistics and its application in practice
2. Phonetic and phonological properties of languages
3. Orthographic properties of languages
4. Morphological properties of languages
5. Syntactic properties of languages
6. Lexical properties of languages
7. Pragmatic properties of languages
8. Creating a research project
9. Working on a research project

Recommended literature:

BÁZLIK, Miroslav. Porovnávacia gramatika anglického a slovenského jazyka 1. Bratislava: Univerzita Komenského, 1991. ISBN 80-223-0146-9.
BÁZLIK, Miroslav a Alžbeta KUBIŠOVÁ. Porovnávacia gramatika anglického a slovenského jazyka 2. Bratislava: Univerzita Komenského, 1991. ISBN 978-80-223-2620-9.
Strana: 2
BÁZLIK, Miroslav a Jolana MIŠKOVIČOVÁ. Pravidlá výslovnosti britskej a americkej angličtiny, Bratislava: IURA Edition, 2012. ISBN 978-80-8078-447-8.
BIBER, Douglas, et al. Longman Student Grammar of Spoken and Written English. Harlow: Pearson Education, 1999. ISBN 978-0-521-02411-2.
LANČARIČ, Daniel: English Lexicology. Theory and Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN 978-3-943906-25-7.
MATTIELO, Elisa. Extra-Grammatical Morphology in English : Abbreviations, Blends, Reduplicatives, and Related Phenomena. De Gruyter Mouton. 2013. Dostupné na: EBSCOhost Web – eBook Academic Collection.
Additional material will be distributed during the semester

Languages necessary to complete the course:
Participation in the course requires at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.

Last change: 28.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/muAN-110/24	Contrastive Analysis of Languages

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Form: seminar
Recommended length of teaching (in hours):
Weekly: 2 Over the study period: 26
Study method: full-time

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Students need to have attended the courses on phonetics and phonology, morphology, syntax, lexicology

Course requirements:
During the course, students will be continuously evaluated for classroom activity and completion of assignments (50%) At the end of the semester, students will hand in or present their research project (50%).
59 points or less.
Scale of assessment (preliminary/final): You must have at least 60 points to pass. Credit will not be awarded to students with 59 points or less.Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-AMaximum of two absences.50/50 weighting of midterm/final grades (%).

Learning outcomes:
Improving and extending knowledge of the systemic differences between English and another language at
phonetic, phonological, morphological, syntactic and lexical levels. Students learn how to selecet and analyze the similarities and differences between English and another chosen language. Through individual and group activities, and project based learning, they learn how to approach and critically evaluate issues in their chosen languages.

Class syllabus:
Language typology, phonetic and phonological comparisons: the differences between the individual syllables, intonation, and accent; morphological comparisons: word types and their categories, syntactic

comparisons: sentence structure, word order; lexical comparisons: false friends, idioms. Students will
observe correspondences and differences between the languages studied and instances of interference in the target language.
1. Introduction to comparative and contrastive linguistics and its application in practice
2. Phonetic and phonological properties of languages
3. Orthographic properties of languages
4. Morphological properties of languages
5. Syntactic properties of languages
6. Lexical properties of languages
7. Pragmatic properties of languages
8. Creating a research project
9. Working on a research project

Recommended literature:

BÁZLIK, Miroslav. Porovnávacia gramatika anglického a slovenského jazyka 1. Bratislava: Univerzita Komenského, 1991. ISBN 80-223-0146-9.
BÁZLIK, Miroslav a Alžbeta KUBIŠOVÁ. Porovnávacia gramatika anglického a slovenského jazyka 2. Bratislava: Univerzita Komenského, 1991. ISBN 978-80-223-2620-9.
Strana: 2
BÁZLIK, Miroslav a Jolana MIŠKOVIČOVÁ. Pravidlá výslovnosti britskej a americkej angličtiny, Bratislava: IURA Edition, 2012. ISBN 978-80-8078-447-8.
BIBER, Douglas, et al. Longman Student Grammar of Spoken and Written English. Harlow: Pearson Education, 1999. ISBN 978-0-521-02411-2.
LANČARIČ, Daniel: English Lexicology. Theory and Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN 978-3-943906-25-7.
MATTIELO, Elisa. Extra-Grammatical Morphology in English : Abbreviations, Blends, Reduplicatives, and Related Phenomena. De Gruyter Mouton. 2013. Dostupné na: EBSCOhost Web – eBook Academic Collection.
Additional material will be distributed during the semester

Languages necessary to complete the course:
Participation in the course requires at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.

Last change: 28.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-221/23	Corrective Pronunciation

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Form of teachinng is face-to-face. During seminars various teaching techniques and activities for pronunciation are implemented and pronuciation focusing on different aspects is practiced. Forms of work are in pairs and groups. Autonomous learning includes completion of pronunciation assignments and their presentation.

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Course requirements:
Continuous assessment of student performance during semester is 100 percent of the final grade. The conditions for passing the course are active participation in all seminars and completion and presentation of assignments focused on practicing pronunciation peculiarities of English and improving student's own pronunciation. The evaluation "failed" is given to a student who misses any classes without a relevant reason and a student who fails to submit all practical assignments.
Evaluation criteria:
A – 93 až 100%
B – 85 až 92%
C – 77 až 84%
D – 69 až 76%
E – 60 až 68%
Fx <60%
Scale of assessment (preliminary/final): 100 percent continuous evaluation.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Student:
- describes the sound system of the English language,
- recognizes individual sounds, sound structure of words, prosody and reduced forms,
- applies theoretical principles of English pronunciation in his/her own speech,
- analyses and evaluates the pronunciation aspect of speech,
- produces speech whose pronunciation aspect does not cause problems in communication.

Class syllabus:

. Orthography and pronunciation - letter-sound relationship
2. Important principles of English pronunciation
3. Practicing pronunciation of English monophthongs, diphthongs and triphthongs
4. Communicating with single vowel sounds
5. Practicing pronunciation of English consonants and their clusters
6. Correct articulation and lip reading
7. Word stress - strong and weak syllables, stress shifts and stress in noun-verb pairs
8. Homographs and homophones in English
9. Predicting weak and strong forms of function words
10. Connected speech - linking, assimilation and elision
11. Connected speech - sentence stress and rhythm of speech
12. Connected speech - intonation in questions, “news” and “non-news”
13. Common pronunciation errors among Slovak learners of English.

Recommended literature:

Hewings, M. 2004. Pronunciation Practice Activities; Cambridge: Cambridge University Press.
James, L., Smith, O. 2007. Get Rid of your Accent; Business&Technical Communication Services Limited.
Vaughan-Rees, M. 2002. Test your Pronunciation; Penguin.
Reid, E. 2016. Teaching English Pronuncation to Different Age Groups; Bratislava: Z-F LINGUA.
Reid, E. (2021). Foreign Language Pronunciation, from Theory to Practice : Foreword. In: Foreign Language Pronunciation, from Theory to Practice. Newcastle upon Tyne : Cambridge Scholars Publishing, p. ix-xvi.

Languages necessary to complete the course:
minimum level of English - B2

Notes:

Past grade distribution
Total number of evaluated students: 73

A	ABS	B	C	D	E	FX
69,86	0,0	24,66	2,74	0,0	0,0	2,74

Lecturers: doc. Mgr. Eva Reid, PhD., Mgr. Dominika Mihaľová

Last change: 19.06.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-221/23	Corrective Pronunciation

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Form of teachinng is face-to-face. During seminars various teaching techniques and activities for pronunciation are implemented and pronuciation focusing on different aspects is practiced. Forms of work are in pairs and groups. Autonomous learning includes completion of pronunciation assignments and their presentation.

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I., II.

Prerequisites:

Course requirements:
Continuous assessment of student performance during semester is 100 percent of the final grade. The conditions for passing the course are active participation in all seminars and completion and presentation of assignments focused on practicing pronunciation peculiarities of English and improving student's own pronunciation. The evaluation "failed" is given to a student who misses any classes without a relevant reason and a student who fails to submit all practical assignments.
Evaluation criteria:
A – 93 až 100%
B – 85 až 92%
C – 77 až 84%
D – 69 až 76%
E – 60 až 68%
Fx <60%
Scale of assessment (preliminary/final): 100 percent continuous evaluation.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Student:
- describes the sound system of the English language,
- recognizes individual sounds, sound structure of words, prosody and reduced forms,
- applies theoretical principles of English pronunciation in his/her own speech,
- analyses and evaluates the pronunciation aspect of speech,
- produces speech whose pronunciation aspect does not cause problems in communication.

Class syllabus:

. Orthography and pronunciation - letter-sound relationship
2. Important principles of English pronunciation
3. Practicing pronunciation of English monophthongs, diphthongs and triphthongs
4. Communicating with single vowel sounds
5. Practicing pronunciation of English consonants and their clusters
6. Correct articulation and lip reading
7. Word stress - strong and weak syllables, stress shifts and stress in noun-verb pairs
8. Homographs and homophones in English
9. Predicting weak and strong forms of function words
10. Connected speech - linking, assimilation and elision
11. Connected speech - sentence stress and rhythm of speech
12. Connected speech - intonation in questions, “news” and “non-news”
13. Common pronunciation errors among Slovak learners of English.

Recommended literature:

Hewings, M. 2004. Pronunciation Practice Activities; Cambridge: Cambridge University Press.
James, L., Smith, O. 2007. Get Rid of your Accent; Business&Technical Communication Services Limited.
Vaughan-Rees, M. 2002. Test your Pronunciation; Penguin.
Reid, E. 2016. Teaching English Pronuncation to Different Age Groups; Bratislava: Z-F LINGUA.
Reid, E. (2021). Foreign Language Pronunciation, from Theory to Practice : Foreword. In: Foreign Language Pronunciation, from Theory to Practice. Newcastle upon Tyne : Cambridge Scholars Publishing, p. ix-xvi.

Languages necessary to complete the course:
minimum level of English - B2

Notes:

Past grade distribution
Total number of evaluated students: 73

A	ABS	B	C	D	E	FX
69,86	0,0	24,66	2,74	0,0	0,0	2,74

Lecturers: doc. Mgr. Eva Reid, PhD., Mgr. Dominika Mihaľová

Last change: 19.06.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-303/15	Creating Curricula and Teaching Materials

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Fif KAA/A-muAN-302/15 (Didaktika anglického jazyka 2)

Course requirements:
10% Participation in class workshops and discussions
25% Completed EPOSTL (The European Portfolio for Student Teachers of Languages)
40% Weekly reaction papers
25% Final exam
Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty.
Marking scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (fail, no credits awarded) < 60%.
Unexcused absences allowed: 2
Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%

Learning outcomes:
After successful completion of this course, a student will be able to do the following:
1. Listen, observe, reflect, and write more critically
2. Evaluate their own knowledge and skills with regard to teaching English
3. Evaluate existing ELT materials and create their own for specific target learners
4. Understand the need for continuous professional development
5. Be more aware of current issues, approaches, techniques, strategies, and educational science in English language teaching and understand how to apply them in their own

Class syllabus:

1. Reflections on student teaching
2. Criteria for evaluation (and creating) ELT materials
3. Teaching English in vocational school contexts
4. Teaching English to children with special education needs (SEN)
5. Intercultural communicative competence in foreign language teaching
6. Neuromyths in foreign language learning

Recommended literature:

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

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.

NEWBY, David. The European Portfolio for Student Teachers of Languages (EPOSTL) [online]. Council of Europe, 2007. Available from: https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:

Past grade distribution

Total number of evaluated students: 307

A	ABS	B	C	D	E	FX
49,51	0,0	22,8	19,22	5,86	1,63	0,98

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KJ/A-moCJ-101/22	Creative Writing for Teachers 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KJ/A-moCJ-101/12

Course requirements:
The evaluation is a combination of the following components: portfolio 80%, colloquium 10%, analytical-critical evaluation of texts 10%
Assessment: 100% -91% - A, 90% -81% - B, 80% -73% - C, 72% -66% - D, 65% -60% –E, 59% and less - FX (student did not meet the criteria)
The exact date and topics of assessment will be announced at the beginning of the semester.
Violation of the academic code of ethics results in the loss of the obtained points.
2 absences are allowed with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the key theoretical background and didactic aspects of creative writing as a method applicable in the teaching of the mother tongue and foreign language and literature and other humanities at various levels of education. The student is able to apply creative writing as a method in the teaching process and thus stimulate the development of exploration and experimental creativity competencies of their students, thus contributing to the development of students' personality through self-expression, self-knowledge, self-reflection and self-learning. The student is able to apply practical methodological procedures in their pedagogical practice. At the end of the course, students have a general idea of what creativity is, what its manifestations are and the principles of its development; they are able to develop lateral thinking, as well as metaphorical expression in their pupils and to use in their pedagogical practice techniques aimed at generating ideas and searching for topics; they can apply the acquired knowledge in their own academic and creative activities.

Class syllabus:
A selection from:

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

Recommended literature:

ELIAŠOVÁ, Věra et al. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav, 2007. ISBN 978-80-89225-35-4.
ELIAŠOVÁ, Věra. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4295-7.
ELIAŠOVÁ, Věra. Tvorivé písanie na strednej škole. Učebný text z edície Tri oriešky. Bratislava: Vydavateľstvo Univerzity Komenského, 2018. ISBN 978-80-223-4565-1.
ELIAŠOVÁ, Věra. Tvorivé písanie v cudzom jazyku. Efektivita, kreativita, synergia [online]. Bratislava: Stimul, 2013 [cit. 2021-23-10]. Dostupné na: http://stella.uniba.sk/texty/FIF_VE_tvorive_pisanie.pdf
MORLEY, David a Philip NEILSEN. The Cambridge companion to creative writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.
Supplementary literature will be presented at the beginning and during the semester.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 188

A	ABS	B	C	D	E	FX
88,83	0,0	10,11	0,0	0,0	0,0	1,06

Lecturers: doc. PhDr. Věra Eliašová, PhD.

Last change: 27.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KJ/A-moCJ-102/22	Creative Writing for Teachers 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KJ/A-moCJ-102/13

Course requirements:
The evaluation is a combination of the following components: portfolio 80%, colloquium 10%, analytical-critical evaluation of texts 10%
Assessment: 100% -91% - A, 90% -81% - B, 80% -73% - C, 72% -66% - D, 65% -60% –E, 59% and less - FX (student did not meet the criteria)
The exact date and topics of assessment will be announced at the beginning of the semester.
Violation of the academic code of ethics results in the loss of the obtained points.
2 absences are allowed with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action.
Scale of assessment (preliminary/final): 100 /0

Learning outcomes:
The student is familiar with the key theoretical background and didactic aspects of creative writing as a method applicable in the teaching of the mother tongue and foreign languages and literature and in other humanities at various levels of education. The student is able to apply creative writing as a teaching method and thus can stimulate the development of experimental creativity competencies of their students, thus contributing to the development of students' personality through self-expression, self-knowledge, self-reflection and self-learning. The student is then able to apply these practical methodological procedures in their own pedagogical practice.
At the end of the course students:
- have mastered some procedures improving writing, literary and creative competencies;
- are able to critically reflect on the creative process and creative products;
- are able to reduce texts to an absolutely essential minimum ;
- use various techniques of reception and creation of shorter texts.

Class syllabus:
Topics:

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

Recommended literature:

ELIAŠOVÁ, Věra et al. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav, 2007. ISBN 978-80-89225-35-4.
ELIAŠOVÁ, Věra. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4295-7.
ELIAŠOVÁ, Věra. Tvorivé písanie na strednej škole. Učebný text z edície Tri oriešky. Bratislava: Vydavateľstvo Univerzity Komenského, 2018. ISBN 978-80-223-4565-1.
ELIAŠOVÁ, Věra. Tvorivé písanie v cudzom jazyku. Efektivita, kreativita, synergia [online]. Bratislava: Stimul, 2013 [cit. 2021-23-10]. Dostupné na: http://stella.uniba.sk/texty/FIF_VE_tvorive_pisanie.pdf
MORLEY, David a Philip NEILSEN. The Cambridge companion to creative writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.
Supplementary literature will be presented at the beginning and during the semester.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 127

A	ABS	B	C	D	E	FX
90,55	0,0	6,3	2,36	0,0	0,79	0,0

Lecturers: doc. PhDr. Věra Eliašová, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-746/24	Czecho-Slovakia in Pictures: Influential Personages and Controversial Players

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 0 / 2 **per level/semester:** 0 / 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: Mgr. Marek Machýl

Last change: 06.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-843/25	Democracy and revolution in the 19th century

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
Active participation will be assessed. The evaluation will fully take place during the course
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
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 longue durée. 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 demoracies 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.

Class syllabus:
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: 5

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

Lecturers: Mgr. Matej Ivančík, PhD.

Last change: 13.05.2025

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muSZ-001/22	Diagnosing in Pedagogy

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muSZ-001/15

Course requirements:
Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% presentation in class Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section.
Scale of assessment (preliminary/final): 60/40

Learning outcomes:
After completing the course, the student has the knowledge and skills needed to conduct action research in the classroom, along with the use of the necessary diagnostic methods to determine the diagnosis of the student (s); can express a pedagogical measure and a presumption about the further development of the pupil (s).

Class syllabus:
1. Diagnostics and diagnosis. 2.Processive aspects of diagnostics. 3. Action research as a specific professional activity of a teacher. 4. Observation methods. 5. Interview. 6. Products of students' activities and their use. 7. Children's drawing and its diagnostic use. 8. Concept map. 9. Sociometry and social climate measurement. 10. Didactic tests. 11. Methods of student evaluation. 12. Methods of testing students. 13. Evaluation of conditions and results of school and teacher work.

Recommended literature:
GAVORA, Peter.: Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma Publishing, 3. vyd. 2011. ISBN 978-80-89132-91-1
GAVORA, Peter. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4.
HRABAL, Vlastimil.: Diagnostika. Pedagogickopsychologická diagnostika žáka s úvodem do diagnostické aplikace statistiky. Praha: Karolinum, 2002. ISBN: 80-246-0319-5

KOLÁŘ, Zdeněk a Renata ŠIKULOVÁ: Hodnocení žáků. Praha: Grada Publishing, 2005; 2. vyd. 2009. ISBN 978-80-247-2834-6
KOMPOLT, Pavol a Bibiána TIMKOVÁ: Pedagogická diagnostika a akčný výskum. Bratislava: UK, 2010. ISBN 978-80-223-2787-9

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 759

A	ABS	B	C	D	E	FX
60,87	0,0	14,36	10,28	9,09	5,01	0,4

Lecturers: PaedDr. Darina Dvorská, PhD.

Last change: 11.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muDE-096/24	Digital Materials and Their Practical Application in History Education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
• 30% Creation of a presentation based on the educational content from the ŠVP.
• 30% Development of teaching materials based on the educational content from the ŠVP.
• 20% Simulation of using the created presentations.
• 20% Simulation of using the developed materials.
Grading scale:
0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A
Allowed are max. 2 absences without the obligation to document them.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon successful completion of this course, the student will be able to:
1. Plan the creation of a presentation based on educational content.
2. Design a presentation using selected software, such as PowerPoint.
3. Deliver a presentation using chosen software.
4. Plan the development of educational materials based on educational content.
5. Design educational materials, such as worksheets, written assignments, etc.
6. Utilize the created educational materials during a lesson.

Class syllabus:
1. Practical guides and demonstrations on working with software designed for material and presentation design - PowerPoint.
2. Practical guides and demonstrations on working with software designed for material and presentation design - Canva
3. Preparation of content and visual elements I.
4. Preparation of content and visual elements II.
5. Effects in presentations.
6. Multimedia in presentations.
7. Interactive elements in presentations.
8. Obtaining immediate feedback through presentations.

9. Transformation of educational content into an educational activity.
10. Transformation of educational content into a presentation.
11. Simulations of using materials and presentations I.
12. Simulations of using materials and presentations II.

Recommended literature:

MAYER, Richard E., Multimedia learning, Cambridge: Cambridge University Press, 2009
FARBER, Matthew, Gamify your classroom a field guide to game-based learning, New York: Peter Lang, 2015
GINNIS, Paul Efektivní výukové nástroje pro učitele. Praha : Universum, 2019. ISBN 9788076175822
ČAPEK, Róbert Moderní didaktika. Praha : Grada, 2015, ISBN 978-80-247-3450-7
– Robert Čapek
REYNOLDS, Garr. Prezentace a zen. Zoner Press, 2009, ISBN 9788074130472
Selected excerpts of online and print resources according to the context of the topic being taught.

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 9

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

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 07.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FMFI.KAG+KDMFI/2-UXX-991/22	Diploma Thesis Defense

Number of credits: 10

Educational level: II.

Course requirements:
Examination: state examination
Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50%
Scale of assessment (preliminary/final): 0/100

Learning outcomes:
The student is able to work on the chosen topic at the level of scientific study with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. The diploma thesis is a contribution in the relevant field of study.

Class syllabus:
1. The contribution of the final work for the given field of study depending on its nature and degree of study. The evaluation of the diploma thesis takes into account whether the student adequately processes the selected topic at the level of scientific study with a representative selection of professional literature, whether the chosen scientific procedures are appropriate and appropriate, and whether he adequately works with hypotheses that can be verified. The diploma thesis should be a clear contribution in the relevant field of study;
2. Originality of the thesis (the final thesis must not have the character of a plagiarism, must not infringe the copyrights of other authors), part of the documentation for the defense of the final thesis as a subject of state examination is the protocol of originality from the central register.
3. Correctness and correctness of citation of used information sources, research results of other authors and author groups, correctness of description of methods and working procedures of other authors or author groups;
4. Compliance of the structure of the final work with the prescribed composition defined by Internal Regulation no. 12/2013;
5. Respecting the recommended scope of the final thesis (the recommended scope of the diploma thesis is usually 50 - 70 standard pages - 90,000 to 126,000 characters, including spaces), the adequacy of the scope of the thesis is assessed by its supervisor;
6. Linguistic and stylistic level of work and formal arrangement;
7. The method and form of the defense of the final thesis and the student's ability to adequately respond to comments and questions in the opinions of the supervisor and the opponent.
8. In the teaching of art-educational subjects, the final work and its defense may also include the presentation of artistic outputs and performances.

State exam syllabus:

Recommended literature:
According to the topic of the master thesis.

Languages necessary to complete the course:

Slovak, English
Last change: 22.06.2022
Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FMFI.KDMFI+KAG/2-UXX-939/22	**Course title:** Diploma Thesis Seminar
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 3 **per level/semester:** 42 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation, ongoing reporting on work on the thesis. A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Definition of the thesis topic, overview of the current state of problem solving, choice of the theoretical-methodological concept of the thesis and the ability to work selectively and correctly with secondary literature.	
Class syllabus: Choice of thesis topic. Review of literature on the topic. Basic material research and the procedure of its processing. Methods of processing and producing the thesis (citation standards, manuscript editing, note-taking apparatus). Presentation of a partial output (e.g. in the form of one chapter of the thesis).	
Recommended literature: Selection of literature according to the chosen topic of the thesis; The current directive of the Rector of Comenius University on the basic requirements of theses; KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma 2007.	
Languages necessary to complete the course: Slovak, English	
Notes:	

Past grade distribution
Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
92,19	0,0	3,13	1,56	1,56	1,56	0,0

Lecturers: doc. RNDr. Zuzana Kubincová, PhD., doc. RNDr. Pavel Chalmovianský, PhD., doc. PaedDr. Peter Vankúš, PhD., doc. PaedDr. Klára Velmovská, PhD., prof. RNDr. Ivan Kalaš, PhD., Mgr. Jana Havlíčková, PhD., Mgr. Marcel Makovník, PhD.

Last change: 22.08.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-160/00	Early Slovak Historiography

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to systematically prepare at home throughout the whole term. This includes reading the assigned sources and scholarly literature the course requires. Throughout the term, students need to prepare and present short reports (ca. 20 min.) on older Slovak historiography works in front of the class.
100% continuous evaluation.
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After successfully completing the course, students have a general overview of the way the history of Slovakia and Slovaks has been perceived at the different periods and how this perception has evolved since the Middle Ages to the present.
Students go through and are able to identify the main development tendencies in the earliest Slovak historiography while acquiring the foundations of critical thinking on history. They are able to work with sources and critically analyze their content as well as the reasons why they originated. Upon completing the course, students are familiar with the fundamental Slovak history works (chronicles, annals, hagiographic sources, older 17th - 19th Century historiography) and are capable of applying this knowledge when producing their seminar papers and final theses, among others.

Class syllabus:

1. Introduction: Students get acquainted with the course requirements, the credit granting scheme, as well as with the content of the course.
2. The Moravian-Pannonian legends and Proglas.
3. The Legend of Svatopluk and Saint Stephen and their development throughout the History of Slovakia.
4. Medieval Chronicles from the Kingdom of Hungary.
5. Medieval Annals from the Kingdom of Hungary
6. Medieval Legends from the Kingdom of Hungary and their significance for the Hungarian statehood.
7. Foreign narrative sources and Slovak history.
8. Baroque Slavism I (Jakub Jakobeus, Daniel Sinapius Horčička).
9. Baroque Slavism II (Martin Svätojánsky/Szentiványi , Ján Baltazár Magin).
10. Baroque Slavism III. (Juraj Sklenár, Juraj Papánek).
11. Baroque Slavism IV. (Samuel Timon a Juraj Fándly).
12. Final Session - End-of-term assessment and the students's engagement during the lessons. Assessment closing.

Recommended literature:

SOPKO, Július (ed.). Kroniky stredovekého Slovenska. Budmerice: Rak, 1995. ISBN 80-85501-06-6
MARSINA, Richard (ed.). Legendy stredovekého Slovenska. Budmerice: Rak, 1997. ISBN 80-85501-08-02
TIBENSKÝ, Ján. Chvály a obrany slovenského národa. Bratislava: SVKL - Slovenské vydavateľstvo krásnej literatúry, 1965.
SEDLÁK, Vinent (ed.). Ján Baltazár Magin: Obrana slávnej župy Trenčianskej a mesta tohože mena. Martin: Matica slovenská, 2002. ISBN 80-7090-672-3
- further literature and sources will be made available during the semester

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 112

A	ABS	B	C	D	E	FX
76,79	0,0	16,96	5,36	0,0	0,0	0,89

Lecturers: prof. Mgr. Martin Homza, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-401/15	**Course title:** English Language Teaching Methodology
Number of credits: 3	
Educational level: D, II.	

Course requirements:

Conditions for successful completion of course:

All matters pertaining to state examinations (conditions of the examination, deadlines, assessment, examination board, participation) are set out in Article 15 of the Study Regulations of the Faculty of Arts. One component of state examinations in the MA teaching degree programme at the Department of British and American Studies in English Language Teaching Methodology, which takes the form of a didactic project (lesson plans based on the specifications below), by which the students have to demonstrate their ability to prepare a meaningful lesson plan and, in the course of its defence, to answer relevant questions from the theory of teaching and education.

The purpose of the state exams is to determine whether students are well-grounded in English language teaching theory and able to apply it appropriately in the Slovak educational environment. To that end, the student prepares two (2) 45-minute English language lesson plans (template available), with the understanding that one lesson follows the other. Students submit their lesson plans by the deadline set by the department. Any teaching aids that are part of their lesson plans, e.g. pictures, flashcards, etc., must be submitted as well.

At the exam explain the theory (or theories) upon which their lesson plans, activities, and assignments are based and their reasonings for laying the lesson out as they did. Examiners may ask questions concerning any aspect of the lesson plans and their objectives, as well as questions about the intended group of learners (i.e., aspects such as the characteristics of that age group, classroom management, and types of interaction). Use of professional terminology is expected.

Assessment:

Students are assessed on their knowledge of English language teaching methodology and theory as it relates to the components of and factors in their lesson plans. English language proficiency, as well the ability to provide explanations and give instructions appropriately, are also taken into consideration. Level C1 and above is expected.

The target students, their educational level, their level of language proficiency (according to CEFR), the group size, and all other variables need for the didactic project (i.e., lesson plans) are determined by lottery. The target group for the second lesson plan does not change, but the following variables can be changed by the student according to their own preference: time of the day, language skill, target language, and topic.

Variables

A. ISCED Level: Lower or Upper Secondary

B. Grade, Age, and CEFR Language Level

· Lower secondary: 5th-8th grades in a 9-year primary school 7th grade (12-13 years old); prima-tercia in an 8-year secondary school

· Upper secondary: 4-year program; 5-year bilingual program; vocational school

C. Size and Make-up of the Group

D. Day and Time

E. Target Language Skill: Speaking, Listening, Reading, Writing
F. Topic (topics are listed below in the “Content of State Examination” section
Assessment coursework/final exam: 0/100%
Scale of assessment (preliminary/final): 0/100 (%)

Learning outcomes:

Learning outcomes

Upon successful completion of the state examination, students will have demonstrated the following:

· a basic knowledge of the psychological and linguo-didactic foundations of English language teaching, and the foundations of the theory of foreign language teaching

· a basic knowledge of various methods, approaches, techniques, classroom management solutions, forms of testing, and classroom activities appropriate for the teaching of all language skills: speaking, listening, reading, and writing

· the ability to appropriately use various teaching techniques and technology relevant to the content and/or teaching objective

· the ability to plan and organise lessons of English as a foreign language in accordance with government and EU policy (i.e., the updated National Curriculum and the Common European Framework of Reference for Languages)

· the ability to develop teaching materials and curricula

· the skills to prepare and implement a an English language lesson in practice based on government requirements and teaching objectives

Class syllabus:

Brief outline of the course:

1. The student briefly presents (but does not read) their project to the members of the state exam committee.
2. The student responds in depth to comments and questions from the feedback received in advance.
3. The student responds to any additional comments and questions from the committee members in a discussion.
4. The student responds to related questions on the theory of foreign language teaching.
5. Non-public discussion and decision by the commission members assessing the defence of the didactic project (i.e., their lesson plans).
6. Announcement of the final assessment of the defence and didactic project.

State exam syllabus:

Content of the state examination course:

Topic

1. Family & Society
2. Home & Housing
3. The Human Body & Healthcare
4. Transportation & Travel
5. Education
6. Humans & Nature
7. Free Time, Hobbies, & Lifestyle(s)
8. Meals & Eating Habits
9. Multicultural Society
10. Clothing & Fashion
11. Sport
12. Shopping and Services
13. Countries, Towns, & Places

14. Culture & Art
15. Books & Literature
16. Humans & Society
17. Communication & Its Forms
18. Mass Media
19. Young people & their world
20. Employment, occupations, & jobs
21. Science and Technology in service to humans
22. Role Models & ideals
23. Human Relationships
24. Slovakia
25. The Countries whose Language I'm learning

Recommended literature:

References:

BROWN, Douglas H. Principles of Language Learning and Teaching, Sixth Edition. Upper Saddle River: Pearson Education, 2014. ISBN 978-0-13-304194-1.

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

HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255.

HOLDEN, Susan and Vinicius NOBRE. Teaching English Today: Contexts and Objectives. Scotland: Swan Communication Ltd., 2019. ISBN 978-1-901760-13-2.

Inovovaný štátny vzdelávací program [online]. Bratislava: Štátny pedagogický ústav, 2020. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/

NUNAN, David and Ronald CARTER. Cambridge Guide to Teaching Speakers of Other Languages. Cambridge: Cambridge University Press, 2001. ISBN 9780511667206.

TANDLICHOVÁ, Eva. Didaktika anglického jazyka. Bratislava: UK Bratislava, 2001. ISBN 80-223-1611-3.

Languages necessary to complete the course:

Students must be proficient to at least CEFR level C1 to pass the state examination.

Last change: 05.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-301/22	English Language Teaching Methodology 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 4 **per level/semester:** 56
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Successful completion of a bachelors program in an appropriate field (e.g., English philology, English language teaching, English language and literature, translation studies [in combination with English], etc.)

Antirequisites: FiF.KAA/A-muAN-301/15

Course requirements:
During semester: creating and teaching activities during seminars (30%), creating a portfolio (20%)
Examination period: lesson plans (20%), microteaching - group work (30%)
Participation at all lectures and seminars is compulsory, as well as completion of all assignments.
Marking scale:
A – 93 až 100%
B – 85 až 92%
C – 77 až 84%
D – 69 až 76%
E – 60 až 68%
FX (fail, no credits awarded) < 60%.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student is familiar with and able to navigate the terminology in the field of teaching and studying foreign languages. They are able to work with source documents for language education. They understand the roles and competencies of the teacher, as well as the characteristics of learners, including their age, learning styles, and special needs (they are able to identify, analyze, classify, and adapt teaching to these characteristics). They can actively work with various approaches, methods, materials, and activities. They are able to plan an effective language lesson and create and effectively teach activities that develop individual language skills

Class syllabus:
1. Teaching English as a foreign language
2. CEFR, SVP

3. English language teacher, learners
4. Classroom management, approaches, methods, techniques, activities, materials
5. Planning a lesson, parts of a lesson/tasks/activities
6. Reception: listening
7. Reception: reading
8. Production, interaction, mediation: speaking
9. Production, interaction, mediation: writing

Recommended literature:

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8 Dostupné na: https://www.coe.int/en/web/common-european-framework-reference-languages/home
Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Dostupné na: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.
SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.
Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
REID, E. (2014). Authentic Materials in Developing Intercultural Communicative Competences. LLCE 2014. Available from: https://www.researchgate.net/publication/262938546_Authentic_Materials_in_Developing_Intercultural_Communicative_Competences
REID, E., Kovacikova, E. (2018) Creativity and Critical Thinking in Foreign Language Teaching. In Hradec Kralove Journal of Anglophone Studies. Available at: https://www.researchgate.net/publication/331927975_Creativity_and_Critical_Thinking_in_Foreign_Language_Teaching
HARMER, J. (2014). The Practice of English Language Teaching. Pearson.

Languages necessary to complete the course:
Language: C1 written and spoken English (CEFR)

Notes:
The course meets twice a week, 90 minutes each time.

Past grade distribution
Total number of evaluated students: 395

A	ABS	B	C	D	E	FX
28,1	0,0	31,9	23,8	10,13	2,78	3,29

Lecturers: M. A. Linda Steyne, PhD., doc. Mgr. Eva Reid, PhD.

Last change: 19.06.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-302/22	English Language Teaching Methodology 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 4 **per level/semester:** 56
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites: FiF.KAA/A-muAN-301/22 - English Language Teaching Methodology 1

Recommended prerequisites:
Fif KAA/A-muAN-301 /15 (Didaktika anglického jazyka 1) ELT 1

Antirequisites: FiF.KAA/A-muAN-302/15

Course requirements:
During semester: creating and teaching activities during seminars (30%), creating own portfolio (20%). Examination period: lesson plans (20%), microteaching - group work (30%). Participation at all lessons is compulsory (missed classes only for relevant reasons), as well as completion of all assignments.
Marking scale:
A – 93 až 100%
B – 85 až 92%
C – 77 až 84%
D – 69 až 76%
E – 60 až 68%
FX (fail, no credits awarded) < 60%.
Scale of assessment (preliminary/final): 50-50

Learning outcomes:
The student is familiar with and able to navigate the complexity of teaching and studying the English language. They are able to work with source documents for language education such as CEFR and the School Educational Program (ŠVP). They understand and are able to work with students with special educational needs. They are familiar with CLIL methodology and can apply it in combination with another subject in their course of study. The student knows how to create activities for English classes that meet specific needs. They understand the principles and approaches to teaching linguistic, sociolinguistic, and pragmatic competences and can create and effectively teach lessons focused on these competences. The student understands the importance of developing intercultural communicative competences, which they can promote in their English classes. They are familiar with and can apply various methods of feedback, error correction, and evaluation. They are able to adapt to the needs of modern times with regards to the use of technology in teaching.

Class syllabus:

•Communicative language competences, linguistic competences – lexical
•Linguistic competence – grammatical
•Linguistic competence – phonological
•Sociolinguistic and pragmatic competence
•Intercultural communicative competence
•Special educational needs
•ESP, CLIL
•Technology, online teaching
•Feedback, mistakes, errors, evaluation, assessment

Recommended literature:

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

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Dostupné na: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

HARMER, J. (2014). The Practice of English Language Teaching. Pearson.

REID, E. (2014). Intercultural aspects in teaching English at primary schools. - 1. ed. - Frankturt am Main : Peter Lang Edition, 2014. - 135 p. - ISBN 978-3-631-65553-5. DOI 10.3726/978-3-653-04708-0.

REID, E. (2020). English Language Education to Pupils with General Intellectual Giftedness. Berlin : Peter Lang, 2020. - 224 p. - ISBN 9783631802113.

REID, E. (2019) Gifted education programmes. In: The Routledge Handbook of Translation and Education / ed. Laviosa, S., González-Davies, M. - London : Routledge, 2019. - ISBN 9780815368434, P. 323-340.

REID, E. (2021). Foreign Language Pronunciation, from Theory to Practice : Foreword / Eva Reid, 2021. In: Foreign Language Pronunciation, from Theory to Practice / Zdena Kráľová, Katarína Nemčoková, Juraj Datko. - Newcastle upon Tyne : Cambridge Scholars Publishing, 2021. - ISBN 978-1-5275-7371-0, s. ix-xvi.

REID, E. (2015). Techniques Developing Intercultural Communicative Competences in English Language Lessons, 2015. DOI 10.1016/j.sbspro.2015.04.011.

In. Procedia - Social and Behavioral Sciences : WCLTA 2014, 5th World Conference on Learning, Teaching and Educational Leadership, Prague 29-30 October 2014. - ISSN 1877-0428, Vol. 186 (2015), p. 939-943.

REID, E. (2016). Teaching English Pronuncation to Different Age Groups ; recenzent: Richard Repka, Martina Šipošová, 2016.

In. Jazykovedné, literárnovedné a didaktické kolokvium XXXIXI : zborník vedeckých prác a vedeckých štúdií. - Bratislava : Z-F LINGUA, 2016. - ISBN 978-80-8177-025-8, S. 19-30.

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:

The course consists of two weekly 90-minute seminars with groups of a maximum of 20.

Past grade distribution
Total number of evaluated students: 343

A	ABS	B	C	D	E	FX
47,52	0,0	29,45	14,29	4,96	2,33	1,46

Lecturers: M. A. Linda Steyne, PhD., doc. Mgr. Eva Reid, PhD.

Last change: 19.06.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-402/15	**Course title:** English Philology
Number of credits: 3	
Educational level: II.	

Course requirements:

The requirements for a state examination (conditions, dates, assessment, examination board, participation) are set by Article 15 of the Study Regulations at the Faculty of Arts. One of the constitutive parts of the state examination within master's study programmes is an examination in "English Studies". Students in their final year choose one of the following two modules according to their preference and notify their choice to the Department of British and American Studies's secretary by a deadline specified by the department:

• Literature module
• Linguistics module

LITERATURE MODULE:

• Within this module students will be expected to produce a literary research project on a topic they will choose by drawing lots in a manner and at a time specified by the department. The topics are general, for example, freedom, injustice, trust, etc., and they are changed at regular intervals.
• Students will submit their literary research project in the form of a voice-over Power Point presentation to the department's secretary by a deadline specified by the department, usually 5 days before the date of the state examination. The presentation must include research questions, a thesis statement, and Works Cited (as specified below).
• The project is required to have a clearly formulated thesis statement related to the topic selected and be argumentative in character. It has to analyze at least 2 primary sources (preferably texts that the students have studied; at least one of them has to be a book) and use at least 4 secondary sources (two of them must be in book format; web sources may be used only as additional material).
• Students will be expected to offer an analytical view of the selected primary literary texts; therefore, their project needs to be based on an analytical thesis statement. A good thesis statement offers an interpretation of a literary text, is debatable (i.e. someone might disagree with it), but it can be supported by textual evidence.
• At the defence of the project, students will be expected to respond to questions related to the analyzed literary texts and to their literary, cultural, and historical context. The projects will be assessed based on the following criteria:

• coherence/structure: 20 %
• language: 10 %
• presentation skills: 10 %
• analysis/argumentation: 20 %
• context knowledge: 20 %
• adequate work with sources: 20 %

Students will be awarded an automatic FX if they fail to meet one of the following criteria:

• their projects do not meet the minimum requirements of the assignment, i.e. their projects are not related to the topic they have chosen, they are not based on a thesis statement, and they are not argumentative in character,

• they do not speak a C1 level of English,
• they do not use primary and secondary sources as required (number, reliability),
• they do not refer to the primary and secondary sources listed in their Works Cited.
LINGUISTIC MODULE:
The final State Examination in English Linguistics is an oral examination conducted in English. The set questions should give the students who choose this module the opportunity to
• demonstrate the ability to present analytically the linguistic phenomena in question and their role at the corresponding language levels;
• demostrate how they master synthetic interpretation and relevant argumentation in the phenomena's systemic contexts and communication functions;
• demonstrate the ability to come up with their own findings and observations alongside the subject matter;
• demonstrate the ability of contrastively evaluating the language situation in comparison with Slovak;
• in case of thematic relevance of the given question, to demostrate the ability to exemplify the theory on the means of expression in the written text, which will be provided to the student before the beginning of the preparation for the exam.
The evaluation criteria of the linguistic module presuppose the answering of questions at a level that corresponds to the graduate's profile of the given study program, and are as follows:
• a thought-through and clear concept of an answer;
• the meeting of the above requirements in relation to the question;
• coherence of speech;
• appropriate CEFR level (approx. C1).
As part of the state examination, the student randomly draws one of the 10 questions that have been announced in advance by the department:
1. Characteristic features of vowels and consonants./Charakteristické vlastnosti samohlások a spoluhlások.
2. Characteristic features of suprasegmental phonological means (stress, rhythm and intonation)./ Charakteristické vlastnosti suprasegmentálnych fonologických javov (prízvuk, rytmus, melódia).
3. Word-formation processes in English./Slovotvorné procesy v angličtine.
4. Paradigmatic lexical relations between words./Paradigmatické lexikálne vzťahy medzi slovami.
5. English collocations and idioms: types, forms, functions and variants./Anglické kolokácie a idiómy: druhy, tvary, funkcie, varianty.
6. English nouns: the form and function of the category of number, definiteness, case and gender./ Podstatné mená v angličtine: tvary a funkcie kategórie čísla, určitosti, pádu a rodu.
7. English verbs: the form and function of the category of tense, aspect, mood and voice./Slovesá v angličtine: tvary a funkcie kategórie času, aspektu, spôsobu a slovesného rodu.
8. The form and function of English sentences, clauses and grammatical phrases./Zloženie a funkcie anglických súvetí, viet a fráz.
9. The basic stages of the development of English and its characteristic present-day features: syntax, lexis, pronunciation, spelling and varieties./Hlavné vývinové štádiá angličtiny a charakteristické vlastnosti súčasnej angličtiny: syntax, lexika, výslovnosť, ortografia a varianty.
10. Cross-linguistic problems related to studying, translating and teaching English./Medzijazykové problémy súvisiace so štúdiom, prekladom a výučbou angličtiny.
Scale of assessment (preliminary/final): 0/100 (%)

Learning outcomes:
Upon a successful completion of the state examination, students
• will have basic knowledge in English literature or linguistics,

• will have detailed knowledge about a selected historical and literary period and socio-cultural context or selected aspects of all language layers,
• will be able to work with theoretical sources and apply theoretical knowledge in analyzing literary texts or language discourses,
• will be able to critically analyze, synthetize, and argue,
• will have a command of the target language that corresponds at least to C1 CEFR,
• will have good presentation skills.

Class syllabus:

The state examination in English Studies will be focused on the knowledge and skills that students have acquired during their studies in courses in linguistics, literature, but also in courses on history, culture, translation, and ELT methodology. Students will be expected to demonstrate their ability to present their knowledge and skills in given fields, with a particular emphasis on their ability to creatively interpret and place them in mutual relations, in an academically adequate form, using a cultivated advanced English.

State exam syllabus:

Recommended literature:

BAUER, Laurie: English Word-formation. Cambridge: CUP, 1996. ISBN 0-521-28492-9.
BÁZLIK, Miroslav a Jolana MIŠKOVIČOVÁ. Pravidlá výslovnosti britskej a americkej angličtiny. Bratislava: Iura Edition, 2012. ISBN 978-80-8078-447-8.
BÁZLIK, Miroslav a Martin VOTRUBA. Gramatika angličtiny : Seminárne úlohy. Bratislava: Univerzita Komenského v Bratislave, 2011. ISBN 978-80-223-3086-2.
BÁZLIK, Miroslav a Martin VOTRUBA. Porovnávacia gramatika anglického a slovenského jazyka. Bratislava: Univerzita Komenského v Bratislave, 2008. ISBN 978-80-223-2449-6.
BLAKE, Jason. Writing Short Literature Essays: a Guide for Slovenian Students. Celje: Samozaložba, 2010. ISBN 978-961-245-898-0.
BOROŠOVÁ, Beáta. Segmental and Suprasegmental Phonetics and Phonology, British English. Bratislava: Comenius University, 2017. ISBN 978-80-223-4366-4.
CRYSTAL, David: The Cambridge Encyclopaedia of the English Language. Cambridge University Press, 2003. ISBN 0-521-53033-4.
HAMP-LYONS, Liz a Ben HEASLEY. Study Writing a Course in Writing Skills for Academic Purposes. Cambridge: Cambridge University Press, 2006. ISBN 978-0-521-53496-3.
KVETKO, Pavol: English Lexicology in Theory and Practice. Trnava: Univerzita sv. Cyrila a Metoda, Filozofická fakulta, 2015. ISBN: 978-80-8105-639-0.
KUBIŠOVÁ, Alžbeta, BÁZLIK, Miroslav a Martin VOTRUBA. Porovnávacia gramatika anglického a slovenského jazyka II. Bratislava: Univerzita Komenského v Bratislave, 2009. ISBN 978-80-223-2620-9.
LANČARIČ, Daniel: English Grammar in Theory and Practice. Bratislava: Univerzita Komenského v Bratislave, 2020. ISBN 978-80-223-4906-2.
LANČARIČ, Daniel: English Lexicology. Theory and Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN 978-3-943906-25-7.
QUIRK, Randolph a Sidney GREENBAUM. A Student's Grammar of the English Language. Harlow: Longman, 1990. ISBN 0-582-05971-2.
ROACH, Peter. English Phonetics and Phonology. Cambridge: Cambridge University Press, 2009. ISBN 978-0-521-71740-3.

Languages necessary to complete the course:

Students must be proficient to at least CEFR level C1 to pass the state examination.

Last change: 05.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-110/15	English for Specific Purposes

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Course requirements:
Continuous assessment of student performance in class during the semester (100% of the final grade). Assessment includes the student's ability to handle individual tasks in the class and homework, which are a prerequisite for active participation in the class. Translation / text / lexicological assignments are submitted the day before the class via MS Teams or Moodle. In addition to translation and work with the text, the student answers the questions posed to the given translation / work with the text and briefly summarizes his / her progress in the given translation / text. In the class, the subject of discussion are translation, text and lexicological solutions and their mutual confrontation. Classification scale: 0-60-68-76-94-92-100 % = FX-E-D-C-B-A. Teachers accept a maximum of 2 absences with proven documents .
Scale of assessment (preliminary/final): 100% continuous evaluation

Learning outcomes:
After completing the course, the student knows the basic translation and lexicological theories and knows how to use their procedures in practice. Can analyze and translate texts from various fields into Slovak and English. The student masters the principles of a professional translation approach to texts and, based on their analysis, is able to identify the risk areas of the text before translation and adequately prepare. The student can compile a glossary needed for different areas of practical and professional life, knowing the pitfalls of intercultural communication and being able to recognize and avoid them. They can critically approach and edit their own text during the second reading, they takes care of the risks that the hypnosis by the orgiginal text can pose. They master the principles of intercultural communication and are able to mediate the dialogue between the Slovak and the relevant English-speaking culture

Class syllabus:
1. Formal and informal texts in Slovak and English (from narration to speeches; from news to articles) 2. Traditions of Slovakia and English speaking countries, exoticization / domestication 3. Food, its preparation and description 4. Births, deaths, anniversaries and holidays (announcements, obituaries, invitations) 5 Translation of a newspaper article / journalistic text (media language and choice of words) 6. Environment and RES, glossary 7. Tourist guides, glossary 8. Medical text, aspect of health (medical documentation, covid and health) 9. Legal text, principles of legal and

official translation 10. Family law relations, documentation (birth certificate, adoption, marriage certificate, divorce) 11. Education, documents (transcripts, statements and diplomas); texts in Slovak and English; 12 Professional text with high terminological saturation, glossary in the given field

Recommended literature:

Markéta Škrlantová: Preklad právnych textov na národnej a nadnárodnej úrovni, Anapres 2005. ISBN 80-89137-19-9; Edita Gromová, Jaroslav Šoltýs: Odborný preklad 2, Anapres 2006. ISBN 80-89137-24-5; Anthony Pym: Exploring translation theories, Routledge 2014. ISBN 978-0-415-83791-0; Daniel Lančarič: Úvod do konfrontačnej lexikológie a lexikografie, Z-F Lingua 2009. ISBN 978-80-89328-27-7; www.linguee.com; www.lingea.sk;

Languages necessary to complete the course:

Participation in the course presupposes mastery of English at the level [B2] and Slovak at the level [C2] according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution

Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
78,33	0,0	15,0	3,33	0,0	0,0	3,33

Lecturers: doc. Mgr. Eva Reid, PhD., Mgr. Ivo Poláček, PhD.

Last change: 29.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-031/00	English for Students of Historical Sciences 1

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
The course is aimed for students with English level B1 and above.

Course requirements:
Students are required to continuously prepare for the lessons, read the assigned texts, take active part in the classes and carry out smaller tasks (in writing and orally) that are assigned continuously throughout the term. They need to present a specialized text they have read.
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.
Maximum number of absences: 2
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
During the course, students practice and consolidate the language skills they need to work with historical science texts focusing on developing their reading skills.
They get familiar with the scholarly vocabulary, as well as with the key language resources, styles and genres that allow them to work successfully with selected types of written sources and scholarly literature in English.
Students also develop the basic skills and resources necessary to present scholarly historical science themes and their own work in English.
The course is intended for students with English level B1 and higher.

Class syllabus:

Work with scholarly texts and information sources. Strategies for reading and understanding English scholarly texts effectively.
Analysing texts with regard to its communication function and thematic and content structure. Consolidating and expanding the students' knowledge of lexical and grammatical means to use in historical sciences.
Communication competencies for the public presentation of their own scholarly results - preparing an abstract, a research plan, a poster, a conference paper, etc.
Producing academic communications in written and oral form. The range of the different elements can be adapted to the course participants and their practical needs in research and study.

Recommended literature:

McCARTHY, Michael - O´DELL, Felicity. Academic Vocabulary in Use with Answers. Second edition. Cambridge: Cambridge University Press, 2016. ISBN 9781107591660.
JORDAN, R. R.. Academic Writing Course. Study Skills in English.
Longman, 2004 [cit. 2021-10-29]. Dostupné na: https://www.google.com/url?
sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj7mdi_gvPzAhUCif0HHaKuBH
%3A%2F%2Fdl2.languagecentre.ir%2FWriting%2FAcademic_Writing_Course
%2520%5Bwww.languagecentre.ir%5D.pdf&usg=AOvVaw1zhy4688cst68QL_78gmCk
SWALES, John - FEAK, Christine. Academic Writing for Graduate Students, 3rd edition. University of Michigan Press, 2012. ISBN 978-0472034758.
Other texts will be provided in the course of the semester.

Languages necessary to complete the course:
English, Slovak

Notes:
The course is aimed at students with English on the level B1 and higher.

Past grade distribution
Total number of evaluated students: 239

A	ABS	B	C	D	E	FX
24,69	0,0	21,76	20,92	17,15	12,55	2,93

Lecturers: Mgr. Stanislava Kuzmová, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-032/00	English for Students of Historical Sciences 2

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to continuously prepare for the lessons, read the assigned texts, take active part in the classes and carry out smaller tasks (in writing and orally) that are assigned continuously throughout the term.
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.
Maximum number of absences: 2
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
During the course, students practice and consolidate the language skills they need to work with historical science texts focusing on developing their reading skills.
They get familiar with the scholarly vocabulary, as well as with the key language resources, styles and genres that allow them to work successfully with selected types of written sources and scholarly literature in English.
Students also develop the basic skills and resources necessary to present scholarly historical science themes and their own work in English.

Class syllabus:
Work with scholarly texts and information sources, reading and understanding English scholarly texts.
Analyzing Texts.
Consolidating and expanding the students' knowledge of lexical and grammatical means to be used in historical sciences.

Communication competencies for the public presentation of the results of their own scholarly activity - preparing an abstract, a research plan, a poster, a conference paper, etc.
Producing academic communications in written and oral form. Presenting their own scholarly results in English and conducting a scholarly discussion in English.
The range of the different elements can be adapted to the course participants and their practical needs in research and study.

Recommended literature:

McCARTHY, Michael - O´DELL, Felicity. Academic Vocabulary in Use with Answers. Second edition. Cambridge: Cambridge University Press, 2016. ISBN 9781107591660.
JORDAN, R. R.. Academic Writing Course. Study Skills in English.
Longman, 2004 [cit. 2021-10-29]. Dostupné na: https://www.google.com/url?
sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj7mdi_gvPzAhUCif0HHaKuBH
%3A%2F%2Fdl2.languagecentre.ir%2FWriting%2FAcademic_Writing_Course
%2520%5Bwww.languagecentre.ir%5D.pdf&usg=AOvVaw1zhy4688cst68QL_78gmCk
SWALES, John - FEAK, Christine. Academic Writing for Graduate Students, 3rd edition.
University of Michigan Press, 2012. ISBN 978-0472034758.
Other texts will be provided during the semester.

Languages necessary to complete the course:
English, Slovak

Notes:
The course is aimed at students with English on the level B1 and higher.

Past grade distribution
Total number of evaluated students: 213

A	ABS	B	C	D	E	FX
24,41	0,0	22,07	24,88	14,55	11,74	2,35

Lecturers: Mgr. Stanislava Kuzmová, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-841/25	European Minorities in Urban Spaces: Mutual Recognition, Social Inclusion, and Sense of Belonging

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: **per level/semester:** 2d / 2d
Form of the course: on-site learning

Number of credits: 5

Recommended semester:

Educational level: II., III.

Prerequisites:

Course requirements:
Active praticipation on lectures, workshops, meetings with minority representatives, and visits to significant centers for these groups in Potsdam and Berlin organized by Moses Mendelssohn Zentrum, Potsdam, Center for the Study of the Holocaust and Jewish Literature, Prague (Charles University, the Institute of the Middle and Far East of the Jagiellonian University Krakow, Birkbeck College (University of London) and Comenius University Bratislava. Summer schoole takas place in Postdam on the 9th -12th of September 2025.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
• Learning about minorities (Jewish, Muslim, and Roma) in Potsdam and Berlin.
• Understanding their relationships with the broader society and how they are perceived.
• Identifying the main barriers and enablers for intercultural and interreligious dialogue (or trialogue) among these three selected minorities.
• Examining prejudices and the growing anti-minority sentiments.

Class syllabus:
Detail programme will be available at the beginning of the Summer school in Potsdam

Recommended literature:
All literature and sources will be available at the beginning of the Summer school in Potsdam

Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 5

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

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD.
Last change: 14.05.2025
Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-834/00	Excursion 4

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 1d
Form of the course: on-site learning

Number of credits: 1

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the excursion. Specific conditions according to the specification of the selected excursion. The costs associated with the excursion are borne by the student.
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

Learning outcomes:
After completing the excursion, the student has a comprehensive idea of a specific historical event associated with the place of the excursion, deepens his previous knowledge about the course of a specific historical event on the face of the place, or gets acquainted with the operation and function of the selected institution.

Class syllabus:
One-day excursion within the territory of Slovakia or outside the territory of the republic. Individual teachers of departments list them during the semester.

Recommended literature:
The literature can be recommended by the teacher according to the focus of the excursion

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 121

A	ABS	B	C	D	E	FX
84,3	13,22	0,0	0,0	0,0	0,0	2,48

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD., Mgr. Ivana Lukáč Labancová, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-834/24	Excursion 4

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 1d
Form of the course: on-site learning

Number of credits: 1

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the excursion. Specific conditions according to the specification of the selected excursion. The costs associated with the excursion are borne by the student.
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

Learning outcomes:
After completing the excursion, the student has a comprehensive idea of a specific historical event associated with the place of the excursion, deepens his previous knowledge about the course of a specific historical event on the face of the place, or gets acquainted with the operation and function of the selected institution.

Class syllabus:
One-day excursion within the territory of Slovakia or outside the territory of the republic. Individual teachers of departments list them during the semester.

Recommended literature:
The literature can be recommended by the teacher according to the focus of the excursion

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 10

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

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD., Mgr. Ivana Lukáč Labancová, PhD.

Last change: 14.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-835/24	Excursion 5

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 5d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the excursion. Specific conditions according to the specification of the selected excursion. The costs associated with the excursion are borne by the student (travel expenses, food and admittance fee).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

Learning outcomes:
After completing the excursion, the students have a comprehensive idea of historical event associated with the chosen region or other places of excursion, eventually deepens their previous knowledge about the course of specific historical events

Class syllabus:
Excursion of several days can take place inside or outside the territory of Slovakia. Particularities are given by teachers during the semester.

Recommended literature:
The literature can be recommended by the teacher according to the focus of the excursion.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD., Mgr. Ivana Lukáč Labancová, PhD.

Last change: 14.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-835/00	Excursion 5

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 5d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the excursion. Specific conditions according to the specification of the selected excursion. The costs associated with the excursion are borne by the student (travel expenses, food and admittance fee).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

Learning outcomes:
After completing the excursion, the students have a comprehensive idea of historical event associated with the chosen region or other places of excursion, eventually deepens their previous knowledge about the course of specific historical events

Class syllabus:
Excursion of several days can take place inside or outside the territory of Slovakia. Particularities are given by teachers during the semester.

Recommended literature:
The literature can be recommended by the teacher according to the focus of the excursion.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 148

A	ABS	B	C	D	E	FX
81,76	6,08	10,14	0,68	0,0	0,0	1,35

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD., Mgr. Ivana Lukáč Labancová, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-204/15	Experimental Novel

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Theory and History of British Literature 1 and 2

Course requirements:
Continuous evaluation (education part) 100 % /0%
Active participation in seminars while interpreting particular novels from the list of required literature; two written tests (the first in the middle of the term (30%), the second final test (30%)), oral presentation of a particular author and novel (40%).
Condition of awarding credits is reaching at least 60% points within continuous evaluation.
Grading scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A.
There are two allowed absences with a duty to prove them.
Violation of academic ethics will be punished according to a degree of their importance from lowering of the grade result up to submitting a proposal on disciplinary proceeding.
The dates of continuous evaluation will be published in accordance with the content of Study Statutes in the first week of education part of the term.
Minimal border of success: 60%
Scale of assessment (preliminary/final): Evaluation of the subject (continuous / final)100 / 0 %

Learning outcomes:
- Students will be acquainted with experimental novels or such novels which in a profound way changed the way readers viewed basic features of this genre in British, American, and Canadian literatures with s illustrative samples fropm other literatures (L. Sterne, V. Woolf, J. Joyce, G. Orwell, W. S. Burroughs, G. Swift, M. Ondaatje, Nabokov, Kafka, Bulgakov, G. G. Marquez etc.)
- By analysis of chosen works and their critical reading students will be acquainted with particular methods and narrative techniques or composition types which these authors used in their experimental writing or such writing that dominantly changed the situation of this genre in the given period.
- The aim is for students to achieve understanding of the relationship between the text and context of the work and their changes,, and also they should grow sensibility for sensing various modes of artistic representation as realistic description, modernistic entering of the psyche of the subject (Joyce, Woolf) and ironic and parodic criticism of the political power (Kafka, Bulgakov).

Class syllabus:

• The Absence of narrator: L. Sterne: The Life and Opinions of Tristram Shandy
• Novel as a psychological-philosophical introspction V. Woolf: To the Lighthouse, Orlando
• Where are the borders of novel?: J. Joyce: Ulysses, Finnegan's Wake
• Novel as a political manifesto: G. Orwell: 1984
• Playing with the myth: J. Fowles: The Magus
• Experiment in historical novel: G. Swift: Waterland
• Feeling of helplessness of the subject facing totalitarian power: Kafka: The Trial
• Parodical representation of the totalitarian power and disrupting of linear narrative by two plot lines: Bulgakov: The Master and Margarita

Recommended literature:

BARNARD, Robert. Stručné dějiny anglické literatury. Praha: Brána/Knižní klub, 1997. ISBN: 80-85946-83-1.
OUSBY, Ian (ed.). The Cambridge Guide to Literature in English. New York a Victoria: Cambridge University Press, 1992. ISBN: 0 521 42904 8
SCHOLL, Joachim. Slávne romány 20. storočia. 50 najvýznamnejších moderných románov. Bratislava: Slovart, 2006. ISBN: 80-8085-107-7.
STŘÍBRNÝ, Zdeněk. Dejiny anglické literatury. I. a II. diel. Praha: Academia, 1987.

Languages necessary to complete the course:

Participation in the subject requires knowledge of English at least on the level C1 according to Common European Framework of Reference of Language Skills (CEFR).

Notes:

Past grade distribution

Total number of evaluated students: 275

A	ABS	B	C	D	E	FX
87,27	0,0	8,36	3,27	0,36	0,36	0,36

Lecturers: Mgr. Marián Gazdík, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-204/15	Experimental Novel

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Theory and History of British Literature 1 and 2

Course requirements:
Continuous evaluation (education part) 100 % /0%
Active participation in seminars while interpreting particular novels from the list of required literature; two written tests (the first in the middle of the term (30%), the second final test (30%)), oral presentation of a particular author and novel (40%).
Condition of awarding credits is reaching at least 60% points within continuous evaluation.
Grading scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A.
There are two allowed absences with a duty to prove them.
Violation of academic ethics will be punished according to a degree of their importance from lowering of the grade result up to submitting a proposal on disciplinary proceeding.
The dates of continuous evaluation will be published in accordance with the content of Study Statutes in the first week of education part of the term.
Minimal border of success: 60%
Scale of assessment (preliminary/final): Evaluation of the subject (continuous / final)100 / 0 %

Learning outcomes:
- Students will be acquainted with experimental novels or such novels which in a profound way changed the way readers viewed basic features of this genre in British, American, and Canadian literatures with s illustrative samples fropm other literatures (L. Sterne, V. Woolf, J. Joyce, G. Orwell, W. S. Burroughs, G. Swift, M. Ondaatje, Nabokov, Kafka, Bulgakov, G. G. Marquez etc.)
- By analysis of chosen works and their critical reading students will be acquainted with particular methods and narrative techniques or composition types which these authors used in their experimental writing or such writing that dominantly changed the situation of this genre in the given period.
- The aim is for students to achieve understanding of the relationship between the text and context of the work and their changes,, and also they should grow sensibility for sensing various modes of artistic representation as realistic description, modernistic entering of the psyche of the subject (Joyce, Woolf) and ironic and parodic criticism of the political power (Kafka, Bulgakov).

Class syllabus:

• The Absence of narrator: L. Sterne: The Life and Opinions of Tristram Shandy
• Novel as a psychological-philosophical introspction V. Woolf: To the Lighthouse, Orlando
• Where are the borders of novel?: J. Joyce: Ulysses, Finnegan's Wake
• Novel as a political manifesto: G. Orwell: 1984
• Playing with the myth: J. Fowles: The Magus
• Experiment in historical novel: G. Swift: Waterland
• Feeling of helplessness of the subject facing totalitarian power: Kafka: The Trial
• Parodical representation of the totalitarian power and disrupting of linear narrative by two plot lines: Bulgakov: The Master and Margarita

Recommended literature:

BARNARD, Robert. Stručné dějiny anglické literatury. Praha: Brána/Knižní klub, 1997. ISBN: 80-85946-83-1.
OUSBY, Ian (ed.). The Cambridge Guide to Literature in English. New York a Victoria: Cambridge University Press, 1992. ISBN: 0 521 42904 8
SCHOLL, Joachim. Slávne romány 20. storočia. 50 najvýznamnejších moderných románov. Bratislava: Slovart, 2006. ISBN: 80-8085-107-7.
STŘÍBRNÝ, Zdeněk. Dejiny anglické literatury. I. a II. diel. Praha: Academia, 1987.

Languages necessary to complete the course:

Participation in the subject requires knowledge of English at least on the level C1 according to Common European Framework of Reference of Language Skills (CEFR).

Notes:

Past grade distribution

Total number of evaluated students: 275

A	ABS	B	C	D	E	FX
87,27	0,0	8,36	3,27	0,36	0,36	0,36

Lecturers: Mgr. Marián Gazdík, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-066/12	Extracurricular Activity 1

Educational activities:
Type of activities: other
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment:
- rehearsing a theatre performance in English, organizing and preparing the performance technically OR
- working on the editorial board of a department student magazine, writing articles in English, managing socia media content, promoting the magazine, organizing events for readers, proof reading texts in English, administering the website, graphic content OR
- independent research and participation in an academic conference

Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Max. 2 absences without documentation.
Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is.
Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations.
Continuous/Final assessment ratio: 100/0%
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon successful completion of the course, students will be capable of independent creative work and teamwork, they will have improved their organizational, managerial, and communication skills, both oral and written, and their critical reading and analytical skills.

Class syllabus:
1. Rehearsing a theatre performance in English
2. Writing for the web-based magazine Perspectives: writing, editing, proof reading, graphic content creation, web administration, social media content creation, organizing events for readers
3. Independent research - a student research project or assisting a teacher

Recommended literature:
HARTIGAN, Cathie, and Margaret JAMES. The Creative Writing. A Student's Handbook. London: CreativeWritingMatters, 2014. ISBN 978-1-5005-9954-6.

MORLEY, David, and Philip NEILSEN, eds. The Cambridge Companion to Creative Writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.
RAMSEY, Janet E. Feature and Magazine Article Writing. Madison: WCB Brown and Benchmark, 1994. ISBN 0-697-13832-1.

Languages necessary to complete the course:
C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution
Total number of evaluated students: 217

A	ABS	B	C	D	E	FX
94,93	0,46	0,46	1,38	0,0	0,0	2,76

Lecturers: doc. Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., Mgr. Michaela Hroteková, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-067/12	Extracurricular Activity 2

Educational activities:
Type of activities: other
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment:
- rehearsing a theatre performance in English, organizing and preparing the performance technically OR
- working on the editorial board of a department student magazine, writing articles in English, managing socia media content, promoting the magazine, organizing events for readers, proof reading texts in English, administering the website, graphic content OR
- independent research and participation in an academic conference

Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Max. 2 absences without documentation.
Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is.
Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations.
Continuous/Final assessment ratio: 100/0%
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon successful completion of the course, students will be capable of independent creative work and teamwork, they will have improved their organizational, managerial, and communication skills, both oral and written, and their critical reading and analytical skills.

Class syllabus:
1. Rehearsing a theatre performance in English
2. Writing for the web-based magazine Perspectives: writing, editing, proof reading, graphic content creation, web administration, social media content creation, organizing events for readers
3. Independent research - a student research project or assisting a teacher

Recommended literature:
HARTIGAN, Cathie, and Margaret JAMES. The Creative Writing. A Student's Handbook. London: CreativeWritingMatters, 2014. ISBN 978-1-5005-9954-6.

MORLEY, David, and Philip NEILSEN, eds. The Cambridge Companion to Creative Writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.
RAMSEY, Janet E. Feature and Magazine Article Writing. Madison: WCB Brown and Benchmark, 1994. ISBN 0-697-13832-1.

Languages necessary to complete the course:
C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution
Total number of evaluated students: 200

A	ABS	B	C	D	E	FX
92,0	0,0	2,5	3,0	0,0	0,5	2,0

Lecturers: doc. Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., Mgr. Michaela Hroteková, PhD.

Last change: 04.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-829/24	Feminist Movements in the World History

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 8

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

Lecturers: Mgr. Dorota Tóthová

Last change: 30.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-213/15	Film Adaptations of Literary Works

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Ongoing evaluation (instruction period) 100 % /0% Active participation in classes and discussions on relevant literary works and their adaptations based on the reading; 1 end-of-term test (40%)), oral presentation (40%), regular attendance (20%). A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-60-68-76-84-92-100 = Fx-E-D-C-B-A. The instructor will accept a maximum of two documented absences. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact ongoing evaluation dates will be announced no later than in the first week of the instruction period according to the Study Regulations.
Scale of assessment (preliminary/final): 100%/0%

Learning outcomes:
To acquire theoretical foundations of film adaptations of literary works, the skills of comparative and contrastive analysis of the origin literary work and its film adaptation with regard to narrative features typical for the genres of literature and film. Students will learn how to critically assess the outcomes of adaptation processes, to evaluate the methods of screen writing and directing, and to support their findings and statements with relevant arguments based on detailed knowledge of the final film product. Students will also learn how to use the basic terminology of film analysis, they will use the terminology common both to literature and film (characters, plot, story, setting), as well as specific film-making terminology (lighting, dialogues, special effects, mise-en-scène, etc.)

Class syllabus:
Timeline of film adaptations of the most important literary works through comparison of several genres and changing creative approaches from the 19th century onwards: Jane Austen - Pride and Prejudice (three adaptations), Persuasion (two adaptations); Agatha Christie (two adaptations); contemporary authors according continuous updates and new works on offer.

Recommended literature:
McCAW, Neil. Adapting Detective Fiction. London: Continuum International Publishing Group,2012. ISBN1441186174

DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993. ISBN:9780199214921
CARTER, Ronald a John McRAE. The Routledge History of Literature in English, Abingdon: Routledge, 2001. ISBN 0-415-24318-1
LANE, Richard J., MENGHAM, Rod a Philip TEW. Contemporary British Fiction. Cambridge: Polity, 2002. ISBN 978-074562867-7
CARROLL, Rachel (ed.). Adaptation in Contemporary Culture: Textual Infidelities. London: Bloomsbury Publishing, 2009. ISBN 9780826424648

Languages necessary to complete the course:
Students must be proficient to at least CEFR level C1 to attend the course.

Notes:

Past grade distribution
Total number of evaluated students: 90

A	ABS	B	C	D	E	FX
81,11	0,0	13,33	1,11	0,0	0,0	4,44

Lecturers: PhDr. Katarína Brziaková, PhD.

Last change: 20.06.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPA/A-muSZ-150/22	Gender aspects of education and socialization

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
(a) Interim evaluation: individual preparation for each topic (study of recommended literature and existing research on the topics), analysis of thematic documents and films, active participation in discussions on each topic (60 % of the total evaluation)
(b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent linguistic expression, critical and creative thinking are expected (40 % of the total mark).
Admission to the examination is conditional on achieving a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item.
Grading scale:
0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A.
A maximum of 2 absences will be accepted. The course has a theoretical and practical character.
The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part.
Scale of assessment (preliminary/final): 60/40

Learning outcomes:
Students can:
- grasp the basic paradigm of gender studies and its overlap with other social science disciplines (pedagogy, psychology, sociology, social pathology),
- understand the basic structure, terminology and subject of interest of gender studies,
- analyse gender aspects in different areas of education and socialisation, identify and analyse current problems and trends in gender-sensitive education and gender-specific socialisation,
- take a critical-analytical stance towards gender-determined social problems,
- apply knowledge of gender aspects of education and socialisation in different social settings - family, school, school-type institutions, community and regional settings,

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

Class syllabus:

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

Recommended literature:

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
77,27	0,0	18,18	4,55	0,0	0,0	0,0

Lecturers: PhDr. Silvia Ťupeková Dončevová, PhD.

Last change: 26.04.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-220/17	Global Educational Issues

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I., II.

Prerequisites:

Course requirements:
The course is designed as an intensive course of 28 full-time teaching hours. Since the goal is practical work in the field of global issues in education and intercultural communication, the course requires active class participation, the ability to discuss and argue the issues discussed in English, and to present one's findings on the basis of the materials read and discussed (50% of the total grade). The other 50% of the grade consists of a final written student response to the knowledge, skills, and attitudes acquired, consisting of a narrative response of approximately 1000-1500 words and a questionnaire with questions about the course.
Grading scale:
A ≥92%
B ≥84%
C ≥76%
D ≥68%
E ≥60%
Fx <60%
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
By the end of the course, the student is familiar with specific topics that are relevant to current issues in global education and is able to discuss and write about societal issues potentially related to the practice of teaching. Students will become familiar not only with the global dimension of the contemporary educational process but also with the basics of intercultural communication.

Class syllabus:
The course focuses on the introduction and theoretical support of topics that are important for future English language teachers, especially with regard to the intercultural dimension of their profession. The topics of the course vary according to the current issues that (not only) foreign language teachers may encounter in their practice - from issues specific to English-speaking areas (race, colonialism) to specific topics that are increasingly resonating also in the Central European area (human rights issues, ethnic orations, approaches to teaching and discussing so-called sensitive topics, e.g. the Holocaust).

Formally, the course relies on collaboration with academics from international backgrounds as well as NGO staff in relevant fields.

Recommended literature:

BARRER, Peter a Bohdan ULAŠIN. From Here To University. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4466-1.
BÖHMEROVÁ, Ada (ed.). Slovak Studies in English: Identity in Intercultural Communication. Bratislava: Ševt, 2011. ISBN 978-80-8106-047-2.
HARPUR, John. Innovation, Profit, and the Common Good in Higher Education: the New Alchemy. New York: Palgrave Macmillan, 2010. ISBN 978-0-230-53787-3.
LOWMAN, Joseph. Mastering the Techniques of Teaching. San Francisco: Jossey-Bass, 1990. ISBN 1-55542-221-7.
MARTIN, Judith N. a Thomas K. NAKAYAMA. Intercultural Communication in Contexts. Boston: McGraw-Hill, 2007. ISBN 978-0-07-110703-7.
NICHOLS, Gill. Professional Development in Higher Education: New Dimensions and Directions. London: Kogan Page, 2001. ISBN 0-7494-3207-1.

Languages necessary to complete the course:

Participation in the course requires at least a B2 level of English according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
54,17	0,0	33,33	4,17	1,04	1,04	6,25

Lecturers: doc. Mgr. Eva Reid, PhD.

Last change: 07.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-600/00	HS: Burgundy - History and Culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
presentation of paper and submission of written paper on selected topic 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

Learning outcomes:
Student learns about important events from political, social and cultural context and about personalities in Burgundian history from the 5th century till the end of the 15th century, when the duchy is split between France and Habsburg rule.

Class syllabus:
1. Arrival of Burgundians in the basin of river Rhône
2. Formation of Burgundian kingdom - Lex Romana Burgundionum
3. Burgundy under the rule of Merovingian and Carolingian dynasty
4. The Duchy of Burgundy and relations to France
5. The Duchy of Burgundy and relations to the Holy Roman Empire
6. The dukes from Valois dynasty
7. 1477 - division of Burgundy
8. Burgundy under the rule of France and Habsburg
9. Industry and the richest region of Burgundy
10. Burgundian culture - peinture and architecture
11. Court culture during the rule of last dukes of Valois dynasty.

Recommended literature:
HUIZINGA Johan. Jeseň stredoveku. Bratislava, 1990
WISCHERMANN, Heinfried - LAULE, Bernhard - LAULE. Ulrike. Kunstdenkmäler in Burgund. Darmstadt: Wissenschaftliche Buchgesellschaft, 1991.
KAMP, Hermann. Burgund - die Geschichte und Kultur. München : Beck, 2007. ISBN 9783406536144.
KAMENÍK, Milan. Burgundsko - kraj mnichů Cîteaux a Bernard z Clairvaux. Praha: Vyšehrad, 2002. ISBN 80-7021-423-6.

DRŠKA, Václav . Dějiny Burgundska. Nomen Brugundiae ve středověku. České Budějovice: Veduta, 2011, ISBN 978-80-86829-65-4.
VAUGHAN, Richard. Valois Burgundy. Hamden: Archon Books, 1975. ISBN 0-208-01511-6.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 55

A	ABS	B	C	D	E	FX
45,45	0,0	27,27	16,36	5,45	0,0	5,45

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD.

Last change: 19.09.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-699/24	HS: Byzantium and the Latin West between 1054-1204

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Presentations on the selected topic, reading and processing of materials, answers to questions. Allowed absences 2 (with or without apology) 3 absences (alternative form of credit - test) 4 and more non-completion 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): 100/0

Learning outcomes:
After completing the course, students acquire a deeper understanding of the relations between the two dominant parts of medieval Christian Europe in the early and high Middle Ages. Emphasis will be placed on the genesis and nature of mutual political and religious conflicts, which until now have permanently affected the cultural and civilizational framework of today's Europe.

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
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

Lecturers: prof. Mgr. Martin Hurbanič, PhD.

Last change: 06.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-629/13	HS: Church and Church Organization in Slovakia in the Middle Ages

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Requirements for successful completion of the course:
20% preliminary assessment - students are required to take active part in the learning period and to carry out the assigned tasks concerning the topics of their term papers. Their conclusions will be presented in preliminary shorter papers, where their methodology and proceeding will be explained. Comparisons with other European historiographies will be attempted as well.
80 % final assessment - Students are required to submit a seminar paper oncerning a topic from Church history, consisting of at least 10 standard pages (18,000 characters, including spaces). Students are assigned the topics of their term paper at the first meeting taking into account their personal interests. The deadline for submitting the term paper is agreed upon with the students. In their papers, students are expected to pay attention to the basic problems of Church developments in a chosen region on the teritoryy of modern Slovakia (within the medieval Hungarian kingdom). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Max. number of unjustified absences: 2
Scale of assessment (preliminary/final): 20/80

Learning outcomes:
During the semester, students have acquired skills in using and deepening of their knowledge of Church history, its organistaional structures, standing and social roles played in the medieval society. At the end of the seminar, they submit a term paper. They are acquainted with the roles of the Church in medieval society, system of Church organisation as well as functions of various Church institutions (loca credibilia, scriptories of monasteries, etc.).

Class syllabus:
1. In the first phase, students get to know foundational works for Church history in the Middle Ages on the modern Slovak teritorry, and Hungary as whole. On the basis of their own preferences, they choose a topic for their term papers and start with heuristics.
2. Medieval Church in Hungary and its organisation.
3. Medieval Church clerics.

4. Process of foundation of Church institution in medieval Hungary, ich teritorrial responsibilities.
5. History of various Church institutions and their possessions.
6. Archontology related to bishoprics, chapters, and monasteries.
7. Church reforms of Hungarian kings.
8. Religious orders and monasteries in medieval Hungary.
9. Military orders in medieval Hungary.
10. Chapters as centres of education in medieval Hungary.
11. Hungary and Roman curia in the Middle Ages - specifics of the country's development in European context.
12. Final meeting: assessment of the semester and activities of students. Control of works on term papers. Closing remarks.

Recommended literature:

FUXHOFFER, Damian. Monasteriologiae regni Hungariae I - II. Veszprém: b. v., 1803.
RÁBIK, Vladimír et al. Vývoj cirkevnej správy na Slovensku. Krakov: Spolok Slovákov v Poľsku, 2010. ISBN 9788374903479
SEDLÁK, Vincent. Rationes collectorum pontificiorum in annis 1332 – 1337. In Monumenta Vaticana Slovaciae I. Trnava - Rím: Trnavská univerzita v Trnave, 2008. ISBN 9788080821869
ŠPIRKO, Jozef. Cirkevné dejiny. Martin: Matica slovenská, 1943.

Special literature:

KNAUZ, Ferdinandus et al. (eds.). Monumenta ecclesiae Strigoniensis I. – IV. Strigonii: Typis descripsit Gustavus Buzárovits, 1874 – 1999.

Languages necessary to complete the course:

Slovak
basics of medieval Latin - reading

Notes:

Past grade distribution

Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
32,43	0,0	24,32	32,43	2,7	2,7	5,41

Lecturers: PhDr. Jakub Palko, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-696/18	HS: Crisis of the Communist Regime and Activities of the Opposition in the 1980s

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to take active part in the lessons. They need to produce, present and submit a written seminar paper on an assigned topic. The paper needs to cover the most important issues of the topic in question. It must include a PowerPoint presentation and be at least 10 pages long.
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): 30/70

Learning outcomes:
At the end of the course, students are familiar with the final period of the communist regime in socialist Czechoslovakia, which faced a deep crisis in the mid-1980s. They are acquainted with the activities of the opposition against the regime and with the developments that led up to November 1989. They also have an overview of the domestic and foreign political situation and its impact on the events that took place in socialist Czechoslovakia. They understand the general situation in the 1980s and the causes of the collapse of the communist system in Eastern Europe. They can compare the situation in Czechoslovakia with that in Poland and Hungary.

Class syllabus:
1. Stagnation of the regime in the first half of the 1980s.
2. The influence of the Soviet perestroika on the communist regime in socialist Czechoslovakia.
3. Mikhail S. Gorbachev.
4 The political situation in the USSR and in the countries of Eastern Europe.
5. The end of the Gustav Husák era and the replacement of the General Secretary of the Central Committee of the Communist Party
6. Problems in the economy.
7. The growing opposition activities.
8. The Candle Manifestation and expressions of opposition in 1988.
9. 1989 and the gradual collapse of the communist regime.
10. November 16 and 17, 1989.

11. The transition to new socio-political conditions.

Recommended literature:

1988. Rok pred zmenou. Zost. Peter Bulun. Bratislava: Ústav pamäti národa, 2009. ISBN 978-80-89335-13-8.

1989. Rok zmeny. Zost. Peter Jašek. Bratislava: Ústav pamäti národa, 2017. ISBN 978-80-89335-78-7.

Od totality k slobode. Nežná revolúcia 1989. Zost. Peter Jašek. Bratislava: Ústav pamäti národa, 2019. ISBN 978-80-89335-89-3.

Sviečková manifestácia I. Štúdie, spomienky a svedectvá. Zost. Peter Jašek. Bratislava: Ústav pamäti národa, 2015. ISBN 978-80-89335-75-6.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
81,08	0,0	13,51	2,7	0,0	0,0	2,7

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-697/22	HS: Crisis of the Roman Republic and the Emergence of the Empire

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Presentation on the selected topic and its subsequent elaboration in written form - seminar paper. Active participation in class, two absences are allowed. In the case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment 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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will learn about the political history of the Roman Empire, the situation at the end of the Roman Republic and the Roman Principate. Upon successful completion of this course, students are able to demonstrate an understanding of the complexities of the last two centuries of the Roman Republic, to find the causes of the crisis leading to the fall of the Republic and the emergence of a new political system. Students are able to work with ancient sources of various kinds, interpreting and evaluating them. They have knowledge of the basic rules of scholarly work (orientation in literature and sources on the period of ancient history, forms of citation, academic ethics). After completing the course, students have knowledge of scientific techniques for presenting their findings both orally and in writing.

Class syllabus:
Introduction to basic literature and basic heuristic aids - encyclopaedias, bibliographies, biographical dictionaries; Sources on the history of the Roman Republic and the Roman Principate I. - Literary sources; Sources on the history of the Roman Republic and the Roman Principate II - Epigraphic sources and numismatic sources; Overview of the political history of Rome - the royal period The Roman Republic, The crisis of the Roman Republic and efforts to resolve it, The end of the Republic, the rise of a new political system; The building of new political bodies and institutions in the early empire; Basic political institutions in the Roman Empire under the Principate: popular assemblies, senate, bureaus; Basic problems of political development in the Roman Empire: the succession system, dynasties, rulers.

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.

VALACHOVIČ, Pavol. Dejiny antiky. Bratislava: Hlbiny, 2014. ISBN 978-80-89743-03-2.
BURIAN, Jan. Římské impérium. Vrchol a proměny antické civilizace. Praha: Svoboda-Libertas, 1994. ISBN 80-205-0391-9.
ADKINS, Lesley, ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7.
GRANT, Michael. Dějiny antického Říma. Praha: BB art, 1999. ISBN 80-7257-009-9.
PENROSE, Jane. Řím a jeho nepřátelé. Říše stvořená a zničená válkou, Praha 2007. ISBN 8086977102.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-686/10	HS: Diaries, Memoirs, Literary Texts betwen 1918 - 1945

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic.
b) final - Students need to submit a written term paper based on the topic of their report. It needs to be around 10 pages of their own words including footnotes and bibliography.
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: 3
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
Students are able to independently and critically work with diaries, personal notes, memoirs and literary texts. Students find out that the semantic and formal depictions of reality in these texts do not circumvent specific historical, social and cultural conditions. Students understand the bi-dimensional aspect of memoirs, namely their documentary and their literary level.

Class syllabus:
1. Characteristics of the compositional and semantic structure of diaries, memoirs and literary texts between 1918 and 1945.
2 Texts and their period context. The individual and the social intentions of their authors.
3. The informative value of diaries, memoirs and artistic texts.
4. Possible applications of methodological approaches.
5. Diaries of Slovak politicians. Anton Štefánek. Karol Sidor, and others.
3. Zlatá fantázia [Golden Fantasy], Tido Gašpar's memoir prose, Memories I, Memories II.
4. Búrlivá mladosť [Turbulent Youth], Ján Poničan's memoir prose.
5. Z ďalekých ciest [Faraway Journeys], V amerických zaisťovacích táboroch [In American Detention Camps], Alexander Mach and Constantine Culen's (resp.) memories.
6. Memoirs by economists Petr Zaťek and Imrich Karvaš.
7. Ivan Dérer's Slovenský vývoj a ľudácka zrada [Slovakia's Development and the Betrayal of the HSĽS group]."

8. Janko Jesenský's Demokrati [The Democrats] novel and his socially engaged poetry.
9. Milo Urban's Hmly na úsvite [Fog at Dawn], Zhasnuté svetlá [Lights Doused] and Železom po železe [Iron on Iron] novels.
10. Jozef Cíger-Hronský's memoir prose Cestou slovenskou Amerikou [A Journey through the Slovak America].
11. Martin Rázus's novel Svety [Worlds].
12. Ján Smrek's memorial prose Poézia, moja láska I, II [Poetry, My Love I, II].
13. Jozef Sivák's memoir prose Z mojich pamätí [From My Memories].
14. Milo Urban's memoirs Kade-tade po Halinde [Up and Down Halinda] and Na brehu krvavej rieky [On the banks of a bloody river].
15. Jan Alexy's memoirs.
16. Presentations, discussions, recapitulation of acquired knowledge.

Recommended literature:

ALEXY, Janko. Ovocie dozrieva. Bratislava : Slovenské vydavateľstvo krásnej literatúry 1957. 188 s.
CSIBA, K.: Pamäť literatúry v medzivojnovej literatúre 20. storočia. (T. J. Gašpar, J. R. Poničan). In: Slovenská literatúra, 56, 2009, no. 6, pp. 19-24.
Specific examples of studied literature will be mentioned during the semester.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
84,62	0,0	7,69	7,69	0,0	0,0	0,0

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-691/16	HS: Europe and Middle East in the 19th Century

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Attendance and regular preparation at seminars – working with sources; 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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students have knowledge of foreign policy relations of European powers (Russia, Great Britain, France etc.) with the countries of the Middle East (Persia, Ottoman Empire etc.) in the 19th century based on working with literature and sources. This knowledge is necessary for the basic intellectual equipment of every future historian.

Class syllabus:
Seminar topics will be focused mainly on observing:
1. diplomatic-political and trade relations between countries (for example British-Ottoman relations, Franco -Ottoman relations etc.),
2. war conflicts (for example Russo-Persian Wars 1804-1828, Crimean War 1853-1856 etc.),
3. analysis of peace treaties and international agreements (Treaty of Turkmenchay and Gulistan, Treaty of Andrianople, Treaty of Paris etc.).

Recommended literature:
1, AXWORTHY, Michael. Dějiny Íránu. Praha : Nakladatelství Lidové Noviny, 2009. ISBN 9788074223525.
2, KREISER, Klaus a NEUMANN, Christop K. Dějiny Turecka. Praha : Nakladatelství Lidové noviny, 2010. ISBN 9788074220128.
3, LEWIS, Bernard. Dějiny Blízkého východu. Trans. M. Pellarová, Z. Rousová. Praha : Nakladatelství Lidové noviny, 2007. ISBN 8071069264.
4, ROUX, Jean-Paul Dějiny Střední Asie. Praha : Nakladatelství Lidové Noviny, 2007. ISBN 8071068679.
5, TAUER, Felix. Svět islámu. Praha : Vyšehrad, 2006. ISBN 80-7021-828-2.

6, GOMBÁR, Eduard. Moderní dějiny islamských zemí. Praha : Karolínum, 1999. ISBN 80-7184-599-X.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 47

A	ABS	B	C	D	E	FX
95,74	0,0	0,0	2,13	0,0	0,0	2,13

Lecturers: doc. PhDr. Lukáš Rybár, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-651/00	HS: Europe and the World in the First Half of the 20th Century 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%). 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

Learning outcomes:
The students have knowledge of selected issues of the political, social, economic and cultural trends of Europe and the world in the first half of the 20th Century. Within the seminar they are able to analyse the various factors of the world after the end of the First World War, social and economic problems, as well as some cultural innovations.

Class syllabus:
1. Introducing lesson. Distribution of tasks.
2. Introduction to political trends of the first half of the 20th Century (international relations before the First World War, the First World War and its consequences for the changes in post-war Europe and East Asia.)
3. The 1920s in the European policy
4. Economic problems as a consequence of the First World War
5. Changes in the lifestyle of the inhabitants of European and American cities in the 1920s.
6. The Great Depression and its economic and social consequences
7. Political consequences of the Great Depression. Deterioration of the international situation between 1929 and 1933
8. Rise of the tension in international relations after the Adolf Hitler´s Capture of Power
9. – 11. Interior policy trends in various countries – general characteristic; the Great Britain, France, the United States, Italy, Germany, Japan

Recommended literature:
FERGUSON, Niall. Válka světa: Dějiny věku nenávisti. Praha: Academia, 2008, 751 s. ISBN 978-80-200-1650-8. HOBSBAWM, Eric. Věk extrémů. Praha: Argo, 1998, 619 s. ISBN 80-7203-184-8. KISSINGER, Henry. Umění diplomace. Praha: Prostor, 1999, 946 s. ISBN

80-7260-025-7. MacMILLANOVÁ, Margaret. Mírotvorci: Pařížská konference 1919. Praha: Academia, 2004, 551s. ISBN 80-200-1151-X. VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 162

A	ABS	B	C	D	E	FX
95,06	0,0	0,0	1,85	0,62	0,62	1,85

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-652/00	HS: Europe and the World in the First Half of the 20th Century 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%). 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

Learning outcomes:
The students have knowledge of selected issues of the cultural, social and economic trends of Europe and the world in the first half of the 20th Century. Within the selected topics, they have knowledge of a dailiness of the urban and rural population in the first half of the 20th Century and they are able to analyse it in context of dynamic modernization and changes of the political situation.

Class syllabus:
1. Introducing lesson. Distribution of tasks. Using of literary texts as a historical source?
2. Non-political characteristic of the first half of the 20th Century (Belle Époque, disaster of the war, from war to war)
3. Life in European (Paris, Berlin, Munich, Wien, Prague) and American (New York, Chicago, Los Angeles) cities and in literary texts of European and American writers.
4. Life in the countryside in literary texts of European and American writers. Conflicts between the Modernization and Traditionalism
5. Artistic and writing elite of the selected country. For example: Paris, Wien, Prague or Bratislava
6. Female Question in the first half of the 20th Century (emancipation, struggle for suffrage, marriage crisis – divorces, changes in sexual relationships, women´s education)
7. Social stratification of population, social issues and the ways of solving it in the first half of the 20th Century.
8. Economic trends and its issues. Crisis and its causes. Reparations. Crisis management programs. State encroachments to economic trends

Recommended literature:
BOCKOVÁ, Gisela. Ženy v evropských dějinách. Praha: Nakladatelství Lidové noviny, 2007, 381 s. ISBN 978-80-7106-494-7.

HORSHAM, Michael. Styly 20. a 30. let. Praha: Svojtka a Vašut, 1997, 128 s. ISBN 80-7180-255-7.
KYBALOVÁ, Ludmila. Dějiny odívaní III. : Od biedermeieru do současnosti; 19. a 20. století. Bratislava: Ústredná knižnica a ŠIS VŠMU, 1992, 172 s. ISBN 80-85182-14-9.
KYBALOVÁ, Ludmila. Od „zlatých dvacátých“ po Diora. Praha: Nakladatelství Lidové noviny, 2006, 253 s. ISBN 978-80-7106-149-6.
VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
89,71	0,0	0,0	4,41	0,0	1,47	4,41

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-689/11	HS: Europe at the Brink of World War 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%). 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

Learning outcomes:
The student has basic overview of the essential issues of international relations at the turn of the 19th and 20th Centuries. They are able to confront the various interpretations of causes of the outbreak of the First World War and they can discuss about it.

Class syllabus:
1. Introducing lesson. Distribution of tasks.
2. International relations in the 1870s (situation after the Franco-Prussian War, Three Emperors' League, The Great Eastern Crisis, Russo-Turkish War, Treaty of San Stefano, Congress of Berlin).
3. International relations in the 1880s (situation after the Congress of Berlin, establishment of The Dual Alliance, Italy joins to the Dual Alliance, colonial expansion – mastery of Egypt and African ´s Rush, French interests in South-Eastern Asia)
4. International relations in the 1890s (the German "new policy", Franco-Russian Alliance 1893/1894, British policy of "splendid isolation", the Balkan situation – Bosnian Crisis, Russian expansion in the East Asia, the Boer War (1899 – 1902))
5. International relations at the beginning of the 20th Century (interference of The Great Powers in China, the end of British policy of "splendid isolation", Berlin-Baghdad railway, Franco-British agreement – "Entente cordiale", the Russo-Japanese War, Anglo-Russian agreement 1907, the Balkan situation – Bosnian Crisis, Moroccan Crisis)
6. The Balkan situation – Battle of Tripoli, The First and Second Balkan War, international relations after the Balkan Wars
7. Brink of war (assassination at Sarajevo and so-called July crisis, outbreak of the Austro-Serbian conflict, brink of the world war)

Recommended literature:

FERGUSON, Niall. Nešťastná válka. Praha: Dokořán, 2004, 487 s. ISBN 80-86569-56-X.
KŘIVSKÝ, Petr - SKŘIVAN, Aleš. Století odchází: Světla a stíny "belle époque". Praha: Aleš Skřivan ml., 2004, 341 s. ISBN 80-86493-12-1.
KŘIVSKÝ, Petr. Do nitra kontinentů. Praha: Mladá fronta, 1988, 256 s.
NÁLEVKA, Vladimír Světová politika ve 20. století (I.). Praha : Aleš Skřivan ml., 2000, 270 s. ISBN 80-902261-4-0.
RAPPORT, Michael Evropa devatenáctého století. Praha: Vyšehrad, 2011, 436 s. ISBN 978-80-7429-061-9.
VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 180

A	ABS	B	C	D	E	FX
97,78	0,0	0,0	1,67	0,0	0,0	0,56

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-605/00	HS: Everyday Life between the 15th and 17th Centuries

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students choose a particular painting of Peter Breugel older, which they analyze. According to the motive of chosen painting they will specify the topic of their paper which is connected to some activities of everyday life in that specific period of time. Beside paper presented during the semester, the student will write the paper about the chosen topic.
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

Learning outcomes:
Taking part in the course will deepen the student´s knowledge about fashion, food, beverage, medicine, family relations, transportation, criminality, hygiene and other aspects of every day life during the 15th, 16th and the 17th centuries. He is able to identify the means of expression, symbolism and allegories, which the artisans used picturing the every day life in Early Modern Times.

Class syllabus:
1. Food and beverage, their preparation and table manners
2. Transportation, roads, maps and navigation
3. Diseases – surgery, and other healing methods
4. Male and female fashion and accessories
5. Hunt, falconry, fencing
6. Music and dance
7. Family – raising of children, role of wife
8. Theatre and literature
9. Thieves, murders, pirates -prison system and hangmen

Recommended literature:
GEREMEK, B. Slitování a šibenice. Dějiny chudoby a milosrdenství. Praha : Argo, 2003. ISBN 80-7203-228-3.

MONTARI, R. Hlad a hojnost. Dejiny stravovanie v Európe. Bratislava: Kalligram, 2004. ISBN 80-7149-562-X.
DÜLMEN, R. Kultura a každodenní život v raném novoveku. I. Dům a jeho lidé. Praha : Argo, 1999. ISBN 80-7203-116-3.
DÜLMEN, Richard. Kultura a každodenní život v raném novoveku. II. Vesnice a město. Praha : Argo, 2006. ISBN 80-7203-812-5.
DÜLMEN, Richard. Kultura a každodenní život v raném novoveku. III. Náboženství, magie, osvícenství. Praha : Argo, 2006. ISBN 80-7203-813-3.
https://www.bruegel2018.at; insidebruegel.net

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 89

A	ABS	B	C	D	E	FX
58,43	0,0	25,84	10,11	2,25	0,0	3,37

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-489/24	HS: Foreign Policy of Czechoslovakia

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
50% preliminary - regular attendance at seminars, preparedness for the lessons, and engagement in the discussions. Preparation of a presentation on a given topic (ppt) in duration of approx. 20 min.
50% final - submitting of a term paper, colloquium
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain knowledge about the foreign policy of Czechoslovakia from its creation in 1918 to its disintegration in 1992. In addition, they will learn about the structure of international relations in Central Europe, which determined and conditioned not only the foreign but also the internal policy of the Czechoslovak Republic.

Class syllabus:
1. Introductory meeting. Conditions for awarding the assessment, distribution of topics for papers and presentations.
2. Introduction to the issue of international relations.
3. The emergence of Czechoslovakia and its foreign policy context.
4. The First and Second Czechoslovak Republics (1918 – 1939).
5. Munich, the Second World War and its consequences for Central Europe.
6. Third Czechoslovak Republic (1945 – 1948).
7. Communist diplomacy and its important personalities.

8. Foreign policy of Czechoslovakia under the terms of the Warsaw Pact. Formation of the Soviet bloc, its limits and first problems.
9. Prague Spring - an attempt to change course?
10. Czechoslovak policy towards third world countries.
11. Change in foreign policy orientation (1989 – 1991). A gentle revolution and the search for a new direction.
12. Summary, evaluation and completion of the course.

Recommended literature:

BROD, Toman. Osudný omyl Edvarda Beneše 1939–1948: Československá cesta do sovětského područí. Praha: Academia, 2002, 700 p. ISBN 802000971X.
DEJMEK, Jindřich. Diplomacie Československa. Díl 1. Nástin dějin ministerstva zahraničních věcí a diplomacie (1918–1992). Praha: Academia, 2012, 317 p. ISBN 9788020022103.
DRULÁK, Petr. Metafory studené války: Interpretace politického fenoménu. Praha: Portál, 2009, 293 p. ISBN 9788073675943.
KREJČÍ, Oskar. Mezinárodní politika. Praha: Ekopress, 2014, 803 p. ISBN 9788087865071.
SMETANA, Vít. Ani vojna, ani mír: velmoci, Československo a střední Evropa v sedmi dramatech na prahu druhé světové a studené války. Praha: Nakladatelství Lidové noviny, NLN, 2016, 663 p. ISBN 9788074223587.
ŠTEFANSKÝ, Michal – MICHÁLEK, Slawomír. Míľniky studenej vojny a ich vplyv na Československo (od Trumanovej doktríny po Vietnam). Bratislava: Veda, 2015, 367 p. ISBN 9788022414494.

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
73,53	0,0	11,76	5,88	0,0	2,94	5,88

Lecturers: Mgr. Martin Horička, PhD.

Last change: 07.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-603/00	HS: France under the Reign of the Valois Dynasty

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
presentation of paper and submission of written paper on selected topic, 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

Learning outcomes:
Student learns about France during the rule of king from Valois dynasty (1328 - 1588), whilke he knows about political history, development of industry, art, about religious issues (beginning of reformation in France) and creation of national state after the Hundred years war.

Class syllabus:
1. Acsession of Valois dynasty
2. Political and military consequences of change of dynasties on the throne of France
3. Hundred years war
4. Literature (e.g. Christine Pizan) and chronicles (e.g. Froissart) in FRance in the 14th and the 15th century
5. Consolidation of situation under the rule of Charles VII. - building of national monarchy
6.Ľudovít XI. a problémy s Burgundskom
7. Taliansky sen francúzskych kráľov - francúzske výboje na severe Apeninského polostrova
8. Príchod renesancie do Francúzska - František I., Leonardo da Vinci, krúžok v Meaux
9. Nástup reformačných myšlienok vo Francúzsku - hugenoti
10. Ozbrojené konflikty v 2. polovici 16. storočia - náboženské vojny
11. Rozvoj umenia - škola vo Fontainbleau, Anna Bretónska, Francois Villon, prestavba Louvre

Recommended literature:
HARTMANN, Peter C. Francouzští králové a císaři v novověku od Ludvíka XII. k Napoleonovi III. (1498-1870). Praha: Argo, 2005. ISBN 80-7203-517-7.
EHLERS, Joachim Ehlers, MÜLLER, Heribert Müller, SCHNEIDMÜLLER Bernd Francouzští králové v období středověku od Oda ke Karlu VIII. (888 - 1498). Praha: Argo, 2003. ISBN 80-7203-465-0.

DUBY, Georges. Dějiny Francie od počátků po současnost. Praha: Univerzita Karlova, 2003. ISBN
80-7184-514-0.
MOLINIER, Auguste. Les sources de l'histoire de France des origines aux guerres d'Italie (1494) IV. Les Valois, 1328-1461. Paris: A. Picard et fils, 1904.
MOLINIER, Auguste.Les sources de l'histoire de France des origines aux guerres d'Italie (1494) V. Introduction générale les Valois (suite), Louis XI et Charles VIII (1461-1494). Paris: A. Picard et fils, 1904.
Les sources de l'histoire de France XVI siécle (1494-1610) IV. Paris: A. Picard et fils, 1915.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 52

A	ABS	B	C	D	E	FX
38,46	1,92	28,85	17,31	0,0	0,0	13,46

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-602/00	HS: French Queens

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
presentation of paper and submission of written paper about chosen queen of France
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

Learning outcomes:
Student has knowledge about personalities and position of queens of France from Merovingian dynastie with king Clovis I. till the end of "Ancient regime" with Louis XVI., particularly about their personal life and their influece of political and social life of France

Class syllabus:
1. Position of queen of France
2. quenstion of heritage of the crown of France in female line
3. historical sources about the place of queens in general
4. creation of list of queen consorts of French rulers
5. - 10. selection of particular queen, preparation and presentation of papers

Recommended literature:
LAYNESMITH, J. L. The last medieval queens. Oxford: Oxford University Press, 2005. ISBN 0-19-927956-X.
HARTMANN, Peter C. Francouzští králové a císaři v novověku od Ludvíka XII. k Napoleonovi III. (1498-1870). Praha: Argo, 2005. ISBN 80-7203-517-7.
EHLERS, Joachim Ehlers, MÜLLER, Heribert Müller, SCHNEIDMÜLLER Bernd Francouzští králové v období středověku od Oda ke Karlu VIII. (888 - 1498). Praha: Argo, 2003. ISBN 80-7203-465-0.
FRIEDOVÁ, Leonie. Katarína Medicejská životopis. Praha : Academia, 2007. ISBN 978-80-200-1434-4.
DUBY, Georges. Dějiny Francie od počátků po současnost. Praha: Univerzita Karlova, 2003. ISBN
80-7184-514-0.

KNEBLOVÁ, Hana. Slavné ženy Francie. Praha: Brána, 2017. ISBN 978-80-7243-950-8.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 62

A	ABS	B	C	D	E	FX
45,16	0,0	32,26	9,68	6,45	3,23	3,23

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-692/16	HS: German - Slovak Relations 1939 - 1945

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation on respective lessons is required. A student presents a selected topic. This consists of 25% of a classification score. Afterwards the student submits a seminar paper, which represents 50% of evaluation score.
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

Learning outcomes:
The students have knowledge about two most known interpretive theories of international relations – The Realism and The Liberalism. They are able to analyse the various views of relations between Nazi-Germany and Slovakia through German documents, which concern Slovakia. It´s a diplomatic, economic, military or security relations topic.

Class syllabus:
1. Theories of international relations
2. The foreign policy of the Nazi-Germany
3. Nazi Germany and its ambitions in Central Europe
4. Nazi Germany and the establishing of Slovak state
5. The German-Slovak diplomatic relations
6. The German-Slovak relations and World War 2. The cooperation in military domain
7. The German-Slovak relations in economic domain
8. The German-Slovak relations and the cooperation in security domain
9. The German-Slovak relations and Holocaust
10. The German-Slovak relations and The Slovak National Uprising (SNP)

Recommended literature:
DRULÁK, Petr. Teorie mezinárodních vztahů, Praha : Portál, 2003. ISBN 978-80-7367-721-3.
HASENCLEVER, A. – MAYER, P. – RITTBERGER, V. Teorie mezinárodních režimů. Brno : Centrum strategických studií 2005. ISBN 80-903333-4-6.

NIŽŇANSKÝ, Eduard a kol. Slovensko – nemecké vzťahy 1938 – 1941 v dokumentoch I. Od Mníchova k vojne proti ZSSR. Prešov : Universum 2009. ISBN 978-80-89046-61-4
NIŽŇANSKÝ, Eduard a kol. Slovensko – nemecké vzťahy 1938 – 1941 v dokumentoch II. Od vojny proti ZSSR po zánik Slovenskej republiky v roku 1945. Prešov : Universum 2010. ISBN 978-80-89046-68-3.

Languages necessary to complete the course:
German documents are translated in Slovak. With knowledge of German, students can choose the documents from German edition ADAP (serie D,E), which deals with Nazi foreign policy across the whole chronological and thematic spectrum

Notes:

Past grade distribution
Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
69,57	0,0	26,09	0,0	0,0	0,0	4,35

Lecturers:

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-655/00	HS: Holocaust in Slovakia 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
A student presents a paper. The paper is preferred to be presented by Microsoft Power Point. The presentation represents 25 percents of classification score. Afterwards student submits a seminar paper which consist 75 percent of classification score.
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

Learning outcomes:
A student understands the satellite position of the Slovak republic to Nazi Germany during the World War 2. They have an essential knowledge about Holocaust in Slovakia and they understand the issue of anti-Semitism and its gradual instrumentalisation and institutionalisation during the Slovak republic (1939 – 1945).

Class syllabus:
1. Historiography about Holocaust
2. Anti-Semitism before war (economical, national, political and Christian anti-Semitism). From autochthonous anti-Semitism to radical (V. Tuka, A. Mach) and moderate (J. Tiso) political programme. A forming the Slovaks as a nation and the find the Enemy – heterophobia. The situation in autonomic period.
3. Chronology of anti-Semitic policy in Slovakia (1938 – 1945)
4. Legal dimension of „solution“ – interpretation of Definition of Jew in the government decrees 63/1939 and 198/1941. The process of exclusion the Jewish community from society
5. The Jewish Question – relations between majority and minority. The social background of the Holocaust. The changes in the social stratification of the majority as a consequence of elimination of Jewish competition.
6. The local aggressors and “The solution of Jewish Question in Slovakia”. The differences in the approaches by government elites to “Solution”. The Church and “The Solution”
7. The Aryanization and the elimination – the social consequences of “The Solution” – the instances of several regions and places in Slovakia.
8. The deportations as an outcome of “The Solution”

9. The reactions of Jewish community in Slovakia on “The Solution”. The Central Office for Jews, Nebengregierung – G. Fleischmann
10. The Holocaust and relation between majority and minority

Recommended literature:

KAMENEC, Ivan. Po stopách tragédie. Bratislava, 1991. ISBN 80-7115-015-0.
LIPSCHER, Ladislav. Židia v slovenskom štáte. Print-servis 1992. ISBN-80-9004-702-5.
NIŽŇANSKÝ, Eduard. Politika antisemitizmu a holokaust na Slovensku 1938 – 1945. Banská Bystrica, 2016. isbn-978-80-89514.
NIŽŇANSKÝ, Eduard. Holokaust na Slovensku 6. Deportácie v roku 1942. Bratislava : NMŠ, 2005. ISBN 80-969242-3-0.
NIŽŇANSKÝ, Eduard - KAMENEC, Ivan. Holokaust na Slovensku 2. Prezident, vláda, Snem SR a Štátna rada o židovskej otázke (1939 - 1945). Bratislava : NMŠ, ŽNOB, 2003. ISBN 80-968662-2-2.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
76,0	0,0	12,0	4,0	0,0	4,0	4,0

Lecturers: Mgr. Katarína Bohová, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-680/00	HS: Jan Kollar under Scrutiny

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper.
a) Maximum number of justified absences: 3
b) At the seminar, students need to work actively following the teacher's instructions.
c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation.
d) Term paper: Students will be assigned the exact date and topic of their preliminary assessment at the beginning of the term. The report topics are clearly defined areas from Ján Kollár's life and work, e.g. Ján Kollár as an evangelical priest, Ján Kollár and the idea of the Slavic nation, etc.
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

Learning outcomes:
At the end of the course and their self study cycle, students have a detailed and complex overview of Ján Kollár's (1793 - 1852) life and work, either from focusing on one aspect of his life or work (in order to produce a seminar paper and presentation), or from the presentations of other areas. They have a different perspective of the first half of the 19th century. They are also able to independently obtain information (archival sources, digital collections, literature) from memory institutions and process a specific topic concerning biographical approach. Students are familiar with the different biographic methods and categories (biography, life and work, key life events; the impact the environment, education and descent have on the nature, abilities and activities of the individual; the individual as part of the social reality; work, politics, worldview, philosophy.).

Class syllabus:
1. Introduction. Getting familiar with the course requirements. Students are assigned the topics for their seminar papers and reports.

2. Memory institutions (archives, institutes, museums, libraries), digital sources of information and data, possibilities for obtaining sources and secondary literature. Specific sources when working with biographical methods (archival sources, registries, literature)
3. Getting familiar with research techniques and methods, learning how to create a seminar work and paper. Biographical methods on the example of selected personalities.
4. Kollár's childhood and education.
5. Kollár in Pest. Kollár in Vienna.
6. Kollár as an Evangelical pastor.
7. Kollár as a poet. Emphasis on the content of works. Kollár and the oral literary tradition.
8. Kollár and the Literary Language of Slovaks.
9. Kollár as a historian and archaeologist.
10. Kollár as a teacher.
11. Kollár and politics. Emphasis on his perception of nation and state.
12. Kollár and his concept of nation. (Slavs, Slovaks, Czechs).
13. Ján Kollár - relations and opinions on the Bernolák and Štúr movements. Controversy.
14. Ján Kollár's travelogues.
15. Ján Kollár's reception. From contemporary, domestic, foreign ..., 19th century, Czechoslovakia, Slovak Republic 1939-1945, present.

Recommended literature:

ORMIS, Ján Vladimír. Bibliografia Jána Kollára. Bratislava: Vydavateľstvo Slovenskej akadémie vied 1954.
KOLLÁR, Ján. Pamäti z mladších rokov života. Bratislava: Tatran, 1972.
MRÁZ, Andrej. Ján Kollár. Bratislava: Slovenský spisovateľ, 1952.
PODOLAN, Peter. Odkaz Jána Kollára slovenskej historiografii. In: Štúdie k jubileu Jána Kollára. Historia nova 5. [online]. Bratislava: Stimul, 2012, pp. 43-51 [cit. 2021-10-20] Dostupné na: https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/ksd/h/Hino5d.pdf.
PODOLAN, Peter. Politické aspekty činnosti Jána Kollára. In: Historické štúdie k jubileu Romana Holeca. Historia nova I – 2010 – 1. [online]. Bratislava: Stimul, 2011, pp. 65-89 [cit. 2021-10-20] Available online: https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/ksd/h/HinoI-2010-1g.pdf.
Further literature will be specified during the semester.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 45

A	ABS	B	C	D	E	FX
33,33	0,0	31,11	15,56	8,89	8,89	2,22

Lecturers:

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-700/22	HS: Man and the landscape in the early modern age

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
To successfully complete the course, students are required to take active part in class during the lesson period of the term (in the form of questions and colloquial discussions) and to submit a seminar paper by the end of the credit week. During the first two teaching weeks, students choose a research area according to their own preferences, identifying the area/the whole/any subparts (according to the geomorphological division of the country) in Slovakia. On this example, they need to describe and identify the historical land structures. Based on the relevant source material, students need to characterize the interactions and connections in the environment (the natural environment, Man and the social environment), to reconstruct the state of the land in the early modern period and name the human activities that changed the face of the land. The seminar paper must have at least 10 standard pages and, from a formal viewpoint, it needs to have the relevant footnotes, include an introduction, a core, the conclusions, the bibliography, and optional illustrative pictures. In order to complete the course successfully and submit their seminar paper, students need to work systematically during the lesson period of the term.
Maximum number of possible absences: 2. Students with more absences, resulting from objectively justifiable and documented reasons, can complete the course under the following conditions: for each absence beyond the set framework, students need to submit a paper of around 5 standard pages on a pre-assigned and consulted topic. The paper must include an introduction, the main part (without footnotes), conclusions and the bibliography.
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): Scale of assessment preliminary/final: 100/0

Learning outcomes:
Students have an overview of the scientific (sub)discipline of environmental history, its development, methodological and conceptual contribution to historical science and their place in modern Slovak historiography in general and when researching the early modern age. Students understand the transforming factors that have affected and changed the land in the long run, they are able to identify human activity relics in the country. Students are also skilled in working with historical vocabulary and with visual, mainly cartographic period documents.

Class syllabus:
1. Initial session, students get acquainted with the subject associated and discuss openly its content, goals, and their responsibilities.
2. Environmental history in historiography. The history of the discipline in a global and, mainly, Slovak historical context. Scientific apparatus.
3. Environmental history - historical geography - history of technology - land ecology and others, and interest in the early modern period.
4. Sources.
5. Nature vs. anthropogenic influences. Historical landscape structures as a memory of the landscape.
6. Terminology. Oeconyms, toponyms, hydronyms.
7. Settlement landscape. The countryside and the urban space.
8. Agrarian landscape.
9. Mountain landscape.
10. Forest landscape.
11. River landscape.
12. Road infrastructure in the country.
13. Other elements historians can identify in the historical landscape structure.

Recommended literature:
HOLEC, Roman. Človek a príroda v "dlhom" 19. storočí. Bratislava: Historický ústav SAV, 2014. ISBN 978-80-971540-4-2.
HOLLÝ, Karol – HRONČEK, Pavel. Krajina, príroda a životné prostredie v minulosti [online]. Bratislava: Historický ústav SAV, 2017 [cit. 2021-10-24]. ISSN 1337-6861. Dostupné na https://www.forumhistoriae.sk/sk/tema/krajina-priroda-zivotne-prostredie-v-minulosti
HRONČEK, Pavel – CHRASTINA, Peter. Poznámky ku konceptualizácii v environmentálnych dejinách na Slovensku. In: Studia Historica Nitriensia [online]. 2018, vol. 22, no. 2, pp. 408-433 [cit. 2021-10-24]. ISSN ISSN 2585-8661. Dostupné na http://www.shnnitra.ff.ukf.sk/wp-content/uploads/Hron%C4%8Dek-Chrastina.pdf
MALINIAK, Pavol. Človek a krajina Zvolenskej kotliny v stredoveku. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2009. ISBN 978-80-8083-914-7.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
57,14	0,0	35,71	0,0	7,14	0,0	0,0

Lecturers: PhDr. Eva Benková, PhD.

Last change: 29.06.2022
Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-619/00	HS: Medieval Hungarian Aristocracy, its Position and Role in the Society

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
20% preliminary assessment - students are required to attend the seminars regularly, complete their partial tasks, engage in the discussions.
80% final assessment - students need to produce a seminar paper of at least 15 standard pages of text and footnotes (27,000 characters with spaces). In their seminar papers, students study the development of a specific aristocratic family in the Middle Ages, paying particular attention to the chronological development, property conditions, position in society, etc. These seminar papers can become the basis for their future diploma and other theses.
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): 20/80

Learning outcomes:
During the compulsory optional seminar, students use and expand their knowledge of the medieval nobility, its social status and the tasks its members performed. At the end of the seminar, they produce a written seminar paper. Students deepen their knowledge of the nobility as a privileged estate in the Middle Ages, get familiar with the genesis of the nobility, and learn the parameters of aristocratic prerogatives. On the example of a specific aristocratic family, they demonstrate the theoretical knowledge about the nobility they have gained.
Students gain experience implementing detailed heuristics of available literature and sources on the topic of their seminar work.

Class syllabus:
1. Initial session - Students get familiar with the assessment scheme and are assigned their seminar work topics.
2. Overview of sources and literature on the topic.
3. Researching aristocratic families in the Kingdom of Hungary in the middle ages - working with and interpreting sources.

4. The nobles in the Kingdom of Hungary in the middle ages - beginnings and continuity of the concept. King Stephen I and Ladislav I's legal codes.
5. Genealogy of aristocratic families - according to the focus of the students' seminar papers.
6. The Hont-Pázmány family and later family branches.
7. Position and division of the nobility in the Kingdom of Hungary in the Middle Ages.
8. Andrew II's Golden Bull. 1222 and its renovations.
9. Ius Resistendi and its application in in the Kingdom of Hungary in the Middle Ages.
10. Researching property relations of aristocratic families.
11. Discussion, colloquium.
12. Conclusion - evaluation of students' performance, checking their progress in writing their seminar papers.

Recommended literature:

LUKAČKA, Ján. Formovanie vyššej šľachty na západnom Slovensku. Bratislava: Minor, 2002. ISBN 80-901407-8-5
MARSINA, Richard. Štruktúra šľachty na Slovensku do začiatku 16. stor. In: Struktura feudální společnosti na území Československa a Polska do přelomu 15. a 16. stol. Praha: Ústav československých a světových dějin ČSAV, 1984. pp. 134-154.
ŠTULRAJTEROVÁ, Katarína (ed.). Najstaršie rody na Slovensku. Martin: Matica Slovenská, 1994. ISBN 80-967103-0-3
ZSOLDOS, Attila. Magyarország világi archontológiája, 1000 – 1301. Budapest: Historia, 2011. ISBN 9789639627383 (provided by the teacher).
Further literature will be specified during the semester.

Languages necessary to complete the course:
Slovak
Latin (reading)

Notes:

Past grade distribution
Total number of evaluated students: 101

A	ABS	B	C	D	E	FX
43,56	0,0	23,76	16,83	4,95	1,98	8,91

Lecturers: PhDr. Jakub Palko, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-608/00	HS: Papacy and the Countries of Central and Eastern Europe 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
1. To get through the class in the prescribed extent: the student must take part in at least 75% of the classes. 3 absences are accepted, two of them must be excused.
2. Continuous preparation for the classes
3. Writing an essay of required length and quality
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

Learning outcomes:
The students gain knowledge about the history of papacy and its politics towards the states of East-Central Europe (Great Moravia, Hungary, Poland, Bohemia) in the 9-11th century

Class syllabus:
Introduction to the history of medieval papacy, sources, and literature
The papacy in the 9th and 10th century
First contacts of the states of East-Central Europe with the papacy – the papacy and Great Moravia
The papacy and the formation of new states in East-Central Europe at the beginning of the second millennial
Reform papacy and its ambitions in Hungary, Poland, and Bohemia
Exercises for the essay

Recommended literature:
Sources: local a foreign (CDSl, CDB, DHA1, MPH, MPL, MGH, ...)
Literatúra: (iba základné syntetické spracovania; ďalšiu budú dostávať v priebehu jednotlivých seminárov)
BARRACLOUGH, G.: The Medieval Papacy. New York: Harcourt, Brace, 1968.; HALLER, J.: Das Papsttum. Idee und Wirklichkeit. Stuttgart: J. G. Cotta'sche Buchhandlung Nachfolger, 1934.;

ULLMANN, W.: Kurze Geschichte des Papsttums im Mittelalter. Berlin : De Gruyter, 1978. ISBN 978-3110065053; ZIMMERMAN, H.: Das Papsttum im Mittelalter. Stuttgart : Eugen Ulmer, 1981. ISBN ‍978-3800125012

Languages necessary to complete the course:
basic knowledge of Latin and at least one Western European language

Notes:
minimal required number of participants 7, maximal number 15 (it is a seminar)

Past grade distribution
Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
83,33	0,0	5,56	5,56	0,0	0,0	5,56

Lecturers: doc. Mgr. Vincent Múcska, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-609/00	HS: Papacy and the Countries of Central and Eastern Europe 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
1. To get through the class in the prescribed extent: the student must take part in at least 75% of the classes. 3 absences are accepted, two of them must be excused.
2. Continuous preparation for the classes
3. Writing an essay of required length and quality
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

Learning outcomes:
The students gain knowledge about the politics of papacy towards the states of East-Central Europe (Great Moravia, Hungary, Poland, Bohemia) in the 12th century

Class syllabus:
The papacy on the road to theocracy and the reactions of profane powers (Frederick Barbarossa, Henry II. Plantagenet...)
Papal schisms in the 12th century and the politics of states of East-Central Europe
Papacy, Germany, and the Byzantine Empire in the 12th century – East-Central Europe between spheres of interest
Exercises for the essa

Recommended literature:
Pramene: z domácich a zahraničných edícií (CDSl, CDB, DHA1, MPH, MPL, MGH, ...)
Literatúra: (iba základné syntetické spracovania; ďalšiu budú dostávať v priebehu jednotlivých seminárov)
BARRACLOUGH, G.: The Medieval Papacy. New York: Harcourt, Brace, 1968.;
HALLER, J.: Das Papsttum. Idee und Wirklichkeit. Stuttgart: J. G. Cotta'sche Buchhandlung Nachfolger, 1934.
ULLMANN, W.: Kurze Geschichte des Papsttums im Mittelalter. Berlin : De Gruyter, 1978. ISBN 978-3110065053.

ZIMMERMAN, H.: Das Papsttum im Mittelalter. Stuttgart : Eugen Ulmer, 1981. ISBN 978-3800125012.

Languages necessary to complete the course:
Slovak, basic knowledge of Latin and at least one Western European language

Notes:
minimal required number of participants 7, maximal number 15 (it is a seminar)

Past grade distribution
Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
50,0	0,0	30,0	10,0	10,0	0,0	0,0

Lecturers: doc. Mgr. Vincent Múcska, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-694/15	HS: Pavol Jozef Šafárik under Scrutiny

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Course Requirements: Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper.
a) Maximum number of justified absences: 3
b) At the seminar, students need to work actively following the teacher's instructions.
c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation.
d) Term paper. Students are assigned the topics for their preliminary assessment at the beginning of the term. The topics of the reports are clearly defined areas from the life and work of Pavol Jozef Šafárik, e.g. Pavol Jozef Šafárik as a historian, Pavol Jozef Šafárik in Prague, etc.
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

Learning outcomes:
At the end of the course and their self study cycle, students have a detailed and complex overview of Pavel Jozef Šafárik's (1795 - 1861) life and work, both from focusing on one aspect of his life or work (producing a seminar paper and presentation), as well as from the presentations of other areas. They have a different perspective of the first half of the 19th century. They are capable of finding information on their own (archive sources, digital collections, literature) from memory institutions, and process specific areas concerning biographic approach. Students are familiar with the different biographic methods and categories (biography, life and work, key life events; the impact the environment, education and descent have on the nature, abilities and activities of the individual; the individual as part of the social reality; work, politics, worldview, philosophy.).

Class syllabus:
1. Introduction. Getting familiar with the course requirements. Students are assigned the topics for their seminar papers and reports.

2. Memory institutions (archives, institutes, museums, libraries), digital sources of information and data, possibilities for obtaining sources and secondary literature. Specific sources when working with biographical methods (archival sources, registries, literature)
3. Getting familiar with research techniques and methods, learning how to create a seminar work and paper. Biographical methods on the example of selected personalities.
4. Šafárik's childhood and education. Šafárik in Nový Sad. Šafárik in Prague
5. Šafárik as a poet and collector of oral traditions. Šafárik as a literary historian.
6. Šafárik as a historian. Šafárik as an archaeologist.
7. Šafárik and politics. (His perception of state and nation).
8. Šafárik and Slovak as a literary language. Šafárik and the question of Old Slavonic and Slavic alphabets.
9. Šafárik and the 1848 Slavic Congress.
10. The reception of Šafárik (the following generation, the 2nd half of the 19th century, the 20th and 21st centuries).
11. Image of the culture, literature and history of the Slavs / the different Slavic nations.
12. Šafárik's contacts and opinions on previous / next generations, interfaith cooperation.

Recommended literature:

KOVAČKA, Miloš et al. Personálna bibliografia Pavla Jozefa Šafárika. I. a II. diel. Martin: Slovenská národná knižnica, 2004 ISBN:80-89023-35-5.
GOLÁŇ, Karol. Mladé roky Pavla Jozefa Šafárika. Bratislava: Slovenské pedagogické nakladateľstvo 1961.
NOVOTNÝ, Jan. Pavel Jozef Šafařík. Praha: Melantrich, 1971.
ŠAFAŘÍK, Pavel Jozef. Slovanské starožitnosti. (ed. Jireček, J.) II vols. Praha: Bedřich Tempský 1862 a 1863.
Pavol Jozef Šafárik a slovenské národné obrodenie. (ed. Sedlák, I.) Martin: Matica slovenská, 1989.
Furthr literature will be specified during the semester.

Languages necessary to complete the course:

Slovak
Czech

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:

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-606/00	HS: Personages of Ancient Greece 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active work in the classroom. Preparation of the selected topic for presentation and its processing in written form - seminar work. Two absences are allowed. In the case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment 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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students have knowledge of important personalities of Greek history in the fields of politics, philosophy, literature. They are familiar with the most important works of Greek historiography, rhetoric, philosophy, and their representatives. They are familiar with the social circumstances of the emergence of Athenian democracy and its significance. On successful completion of the course, students are able to interpret the significance of Greek culture and education and its later reception.

Class syllabus:
Introduction to the subject, the aim of the course; Basic literature and sources and editions of sources; Greek biographical literature (Plutarchos, Cornelius Nepos), its characteristics, aims and methods I.; Greek biographical literature (Plutarchos, Cornelius Nepos), its characteristics, aims and methods II.; Mythological figures of Greek history I.; Mythological figures of Greek history II.; The archaic period of Greek history - the Aisymnets; Archaic period of Greek history and tyrants; Important personalities of Athenian history I.; Important personalities of Athenian history II.

Recommended literature:
CANFORA, Luciano. Dějiny řecké literatury. Praha: KLP, Koniasch Latin Press, 2001. ISBN 80-85917-69-6.
ADKINS, Lesley, ADKINS, Roy A. Starověké Řecko. Encyklopedická příručka. Praha: Slovart CZ, 2011. ISBN 978-80-73915-80-3.
OLIVA, Pavel: Řecko mezi Makedonií a Římem. Praha: Academia, 2003. ISBN 8020004351
DOBIÁŠ, Josef. Dějepisectví starověké. Praha: Historický klub, 1948.

FREL, Jiří. Od tyranů k Sókratovi. Praha: Mladá fronta, 1969.
PLUTARCHOS. Životopisy slávnych Grékov a Rimanov I. a II. Prel. P. Kuklica a D. Škoviera. Bratislava: Kalligram, 2008. ISBN 978-808-101-09-10.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
27,27	0,0	18,18	40,91	13,64	0,0	0,0

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-607/00	HS: Personages of Ancient Greece 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Presentation on the selected topic and its subsequent elaboration in written form. Active participation in class, two absences allowed. In case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment of duties or repeating the course.
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

Learning outcomes:
Students will learn about the social and cultural history of Greece and its most important personalities. In practical tasks, students have the skills and abilities to work with ancient sources of various kinds, interpreting and evaluating them. Upon successful completion of this course, students are able to demonstrate familiarity with the basic features of ancient Greek history, culture, and art. They are able to demonstrate a historical understanding of the cultural and social significance of Athenian democracy, as well as a historical understanding of key episodes of Greek cultural and political history, figures in Greek politics, philosophy, and literature. They are able to demonstrate knowledge of scholarly techniques in presenting their own findings in both oral and written form. They understand the basic rules of scientific work (orientation in literature and sources on the period of ancient history, forms of citation, scientific ethics).

Class syllabus:
- Greek philosophers and thinkers I.
- Greek Philosophers and Thinkers II.
- Greek orators and politicians I.
- Greek orators and politicians II.
- Greek tragedians, poets
- Greek historians and writers
- Greek artists; Hellenistic rulers; Notable women of Greek history
- Conclusion of the course and its evaluation.

Recommended literature:

CANFORA, Luciano. Dějiny řecké literatury. Praha: KLP, Koniasch Latin Press, 2001. ISBN 80-85917-69-6.
ADKINS, Lesley, ADKINS, Roy A. Starověké Řecko. Encyklopedická příručka. Praha: Slovart CZ, 2011. ISBN 978-80-73915-80-3.
OLIVA, Pavel: Řecko mezi Makedonií a Římem. Praha: Academia, 2003. ISBN 8020004351
DOBIÁŠ, Josef. Dějepisectví starověké. Praha: Historický klub, 1948.
FREL, Jiří. Od tyranů k Sókratovi. Praha: Mladá fronta, 1969.
PLUTARCHOS. Životopisy slávnych Grékov a Rimanov I. a II. Prel. P. Kuklica a D. Škoviera. Bratislava: Kalligram, 2008. ISBN 978-808-101-09-10.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	0,0	40,0	0,0	0,0	0,0

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-633/22	HS: Roman Society in Principate

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Presentation on the selected topic and its subsequent elaboration in written form. Active participation in class, two absences allowed. In case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment of duties or repeating the course.
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

Learning outcomes:
Students have knowledge of the social history of the Roman Empire during the Principate period. Upon successful completion of this course, students are able to demonstrate a 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. They are able to work with ancient sources of various kinds, to interpret and evaluate them, and 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). Upon completion of the course, students are able to demonstrate knowledge of scientific techniques for presenting their findings in both oral and written form.

Class syllabus:
An introduction to the social history of ancient Rome.
Basic literature on the subject and basic heuristic aids - encyclopaedias, bibliographies, biographical dictionaries.
Sources on the history of the Roman principate I. Literary sources.
Sources on the history of the Roman Principate II Epigraphic sources.
Sources on the history of the Roman Principate III Numismatic sources.
Overview of the political history of the Roman principate and its impact on the social sphere.
Roman society - social stratification of the population of the Roman Empire.
The Roman family.
The position of women in Roman society.

The child - the upbringing of children and their position in the family, names, the school system. Housing, architecture, urbanism. Food habits. Employment and work - basic institutions, senate, offices, cursus honorum. Leisure time - entertainment, culture, sports
End of the course, evaluation.

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. Římsky 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. Rímske reálie pre právnikov, Bratislava: Iura edition, 2010. ISBN 9788080783020.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-615/12	HS: Safavid Empire and Europe between the 16th and 18th Centuries

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Teacher accepts no more than 2 absences and only with the provable documents
Final seminar paper, attendance on seminars
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

Learning outcomes:
Student knows the historical development of the Persian Empire during the reign of the Safavid dynasty (1501-1736). He has the ability to work adequately with the historical travel documents as well as basic knowledge of the history of diplomatic and trade relations between Safavid Empire and Europe in the period of modern history.

Class syllabus:
1. The Safavid Empire during the reign of Ismail I and Tahmasp I (1524-1578) and their economic and political orientation towards Europe
2. Importance of the Safavid Empire in the context of world economic policy in the 16th century
3. Safavid-Ottoman wars and European policy in the 16th century
4. English merchants and travellers in the Safavid Empire in the 16th century (Anthony Jenkinson, Arthur Edwards, Richard Chenie, Christopher Berrow etc.)
5. Safavid Empire and Russia in the 16th century
6. Venice and Safavid Empire in the 16th century
7. Abbas I (1587-1629) and the Sherleys
8. Christian missions in the Safavid Empire in the 16th and 17th centuries
9. Safavid-Habsbourg contacts in the 16th and 17th centuries – missions of Habsbourg envoys to Persia (Štefan Kakaš, George Tektander etc.)
10. Russian travellers in the Safavid Empire in the 17th century (M.N. Tichonov, G. Šachmatov, A.F. Kotov)
11. Selected Western European travellers in the Safavid Empire in the 17th century (Adam Olearius, Jan Struys, Jean Charden etc.)

12. European travellers and the Safavids at the beginning of the 18th century

Recommended literature:

1, AXWORTHY, Michael. Dějiny Íránu. Praha : Nakladatelství Lidové Noviny, 2009. ISBN 9788074223525.
2, KREISER, Klaus a NEUMANN, Christop K. Dějiny Turecka. Praha : Nakladatelství Lidové noviny, 2010. ISBN 9788074220128.
3, LEWIS, Bernard. Dějiny Blízkého východu. Trans. M. Pellarová, Z. Rousová. Praha : Nakladatelství Lidové noviny, 2007. ISBN 8071069264.
4, ROUX, Jean-Paul Dějiny Střední Asie. Praha : Nakladatelství Lidové Noviny, 2007. ISBN 8071068679.
5, TAUER, Felix. Svět islámu. Praha : Vyšehrad, 2006. ISBN 80-7021-828-2.
6, VESELÝ, Rudolf. Přehled politických a kulturních dějin islámských zemí od vzniku islámu do konce 18. století. 1. díl. Praha : Univerzita Karlova, 1991, s. 1-152. ISBN 80-7066-421-5.
7, VESELÝ, Rudolf. Přehled politických a kulturních dějin islámských zemí od vzniku islámu do konce 18. století. 2. díl. Praha : Univerzita Karlova, 1991, s. 153-317. ISBN 80-7066-422-3

Languages necessary to complete the course:
Knowledge of one of foreign language (English, Russian, Germen etc.)

Notes:

Past grade distribution
Total number of evaluated students: 70

A	ABS	B	C	D	E	FX
71,43	0,0	17,14	7,14	2,86	1,43	0,0

Lecturers: doc. PhDr. Lukáš Rybár, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-695/19	HS: Selected Topics from the Ancient History

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Presentation and a written paper on a chosen topic. Activity during the semester (assignments, papers, discussion). Two absences are permitted. In the case of more absences the teacher decides about the additional assignments or the repetition of the course.
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

Learning outcomes:
The students gain knowledge about the social and cultural history of ancient Greece and Rome and their most important personalities. They can work with different types of ancient sources, interpret, and evaluate them. After finishing the course, the students get to know the basics characteristics of ancient history, its culture and art. They get to know the cultural and social importance of Athens democracy and the key events of Roman cultural and political history. They can present their findings in oral and written form with the application of the basic rules of academical research (orientation in literature and sources to the ancient history, forms of citations, academic ethics).

Class syllabus:
Introduction, aims of the course, work plan, assignments.
Basic literature and sources, editions of sources.
Greek literature, its characteristics, aims and methods.
Roman literature, its characteristics, aims and methods.
Mythological creatures of Greek history.
Mythological creatures of Roman history.
Important personalities of Greek history (philosophers, doctors, orators, military leaders, poets).
Important personalities of Roman history (philosophers, military leaders, artists, emperors).
Personalities, who had impact on the formation of ancient civilisations (comparison).
Basic problems of political, social, and cultural development of Greece.
Basic problems of political, social, and cultural development of the Roman Empire.
Social policy and the problems of everyday life in ancient times.
Comparison of the Greek and Roman civilisations (continuity and discontinuity).

Recommended literature:

VALACHOVIČ, Pavol. Dejiny antiky. Bratislava: Hlbiny, 2014. ISBN 978-80-89743-03-2.
BURIAN, Jan. Římské impérium. Vrchol a proměny antické civilizace. Praha: Svoboda-Libertas, 1994. ISBN 80-205-0391-9.
ADKINS, Lesley, ADKINS, Roy A. Starověké Řecko. Encyklopedická příručka. Praha: Slovart CZ, 2011. ISBN 978-80-73915-80-3.
ADKINS, Lesley, ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7.
OLIVA, Pavel. Řecko mezi Makedonií a Římem, Praha: Academia, 1995. ISBN 80-200-0435-1.
GRANT, Michael. Zrození Řecka. Praha: BB art, 2002. ISBN 80-7341-917-3.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
76,47	0,0	0,0	0,0	0,0	5,88	17,65

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-688/11	HS: Slovak Bohemians

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics.
- They need to present a 15 min. long report on a selected class syllabus topic.
b) final - Students need to submit a written term paper based on the topic of their report. It needs to be around 10 pages of their own words including footnotes and bibliography.
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: 3
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
At the end of the course, students are familiar with the Bohemian character and lifestyle in Slovakia in the 1920s, 1930s and early 1940s. They can recognize and independently interpret narrative sources on Bohemianism in Slovakia. They have developed the ability to discuss and exchange information on the topic.

Class syllabus:
1. Introduction to Bohemianism. The origin of Bohemianism in Paris. Henri Murger. Bohemianism and its development in Europe in the 19th and early 20th century.
2. The emergence of Bohemianism in Bratislava after the establishment of the First Czechoslovakia. Bohemianism in Slovakia vs Bohemianism in Europe. Similarities, differences and limits. Specificities in Slovakia.
3. Tido Gašpar - key figure and leader of Bohemianism in interwar Slovakia.
4. Ján Hrušovský - co-founder of Bohemianism in Slovakia and his rare memories.
5. The "golden age" of Bohemianism in Slovakia in the 1920s. The "Golden fantasy."
6. Disintegration of the first generation of Bohemians in Slovakia and arrival of the second generation at the turn of the 1930s and 1940s.
7. Characteristics of Bohemian representatives in Slovakia from among writers. Emo Bohúň, Alexander Matuška and others.

8 Characteristics of Bohemian representatives in Slovakia from among artists. Janko Alexy. Frico Motoška, Štefan Bednár and others.
9. Rudolf Dilong, an unusual Bohemian priest.
10. Laco Novomeský and Ján Poničan - leftist intellectual and poet bohemians.
11. The surrealists and their signs of Bohemianism - Michal Považan, Rudolf Fabry, Štefan Žáry and others.
12. Stays and experiences of Slovak Bohemians in Paris and other parts of Europe.
13. Bratislava cafes and taverns as bastions of Slovak Bohemianism.
14. Presentations, discussions, recapitulation of acquired knowledge.

Recommended literature:

ALEXY,. Janko. Život nie je majáles. Bratislava : Slovenský spisovateľ, 1956.
HRUŠOVSKÝ, Ján. Umelci a bohémi. Bratislava : Slovenský spisovateľ, 1963.
PONIČAN, Ján. Búrlivá mladosť. Spomienky. 1. 1920 - 1938. Bratislava : Slovenský spisovateľ, 1975.
VAŠŠ, Martin. Bratislavská umelecká bohéma v rokoch 1920 - 1945. Bratislava : Vydavateľstvo UK, 2016. ISBN 978-80-223-4173-8
VAŠŠ, Martin. Medzi snom a skutočnosťou : umelecká bohéma v Bratislave 1938 - 1945. Bratislava : Marenčin PT, 2018. ISBN 978-80-8114-943-6
Further literature will be specified during the seminar.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 136

A	ABS	B	C	D	E	FX
63,97	0,0	18,38	5,15	0,74	3,68	8,09

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-681/00	HS: Slovak Historians in the 19th Century

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper.
a) Maximum number of justified absences: 3
b) At the seminar, students need to work actively following the teacher's instructions.
c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation.
d) Term paper: Students are assigned the topics for their preliminary assessment at the beginning of the term. The term paper and report topics are in the form "Life and Work" of a specific historian, e.g. Juraj Fándly, Ján Kollár, Pavol Jozef Šafárik, Ľudovít Štúr, Franko Víťazoslav Sasinek, Július Botto, Andrej Kmeť, Jozef Hložanský etc.
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

Learning outcomes:
At the end of the course and after their self study, students have additional information on the major figures of 19th century Slovak historiography both from having studied a historian and their work (in order to produce a seminar paper and presentation), as well as from the other presentations about other historians. They are familiar with the methods for analyzing historiographic works. Students are able to see the connection of the individual, period and other influences on the personality of a historian and their work (biography, the impact the environment and education on the nature, abilities and activities of the individual; the historian as part of society. Work, ideology, politics, philosophy.).
They are familiar with the major primary and secondary sources. In a specific segment, they are able to apply the appropriate methods in the creation of a scholarly text in the practice.

Class syllabus:
1. Introduction. Getting familiar with the course requirements. Students are assigned the topics for their seminar papers and reports.

2. Memory institutions (archives, institutes, museums, libraries), digital sources of information and data, possibilities for obtaining sources and secondary literature. Specific sources when working with biographical methods (archival sources, registries, literature)
3. Getting familiar with research techniques and methods of historiographic analysis when researching and producing a term paper and report.
4. History and historicism in Bohuslav Tablic's work.
5. History and historicism in Ján Kollár's work.
6. History and historicism in Ján Hollý's work.
7. History and historicism in Pavol Jozef Šafárik's work.
8. History and historicism in František Palacký's work.
10. History and historicism in Ľudovít Štúr's work.
11. History and historicism in Peter Kellner Hostinský's work
12. History and historicism in Franko Víťazoslav Sasinek's work.
13. History and historicism in Jozef Hložanský's work.
14. History and historicism in Jonáš Záborský's work.
15. History and historicism in Pavol Križko's work
16. History and historicism in Andrej Kmeť's work
17. History and historicism in Július Botto's work

Recommended literature:

RIZNER, Ľudovít Vladimír. Bibliografia písomníctva slovenského na spôsob slovníka od najstarších čias do konca r. 1900. I-VI. Turčiansky Sv. Martin: Matica slovenská, 1929-1934.
MAGDOLENOVÁ, Anna. Peter Kellner-Hostinský ako historik. Historický časopis. 1981, vol. 29, no. 1, pp. 103-115.
OTČENÁŠ, Michal. Historik Július Botto (1848-1926). (K 75. výročiu úmrtia.) Historický zborník. 2001, vol. 11, no. 2, pp. 175-176.
PODOLAN, Peter. Odkaz Jána Kollára slovenskej historiografii. In: Štúdie k jubileu Jána Kollára. Historia nova 5. [online] Bratislava: Stimul, 2012, pp. 43-51 [cit. 2021-10-20] Dostupné na: https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/ksd/h/Hino5d.pdf.
TIBENSKÝ, Ján. Chvály a obrany slovenského národa. Bratislava: Slovenské vydavateľstvo krásnej literatúry, 1964.
Further literature will be specified during the semester.

Languages necessary to complete the course:
Slovak
Czech

Notes:

Past grade distribution
Total number of evaluated students: 72

A	ABS	B	C	D	E	FX
36,11	0,0	19,44	9,72	13,89	6,94	13,89

Lecturers:

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-693/15	HS: Slovak Historians in the 20th Century

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper.
a) Maximum number of justified absences: 3
b) At the seminar, students need to work actively following the teacher's instructions.
c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation.
d) Term paper: Students will be assigned the topics for their preliminary assessment at the beginning of the term. The term paper and report topics are in the form "Life and Work" of a specific historian, e.g. Jozef Škultéty, Daniel Rapant, František Hrušovský, Branislav Varsik, Karol Goláň etc.
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

Learning outcomes:
At the end of the course and after their self study, students have additional information on the major figures of the Slovak National Revival both from focusing on one of them (in order to produce a seminar paper and presentation), as well as from the other presentations of other figures. They are capable of finding information on their own (archive sources, digital collections, literature) from memory institutions and process the biography of the selected figure. Students are familiar with the different biographic methods and categories (biography, life and work, key life events; the impact the environment, education and descent have on the nature, abilities and activities of the individual; the individual as part of the social reality; work, politics, worldview, philosophy.).

Class syllabus:
1. Introduction. Getting familiar with the course requirements. Students are assigned the topics for their seminar papers and reports.
2. Memory institutions (archives, institutes, museums, libraries), digital sources of information and data, possibilities for obtaining sources and secondary literature. Specific sources when working with biographical methods (archival sources, registries, literature)

3. Getting familiar with research techniques and methods of historiographic analysis when researching and producing a term paper and report.
4. Czechoslovakia / interwar period (Jozef Škultéty, Milan Hodža, Štefan Janšák, Albert Pražák, Ján Eisner, Vojtech Ondrouch, Václav Mencl, Václav Chaloupecký, Kamil Krofta, Vladimír Klecanda, Daniel Rapant, Alexander Húščava, Ján Kvačala and others).
5. Slovakia/ (František Hrušovský and others).
6. Czechoslovakia/ post-war period / socialist era (Branislav Varsik, Karol Goláň, Anton Augustín Baník, František Bokes, Jozef Butvin, Ján Hučko, Ľubomír Lipták, Samuel Falťan, Miloš Gosiorovský, Ľudovít Haraksim, Ľudovít Holotík, Jozef Jablonický, Miroslav Kropilák, Michal Otčenáš, Viliam Plevza, Milan Podrimavský, Belo Polla, Peter Ratkoš, Anton Špiesz, Ján Tibenský, Mária Vyvíjalová, and others).
7. Living 20th century historians and their work.

Recommended literature:

DUCHÁČEK, Milan. Václav Chaloupecký. Hledání československých dějin. Praha: Karolinum, 2014 ISBN 978-80-246-2482-2.
Historik Daniel Rapant. Život a dielo (1897-1988-1997). (ed. Marsina, Richard) Martin: Matica slovenská, 1998.
HUDEK, Adam. Najpolitickejšia veda. Slovenská historiografia v rokoch 1948-1968. Bratislava: Historický ústav SAV vo vydavateľstve Typoset, 2010. ISBN 978-80-970302-3-0.
95 rokov Filozofickej fakulty UK. Pohľad do dejín inštitúcie a jej akademickej obce. (ed. SLOBODNÍK, Martin – GLOSSOVÁ, Marta) Bratislava: Vydavateľstvo UK, 2017. ISBN 9788022343909.
KUDRNA, Jaroslav: Historiografie, marxizmus a historické povědomí. Československý časopis historický. 1977, vol. 25, no. 2, pp. 192-214.
Further literature will be specified during the semester.

Languages necessary to complete the course:
Slovak
Czech (Reading)

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
25,0	0,0	12,5	18,75	6,25	6,25	31,25

Lecturers:

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-684/00	HS: Slovak and Czech National Revival: Unity and Differences

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to attend the lessons regularly and take active part in them. They are also expected to present a report and deliver a term paper.
a) Maximum number of justified absences: 3
b) At the seminar, students need to work actively following the teacher's instructions.
c) Students are required to present a (15-20 min. long) report. For that purpose, they need to be able to speak in front of an audience, elaborate a (printed, electronic) presentation, and answer questions. However, they can present an extra written paper instead of the presentation.
d) Term paper: Students are assigned their preliminary assessment topics at the beginning of the term. Their term papers and report topics process specific parallel issues in the Slovak and Czech environments, e.g. the literary language in the Czech and Slovak national movements, Newspapers and journalism in the Czech and Slovak national movements, Pan-Slavism in the Czech and Slovak national movements, etc. It is necessary to delimit a suitable topic from large areas as part of the preparation for the students' independent scholarly activity.
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

Learning outcomes:
At the end of the course and after their self study, students have additional information on the relations of the Czech and Slovak national revival movements either from focusing on their specific term paper topic or from the others's presentations. They are able to compare the conditions, starting points and results of specific segments in two neighboring national movements and in two different territories. They are familiar with the similarities and differences in the shaping of a modern nation on the examples of two related national movements (activity, ideology, personalities and their views.) They also have an overview of the key sources concerning the issues of the period in a wider Central European framework, as well as practical experience delimiting a specific topic from a large circle (in line with the required work structure).

Class syllabus:

1. Introduction. Getting acquainted with the course requirements and with the content of the seminar. Students are assigned their seminar paper and report topics. The national revival and the shaping of a modern nation.
2. Great Moravia, the Czech Kingdom, The Kingdom of Hungary and “Slovakia.” Historical and natural law.
3. The Enlightenment. Conditions and activities. Josef Dobrovský, Anton Bernolák, the Bernolák group.
4. Language. The idea of a Czechoslovak language. The concept of a Slovak language. Panslavism.
5. History. Czechoslovak history? Slavic history. Historicism and history.
6. The issue of the Legal form of the state. Pan-Slavism and Austro-Slavism. Ján Kollár, František Palacký. Karel Havlíček Borovský.
7. Economy and agriculture. Economic nationalism. The social issue.
8. Symbols. The emergence of national symbols and the national movement. Mechanisms of self-interpretation.
9. The role of the nobility in the national revival. National patriotism.
10. The Štúr group - Slovak division? Different perceptions.
11. Institutional background. The school system, National Museum...
12. The 1848/49 revolution. Specifics and ideology. Post-revolutionary development. Consequences and starting points. Topics: different, well-defined areas

Recommended literature:

HUČKO, Ján. Život a dielo Ľudovíta Štúra. Martin: Osveta, 1984.
KOČÍ, Jozef: České národní obrození. Praha: Svoboda 1978. ISBN 25-012-78.
SAK, Robert. Jozef Jungmann. Život obrozence. Praha: Vyšehrad, 2007. ISBN 978-80-7021-890-7.
MACURA, Vladimír. Znamení zrodu: české obrození jako kulturní typ. Praha: Československý spisovatel, 1983.
KLIMEŠ, Vladimír. Počátky českého a slovenského novinářství. Praha: Orbis, 1955.
Further literature will be specified during the semester.

Languages necessary to complete the course:
Slovak
Czech

Notes:

Past grade distribution
Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
30,0	0,0	10,0	21,67	15,0	6,67	16,67

Lecturers:

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-661/00	HS: Slovaks and Russia in the 18th and 19th Centuries 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
A student is evaluated on basic of active participation at the course and submitting the seminar paper. 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

Learning outcomes:
Students have knowledge of the analytical and critical reflection of the historical document, memories literature, correspondence and scholar sources related the issues of Slovak-Russian relations at the beginning modern age with an overlap to the 20th century.

Class syllabus:
1. - 2. Issues of historiography and the documents related the history of Slovak-Russian relations
3. - 4. Scientific contacts in the age of enlightenment.
5. - 6. Emigration in the 18th Century.
7. - 8. Hussars, saffron trademen, medicinmen, tinkers – the forms of contacts.
9. - 10. Russian troops in Slovakia in the 18th and 19th Centuries.
11. - 12. Slovak intellectuals in Russia.

Recommended literature:
ŠVANKMAJER, M. [et al.] Dějiny Ruska. Praha, Lidové noviny, 2004. ISBN 80-7106-658-3.
DANIŠ, M.: Slovensko, husári a cárovná. Bratislava: Stimul,1993. ISBN 80-85697-12-2.
Z dejín československo - slovanských dejín I-III. Bratislava 1953-57.
TIBENSKÝ, J.: Priekopníci vedy a techniky na Slovensku I. Bratislava : Obzor, 1986.
HROZIENĆÍK, J. Turčianski olejkári a šafraníci. Bratislava : Tatran, 1981.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 115

A	ABS	B	C	D	E	FX
61,74	0,0	16,52	9,57	2,61	2,61	6,96

Lecturers: prof. Mgr. Miroslav Daniš, CSc.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-662/00	HS: Slovaks and Russia in the 18th and 19th Centuries 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
A student is evaluated on basic of submitting the seminar paper. 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

Learning outcomes:
A student can work with historical documents, memories literature, correspondence and scholar sources related the issues of Slovak-Russian relations at the beginning modern age with an overlap to the 20th century.

Class syllabus:
1. - 2. Russian students in Slovakia
3. - 4. Tokaj Commision for wine imports and its competence
5. - 6. Slovak-Russian contacts in the revival era
7. - 8. Russian-Slovak literary relations in the 19th Century
9. - 10. Russian Slavianophiles and Slovakia
11. - 12. Slavic conventions in the context of Slovak-Russian relations

Recommended literature:
ŠVANKMAJER, M. [et al.] Dějiny Ruska. Praha, Lidové noviny, 2004. ISBN 80-7106-658-3.
DANIŠ, M.: Slovensko, husári a cárovná. Bratislava: Stimul,1993. ISBN 80-85697-12-2.
Z dejín československo - slovanských dejín I-III. Bratislava 1953-57.
TIBENSKÝ, J.: Priekopníci vedy a techniky na Slovensku I. Bratislava : Obzor, 1986.
HROZIENĆÍK, J. Turčianski olejkári a šafraníci. Bratislava : Tatran, 1981
FERKO, V. Svetom moje svetom. Bratislava : Tatran, 1985.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 125

A	ABS	B	C	D	E	FX
74,4	0,0	8,8	5,6	0,8	3,2	7,2

Lecturers: prof. Mgr. Miroslav Daniš, CSc.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-657/00	HS: South-Eastern Europe in the 19th and 20th Centuries 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%).
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

Learning outcomes:
The students have knowledge of interior policy´s trends and intentions of various Great Powers in South-Eastern Europe before the First World War.

Class syllabus:
1. Brief introduction to the seminar and topics.
2. Political, economic and social trends in the Ottoman Empire. Regression of the Ottoman Empire and situation in Balkan in the 19th Century.
3. Great Powers and their interests in Balkan in the 18th and 19th Centuries. The Eastern Crisis and Congress of Berlin.
4. Origins and development of the first "national" states in Balkan – Greece and Serbia.
5. National movements and political programs of the Bulgarians and the Albanians.
6. Issues of the Bosnia and Herzegovina
7. The Macedonian and Albanian Question
8. Political trends in Balkan after the Congress of Berlin and deepening the crisis in the Ottoman Empire.
9. The Balkan Wars.
10. The First World War in Balkan
11. Dissolution of the Ottoman Empire after the First World War

Recommended literature:
GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X.

HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6.
JELAVICH Charles and JELAVICH Barbara. The establishment of the Balkan National States, 1804-1920. Seattle: University of Washington Press, 1997, 358 s. ISBN 0-295-96413-8.
ŠESTÁK, Miroslav – TEJCHMAN, Miroslav a kol. Dějiny jihoslovanských zemí. Praha: Nakladatelství Lidové noviny, 2009, 758 s. ISBN 978-80-7106-375-9.
WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 151

A	ABS	B	C	D	E	FX
94,04	0,0	1,32	0,0	0,0	0,66	3,97

Lecturers: doc. PhDr. Lukáš Rybár, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-658/00	HS: South-Eastern Europe in the 19th and 20th Centuries 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of completed sub-tasks (40%) and on the basis of the final written work (60%).
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

Learning outcomes:
The students have knowledge of political trends in South-Eastern Europe (Balkan) during the 19th and 20th Centuries. Except general characteristic of the interior policy in various regions and states (the Ottoman Empire, the forming so-called national states) the student is also able to orient in the policy of the Great Powers to Balkan (influences and conflicts between European powers). That gets them to be oriented also in current political situation in this region.

Class syllabus:
1. Social construction of concepts (definition)
2. Balkan or South-Eastern Europe.
3. Historical processes, which influenced the trends political, ethnical, and religion structure of South-Eastern Europe.
4. Territorial changes after the First World War – old and new territorial conflicts (the Greeks-Turkey War, Albanian boundaries, Bulgarian boundaries)
5. Minorities – status of minorities in the society and the relations of state to minorities (minority rights, assimilation, ethnic genocide, replacement of inhabitants between countries) 6. Authoritative regimes in South-Eastern Europe – modernization dictatorships?
7. Yugoslavia – as example of coexist ethnical and religion groups in contexts the multiethnic state (process and mechanism of unification by state)
8. The Second World War – resistances and the civil wars
9. Fall of the Iron Curtain – new challenges for the region
10. Dissolution of Yugoslavia and escalation of the national conflicts and wars in the region
11. Continue of crisis at the beginning of the 21st Century, the focuses of potential conflicts

Recommended literature:

GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X.
HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6.
JELAVICH Charles and JELAVICH Barbara. The establishment of the Balkan National States, 1804-1920. Seattle: University of Washington Press, 1997, 358 s. ISBN 0-295-96413-8.
ROTHSCHILD, Joseph. East Central Europe between the Two World Wars : A History of East Central Europe IX. Seattle – London: University of Washington Press, 1992 (siedme vydanie), s. 201-280 (Juhoslávia), 281-322 (Rumunsko), 324-355 (Bulharsko, 357-366 (Albánsko). ISBN 0-295-95357-8.
ŠESTÁK, Miroslav – TEJCHMAN, Miroslav a kol. Dějiny jihoslovanských zemí. Praha: Nakladatelství Lidové noviny, 2009, 758 s. ISBN 978-80-7106-375-9.
WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
88,24	1,47	1,47	1,47	1,47	2,94	2,94

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-695/15	HS: The Haunts of Bratislava's Bohemians

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic.
b) final - Students need to submit a written term paper based on the topic of their report. It needs to be around 10 pages of their own words including footnotes and bibliography.
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: 3
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
At the end of the course, students are able to independently, creatively and innovatively analyze the socio-cultural aspects of bohemianism in Bratislava between 1920 and 1945. After their class excursion, students are directly acquainted with some bastions of bohemianism in Bratislava.

Class syllabus:
1. Introduction to Bohemianism in Europe and Slovakia: characteristics, concepts, personalities and socio-cultural contexts.
2. Bohemianism in Bratislava between 1920 and 1945. General overview. 3. Bratislava cafes.
4. Bratislava taverns.
5. Bratislava wine bars.
6. Night bars and “early-morning soup bars”. Vydrica.
7. Inns and low-class locals.
8. Picnic inns and Danube cafes.
9. Picnic and inspiring places. Open-air places on the Danube.
10. The Zlatá fantázia [Golden Fantasy] Inn.
11. Lodgings - houses, flats, studios.
12. Excursion to Bratislava open-air places. In case students would like to, several excursions can take place.

Recommended literature:

SALNER, Peter. Bratislavské kaviarne a viechy. Bratislava : Albert Marenčin – Vydavateľstvo PT, 2006. ISBN 978-80-8114-45-43-3
VAŠŠ, Martin. Zlatá bohéma : umelecká bohéma v Bratislave 1920 - 1938. Bratislava : Marenčin PT, 2018. ISBN 978-80-223-4173-8
VAŠŠ, Martin. Medzi snom a skutočnosťou : umelecká bohéma v Bratislave 1938 - 1945. Bratislava : Marenčin PT, 2018. ISBN 978-80-8114-943-6
ŽÁRY, Štefan. Bratislavská bohéma. Bratislava : Tatran, 2018. ISBN 978-80-222-0975-5

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 102

A	ABS	B	C	D	E	FX
68,63	0,0	9,8	10,78	4,9	0,98	4,9

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-687/10	HS: The Opportunities and Issues in Interpreting the Slovak History of 1918 - 1945

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic.
b) final - Students need to submit a written term paper based on the topic of their report. It needs to be around 10 pages of their own words including footnotes and bibliography.
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: 3
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
At the end of the course, students are familiar with the key issues when interpreting Slovak history between 1918 and 1945. They can diachronically analyze Slovak historiography production, as well as characterize and compare the different interpretive directions of Slovak historiography. They are able to make use of historiography verification methods when researching this part of Slovak history.

Class syllabus:
1. Methodical approaches of historiography and related social sciences when interpreting 20th century sources. Possible approaches to source interpretation. Possible historiographic analyses.
2. Reflection of the First Czechoslovak Republic in Slovak historiography during the totalitarian regimes (the Slovak Republic, Czechoslovakia and the Czechoslovak Socialist Republic between 1948 and 1989.)
3. Reflection of the First Czechoslovakia in Slovak historiography after November 1989.
4. Reflection of the 1939 - 1945 Slovak Republic during the 1948 - 1989 communist regime.
5. Reflection of the 1939 - 1945 Slovak Republic in Slovak historiography after November 1989.
6. Controversial personalities of 1918 - 1945 Slovak history. Main problems and possible interpretations.
7. Possible interpretation of 1918 - 1938 Slovak-Czech relations.

8. Possible interpretation of 1918 - 1945 economic history.
9. Limits of informative value of 1918 - 1945 archival sources.
10. The informative value and interpretation of narrative discourse in 1918 - 1945 literary texts, memoirs and diaries.
11. The press between 1918 and 1945. Pros and cons in its interpretation, limits of informative value.
12. The role of photographic reproductions in 1918 - 1945 history research.
13. Interdisciplinary 1918 - 1945 history research.
14. Practical application of the latest research methods in historiography and related social sciences in the students's term papers.

Recommended literature:

KAMENEC, Ivan. Spoločnosť, politika, historiografia: pokrivené (?) zrkadlo dejín slovenskej spoločnosti v dvadsiatom storočí. Bratislava : Prodama, 2009. ISBN 978-80-89396-02-3
LIPTÁK, Ľubomír. Slovensko v 20. storočí. Bratislava : Kalligram, 2000. ISBN 80-7149-337-6
MICHELA, Miroslav. Strážcovia strateného času. Diskusie o dejinách a historici na Slovensku. In: Historický časopis, no. 4, 2011, pp. 617 – 638.
NODL, Martin. Dějepisectví mezi vědou a politikou: úvahy o historiografii 19. a 20. století. Brno: Centrum pro studium demokracie a kultury, 2007. ISBN 978-80-7325-112-3

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
75,0	0,0	18,75	6,25	0,0	0,0	0,0

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-696/20	HS: The Taste of the Power of the Powerless: Intellectual History of Central Europe (1956-1990)

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation during classes and work with texts. 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

Learning outcomes:
This course hands a significant contribution for the students, primarily through the ability of work with the text as a discourse, as a historical material, and hence as a historical source. That is achieved by means of the methodological tools of intellectual history and the history of political thought, mainly presented by Quentin Skinner, John Pocock, but also by others such as Michael Foucault and John Austin.

Class syllabus:
The title of the course consists of two important contributions to the critique of power during the Communist regime in Czechoslovakia - Ladislav Mňačko - How Power Tastes (Ako chutí moc) and Václav Havel - The Power of the Powerless (Moc bezmocných). These are two significant landmarks in the study of intellectual history, which largely determined the form of criticism, both political and extra-political. In addition, the other important texts of Central European prevenience are also introduced to the students. These include mostly texts by authors such as Gyorgy Konrád, Adam Michnik, Miroslav Kusý, Ivan Sviták, Jaroslav Šabata, Ágnes Heller, Gyorgy Lukács, Milovan Djilas and many, many others.

Recommended literature:
TRENCSÉNYI, Balázs – LISJAK GABRIJELČIČ, Luka - JANOWSKI, Maciej – BAÁR, Mónika – FALINA, Maria – KOPEČEK, Michal. A History of Modern Political Thought in East-Central Europe: Volume II: Negotiating Modernity in the 'Short Twentieth Century' and beyond, Part II: 1968 – 2018. Oxford: Oxford University Press, 2018. ISBN 978-0-19-880313-3.

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
92,65	0,0	0,0	2,94	1,47	1,47	1,47

Lecturers: Mgr. Matej Ivančík, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-616/00	HS: Viticulture and Enology in the Slovak Agrarian History

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The students' results are evaluated exclusively by continuously checking their performance during the teaching part of the semester. Grading takes place at the last meeting in the teaching part of the semester. After consultation with the teacher, students are assigned a topi for a short paper that is to be presented during the semester. The date of the rpesentation is set in advance, according to the syllabus. Students are also required to submit the short paper in written form. The short paper consists oof at least 5 standard pages, including Introduction, Main text (without footnotes), Conclusion, Bibliography. To successfully meet their term tasks, students can have no more than 2 absences. In case of more (explained) absences, an individual assignment might be given as a substitution.
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

Learning outcomes:
At the end of the course, students are familiar with the subject of research in a specific discipline of agrarian history - the history of viticulture and winemaking - in the history of Slovakia, Hungary and Central Europe. The discipline has gained an independent status in the agrarian history in the recent decades. During the feudalism, winemaking represented one of the dominant areas of economic activity. Students are thus able to understand developments of mdern Slovak historiography and its methodological apparatus. They aslo acquire skills and knowledge necessary for work with edited sources and scholarly literature in this specific branch of the agrarian history.

Class syllabus:

1. Overview of the history of viticulture and winemaking in Slovakia (from the origins to the end of the 20th century)
2. Historical and traditional winemaking regions.
3. Vine varieties and types of wine.
4. Technological aspect of agricultural activites related to vine (vitis vinifera L.)
5. Position of viticulture in economic and social life of the society
6. Production, consumption, and export of wine in Central Europe.
7. Historical- legal developments of viticulture - viticultural law.
8. Trade and transport of wine - Wine fraud.
9. Historical overview of wine consumption in the past and nowadays.
10. Relationship between beer and wine as major beverages in the past.
11. Winemaking education, struggle against diseases, associations.

Recommended literature:

BAĎURÍK, Jozef. Malokarpatské vinohradníctvo v 16. storočí. Bratislava: Univerzita Komenského, 1990. ISBN 80-223-0009-8. DRÁBIKOVÁ, Ema. Človek vo vinici. Bratislava: Veda, 1989. ISBN 80-224-0012-2. HOLEC, Roman. Vinohradníctvo na Slovensku v období kapitalizmu (1848-1918). In: Historica, 1991, roč. 39-40, s. 225-232. ISBN 80-08-01312-5. HRUBALA, Martin. Vinohradnícke lisy v Malokarpatskej oblasti. Pezinok: Malokarpatské múzeum v Pezinku, 2010, 210 s. ISBN 978-80-967537-5-8. KAZIMÍR, Štefan. Pestovanie viniča a produkcia vína na Slovensku v minulosti. Bratislava: Veda, 1986.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 91

A	ABS	B	C	D	E	FX
63,74	0,0	13,19	15,38	0,0	3,3	4,4

Lecturers: PhDr. Eva Benková, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-629/17	HS: Ways of Communication Among Central European Dynasties

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Regular attendance (maximum of two absences allowed per semester) and oral presentation of selected topic (according to the teacher's assignement) during semester. Final evaluation of a written seminar paper which students will submit during credit week. Student has to achieve at least 60 percent success rate in all parts of the evaluation. 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

Learning outcomes:
Students have knowledge of basic forms of communication in medieval society. In addition to classic forms such as written communication or diplomacy, they distinguish between symbolic and non-verbal communication. They can identify the role and meaning of rituals, gestures and symbols in the creation, maintenance and administration of medieval political units used by Central European dynasties of the High and Late Middle Ages. Students are able to identify and analyse the mechanism of governance and administration of medieval society using the political communication of these dynasties as an example.

Class syllabus:
Diversity of communication in medieval society
Political and public communication
Symbols, rituals and gestures as means of exercising power
Dynastic policy of Habsbourg, Jagiellon, Luxembourg and Anjou dynasties
Court ceremony and royal etiquette
Everyday life at the aristocratic and royal court
Relation between writing, character and representation
Formation of political elites

Recommended literature:
BOBKOVÁ, Lenka – HOLÁ, Mlada. Lesk královského majestátu ve středověku. Praha: Paseka, 2005. ISBN 8071857734.

KANTOROWICZ, Ernst. Dvě těla krále. Studie politické středověké teologie. Praha: Argo, 2014. ISBN 9788025712405.
KAVKA, František. Život na dvoře Karla IV. Praha: Apeiron, 1993. ISBN 8090070345.
NODL, Martin – ŠMAHEL, František. Slavnosti, ceremonie a rituály v pozdním středověku. Praha: Argo 2014. ISBN 9788025705896.
SCHMITT, Jean-Claude. Svět středověkých gest. Praha: Vyšehrad, 2004. ISBN 8070217294.
ZUPKA, Dušan. Rituály a symbolická komunikácia v stredovekej strednej Európe. Bratislava: FiFUK, 2011. ISBN 9788071658528.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
69,23	0,0	3,85	3,85	3,85	3,85	15,38

Lecturers: doc. Mgr. Dušan Zupka, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-623/00	HS: Women of Saintly Reputation 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to produce partial tasks (preparing for the seminar exercises), to attend lessons regularly and to prepare and present a report on a topic related to the content of a specific seminar.
100% continuous evaluation.
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
At the end of the course, students are familiar with the latest trends used to research the beginnings of female ruling hagiography in general and on the example of famous women from Central and Eastern Europe.
They also have an overview of the basic behavioural patterns of outstanding medieval women. As part of the course, students also need to master the connection between the legacy of the Old Testament and its transcendence and updating when defining the behaviour of women who have passed into history as empresses, queens and saints. This way, students develop the ability to connect several spheres of research in humanities and is able to look at specific issues from the perspective of the mentality of the time.

Class syllabus:
1. Introduction: Students get acquainted with the content of the subject and the credit granting scheme. Students are assigned the topic of their papers.
2. Overview of basic literature and source texts.

3. Eva, the prototype of a negative woman.
4. Sarah, Rebekah and Rachel, prototypes of female holiness.
5. Jael, Judith and Esther, prototypes of female royal holiness.
6. Virgin Mary, Mother of God.
7. Saint Helena and Roman patricians, the beginnings of women's royal hagiography in Europe.
8. Saint Clotilde and Saint Radegund.
9. Signs of hagiography in Croatia (Saint Helena-Jelena?).
10. Holy Princesses (first synthesis from the 13th century: Saint Elizabeth, Saint Agnes of Bohemia, Saint Kunigunda).
11. Saint Margaret of Hungary.
12. Final seminar - end-of-term assessment and conclusion of student evaluation.

Recommended literature:

AVENARIUS, Alexander: Byzantská kultúra v slovanskom prostredí v 6.-12. storočí: K problému recepcie a transformácie. Bratislava: Veda, 1992. ISBN 80-224-0359-8
DUBY, Georges. Damy XII wieku. Warszawa: Czytelnik, 2000. ISBN 830702742X
EMLER, Josef (ed.). Fontes rerum Bohemicarum 1. Praha: Nákladem Musea Království českého, 1873.
HOMZA, Martin. Mulieres suadentes: Presviedčajúce ženy. Bratislava: Lúč, 2002. ISBN 9788071143727
SEREBRJANSKIJ, Nikolaj I. Drevne Russkija kňaženskija žitija: Obzor redakciji i teksty. Moskva: Sinodaľnaja tipografija, 1915.
- further literature and sources will be made available during the semester

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 47

A	ABS	B	C	D	E	FX
57,45	0,0	27,66	12,77	0,0	2,13	0,0

Lecturers: prof. Mgr. Martin Homza, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-624/00	HS: Women of Saintly Reputation 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to complete partial tasks (preparing for the seminar exercises), to attend lessons regularly and to prepare and present a report on a topic related to the content of a specific seminar.
100% continuous evaluation.
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
At the end of the course, students are familiar with the latest trends used to research the beginnings of female ruling hagiography in general and on the example of famous women from Central and Eastern Europe.
They also have an overview of the basic behavioural patterns of outstanding medieval women. As part of the course, students also need to master the connection between the legacy of the Old Testament and its transcendence and updating when defining the behaviour of women who entered history as empresses, queens and saints. This way, students develop the ability to connect several spheres of research in humanities and are able to look at specific issues from the perspective of the mentality of the time.

Class syllabus:
1. Introduction: Students get acquainted with the content of the subject and the credit granting scheme. Students are assigned the topic of their papers.

2. Overview of basic literature and source texts.
3. Eva, the prototype of a negative woman.
4. Sarah, Rebekah and Rachel, prototypes of female holiness.
5. Jael, Judith and Esther, prototypes of female royal holiness.
6. Virgin Mary, Mother of God.
7. Saint Helena and Roman patricians, the beginnings of women's royal hagiography in Europe.
8. Saint Clotilde and Saint Radegund.
9. Signs of hagiography in Croatia (Saint Helena-Jelena?).
10. Holy Princesses (first synthesis from the 13th century: Saint Elizabeth, Saint Agnes of Bohemia, Saint Kunigunda).
11. Saint Margaret of Hungary.
12. Final seminar - end-of-term assessment and conclusion of student evaluation.

Recommended literature:

AVENARIUS, Alexander: Byzantská kultúra v slovanskom prostredí v 6.-12. storočí: K problému recepcie a transformácie. Bratislava: Veda, 1992. ISBN 80-224-0359-8
DUBY, Georges. Damy XII wieku. Warszawa: Czytelnik, 2000. ISBN 830702742X
EMLER, Josef (ed.). Fontes rerum Bohemicarum 1. Praha: Nákladem Musea Království českého, 1873.
HOMZA, Martin. Mulieres suadentes: Presviedčajúce ženy. Bratislava: Lúč, 2002. ISBN 9788071143727
SEREBRJANSKIJ, Nikolaj I. Drevne Russkija kňaževskija žitija: Obzor redakciji i teksty. Moskva: Sinodaľnaja tipografija, 1915.
- further literature and sources will be made available during the semester

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
62,96	0,0	22,22	11,11	0,0	0,0	3,7

Lecturers: prof. Mgr. Martin Homza, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-614/00	HS: World Religions and Eastern Europe in the Medieval Period

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The student is evaluated on basis of submitting the seminar paper. 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

Learning outcomes:
The student has knowledge of activities of the various world religions in Eastern Europe (Judaism, Islam, Christianity) in the Middle Ages.

Class syllabus:
1. Historical trends in Eastern Europe
2. Judaism
3. Christianity
4. Islam
5. The social and political conditions for acceptance of the selected religions
6. Influence of the world religions into culture and art
7. Interactions of religions – inherent antagonism and mutual tolerance

Recommended literature:
L.Marek: Dejiny křestanství na Rusi I., Hostinné: Rubato, 1996. ISBN 80-902256-0-8.
DANIŚ, M. Východná Európa v premenách času I. Bratislava: Univerzita Komenského 1999. ISBN 80-223-1403-X.
GREKOV, B.D.: Kyjevská Rus. Praha : Gosudarstvennoje učebno-pedagogičeskoje, 1953.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
61,76	0,0	17,65	5,88	0,0	0,0	14,71

Lecturers: prof. Mgr. Miroslav Daniš, CSc.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-215/17	Harlem Renaissance

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
30%. Active participation in discussions
30% continuous written assignment
40% final work submission: essay
Minimum Required Level: 60 percent
Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Maximum 2 absences allowed. Students must submit valid proof of absence.
The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee.
Scale of assessment (preliminary/final): 100/ 0 continuous assessment

Learning outcomes:
Students can contextualise the Harlem Renaissance movement in the twenties of 20th C with the social, historical and cultural development of the USA before the movement and afterwards. SS know the characteristic features of Harlem neighbourhood in New York in the context of urban and cultural development of the city, but also other important metropolitan communities in the USA. Students are able to define critically, and present orally and in a written form their opinions on the concepts of black culture, slavery, slave trade, racism, race, ethnicity, metropolis, urban space, civil rights movement, subculture, hip hop, street art, black lives matter movement, white suprematism, systemic racism, intercultural awareness. Students understand the development of metropolitan culture and subculture in the USA in the second half of 20th C and are able critically evaluate the context with the Harlem Renaissance. One of the education results that, however, cannot be quantified, but is equally important, is the growth of SS's sensitivity in the question of migration, social inequality, and identity construction.

Class syllabus:
1.Začiatky obchodu s otrokmi. Politika kolonializmu.
2.Kon3trukcia afro-americkej identity v 19. storočí. Občianska vojna: kontroverzie, a dôsledky.
3.Vznik miest v USA. Migrácia do veľkých miest.
4.Harlem: kultúrne a intelektuálne miesto v meste.
5.Myslitelia harlemskej renesancie.

6.Vizuála, poetic a performatívna estetika harlemskej renesancie.
7.Pád burzy. Sociálny, ekonomický a kultúrny dopad.
8.Hnutie za občianske práva. Historické kroky vpred.
9.Od Harlemu k Bronxu. Vznik mestskej subkultúry.
10.Príbeh hip hopu.
11.Od grafiti k street artu

Recommended literature:

BURGETT, Bruce, and Glenn, HENDLER, ed. by. Keywords for American Cultural Studies. New York: NYC, 2014. ISBN 978-0-8147-0801-9.
CARPIO, Glenda R,. and Werner, SOLLORS, ed. by: African American Literary Studies: New Texts, New Approaches, New Challenges Universitätsverlag WINTER Gmbh. A Quarterly, Volume 55, No. 4. 2010. ISSN: 0340-2827. https://www.jstor.org/stable/i40051482
CARTER, Jacoby Adeshei, "Alain LeRoy Locke", The Stanford Encyclopedia of Philosophy (Summer 2012 Edition), Edward N. Zalta (ed.) URL = <https://plato.stanford.edu/archives/sum2012/entries/alain-locke/>. Summer 2012.
DU BOIS, W. E. Burghardt: The Study of the Negro Problems. The Annals of the American Academy of Political and Social Science. Jan., 1898. Vol. 11 (Jan., 1898), pp. 1 - 23. Sage Publications, Inc. in association with the American Academy of Political and Social Science. https://www.jstor.org/stable/pdf/1009474.pdf
LOCKE, Alain Enter the New Negro. National Humanities Center Resource Toolbox. The Making of African American Identity: Vol. III, 1917 - 1968 http://nationalhumanitiescenter.org/pds/maai3/migrations/text8/lockenewnegro.pdf

Languages necessary to complete the course:
The participation in the course assumes SS can speak the level of English (at least B2) according to the CEFR.

Notes:

Past grade distribution
Total number of evaluated students: 18

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

Lecturers: doc. Mgr. Alena Smiešková, PhD.

Last change: 05.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-069/22	Hgr: Medieval Historiography of Empire and Central Europe

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
To pass the course successfully, students are required to prepare for every seminar, reading the assigned sources of imperial provenance related to the history of the countries in Central Europe. Having prepared at home, students are expected to engage in the seminar discussions, to understand the text and compare it with other sources.
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.
Maximum number of unjustified absences: 2.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
At the end of the course, students have a basic overview of the narrative sources of imperial provenance having to do with the history of Central Europe in the high middle ages. They are able to analyze the reasons why the different medieval imperial texts originated, i.e. the reasons their author had to write them, what might have influenced these authors when writing their work, and how his information influenced later historiography. Students are able to work with narrative sources of German provenance, understand the circumstances of their origin and develop the ability to compare them with sources from the Kingdom of Hungary, Poland and the Czech lands. They are able to apply the acquired knowledge in practice, for example for writing their seminar papers and theses. They are also able to use this theoretical foundations when taking other courses, especially when analyzing the contents of different sources.

Class syllabus:

1. Introductory seminar: students get acquainted with the goal of the course, its requirements, plan, basic literature and sources.
2. Getting familiar and working with databases of original imperial sources on the history of Central Europe - Manuscript, Manuscriptorium, Geschichtsquellen des deutschen Mittelalters, Monasterium and others.
3. Getting familiar and working with databases of editions of imperial sources on the history of Central Europe– dMGH, CMS, RI and others.
4. Annals I: Austrian annals and their continuation – Annales Mellicenses, Annales Admuntenses, Annales Gotwicenses and others.
5. Annals II: Czech annals – known as the Continuation of the (Cosmas) chronicle of the Czechs – Annales Otakarini, Annales Pragenses I – III and others.
6. Annals III: annals from other parts of the Holy Roman Empire – Annales Altahenses and others.
7. Chronicles I: Austrian chronicles written in Latin – Anonymi Leobiensis Chronicon, Chronicon rhytmicum Austriacum, the works by John of Viktring, Thomas Ebendorfer and others.
8. Chronicles II: Austrian chronicles written in German – the works by Jans der Enikel (Weltchronik, Fürstenbuch), die Steirische Reimchronik, die Österreichische Chronik von den 95 Herrschaften, and others.
9. Chronicles III: Czech and other imperial chronicles – Chronicon Aulae Regiae, die Chronik des Mathias von Neuenburg, Ioannes Vitoduranus and others.
10. Other types of sources of imperial provenance concerning the history of Central Europe - catalogues, obituaries, poems and songs of the imperial Minnesängers.
11. Diplomatic sources in narrative sources - taking over documents and letters into chronicles and annals.
12. Final seminar: evaluation of students' work, evaluation of the fulfilment of the course plan, closing evaluation.

Recommended literature:

GOMBOS, Ferenc Albin. (ed.). Catalogus fontium historiæ Hungaricæ ævo ducum et regum ex stirpe Arpad descendentium ab anno Christi DCCC usque ad annum MCCCI. I – IV. Busapestini: b. v., 1937 – 1943. (relevant parts will be provided by the teacher)
KUZMÍK, Jozef. (ed.). Slovník starovekých a stredovekých autorov prameňov a knižných skriptorov so slovenskými vzťahmi. Martin: Matica slovenská, 1983.
PERTZ, Georgius Heinricus et al. Monumenta Germaniae Historica. Scriptores (in Folio) I – XXXIX. Hannoverae: Impensis Bibliopolii Avlici Hahniani, 1826 – 2009. Dostupné na: https://www.dmgh.de/ss.htm [cit. 2021-10-16].
PERTZ, Georgius Heinricus et al. Monumenta Germaniae Historica. Scriptores rerum Germanicarum in usum scholarum separatim editi I – LXXXVI. Hannoverae: Impensis Bibliopolii Hahniani, 1871 – 2016. Dostupné na: https://www.dmgh.de/ss_rer_germ.htm [cit. 2021-10-16].
SOMMERLECHNER, Andrea. Stupor mundi? Kaiser Friedrich II. und die mittelalterliche Geschichtsschreibung. Wien: Verlag der österreichischen Akademie der Wissenschaften, 1998. ISBN 3-7001-2784-7.
- further literature will be specified during the semester

Languages necessary to complete the course:

Slovak
Czech, Latin, German (reading)

Notes:

Past grade distribution
Total number of evaluated students: 4

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

Lecturers: PhDr. Jakub Palko, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-45/22	Historiography: How to Write History

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
Regular attendance. Preparation of a review on a selected book assigned by the instructor during the semester. Working with sources during the courses. A final colloquium consisting of a discussion of previously discussed issues based on the required readings. 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

Learning outcomes:
The Students have knowledge of the basic stages of the development of historiography from the Middle Ages to the present day. They are familiar with an overview of the most important trends and ideological concepts. After acquainting themselves with the works of the most important historians, they can identify selected trends and approaches of contemporary historiography. Students dispose theoretical knowledge of the history of the development of writing about history and the practical skills of the historian's work today.

Class syllabus:
Ancient and Medieval Historiography. Medieval Studies: methods, questions, problems. The most important personalities of medieval studies. The Annales School (Bloch, Febvre, Braudel, Le Goff, Schmitt). Basic methodological approaches (cultural history, historical anthropology, everyday life, microhistory). Selected topics (women, minorities, elites, identities, ethnicity, communication). Social science and historiography – John Stuart Mill, Karl Marx, (Friedrich Engels), Émile Durkheim, Max Weber. Marxist historiography – E. P. Thompson, Eric Hobsbawm. Historiographical change after World War II., trauma and memory – Hannah Arendt. Postmodernism and the linguistic turn – Paul Ricoeur, Hayden White. Structuralism and questions of the subject (sexuality, gender) – Michael Foucault. Intellectual history and global history of thought and conceptual history. Discursive analysis (Searle, Austin, Foucault).

Recommended literature:

BLOCH, Marc. Obrana historie aneb historik a jeho řemeslo. Praha: Argo, 2011. ISBN 9788025704035.
BURKE, Peter. Francouzska revoluce v dějepisectví. Škola Annales (1929-1989). Praha: NLN, 2004. ISBN 9788071067191.
IGGERS, Georg G. Dějepisectví ve 20. století. Praha: NLN, 2002. ISBN 9788071065043.
LE GOFF, Jacques. Paměť a dějiny. Praha: Argo, 2007. ISBN 9788072038626.
VEYNE, Paul. Ako písať o dejinách. Bratislava: Chronos, 1998. ISBN 8096786016.
STORCHOVÁ, Lucie a kol. Koncepty a dějiny. Proměny pojmů v současné historické vědě. Praha: Scriptorium, 2014. ISBN 978-80-87271-87-2.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 85

A	ABS	B	C	D	E	FX
82,35	0,0	7,06	4,71	3,53	2,35	0,0

Lecturers: Mgr. Matej Ivančík, PhD., doc. Mgr. Dušan Zupka, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-987/16	**Course title:** History
Number of credits: 3	
Educational level: II.	

Course requirements:

Successful completion of chosen questions at oral examination.

The student can take the state exam

a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies,

b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program,

c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act,

d) if no disciplinary action is taken against them.

Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.

On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place.

The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam

a) on the following dates assigned for state examinations in the relevant academic year

or

b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.

If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.

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

Learning outcomes:
Students have knowledge and competencies of Slovak history in Central European context and have information about key events of European and World history. They know about phenomena, processes, historical terminology and elementary problems of historiography together with elemental issues of methodology, so they are able to come up with effective use of scientific activities for didactic purpose and intentions.

Class syllabus:
1. The student arrives on the registered date of the state exam according to the schedule set by the department
2. The student receives one question from Slovak history and one question form General history, which is submitted in writing and anonymously in the form of a random selection from printed questions.
3. The examination committee will give the student reasonable time to prepare an oral answer to the question
4. The student presents the prepared answer to one and then to another question in front of the examination committee and answers the additional questions.
5. After the student finishes their answer, the examination committee decides on the results of the state exam in a closed session of the examination committee. There is only one evaluation of both questions.
The course of the state exam and the announcement of its results are public.

State exam syllabus:
Questions, which should be responded to during the state exam are associated with key events of Slovak, European and world history from the Classical Antiquity till the second half of the 20th century. Currently valid questions of state exams are accessible at the web page of departments.
https://fphil.uniba.sk/katedry-a-odborne-pracoviska/katedra-vseobecnych-dejin/studium/magisterske-studium/statnice/

Recommended literature:
Based on the recommended literature for compulsory and semi-compulsory courses of student programme relevant to content of state exams. Highly recommended are synthetic, conceptual and theoretic works, which are necessary to particular courses and give contextual overview and search for reasons and consequences.

Languages necessary to complete the course:
Slovak

Last change: 02.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-51/22	History of Modern Political Thought

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
During the semester, the students are evaluated on basis of 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

Learning outcomes:
Students have a comprehensive understanding of the development and history of modern political thought. Students have the competence not only to catalogue the various ideologies and their basic features, but are also able to understand, historically analyse and interpret the texts, contexts, and correlations of the various currents of political thought or intellectual milieus of the period. Rather than a flat analysis of ideology, the course emphasizes the agency and subjects of political thought, from which students are able to anchor political thought in space. Students are also able to analyse individual political and intellectual movements through historiographical and methodological schools and work dynamically with the underpinnings of contemporary discourses, enabling them to navigate the public sphere in a qualified way.

Class syllabus:
1. Pre-Enlightenment political concepts - state, freedom, parliament, government, legitimacy
2. Enlightenment concepts
3. Liberalism, utilitarianism
4. Conservativism
5. Socialism
6. Positivism, secularism, anti-modern trends, secular conservativism
7. Nationalism
8. Imperialism and colonialism
9. Etatism, Corporativism, political Catholicism
10. Anarchism, radical democratic trends, feminism
11. Theories of totalitarianism, postcolonialism

12. Technocracy, neoliberalism, ordoliberalism, globalism
13. Theories of democracy

Recommended literature:

FREEDEN, Michael. Ideologies and Political Theory. A Conceptual Approach. Oxford: Clarendon Press, 2008. ISBN 978-0-19-829414-6
KOPEČEK, Michal et al. Architekti dlouhé změny. Expertní kořeny postsocialismu v Československu. Praha: Argo, 2019. ISBN 978-80-257-2808-4
NOVOSÁD, František, SMREKOVÁ, Dagmar (eds.) Dejiny sociálneho a politického myslenia. Bratislava: Kalligram, 2013. ISBN 978-80-8101-679-0
HROCH, Miroslv (ed.) Pohledy na národ a nacionalismus. Čítanka textů. Praha: Sociologické nakladatelství, 2003. ISBN 80-86429-20-2
BALL, Terence, BELLAMY, Richard (eds.) Cambridge History of Twentieth-Century Political Thought. Cambridge: Cambridge University Press, 2010. ISBN 978-0-521-69162-8

Languages necessary to complete the course:
Slovak and English language

Notes:

Past grade distribution
Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
66,67	0,0	21,43	7,14	0,0	4,76	0,0

Lecturers: Mgr. Zuzana Kudzbelová, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-698/20	History of Religiosity in the Middle Ages and Early Modern Times

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - Students are required to prepare a max. 20 min. presentation of a selected topic (according to the brief syllabus), presenting a brief overview of the major events and basic developments and processes in the given matter
- Students are required to read the sources and historiographic texts assigned by the teacher during the semester and, subsequently, to take active part in the seminar discussion
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%
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): 100/0

Learning outcomes:
Students get acquainted with older and current trends used when researching religiosity and its tasks in premodern society. Historians traditionally focus on the history of the Church in its institutional, political, and theological aspects. This course, however, teaches students to apply these common approaches to other related aspects of social and cultural history and historical anthropology. Therefore, they will be able to perceive the different forms and aspects of the religious life of society, while gaining an overview of the sources they can work with when dealing with religiosity as defined.

Class syllabus:

1) introduction into the subject. The concept of religiosity.
2) Christianization, conversion
3) Ritual and personal religiousness
4) Female religiousness
5) Communication, preaching
6) Popular religiousness and culture, superstition, paganism
7) Reforms, reform movements, heresies.
8) The written, printed and heard word - the “communication revolution,” the print, public controversy
9) Language and religiosity
10) Religiousness in public space.
11) Marriage, family.
12) Sin, repentance and forgiveness.

Recommended literature:

VAUCHEZ, André. Spirituality of the Medieval West: From the Eights to the Twelfth Century. Cistercian Publications, 1993. ISBN: 9781463218423
LE GOFF, Jacques. Zrození očistce. Praha: Vyšehrad, 2003. ISBN 80-7021-637-9
BOSSY, John. Křesťanství na západě 1400-1700. Praha: Karolinum, 2008. ISBN 978-80-246-1468-7
Further literature and reading assignments will be provided during the semester.

Languages necessary to complete the course:
Slovak
Czech and English for reading

Notes:

Past grade distribution
Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
57,5	0,0	30,0	12,5	0,0	0,0	0,0

Lecturers: Mgr. Stanislava Kuzmová, PhD., Mgr. Peter Benka, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-053/24	History of modern and postmodern visual arts in Slovakia

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary - presentation (around 15 min.) on a chosen topic (work of an artist, their style, technique, etc.), attendance at visits to galleries, active engagement in the discussions during classes
Final - Students need to submit a written term paper based on the interpretation/commentary of a group of works/an oevre of a chosen artist
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: 3.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students gain orientation in the key developmental stages, styles, representative personalities and concepts of modern and postmodern visual arts in Slovakia in the 20th and early 21st centuries.

Class syllabus:
1. The founding generation of Slovak modern art
2. Košice modernism
3. Avant-garde artistic expressions and influences in the interwar period
4. Generation 1909
5. Socialist realism
6. Galandovci (Mikuláš Galanda Group)
7. Abstract art and conceptual art
8. Op-art, kinetic art and geometric abstraction
9. Gradual promotion of postmodernism
10. Neoconceptual and postconceptual art
11. Video art and performance
12. Excursions to galleries in Bratislava, ongoing sharing of observations, comments, asking questions, discussions about works of art and selected topics of artistic life

Recommended literature:
BAJCUROVÁ, Katarína. Moderna. Bratislava: Slovenská národná galéria, 2023.

BARTOŠOVÁ, Zuzana. Napriek totalite. Neoficiálna slovenská výtvarná scéna sedemdesiatych a osemdesiatych rokov 20. storočia. Bratislava: Kalligram, 2011.
GERŽOVÁ, Jana (ed.). Slovník svetového a slovenského výtvarného umenia druhej polovice 20. storočia. Od abstraktného umenia k virtuálnej realite. Idey – pojmy – hnutia. Bratislava: Profil, 1999.
KUSÁ, Alexandra. Prerušená pieseň. Výtvarné umenie v časoch stalinskej kultúrnej praxe 1948 – 1956. Bratislava: Slovenská národná galéria, 2019.
RUSINOVÁ, Zora a kolektív. 20. storočie: dejiny slovenského výtvarného umenia. Bratislava: Slovenská národná galéria, 2000.
Online database: Web umenia. [online] Available on: <https://www.webumenia.sk/>

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 8

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

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 06.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-503/22	Hungary and the Empire 2: Early Modern Period

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - Students are required to read the sources and secondary literature (assigned by the teacher in line with the syllabus topics for each session), and subsequently, take active part in the discussion. They need to be able to work with texts
b) final - Students need to produce an essay on a specific topic (in line with the syllabus). In it, the students show they developed the necessary skills throughout the term to approach the selected issue independently. For this purpose, they need to write 5 - 8 pages in their own words with the relevant bibliography
Scale of assessment (preliminary/final): 60/40
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.
Maximum number of unjustified absences: 2.
Scale of assessment (preliminary/final): 60/40

Learning outcomes:
After completing the course successfully, students are familiar with the basic development tendencies in the contacts between the Kingdom of Hungary and the Empire in the early modern period (16th - 18th century). 'They are able to perceive the processes in the region from a comparative perspective, while taking into account not only the political and military aspects, but also social, economic, cultural, intellectual and church history issues. On the basis of specific material, they are able to analyze and interpret supraregional influences - both material and ideological - in modern society and its specifics. They are familiar with different types of sources, can use them to analyze the relations in the kingdom and are able to work with them

independently. They get familiar with the basic methodological approaches of contemporary European historiography on the example of the topic in question.

Class syllabus:
1) Initial meeting, basic terminology and historiography.
2) The ruler, local and foreign: The Habsburgs as rulers in the Empire and in the Kingdom of Hungary in the 16th and 17th centuries.
3) The Royal Court as a center of power in the early modern period. The aristocracy, supra-regional unions.
4) Political contacts and their country limits: The estates in the mutual contacts of the Kingdom and the Empire
5) Allies and rivals in war (1): part of the estates in the Empire in the anti-Ottoman defense of the Kingdom of Hungary.
Financial aspects. The battlefields in the Kingdom of Hungary as places for gathering experience and fame.
6) Allies and rivals in war (2): the image the "German soldier" had in the Kingdom of Hungary, between a helper and a foreigner.
7) Information networks and the post. Reporting on events on the Ottoman battlefields.
8) Business partners: Economic contacts between the Empire and the Kingdom of Hungary, their social and cultural dimension.
9) The ways of culture: humanism, reformation and cultural exchange in the early modern age
10) Peregrinatio academica and the social dimension of education
11) Immigrants and emigrants. Emigration, immigration and demographic exchange between the Kingdom of Hungary and the early modern age.
12) Model and warning: The attitude of the Kingdom of Hungary's society towards the Empire during the enlightenment.

Recommended literature:
EVANS, Robert John Weston. Vznik habsburské monarchie, 1550-1700. Praha: Argo, 2003. ISBN
80-7203-463-4
EVANS, Robert John Weston - WILSON, Peter (eds.). The Holy Roman Empire, 1495-1806: A European Perspective. Leiden ; Boston : Brill, 2012. ISBN 978-90-04-22872-6
PÁLFFY, Géza. Hungary between two empires, 1526-1711. Bloomington: Indiana University Press, 2021. ISBN 978-0-253-05465-4
Further literature and sources will be provided during the semester.

Languages necessary to complete the course:
Slovak
reading: English, eventually German

Notes:

Past grade distribution
Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
50,0	0,0	25,0	25,0	0,0	0,0	0,0

Lecturers: Mgr. Peter Benka, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KKIV/A-moIS-244/22	Information Literacy in Education

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
during the teaching part: 1. creation of a methodological sheet for teaching information literacy at secondary schools (20 points); 2. written test in the credits assignment week (20 points).
All parts of the evaluation are mandatory. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation will be announced at the beginning of the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The graduate of the course has theoretical knowledge in the field of terminological definition of information literacy and related terms. He understands problematic aspects of the information environment in the context of ethical use of information and information resources. He knows the most important domestic and foreign researches of information literacy, information literacy indicators, concepts and standards in this area. He is able to think critically, can categorize students in the context of their work with information and to design the integration of information literacy into education. He can incorporate the methodology of using information sources in the teaching process and propose procedures for solving problematic aspects related to the information environment.

Class syllabus:
1. Information environment. Problem aspects of the information environment with regard to education. Literacy research.
2. Secure use of information. Creative use of information.
3. Ethical use of information and information sources from the point of view of legislation (copyright, code of ethics, ISO 690).
4. Academic ethics and integrity, plagiarism, types of plagiarism.
5. Information literacy, meta-literacy, multi-literacy. Reading literacy and education.
6. Information and constructivist and research-oriented approach to education, information and problem and project approach.

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

Recommended literature:

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

Languages necessary to complete the course:
Slovak, for recommended literature English at level B2

Notes:

Past grade distribution
Total number of evaluated students: 0

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

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

Last change: 01.04.2022
Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-697/20	Intellectuals and Society in the Early Modern Times in the Hungarian Kingdom

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary assessment throughout the term - Students are required to read the assigned sources throughout the term and, subsequently, discuss and analyse them during the seminar
- Students are required to prepare the biography of a selected personality from the seminar syllabus and present it at the scheduled meeting. This report introduces the subject matter to the whole class
b) final assessment - Students are required to hand in their written reports and the relevant bibliography
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.
Maximum number of unjustified absences: 2.
Scale of assessment (preliminary/final): 70/30

Learning outcomes:
Students get familiar with selected scholars of the early modern period in the Kingdom of Hungary and their opinions. By setting them in the specific context of their time, students will learn to consider important issues of that time, how their contemporaries perceived them, and their significance for the further development.
The discussed questions include, for example, political power issues in the context of absolutism and class/estate/stavovských traditions, confessional diversity and the need for unification, attitudes towards education and health care, issues concerning the origin of people's national or denominational community, etc. Students are able to identify the different approaches that have

been applied when researching a specific issue by focusing on the given researcher as well as by analysing the superindividual processes and the relevant socio-cultural context.

Class syllabus:

1) Intellectuals and society: the individual dimension and superindividual processes in history
2) The legal tradition and the identity of the estates: Štefan Werbőczy
3) Scholars in "public service": Valentín Eck / Ecchius and Martin Rakovský
4) Respublica litteraria: Ján Sambucucs and Sebastián Ambrosius Lam
5) Discovering new worlds: Pavol Rubigall and Ján Dernschwam
6) For the ideals of the estates: Ján Bocatius and Peter Rávay
7) The muses and the rattling of weapons: Mikuláš Zrínsky and Raimondo Montecuccoli
8) Old and new approaches towards the natural world: Ján Bayer and Izák Caban
9) Intellectuals under siege (?): Daniel Krman and Matej Bel
10) Outstanding intellectuals (?): Ján Baltazár Magin and Samuel Timon
11) In the interest of "public well being" and of the House of the ruler: Adam František Kollár and Jozef Bencúr
12) Homeland, language, identity: Juraj Papánek and Juraj Sklenár

Recommended literature:

NOVACKÁ, Mária et al. Od kráľovstva ducha ku kráľovstvu človeka. Bratislava: Tatran 1986.
ŠKOVIERA, Daniel (ed.). Latinský humanizmus. Bratislava: Kalligram 2009. ISBN 978-80-8101-136-8
KVAČALA, Ján. Dejiny reformácie na Slovensku do roku 1711. Liptovský Sv. Mikuláš: Tranoscius 1935.
EVANS, Robert John Weston. Vznik habsburské monarchie, 1550 – 1700. Praha: Argo 2003. ISBN 80-7203-463-4
Further literature will b mentioned during the semester.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
63,64	0,0	21,21	12,12	0,0	3,03	0,0

Lecturers: Mgr. Peter Benka, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-845/25	International relations 1870 - 1938

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
Active participation will be assessed. The evaluation will fully take place during the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
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.

Class syllabus:
1. Trials of periodization and the “Long Nineteenth Century”
2. European Enlightenments: scholarly, ideological and social stakes
3. The French revolution and its unravelling
4. Scholarly nationalisms in the Vormärz era
5. Political Catholicism in comparative perspective
6. Emancipations I: slavery and serfdom
7. Revolutions of 1848: their demands and results in comparison
8. European constitutions of the 19th century: negotiating inclusion and rights
9. Emancipations II: women’s and the workers’ movement

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

Recommended literature:

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.

Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: Mgr. Matej Ivančík, PhD.

Last change: 13.05.2025

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-216/23	Introduction to Irish Studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I., II.

Prerequisites:

Course requirements:
Interim Evaluation
- 20% active participation in seminars
- 20% presentation during class
Final Evaluation:
- 60% seminar work
Grading Scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (failed, no credits awarded) < 60%.
Up to 2 absences are allowed without the need for documentation.
Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Scale of assessment (preliminary/final): 40/60 (%)

Learning outcomes:
Student who completes the course will be familiar with selected works of Irish literature and filmography and their artistic context. They will be able to place the works within a broader historical context and critically analyze them. They will possess literary-critical skills, strengthened through detailed analysis of texts in class, and will be capable of using interpretive skills and critical thinking in the realm of Irish studies. The student will be able to identify the fundamental cultural and historical context of Irish culture and apply this knowledge with insight and a critical perspective on the current situation in the EU, Great Britain, and the USA.

Class syllabus:
The aim of the course is to familiarize students with the basic framework of Irish literature and culture of the 20th and 21st centuries. Selected literary works represent key movements in Irish literature and culture. The reading and analysis of the texts and films is complemented by the

historical and social contexts of Ireland, Great Britain, the EU, and the USA. A “close reading” approach will be the point of departure for the discussion of selected texts and films. Based on their analyses, students present their insights and develop their artistic-critical and presentation skills. One of the course’s content aspects is a critical perspective on the reception of Irish literature in the Slovak (Czech) translation environment.
1. Introduction to the study of Irish literature and film.
2. Ireland in the Sixties. "What do you do with your revolution once you've got it?" The Rocky Road to Dublin (1967), directed by Peter Lennon, cinematography by Raoul Coutard.
3. "History is a Nightmare from which I am trying to Awake." Literary, Historical, and Cultural Context of J. Joyce's Ulysses. 100 Years of James Joyce's Ulysses (2022), directed by Ruán Magan.
4. Reading Joyce's Dublin in Dubliners (1914).
5. Ireland and Hollywood. The Image of Ireland Abroad. The Quiet Man (1952), directed by John Ford.
6. Reading Irish poetry. Yeats, and after Yeats. Poetry as an Agency of Change in a Conservative Cultural Climate. W.B. Yeats, Seamus Heaney, Sinéad Morrissey.
7. Irish Drama in Historical and Cultural Context. Playwrights: Samuel Beckett, G.B. Shaw, Oscar Wilde, J.M. Synge.
8. Struggle for Independence. Tradition of Hunger Strikes in Ireland and Northern Ireland. Hunger (2008), directed by Steve McQueen.
9. Reading Social and Cultural situation in Ireland in Contemporary Irish Fiction: Jan Carson, Claire Keegan, Sally Rooney, Colm Tóibín.
10. Growing up in Ireland: The Quiet Girl (2022), directed by Colin Baired.

Recommended literature:

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.
JOYCE, James. Dubliners. London: Penguin, 2012. ISBN 9780141199627.
O'CONNOR, Frank. Classic Irish short stories. Oxford: Oxford University Press, 1985. ISBN 9780192819185.
WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.
Additional literature will be introduced to students during the course.

Languages necessary to complete the course:
Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

Last change: 09.10.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-216/23	Introduction to Irish Studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Course requirements:
Interim Evaluation
- 20% active participation in seminars
- 20% presentation during class
Final Evaluation:
- 60% seminar work
Grading Scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (failed, no credits awarded) < 60%.
Up to 2 absences are allowed without the need for documentation.
Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Scale of assessment (preliminary/final): 40/60 (%)

Learning outcomes:
Student who completes the course will be familiar with selected works of Irish literature and filmography and their artistic context. They will be able to place the works within a broader historical context and critically analyze them. They will possess literary-critical skills, strengthened through detailed analysis of texts in class, and will be capable of using interpretive skills and critical thinking in the realm of Irish studies. The student will be able to identify the fundamental cultural and historical context of Irish culture and apply this knowledge with insight and a critical perspective on the current situation in the EU, Great Britain, and the USA.

Class syllabus:
The aim of the course is to familiarize students with the basic framework of Irish literature and culture of the 20th and 21st centuries. Selected literary works represent key movements in Irish literature and culture. The reading and analysis of the texts and films is complemented by the

historical and social contexts of Ireland, Great Britain, the EU, and the USA. A “close reading” approach will be the point of departure for the discussion of selected texts and films. Based on their analyses, students present their insights and develop their artistic-critical and presentation skills. One of the course’s content aspects is a critical perspective on the reception of Irish literature in the Slovak (Czech) translation environment.
1. Introduction to the study of Irish literature and film.
2. Ireland in the Sixties. "What do you do with your revolution once you've got it?" The Rocky Road to Dublin (1967), directed by Peter Lennon, cinematography by Raoul Coutard.
3. "History is a Nightmare from which I am trying to Awake." Literary, Historical, and Cultural Context of J. Joyce's Ulysses. 100 Years of James Joyce's Ulysses (2022), directed by Ruán Magan.
4. Reading Joyce's Dublin in Dubliners (1914).
5. Ireland and Hollywood. The Image of Ireland Abroad. The Quiet Man (1952), directed by John Ford.
6. Reading Irish poetry. Yeats, and after Yeats. Poetry as an Agency of Change in a Conservative Cultural Climate. W.B. Yeats, Seamus Heaney, Sinéad Morrissey.
7. Irish Drama in Historical and Cultural Context. Playwrights: Samuel Beckett, G.B. Shaw, Oscar Wilde, J.M. Synge.
8. Struggle for Independence. Tradition of Hunger Strikes in Ireland and Northern Ireland. Hunger (2008), directed by Steve McQueen.
9. Reading Social and Cultural situation in Ireland in Contemporary Irish Fiction: Jan Carson, Claire Keegan, Sally Rooney, Colm Tóibín.
10. Growing up in Ireland: The Quiet Girl (2022), directed by Colin Baired.

Recommended literature:

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.
JOYCE, James. Dubliners. London: Penguin, 2012. ISBN 9780141199627.
O'CONNOR, Frank. Classic Irish short stories. Oxford: Oxford University Press, 1985. ISBN 9780192819185.
WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.
Additional literature will be introduced to students during the course.

Languages necessary to complete the course:
Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

Last change: 09.10.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-229/24	Introduction to Irish Studies 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Course requirements:
Course Requirements:
Each student will make an in-class presentation in English on a selected aspect of Irish culture. Students may choose a topic or theme discussed in class, or may choose another topic related to Irish Studies. The topic chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 60 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 60%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time.
Grading Scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (failed, no credits awarded) < 60%.
Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Scale of assessment (preliminary/final): 40/ 60 %

Learning outcomes:
The student is able:
1: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as intercommuncal relations on the islands of Britain and Ireland.
2. To define and describe significant factual infomation about Ireland, Irish history and cultural identity, as well as governmental systems and social issues.
3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).

4. To critically analyse arguments, statements, documents, and other materials related to a thematic, survey study of Ireland..
5. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

Class syllabus:

Week 1: General, introductory geographical and political on Ireland.
Week 2: Gaelic Games - Myth and Legend.
Week 3: Amhránaíocht ar an Sean Nós (Sean Nós Singing).
Week 4: The Irish cultural roots of Halloween (Oíche Shamhna).
Week 5: Minority Languages
Week 6: Communal historical memonry and identity. The Fields of Athenry and memories of the Great Irish Famine in Irish identity.
Week 7: Commedy and history – The cultural zeitgeist and societal change (Father Ted).
Week 8: Religion in Ireland.
Week 9: Commedy and history – The cultural zeitgeist and societal change (Derry Girls).
Week 10: The Northern Ireland Troubles I: Historical Background.
Week 11: The Northern Ireland Troubles: Northern Ireland today.
Week 12: In-class assessment.

Recommended literature:

Crowley, J., Smyth, W.J. & Murphy, M. 2012, Atlas of the Great Irish Famine, 1845-52, Cork University Press, Cork.
Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.
Girvin, B. 2002, From union to union: nationalism, democracy and religion in Ireland-- Act of union to EU, Gill & Macmillan, Dublin.
Hanley, B. 2018, The impact of the Troubles on the Republic of Ireland, 1968–79: boiling volcano? Manchester University Press, Manchester, UK.
Hast, D. E. & Scott, S. (Stanley A. (2004) Music in Ireland#: experiencing music, expressing culture. New York: Oxford University Press.
McAnallen, D, Hassan, D, & Hegarty, R (eds) 2009, The Evolution of the GAA : Ulaidh, Éire agus Eile, Ulster Historical Foundation, Belfast. Available from: ProQuest Ebook Central. [23 January 2024].
Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.
SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.
Smith, T. (2012) Ancestral imprints: histories of Irish traditional music and dance. Cork: Cork University Press.
Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).
Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

Languages necessary to complete the course:

Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 98

A	ABS	B	C	D	E	FX
36,73	0,0	44,9	14,29	1,02	0,0	3,06

Lecturers: James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

Last change: 28.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-229/24	Introduction to Irish Studies 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I., II.

Prerequisites:

Course requirements:
Course Requirements:
Each student will make an in-class presentation in English on a selected aspect of Irish culture. Students may choose a topic or theme discussed in class, or may choose another topic related to Irish Studies. The topic chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 60 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 60%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time.
Grading Scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (failed, no credits awarded) < 60%.
Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Scale of assessment (preliminary/final): 40/ 60 %

Learning outcomes:
The student is able:
1: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as intercommuncal relations on the islands of Britain and Ireland.
2. To define and describe significant factual infomation about Ireland, Irish history and cultural identity, as well as governmental systems and social issues.
3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).

4. To critically analyse arguments, statements, documents, and other materials related to a thematic, survey study of Ireland..
5. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

Class syllabus:

Week 1: General, introductory geographical and political on Ireland.
Week 2: Gaelic Games - Myth and Legend.
Week 3: Amhránaíocht ar an Sean Nós (Sean Nós Singing).
Week 4: The Irish cultural roots of Halloween (Oíche Shamhna).
Week 5: Minority Languages
Week 6: Communal historical memonry and identity. The Fields of Athenry and memories of the Great Irish Famine in Irish identity.
Week 7: Commedy and history – The cultural zeitgeist and societal change (Father Ted).
Week 8: Religion in Ireland.
Week 9: Commedy and history – The cultural zeitgeist and societal change (Derry Girls).
Week 10: The Northern Ireland Troubles I: Historical Background.
Week 11: The Northern Ireland Troubles: Northern Ireland today.
Week 12: In-class assessment.

Recommended literature:

Crowley, J., Smyth, W.J. & Murphy, M. 2012, Atlas of the Great Irish Famine, 1845-52, Cork University Press, Cork.
Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.
Girvin, B. 2002, From union to union: nationalism, democracy and religion in Ireland-- Act of union to EU, Gill & Macmillan, Dublin.
Hanley, B. 2018, The impact of the Troubles on the Republic of Ireland, 1968–79: boiling volcano? Manchester University Press, Manchester, UK.
Hast, D. E. & Scott, S. (Stanley A. (2004) Music in Ireland#: experiencing music, expressing culture. New York: Oxford University Press.
McAnallen, D, Hassan, D, & Hegarty, R (eds) 2009, The Evolution of the GAA : Ulaidh, Éire agus Eile, Ulster Historical Foundation, Belfast. Available from: ProQuest Ebook Central. [23 January 2024].
Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.
SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.
Smith, T. (2012) Ancestral imprints: histories of Irish traditional music and dance. Cork: Cork University Press.
Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).
Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

Languages necessary to complete the course:

Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 98

A	ABS	B	C	D	E	FX
36,73	0,0	44,9	14,29	1,02	0,0	3,06

Lecturers: James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

Last change: 28.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-230/24	Introduction to Irish Studies 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I., II.

Prerequisites:

Course requirements:
Each student will make an in-class presentation in English discussing their research into similariities and/or differencies between Ireland and there own country in reference to a chosen theme covered during the course. The subject chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 65%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time.
Grading Scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (failed, no credits awarded) < 60%.
Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Scale of assessment (preliminary/final): 40 / 60

Learning outcomes:
The student is able:
1: To research, compare, and contrast cultures, history, and identities in order to assist in broader understanding of national and international dynamics.
2: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as relations on the islands of Britain and Ireland.
3. To define, describe, and contrast significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues with similar issues in a different national context.

4. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).
5. To critically analyse arguments, statements, documents, and other materials related to a thematic study of national identities and cultures.
6. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

Class syllabus:
Week 1: Introduction to course and St. Brigid's Day.
Week 2: Politics of Ireland.
Week 3: St Patrick's Day and Seachtain na Gaeilge.
Week 4: Religion in Ireland II.
Week 5: The Irish Travellers – A Minority Ethnicity
Week 6: Irish Literature in the English Language I.
Week 7: Irish Literature in the English Language II.
Week 8: Ireland in the European Union.
Week 9: The 1916 Rising.
Week 10: Irish Nationalism and the War of Independence.
Week 11: Immigrant communities in Ireland.
Week 12: In-class assessment.

Recommended literature:
Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.
Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).
Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461. DE PAOR. 1988.
BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02. BILOVESKÝ, V. 2013.
Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.
Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

Languages necessary to complete the course:
Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
52,38	0,0	28,57	19,05	0,0	0,0	0,0

Lecturers: James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

Last change: 28.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-230/24	Introduction to Irish Studies 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Course requirements:
Each student will make an in-class presentation in English discussing their research into similariities and/or differencies between Ireland and there own country in reference to a chosen theme covered during the course. The subject chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 65%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time.
Grading Scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (failed, no credits awarded) < 60%.
Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Scale of assessment (preliminary/final): 40 / 60

Learning outcomes:
The student is able:
1: To research, compare, and contrast cultures, history, and identities in order to assist in broader understanding of national and international dynamics.
2: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as relations on the islands of Britain and Ireland.
3. To define, describe, and contrast significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues with similar issues in a different national context.

4. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).
5. To critically analyse arguments, statements, documents, and other materials related to a thematic study of national identities and cultures.
6. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

Class syllabus:
Week 1: Introduction to course and St. Brigid's Day.
Week 2: Politics of Ireland.
Week 3: St Patrick's Day and Seachtain na Gaeilge.
Week 4: Religion in Ireland II.
Week 5: The Irish Travellers – A Minority Ethnicity
Week 6: Irish Literature in the English Language I.
Week 7: Irish Literature in the English Language II.
Week 8: Ireland in the European Union.
Week 9: The 1916 Rising.
Week 10: Irish Nationalism and the War of Independence.
Week 11: Immigrant communities in Ireland.
Week 12: In-class assessment.

Recommended literature:
Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.
Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).
Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461. DE PAOR. 1988.
BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02. BILOVESKÝ, V. 2013.
Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.
Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

Languages necessary to complete the course:
Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
52,38	0,0	28,57	19,05	0,0	0,0	0,0

Lecturers: James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

Last change: 28.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-047/22	Introduction to Roman Epigraphy

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
Systematic preparation and active work in classes. Analysis of the selected text and its subsequent elaboration in written form. Final colloquium. One absence is allowed. In the case of the second absence the student prepares a substitute assignment on the assigned topic. In the case of multiple absences (for serious reasons), the lecturer decides on the substitution of duties or on the repetition of the course. The student is evaluated according to active participation in class throughout the whole semester (sub-assignments, papers, translations and analysis of texts, discussion) and according to final colloquium.
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

Learning outcomes:
The students gain an overview of epigraphic sources -Latin inscriptions and of epigraphy as a science and its importance for the study of the history of ancient antiquity. Students are able to apply basic rules for reading ancient epigraphic sources and they know how to interpret them in a historical context. They are able to work with and to interpret the ancient epigraphic sources of various kinds (fasti Romani, diplomata, miliaria, instrumenta publica, tituli sacri, tituli sepulcrales...). After successful completion of this course, the students know how to work effectively with epigraphic sources, and they also know the basic rules of reading them. The students are able to develop abbreviations, to translate and to interpret. The students are also able to present their knowledge by presenting their own findings and to discuss their interpretations.

Class syllabus:
Introduction to the history of epigraphy. Epigraphy in the world. Epigraphy in Slovakia. The importance of epigraphy for the study of ancient history. Editing and publishing of epigraphic sources. Overview of the most famous collections of inscriptions (CIL, ILS, AE). Corpus inscriptionum Latinarum. Modernising inscription work-inscription databases. Working with online

inscription databases. Types of Latin inscriptions. Reading selected Latin inscriptions and their interpretation. Final colloquium.

Recommended literature:

The students will receive texts of inscriptions at the beginning and during the semester.

VIDMAN, Ladislav. Psáno do kamene, Praha: Academia, 1975.
HOŠEK, Radislav. Tituli Latini Pannoniae Superioris annis 1967 - 1982 in Slovacia reperti. Praha: Univerzita Karlova, 1984.
SCHUMACHER, Leonhard. Römische Inschriften Lateinisch-Deutsch ausgewählt, übersetzt, kommentiert und mit einer Einführung in die lateinische Epigraphik herausgegeben von Leonhard Schumacher. Stuttgart: Philipp Reclam, 2001. ISBN 3-15-008512-8
ŠEDIVÝ, Juraj a kol. Latinská epigrafia, dejiny a metodika výskumu historických nápisov zo Slovenska. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3776-2.
KEPPIE, Lawrence. Understanding Roman Inscriptions, London: Johns Hopkins University Press, 1991. ISBN 9780415151436.
SCHMIDT, Manfred G. Einführung in die lateinische Epigraphik, Darmstadt: Wissenschaftliche Buchgesellschaft, 2015. ISBN-10: 3534267559.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-223/24	Irish Language and Culture 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I., II.

Prerequisites:

Course requirements:
Interim Evaluation:
- Active participation in class and in Irish Studies events – 20%
- In-class presentation – 20%
Final Evaluation:
- In-class final exam – 60%
Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Credits are assigned to the student who acquired a minimal 60 out of 100 points for the fulfillment of the given conditions. Credits are not assigned to the student who fails to submit the seminar work during semester or gains less than the pass grade of 60%. The student has the right to modify their seminar work if it is considered inadequate and/or present a second time.
Scale of assessment (preliminary/final): 40/60 % (preliminary/final)

Learning outcomes:
After finishing the Irish Language and Culture 1 course, the student has developed their following elementary linguistic competencies:
- an ability to read and pronounce Irish as pronounced by native Irish-speakers
- a knowledge of basic (A1) Irish vocabulary
- a knowledge of basic (A1) Irish grammar and grammatical terminology
- an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.)
- an ability to make simple dialogues and communicate on basic topics such as family, food, travelling.
The student who successfully finished the Irish Language and Culture 1 course is able to critically engage in discussions about various aspects of Gaelic Culture in Ireland. The student possesses an introductory knowledge of Gaelic culture and identity, language, and history, both in Ireland and in Britain and have a an understanding of various elements of Gaelic culture in Ireland, such as:
- Sean-Nós Song and Dance

- Myth and Legend
- Folklore
- The cultural divide in Ireland between the Gaeltacht and Galltacht
- The importance of the Irish Language to Irish Identity and history
- Controversial issues surrounding the language, in Ireland, Northern Ireland, the UK, the EU, and further afield.
- Minority Language Rights and Language Revival.

Class syllabus:

Week 1:
- General information about the Irish language and introduction to learning resources.
- Greetings, introductions, and language for the classroom.

Week 2:
- Irish Language pronunciation and spelling. Numbers and telephones numbers.
- A survey of Gaelic culture in Ireland and in Britain, and further afield.

Week 3:
- Telling the time.
- Myth and Legend: Leabhar Gabhála Éireann -The Book of Invasions of Ireland

Week 4:
- Talking about the weather, describing physical charecteristics I.
- Sean Nós Song and Dance

Week 5:
- Talking about the weather, describing physical charecteristics II.
- The Gaelic Cultural Revival and Irish Nationalism.

Week 6:
- An tAinm Briathra (The verbal noun). Talking about current actions and pastimes I.
- Language and Identity in Northern Ireland.

Week 7:
- An tAinm Briathra (The verbal noun). Talking about current actions and pastimes II.
- Popular Irish-Language culture today.

Week 8:
- An Aimsir Láithreach (The present habitual tense). Daily routines I.
- Minortiy Language Identity internationally and Language Revival.

Week 9:
- An Aimsir Láithreach (The present habitual tense). Daily routines II.
- Gaelic Games.

Week 10:
- Likes and Dislikes.
- Controversy surrounding the Irish Lanuage.

Week 11:
- In-class presentations.

Week 12:
- Review and Exam

Recommended literature:

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.
CURTIN, Jeremiah. Myths and folk tales of Ireland. New York: Dover, 1975. ISBN 0-486-22430-9.

DENNISON, Colette. This Is Ireland People Culture Landscape. Dublin: Euro Lingua, 1994. ISBN
1-874159-07-6.
FOSTER, Robert Fitzroy. The Oxford History of Ireland. Oxford: Oxford, 1992. ISBN
0-19-285271-X
WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.

Languages necessary to complete the course:
Language necessary to complete the course: Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:
Additional literature:
Ó Domhnalláin, T. 1967, Buntús cainte: a first step in spoken Irish, Oifig an tSoláthair, Baile Átha Cliath.
Teastas Eorpach na Gaeilge (European Certificate of Irish) Welcome to Teastas Eorpach na Gaeilge (teg.ie)
Bibliography of Irish Linguistics and Literature: https://bill.celt.dias.ie/vol4/index2.html
Irish grammar; - http://nualeargais.ie/gnag/gram.htm
Raidio na Gaeltachta, https://www.rte.ie/rnag/
TG4, https://www.tg4.ie/ga/

Past grade distribution
Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
42,11	0,0	24,56	21,05	8,77	0,0	3,51

Lecturers: James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

Last change: 28.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-224/24	Irish Language and Culture 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Recommended prerequisites:
Irish Language and Culture 1

Course requirements:
Interim Evaluation
- Active participation in class and in Irish Studies events – 20%
- In-class presentation – 20%

Final Evaluation:
- In-class final exam – 60%

Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Grading Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Credits are assigned to the student who acquired a minimal 60 out of 100 points for the fulfillment of the given conditions. Credits are not assigned to the student who fails to submit the seminar work during semester or gains less than the pass grade of 60%. The student has the right to modify their seminar work if it is considered inadequate and/or present a second time.
Scale of assessment (preliminary/final): 40 / 60 % (preliminary/ final)

Learning outcomes:
After finishing Irish Language and Culture 2 course, the student knows how to use basic conversational Irish phrases, common vocabulary, as well as basic grammar and phonology which students have been introduced to during Irish Language and Culture 1. Students further develop their communicative skills in Irish towards achieving an A1 level at the CEFR.
During Irish Language 2 and Culture 2 students have gained the following skills:
- a further developed vocabulalry in line with an A1 level at the CEFR.
- a improved working knowlede of basic Irish grammar and sentence formation.
- an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.)
- functional language related further areas required for the A1 Level according to the CEFR.

The student who successfully finished the Irish Language and Culture 2 course is able to critically

engage in complex discussions about various aspects of Gaelic Culture in Ireland and possesses an informed understanding of a broad range of topics related to Gaelic culture in Ireland, such as:
-A survey of selected Irish-Language Poetry
-Myth and Legend II
-Folklore II
-Survey of Gaelic cultural links between Scotland, Ireland and the Isle of Mann from the Bruce Invasion of Ireland to the Modern Revival.
-Kneecap, An Cailín Ciúin, and short film – Contemporary Irish Language Culture
-Logainmneacha agus Dinnseanchas – Placenames and Lore

Class syllabus:
Week 1:
- Review of language introduced in Irish Language 1.
- Myth and Legend II
Week 2:
- An tAinm Briathartha. Talking about current actions and pastimes I.
- Logainmneacha agus Dinnseanchas – Placenames and Lore
Week 3:
- An tAinm Briathartha. Talking about current actions and pastimes II.
- Logainmneacha agus Dinnseanchas – Placenames and Lore
Week 4:
- An tAinm Briathartha. Talking about current actions and pastimes III.
- Gaelic connections between Scotland and Ireland – The Bruce Invasion of Ireland
Week 5:
- Likes and Dislikes. Prepostional pronoun: le
- Geoffrey Keating's Foras Feasa ar Éirinn – Gaelic Identity in the Early-Modern Period
Week 6:
- Likes and Dislikes II.
- Antoine Ó Raifteiri – Playing music to empty pockets – Gaelic Culture in the Early-Modern Period
Week 7:
- Talking About sickness. Going to the doctor
- Rubaí – Contemporary Irish Language Culture
Week 8:
- An tAinm Briathartha IV. Purpose and cause.
- Kneecap – Contemporary Irish Language Culture
Week 9:
- An Aimsir Láithreach (The present habitual tense). Review.
- An Cailín Ciúin – Contemporary Irish Language Culture
Week 10:
- Food and Drink.
- Review of topics.
Week 11:
- In-class presentations
Week 12:
- Review and in-class exam.

Recommended literature:
CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.

CURTIN, Jeremiah. Myths and folk tales of Ireland. New York: Dover, 1975. ISBN 0-486-22430-9.
DENNISON, Colette. This Is Ireland People Culture Landscape. Dublin: Euro Lingua, 1994. ISBN 1-874159-07-6.
FOSTER, Robert Fitzroy. The Oxford History of Ireland. Oxford: Oxford, 1992. ISBN 0-19-285271-X
WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.

Languages necessary to complete the course:
Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:
Additional literature:
Ó Domhnalláin, T. 1967, Buntús cainte: a first step in spoken Irish, Oifig an tSoláthair, Baile Átha Cliath.
Strana: 2
Teastas Eorpach na Gaeilge (European Certificate of Irish) Welcome to Teastas Eorpach na Gaeilge (teg.ie)
Bibliography of Irish Linguistics and Literature: https://bill.celt.dias.ie/vol4/index2.html Irish grammar; - http://nualeargais.ie/gnag/gram.htm
Raidio na Gaeltachta, https://www.rte.ie/rnag/ TG4, https://www.tg4.ie/ga/

Past grade distribution
Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
38,46	0,0	53,85	7,69	0,0	0,0	0,0

Lecturers: James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

Last change: 10.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-763/25	Jewish Community in Slovakia in the First Half of the 20th Century

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 3

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

Lecturers: Mgr. Adam Urík, Mgr. Richard Bešenyi, Mgr. Adrián Cetera, Mgr. Pavol Holý

Last change: 23.05.2025

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-mpAN-400/18	Language and Presentation Skills

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
100% continuous evaluation - active participation in discussions (30%), continuous fulfillment of assignments (30%), submission of partial presentations (20%) as well as the final presentation (20%) is required.
Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The course aims to strengthen and develop the language and analytical skills necessary for the preparation and implementation of an oral presentation of a scientific problem (in the field of literary criticism, theory, history, social and cultural context) through practical teaching and exercises.
The aim of the course is to provide students with the opportunity to acquire the skills necessary for academic presentation.
At the end of the educational process, the student knows how to proceed in the preparation of an argumentative presentation.

Class syllabus:
1. Introduction and general information about the subject.
2. Presentation and language skills in a social context.
3. Questioning and asking productive research questions.
4. Theses and hypotheses - different approaches.
5. How to define and present a thesis - practical exercises.
6. Work with literature and selection of relevant sources.
7. Citation styles and their use, differences between oral and written expression.
7. Analysis and interpretation of a literary text.

Recommended literature:
BLAKE, Jason. Writing Short Literature Essays: a Guide for Slovenian Students. Celje: Samozaložba, 2010. ISBN 978-961-245-898-0.
BRADBURY, Andrew. Jak úspěšně prezentovat a přesvědčit. Brno: Computer Press, 2007. ISBN 978-80-251-1622-7.

GREENBLATT, Stephen a Giles GUNN (eds.). Redrawing the Boundaries the Transformation of English and American Literary Studies. New York: Modern Language Association of America, 1992. ISBN
0-87352-396-2.
HAMP-LYONS, Liz a Ben HEASLEY. Study Writing a Course in Writing Skills for Academic Purposes. Cambridge: Cambridge University Press, 2006. ISBN 978-0-521-53496-3.
LACKO, Ivan. How to present perfectly, simply, and continuously ideas (not only) for academic assignments and examinations. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5337-3
THEOBALD, Theo. Zlepšete své prezentační dovednosti: jak srozumitelně, inspirativně a sebevědomě prezentovat. Brno: Lingea, 2020. ISBN 978-80-7508-611-2.

Languages necessary to complete the course:
C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution
Total number of evaluated students: 235

A	ABS	B	C	D	E	FX
80,0	0,0	12,77	3,83	0,0	0,85	2,55

Lecturers: doc. Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD., PhDr. Jozef Pecina, PhD., doc. Mgr. Alena Smiešková, PhD., PhDr. Katarína Brziaková, PhD., Mgr. Marián Gazdík, PhD., prof. PhDr. Daniel Lančarič, PhD.

Last change: 20.06.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-699/20	Language and Society in the Early Modern Times

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - Students are required to prepare a max. 20 min. presentation of a selected topic (according to the brief syllabus), presenting a brief overview of the major events, development and processes concerning the matter at hand
- Students are required to read the sources and historiographic texts assigned by the teacher throughout the term and, subsequently, take active part in the seminar discussion
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.
Maximum number of unjustified absences: 2.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students get familiar with the possibilities the study and use of a language offers to historians.
The early modern period is characterized by the growing use of vernacular (“popular,” “national”) languages in written and official culture. For its multicultural character, the Kingdom of Hungary constitutes a very specific case in this respect. Therefore, students become familiar with various aspects of language in society, namely different languages and dialects coexisting together, literary vs colloquial languages, their social and cultural roles, the influence of confessional and political views and the way different language issues reflect in the works of scholars. At the end of the course, students are able to approach language from a historical perspective, in the intentions of methodological approaches of the time and can analyze the social and cultural (i.e. non linguistic) aspects of language.

Class syllabus:

1) Theoretical foundations. Language, dialect, sociolect. Language community. Bilingualism and diglossia.
2) The beginnings of vernacular written culture in the Middle Ages. Pragmatic literature and literary traditions.
3) The Kingdom of Hungary as a multilingual society in the late Middle Ages and early modern times. Latin as the administrative, ecclesiastical and educational language.
4) The language of a political community.
5) The Language(s) of an urban community.
6) Language in the European Forum. Diplomacy, interpreting, translations. Ciphers.
7) Humanism and the comeback of classical Latin. The beginnings of philology. Grammaticalization.
8) The reformation and the new tasks of language.
9) Printing and the standardization of vernacular languages.
10) "Anxiety about scarcity" and linguistic pride. Purification efforts vs intelligibility.
11) Language and collective identity.
12) Vernacular literary tradition. Education.
13) Prospects for modern times.

Recommended literature:

BURKE, Peter. Jazyky a společenství v raně novověké Evropě. Praha: NLN, 2011. ISBN 978-80-7422-069-2
BENKA, Peter. Jazyk a mesto : Bardejov v ranom novoveku. Bratislava: UK, 2019. ISBN 978-80-223-4853-9
ĎUROVIČ, Ľubomír. O slovenčine a Slovensku. Bratislava: VEDA, 2004. ISBN: 978-80-224-0806-9
Further literature and reading assignments will be provided during the semester.

Languages necessary to complete the course:
Slovak
English and Czech for reading

Notes:
The course thematically corresponds with the research grants, currently realized at the Department of Slovak History, namely: APVV-16-0374 and APVV-20-0598.

Past grade distribution
Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
77,27	0,0	18,18	4,55	0,0	0,0	0,0

Lecturers: Mgr. Peter Benka, PhD.

Last change: 28.03.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-698/23	Latin language and ancient cultural heritage

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes, regular preparation for each class. Two absences are permitted, in the case of a third absence the student gets a compensatory assignment. Evaluation: 1. A paper on a chosen topic during the semester – 30%. 2. Test at the end of the semester -70%. 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

Learning outcomes:
The student gains knowledge of ancient Roman traditions and acquires basic knowledge of the Latin language. The student can work with ancient sources and basic Latin terms and understands the problems of political, economic, social, and cultural development of the ancient Roman world. The student understands the cultural and social importance of ancient civilizations, its receptions and traditions, as well as the key events of ancient cultural and political history. The student has knowledge of the basic vocabulary and grammar of the Latin language. The student will become aware of the fact that antiquity and the Latin language serve as a constant source of inspiration anchoring Slovak culture in a wider European context, of which it is an integral part.

Class syllabus:
Introduction
Basic literature and heuristic sources – encyclopaedias, bibliographies, bibliographical dictionaries, databases
Sources for ancient history
Latin as an international and professional language
The importance of Latin for the scientific work (not only) of the historian
Pronunciation of the Latin language, its characteristics and development
Ancient motifs in art (sculpture, painting, architecture)
Basics of Latin grammar
Antiquity through the eyes of film directors and writers
Latin nouns, adjectives, verbs
The influence of antiquity on European culture

Ancient culture and traditions (Roman calendar, oratory, historiography, law, philosophy) and Latin terminology

Recommended literature:

Additional literature will be presented at the beginning and during the semester. Learning materials and texts will be available on MS Teams.

Doplnková literatúra bude prezentovaná na začiatku a počas semestra. Učebné materiály a texty budú dostupné na MS Teams.

KEPARTOVÁ, Jana. Římané a Evropa. Praha: Karolinum, 2005. ISBN 80-246-0862-6
KEPARTOVÁ, Jana (ed.) Antika? Zajděte do kina, přečtěte román, Praha: NLN, 2006. EAN 9788071068501
ANDOKOVÁ, Marcela et al. Bežný život starých Rimanov, Bratislava: Iris, 2020. ISBN 9788082000644
CONTE, Gian Biagio. Dějiny římské literatury. Praha: KLP, 2003. ISBN 978-80-86791-57-9
VALACHOVIČ, Pavol. Dejiny antiky. Bratislava: Hlbiny, 2014. ISBN 978-80-89743-03-2
ADKINS, Lesley, ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
28,57	0,0	21,43	28,57	7,14	0,0	14,29

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 18.05.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-107/15	Linguistic and Cultural Aspects of Discourses

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes, 2 written tests (midterm/end-of.term - 40%/40%). The additional criterion is a presentation on the assigned topic according to the syllabus (20%). A minimum overall score of 60% is required to successfully pass the course.
Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A
The instructor will accept a maximum of two documented absences.
A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations.
Scale of assessment (preliminary/final): 100/0 (%)

Learning outcomes:
The student is familiar with the basic terms and theories of discourse and is able to analyze its various types, is familiar with the current issues and trends influencing discourse, is able to identify linguo-cultural aspects of discourse and its historical conditions, is able to recognize informational and hidden or manipulative aspects of discourse and utilize effective elements in communication, is familiar with the possibilities and methods of contrastive analysis of English and Slovak discourse.

Class syllabus:
(Note: Some topics may extend over several weeks.)
1. Introduction to the theories if discourse.
2. Language and context; situational, social, cultural and political context.
3. Language and power, politics and law; parliamentary, government and election documents and speeches, ways of informing, influencing and manipulation.
4. Language and gender; gender-sensitive language, women and sexual minorities in discourse.
5. Language and race, nationality, ethnicity; racial and ethnic identity in discourse, historical conditions.
6. Language and religion.
7. Excursion (in the footsteps of anthems in Slovakia).

Recommended literature:

DIJK, Teun A. van. Society and Discourse. How Social Contexts Influence Text and Talk. Cambridge: Cambridge University Press, 2012. ISBN 978-1-107-40710-7.
GEE, James P. a Michael HANDFORD (ed.). The Routledge Handbook of Discourse Analysis (Routledge Handbooks in Applied Linguistics). London: Routledge, 2014. ISBN 978-0-415-70978-1.
CHARTERIS-BLACK Jonathan. Analysing political speeches rhetoric, discourse and metaphor. Basingstoke: Palgrave Macmillan, 2014. ISBN a 978-0-230-27439-6.
FOWLER, Roger. Language in the news discourse and ideology in the press. London: Routledge, 1991. ISBN 0-415-01419-0. ISBN 978-0-415-01419-9.
MACHIN, David a Andrea MAYR. How to do critical discourse analysis a multimodal introduction. London: SAGE, 2013. ISBN 978-0-85702-892-1.
SIMPSON, Paul a Andrea MAYR. Language and Power: A Resource Book for Students. Routledge: London and New York, 2010. ISBN 978-0-415-46900-5.

Languages necessary to complete the course:
Students must be proficient to at least CEFR level B2 to attend the course.

Notes:

Past grade distribution
Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
28,57	0,0	35,71	21,43	0,0	7,14	7,14

Lecturers: Mgr. Jozef Lonek, PhD.

Last change: 04.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Antirequisites: FiF.KAA/A-muAN-595/15	

Course requirements:

All matters pertaining to state examination are set out in Article 14 of the Study Regulations of the Faculty of Arts.

In the master's study programmes, the state examination consists only of the defence of the Master's thesis. The student chooses the department as a training centre which corresponds to the discipline within which he/she wants to write the final thesis. He/she reports this choice by the deadline set by the department, provided that he/she is able to find a supervisor and a suitable topic in the relevant department.

For the successful defence of the Master's thesis as the subject of the state examination in the master's degree programmes conducted at the Department of British and American Studies, students will receive credits according to the current study plan (currently 10 credits).

Requirements for the admission to the defence are as follows:

- fulfillment of the requirements of the study plan concerning the prescribed composition of courses and their credit value so that after awarding the credits for the state examination the student obtains the required number of credits for the master's degree;
- submission of the Master's thesis (electronically via the academic information system AIS) by the thesis submission deadline corresponding to the relevant state examination period according to the academic year schedule set by the faculty.

The thesis is evaluated by the standard grading scale (0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A) by the supervisor of the thesis and the designated opponent in the assessment reports, which are available to the student no later than 3 working days before the state examination.

The supervisor's report shall also include the percentage of compliance results from the originality check protocols (CRZP, Theses), which must be explicitly evaluated by the supervisor with the wording "the thesis shows/does not show signs of plagiarism".

The Master's thesis will take the following form:

The defence will consist of a thesis presentation (the student chooses the form of the defence, the PPT format can also be used) and the student's response to a broader theoretical question, which is assigned to the student by the supervisor upon the Master's thesis submission. The supervisor will include this question in the assessment report as one of the points of discussion for the defence; it will also be included in the defence report.

The thesis presentation must:

- Include a clearly articulated thesis statement,
- have a clear and logical structure of argumentation and findings,
- reflect a new perspective on the issue as a result of adequate and appropriate work with the findings gained through own research, the conclusions of which the student is able to present and formulate.

The criteria for the evaluation (of the defence) of the Master's thesis at the Department of British and American Studies are as follows:
- Quality of the Master's thesis (originality, significance of the analysis, clear formulation of the scientific problem and hypotheses under study, scope of the professional and scientific literature used),
- the adequacy of the methodological approach to the topic under study, the analysis logically and coherently answers the research questions,
- systematic and logical summary of the results of the analysis,
- compliance with citation standards (MLA...),
- language level of the presentation (academic language at least at B2 level),
- quality of the presentation and communication skills.
The evaluation of the thesis will include the areas below with the corresponding weighting (out of 100):
PART A: CONTENT
• Overall structure and organization (adequacy, scope, objectivity, coherence, cohesion) 15
• Theoretical knowledge related to the research topic 15
• Methodology (identifying concepts, research problems, aims, tasks, choosing adequate methods) 15
• Analysis (quality, depth, complexity) 15
• Originality and contribution (degree of originality, own contribution to knowledge) 10
PART B: FORM
• Adequate work with information sources (extent, structure, reliability, adequacy, compliance with a citation style) 15
• Language and style 10
• Typography and layout 5
Scale of assessment (preliminary/final): 0/100 (%)

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

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

State exam syllabus:

Recommended literature:

BAZERMAN, Charles. The Informed Writer: Using Sources in the Disciplines. 3rd edition. Boston: Houghton Mifflin, 1989. ISBN 0-395-36901-0.
BLAIR, Lorrie. Writing a Graduate Thesis or Dissertation [online]. Brill, 2016. Dostupné na: EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1171828&lang=sk&site=ehost-live&scope=site.
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf
Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf
WHITE, Barry. Mapping Your Thesis [online]. Camberwell, Vic: ACER Press, 2011. ISBN 9780864318237. Dostupné na: https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=384475&lang=sk&site=ehost-live&scope=site.

Languages necessary to complete the course:

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

Last change: 08.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muFI-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	

Course requirements:

Submission of the diploma thesis by the deadline specified in the timetable of the current academic year for the respective date of the state examination. The diploma thesis is submitted in a printed version in two bound copies (at least one of which is in hardcover) to the relevant department and in an electronic version via AIS. The thesis must meet the parameters specified by Internal Regulation No. 7/2018 Directive of the Rector of Comenius University on the basic requisites of final theses, rigorous theses and habilitation theses, control of their originality, storage and accessibility at Comenius University in Bratislava. The provisions of Article 14 of the Study Regulations of the Faculty of Arts of Comenius University apply to the evaluation of the diploma thesis as a subject of the state examination.

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

Learning outcomes:

When writing the diploma thesis, students are able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. The diploma thesis is a contribution to the relevant field of study.

Class syllabus:

1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the students adequately treat the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether they work adequately with hypotheses that can be verified. The diploma thesis shall be an apparent contribution to the relevant field of study.
2. Originality of the thesis (the thesis must not be plagiarized, it must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination also includes an originality protocol from the central register, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Accuracy and correctness of the quotation of used information sources, research results of other authors and author teams, correctness of the description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by Internal Regulation No. 12/2013;
5. Respecting the recommended length of the thesis (the recommended length of a diploma thesis is usually 50-70 standard pages - 90,000 to 126,000 characters including spaces), the appropriateness of the scope of the thesis is judged by the supervisor;
6. Linguistic and stylistic level of the thesis and formal editing;

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	

Course requirements:

The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master´s thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis. The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale (0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A), which the student receives a minimum of three working days before the defence. Master thesis evaluation criteria consider the fulfilment of the goals of the thesis in its assignment, originality of the work verified by protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations. Correctness and accuracy of citation of used information sources, compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University and linguistic and stylistic level of work and formal adjustments are also taken in account. The adequacy of the length of the thesis is assessed by the thesis supervisor. The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the bachelor's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.
Scale of assessment (preliminary/final): 0/100

Learning outcomes:

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

Class syllabus:

1. The student presents the bachelor's thesis in front of the committee for state exams, the opponent of the master's thesis, and those present.

2. The student responds to comments and questions in the evaluations.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

State exam syllabus:

Recommended literature:

LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Dostupné na: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf
• Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf
• Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/

Languages necessary to complete the course:
Slovak

Last change: 01.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	

Course requirements:

The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.

The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.

Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A

Master's thesis evaluation criteria:

1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.
2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.
3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.
4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.
5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.
6. Linguistic and stylistic level of work and formal adjustments.

The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The

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

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

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

State exam syllabus:

Recommended literature:
• LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf
• Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf
• Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/

Languages necessary to complete the course:
Hungarian (C2)

Last change: 01.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	

Course requirements:

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

Learning outcomes:

The student has mastered the requirements of writing a professional text in compliance with the rules of academic ethics. He/she knows the methods used in the field of study, is able to elaborate the chosen topic of the diploma thesis at the level of a scientific study, with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After

a successful defence of the thesis, the student is able to design, implement, critically reflect and justify his/her research plan. He/she understands the context of the problem addressed, can clearly formulate research conclusions, conceive his/her own positions and propose recommendations. Can respond flexibly to questions about the research topic, its methodology and conclusions.

Class syllabus:
1. Presentation of the diploma thesis to the students before the state examination committee, the opponent of the diploma thesis and the attendees. 2. Student's response to the reviews - comments and questions. 3. Student's response to questions from the State Examination Committee, or in a wider discussion.

State exam syllabus:

Recommended literature:
LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Dostupné na: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf. Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf. Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske- studium/zaverecne-prace/

Languages necessary to complete the course:
german level C1/C2, slovak

Last change: 03.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSJ/A-muSL-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Antirequisites: FiF.KSJ/A-muSL-595/15	

Course requirements:

Submission of the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The thesis must meet the parameters determined by the internal quality system of the Comenius University. The provisions of Article 14 of the Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts, Comenius University) apply to the master's thesis evaluation.
The supervisor of the final thesis and its opponent will prepare assessments of the master's thesis and propose an evaluation in the A-FX grading scale, which the student has at his/her disposal min. 3 working days before the defence. Master's thesis evaluation criteria:
1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis and the requirements for the content of the master's thesis given by the internal quality system of the Comenius University. It is assessed whether the student has developed a chosen subject at the level of a scientific study, with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the field of study is also assessed, and the degree of demonstration of knowledge and understanding of the master's thesis is reflected.
2. Originality of the thesis (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses, to the results of which the thesis supervisor and the opponent express their opinions in their assessments.
3. Correctness of citing the selected information sources, research results of other authors and author's collectives, correctness of description of methods and working procedures of other authors or author's collectives.
4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of the Comenius University.
5. Respecting the recommended range of the master's thesis (the recommended range of the master's thesis is usually 50 - 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the range of the thesis is assessed by the thesis supervisor.
6. Linguistic and stylistic level of the thesis and formal layout.
The student orally presents the content, achieved goals and conclusions of the master's thesis and answers the questions and comments of the thesis supervisor, opponent, or members of the examination board. The commission will comprehensively evaluate the quality of the master's thesis, assess the method and form of the defence and the student's ability to adequately respond to comments and questions in the assessments of the thesis supervisor and of the opponent. The final evaluation will consider the evaluations from the supervisor's and opponent's assessment, the evaluation of the final thesis defence by the commission.

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

Learning outcomes:
The student has mastered the basic requirements of writing a professional text in compliance with the rules of academic ethics. He/she knows the methods used in his/her study field, is able to compose the selected subject of the master's thesis on a scientific study level, with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student can project, implement, critically reflect on and justify his/her research goal. He/she understands the contexts of the problem to be solved, he/she can clarify his/her research outcomes, form his/her own opinions and suggest recommendations. He/she can argumentatively and promptly react to questions concerning the subject, its methodology and conclusions.

Class syllabus:
1. Presentation of the master's thesis to students with the commission for state exams, opponents of the master's thesis and others present.
2. Student's response to the assessments – comments and questions.
3. Student's response to the commission's questions or questions in the discussion.

State exam syllabus:

Recommended literature:
LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf
Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf
Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske studium/zaverecne-prace/
Additional literature depends on the master's thesis specialization.

Languages necessary to complete the course:
slovak

Last change: 23.03.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KAA/A-muAN-592/15

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required
Scale of assessment (preliminary/final): 100/0 (%)

Learning outcomes:
Definition of the master’s thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09].
Available at: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf

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

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 69

A	ABS	B	C	D	E	FX
73,91	0,0	8,7	10,14	2,9	2,9	1,45

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

Last change: 20.06.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-muFI-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required
Scale of assessment (preliminary/final): preliminary 100%

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available on: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf

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

Languages necessary to complete the course:
Slovak, (add another language according to the specifics of the study programme in case of language studies)

Notes:

Past grade distribution
Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
65,38	0,0	3,85	19,23	3,85	7,69	0,0

Lecturers: prof. Mgr. Michal Chabada, PhD., prof. PhDr. Zlatica Plašienková, CSc., prof. PhDr. Emil Višňovský, CSc., prof. PhDr. František Gahér, CSc., prof. Mgr. Marián Zouhar, PhD., prof. Mgr. Andrej Kalaš, PhD., doc. Mgr. Erika Lalíková, PhD., doc. PhDr. Mariana Szapuová, CSc., Mgr. Róbert Maco, PhD., Mgr. Martin Nuhlíček, PhD., doc. Mgr. Lukáš Bielik, PhD., Mgr. Juraj Halas, PhD., doc. Dr. Vladimír Marko, PhD., Mgr. Filip Tvrdý, PhD., PhDr. Daniela Vacek, PhD., Mgr. Ján Machaj, PhD.

Last change: 17.03.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muHI-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of the master’s thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
75,0	0,0	9,09	4,55	2,27	9,09	0,0

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

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KGNŠ/A-muNE-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment - the seminar takes place through individual consultations with the supervisor. Final evaluation based on averaging of work results. With regard to the specifics of the course, the following are evaluated: systematic preparation of the thesis in accordance with the objectives set out in the assignment, regular consultations with the thesis supervisor and acquaintance of the thesis supervisor with the progress on agreed tasks, which include: . The evaluation in the A-FX classification scale will be awarded to the graduate by the supervisor of the final thesis on the basis of meeting the individual conditions agreed at the beginning of the semester. Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon successful completion of the course, the student knows the published domestic and foreign secondary literature, or. archival sources concerning the issues of the diploma thesis, can analyze, interpret and critique them. He has the knowledge and skills to process the theoretical and analytical part of his thesis. Practically manages theoretical preparation, methodology and research methods, can formulate a research problem, research questions and hypotheses. He knows how to design a research plan. He / she is able to process the obtained data, verify hypotheses and formulate conclusions.

Class syllabus:
1. Defining the main and partial goals of the diploma thesis. 2. Information survey on the issue of diploma thesis. 3. Analysis, interpretation and critique of professional literature, or. historical sources and others information sources on the issue of the diploma thesis. 4. Data collection, processing and interpretation. 5. Continuous and consistent creation of citation apparatus for the diploma thesis. 6. Compilation of the structure of the diploma thesis in the context of its topic and requirements for the structure of the diploma thesis given by the internal quality system of Charles University. 7. Terminological definition of the diploma thesis. 8. Methodological definition of the topic. 9. Elaboration of the theoretical part of the diploma thesis. 10. Elaboration of the practical part of the diploma thesis.

Recommended literature:

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

Languages necessary to complete the course:
german (level C1/C2), slovak

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers: doc. Mgr. Katarína Motyková, PhD., doc. Mgr. Miloslav Szabó, PhD., Mgr. Monika Šajánková, PhD., doc. Mgr. Jozef Tancer, PhD., Mgr. Ivana Zolcerová, PhD.

Last change: 31.03.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muPE-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muPE-592/15

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis).

Recommended literature:
• Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2021-08-13]. Dostupné na: https://midas.uniba.sk/
• LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2021-01-09]. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf
• LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri

písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65. ISSN (print) 1338-4163. Dostupné tiež na: https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf
• Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf
• Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/
• Selection of scholarly literature according to the chosen topic of the thesis.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 7

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

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

Last change: 09.09.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSJ/A-muSL-350/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required
Violation of academic ethics results in the cancellation of earned points in the relevant item.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
52,63	0,0	22,81	15,79	1,75	5,26	1,75

Lecturers: doc. Mgr. Alena Bohunická, PhD., doc. Mgr. Gabriela Múcsková, PhD., Mgr. Katarína Muziková, PhD., prof. PhDr. Oľga Orgoňová, CSc., Mgr. Zuzana Popovičová Sedláčková, PhD., Mgr. Maryna Kazharnovich, PhD., doc. Mgr. Miloš Horváth, PhD., doc. Mgr. Peter Darovec, PhD., Mgr. Marta Fülöpová, PhD., prof. Mgr. Dagmar Garay Kročanová, PhD., Mgr. Marianna Koliová, PhD., Mgr. Matej Masaryk, PhD., prof. PhDr. Miloslav Vojtech, PhD., doc. Mgr. Veronika Rácová, PhD., Mgr. Ľubica Blažencová, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KMJL/A-muMA-592/22	Master's Degree Thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf

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

Languages necessary to complete the course:
Hungarian Language C2

Notes:

Past grade distribution
Total number of evaluated students: 11

A	ABS	B	C	D	E	FX
90,91	0,0	0,0	9,09	0,0	0,0	0,0

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

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: PriF.KDPP/N-mOBH-101/22	**Course title:** Master's Thesis Defence
Number of credits: 10	
Educational level: II.	
State exam syllabus:	
Last change: 22.08.2022	
Approved by: prof. PhDr. Roman Holec, DrSc.	

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
PriF.KDPP/N-mUXX-102/22	Master's Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 164

A	ABS	B	C	D	E	FX
59,15	0,0	16,46	11,59	3,66	6,71	2,44

Lecturers: prof. RNDr. Miroslav Prokša, CSc., doc. RNDr. Štefan Karolčík, PhD., doc. RNDr. PaedDr. Zuzana Haláková, PhD., doc. PaedDr. Elena Čipková, PhD., RNDr. Soňa Nagyová, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., doc. PaedDr. Anna Drozdíková, PhD., prof. RNDr. Ladislav Tolmáči, PhD., doc. Mgr. Marcel Horňák, PhD., RNDr. Ivan Ružek, PhD., doc. RNDr. František Križan, PhD., RNDr. Katarína Danielová, PhD., PhDr. ThLic. Peter Ikhardt, PhD., Mgr. Štefan Zolcer, PhD., RNDr. Jana Ciceková, PhD., doc. RNDr. Eliška Gálová, PhD., prof. RNDr. Andrea Ševčovičová, PhD., RNDr. Jana Chrappová, PhD., doc. Ing. Mária Mečiarová, PhD., Ing. Jozef Kahan, PhD., Mgr. Barbora Števove, PhD., Mgr. Slavomír Čerňanský, PhD., prof. Mgr. Natália Hlavatá Hudáčková, PhD., PaedDr. Dominik Šmida, PhD., PhDr. Michael Fuchs, PhD., doc. RNDr. Daniel Gurňák, PhD.

Last change: 14.09.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KŽ/A-moZU-153/22	Media Literacy

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KŽ/A-moZU-005/15

Course requirements:
1) Outline and justification of the lecture topic in the scope of 2 A4 pages (preparation of the lecture outline for high school) - focus on Information Literacy, Media Education and Misinformation; 2) Final exam/test (study of required and recommended literature, information from lectures); Students will demonstrate their knowledge of the lectured areas in the final exam/test, which will focus on the readings and lectures during the semester. A maximum of 2 absences are allowed. The final exam may be partially replaced by the student's lectures at the high school - by agreement with the teacher. Exam dates will be announced via AIS no later than the last week of the class period. Grading scale: A (100-92%), B (91-85%), C (84-76%), D (75-68%), E (67->60%), Fx (≤60%)
Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item.
Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40/60

Learning outcomes:
The students have a basic overview of the functioning of the media and the media environment in Slovakia. They are aware of the dangers of the phenomenon of disinformation, they understand the functioning, philosophy and threat of disinformation websites, their hypocrisy and economic interests. They understand the differences between information sources and are also familiar with the basics of media education and information literacy in Slovakia. Based on the curriculum and the project of lectures, they are ready to pass on the acquired knowledge at secondary schools in their home regions in Slovakia. Graduates of the course are also ready to professionally master the cross-cutting theme of media education at secondary and primary schools in Slovakia.

Class syllabus:
1) Assignment of tasks, presentation of the situation in the field of media education in Slovakia
2) Media education - pedagogy
3) Parental mediation
4) Basic characteristics of media and dual broadcasting system
5) Journalism bacics

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

Recommended literature:
BRESTOVANSKÝ Martin. Úvod do mediálnej výchovy (vysokoškolské skriptá), Trnava, Trnavská univerzita v Trnave, 2010, ISBN 978-80-8082-396-2. [online] Dostupné na: https://www.researchgate.net/publication/337911960_Uvod_do_medialnej_vychovy_VS_skripta MIČIENKA, Marek, JIRÁJ, Jan a kol. Základy mediální výchovy. Praha: Portál, 2007. 295 s., ISBN 978-80-7367-315-4. HACEK, Ján. Lojalita recipienta k spravodajským webom. Bratislava: MASS-MEDIA-SCIENCE, 2014. [online] Dostupné na: https://www.researchgate.net/publication/336739639_Lojalita_recipienta_k_spravodajskym_webom_Recipient_Loyalty_to_the_News_Webs HACEK, Ján. Dezinformačné weby v čase koronakrízy – atmosféra nedôvery v médiá. Bratislava: MASS-MEDIA-SCIENCE, 2020. [online] Dostupné na: https://www.researchgate.net/publication/350325305_Dezinformacne_weby_v_case_koronakrizy_-_atmosfera_nedovery_v_media HACEK, Ján: Antisystémoví voliči na Slovensku a ich dôvera v médiá. In: Fenomén 2020 : komunita v mediálnom priestore. Bratislava: Univerzita Komenského v Bratislave, 2020. S. 63-79. ISBN 978-80-223-4974-1. [online] Dostupné na: https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kzur/FOTO_KZ/foto_k_clankom/2021/fenome__n_2020.pdf Web: commonsensemedia.org; kff.org; medialnavychova.sk; zodpovedne.sk, eukidsonline.net. Additional literature will be presented at the beginning and during the semester.

Languages necessary to complete the course:
Slovak

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

Past grade distribution
Total number of evaluated students: 13

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

Lecturers: doc. Mgr. Ján Hacek, PhD.

Last change: 01.09.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-988/16	**Course title:** Methodology of History
Number of credits: 3	
Educational level: D, II.	

Course requirements:

State exam consist of presentation of two semester project of didactic analysis of thematic unit of curriculum and of appropriate responses to particular questions related to presentation.

The student can take the state exam

a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies,

b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program,

c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act,

d) if no disciplinary action is taken against them.

Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.

On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place.

The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam

a) on the following dates assigned for state examinations in the relevant academic year

or

b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.

If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.

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

Learning outcomes:
The students who passes the state exam of Didactic of History has comprehensively mastered the core competencies, which are essential requirements of teaching the history. Those competencies are outcomes of theoretical and practical procession of curriculum determined by educational standard for elementary school and particular types of secondary grammar school. The didactic analysis is connected to structure of question of state exams.

Class syllabus:
1. The student arrives on the registered date of the state exam according to the schedule set by the department.
2. Before examination committee student presents his two-semester project of didactic analysis of thematic unit of curriculum
3. After the presentation the student receives questions, which follow or are related to the presentation of analysis of student receives a question from the subject of the state exam, which is submitted
4. After the student finishes their answer, the examination committee decides on the results of the state exam in a closed session of the examination committee. The course of the state exam and the announcement of its results are public.

State exam syllabus:
Knowledge of various methods, approaches and techniques of creation of curriculum and schemes and about administrative forms of work and evaluating, presentation of specific thematic unit of curriculum

Recommended literature:
Recommended literature is sum of didactic and methodology documents in portfolio – archive of each student

Languages necessary to complete the course:
Slovak

Last change: 02.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muDE-190/00	Methodology of History 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning, distance learning

Number of credits: 3

Recommended semester:

Educational level: D, II.

Prerequisites:

Course requirements:
The students didactically reconstruct the learning content in their own didactic analysis of the selected thematic unit, which constitutes their final semestral project.
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

Learning outcomes:
Students have core competencies which together form the main prerequisites for their history teaching in each type of school. These are especially; the competence to define the main categories, the essential features of teaching history, then the competence to carry out goal-oriented activities, to work actively with the structure of learning objectives and to cognitively differentiate and rate them. Another competence the students possess is to arrange learning paths - methods and, on their basis, to stage learning figures - situations and, consequently, to reflect on their own teaching.

Class syllabus:
1. On the problem of diagnosing and revealing the lived present relation of pupils to the past. 2. Past - present - future as a temporal structure of the world. 3. Reflected handling of the categories of time, space, society, economy, government, power, change and continuity, reality, and fiction, right and wrong. 4. Fostering the ability to temporalize and dimensionalize historical events. Differentiating students' ability to say "we" about different groups in the perspective of time. Recognizing and problematizing social differences and forms of governance in a particular society. Reflecting on the changeability of phenomena. Debunking legends and myths and distinguishing between contemporary and historical norms. 5. Goal-oriented activity, active planning of the history teacher and his/her orientation in the structure of learning objectives. 6. The teacher's ability to cognitively differentiate and cognitively grade learning objectives, learning tasks and questions, and test items according to difficulty. 7. Theoretical background - Bloom's taxonomy (1956, 2001). 8. Didactic analysis of the thematic unit of learning (analytical definition of the individual meanings of the thematic unit, analysis of the structure of the learning objectives, methodological analysis). 9. The

problem of the internal structure of the learning content - theoretical basis Jerome Bruner, practical methods, and forms of work in teaching oriented to the internal structure. 10. Methodological principles of teaching history 11. Arranging learning paths - methods of history teaching 12. Staging learning figures, learning situations 13. The problem of reflection of the teacher's teaching and his pupils' learning.

Recommended literature:

KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.
KRATOCHVÍL, Viliam. Modely na rozvíjanie kompetencií žiakov. K transformácii vzťahu histórie a školského dejepisu. Bratislava : Stimul, 2004. ISBN 80-88982-94-4.
MAREŠ, Jiří. Pedagogická psychologie. Praha : Portál, 2013. ISBN 978-80-262-0174-8.
PETTY, Geof. Moderní vyučování. Praha : Portál, 2013. ISBN 978-80-262-0367-4.
VÁGNEROVÁ, Marie. Dětství a dospívaní. Praha : Karolinum, 2012. ISBN 978-80-246-2153-1

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 454

A	ABS	B	C	D	E	FX
31,5	0,0	28,85	28,63	9,03	1,32	0,66

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muDE-191/00	Methodology of History 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning, distance learning

Number of credits: 3

Recommended semester:

Educational level: D, II.

Prerequisites: FiF.KVD/A-muDE-190/00 - Methodology of History 1

Course requirements:
The students continue with the didactic reconstruction of the learning content. The didactic analysis of the thematic unit within the final two-semestral project is classified.
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

Learning outcomes:
Students have core competencies which together form the main prerequisites for their history teaching in each type of school. These are especially; the competence to define the main categories, the essential features of teaching history, then the competence to carry out goal-oriented activities, to work actively with the structure of learning objectives and to cognitively differentiate and rate them. Another competence the students possess is to arrange learning paths - methods and, on their basis, to stage learning figures - situations and, consequently, to reflect on their own teaching.

Class syllabus:
1. On the problem of diagnosing and revealing the lived present relation of pupils to the past. 2. Past - present - future as a temporal structure of the world. 3. Reflected handling of the categories of time, space, society, economy, government, power, change and continuity, reality, and fiction, right and wrong. 4. Fostering the ability to temporalize and dimensionalize historical events. Differentiating students' ability to say "we" about different groups in the perspective of time. Recognizing and problematizing social differences and forms of governance in a particular society. Reflecting on the changeability of phenomena. Debunking legends and myths and distinguishing between contemporary and historical norms. 5. Goal-oriented activity, active planning of the history teacher and his/her orientation in the structure of learning objectives. 6. The teacher's ability to cognitively differentiate and cognitively grade learning objectives, learning tasks and questions, and test items according to difficulty. 7. Theoretical background - Bloom's taxonomy (1956, 2001). 8. Didactic analysis of the thematic unit of learning (analytical definition of the individual meanings of the thematic unit, analysis of the structure of the learning objectives, methodological analysis). 9. The

problem of the internal structure of the learning content - theoretical basis Jerome Bruner, practical methods, and forms of work in teaching oriented to the internal structure. 10. Methodological principles of teaching history 11. Arranging learning paths - methods of history teaching 12. Staging learning figures, learning situations 13. The problem of reflection of the teacher's teaching and his pupils' learning.

Recommended literature:

KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.
KRATOCHVÍL, Viliam. Modely na rozvíjanie kompetencií žiakov. K transformácii vzťahu histórie a školského dejepisu. Bratislava : Stimul, 2004. ISBN 80-88982-94-4.
MAREŠ, Jiří. Pedagogická psychologie. Praha : Portál, 2013. ISBN 978-80-262-0174-8.
PETTY, Geof. Moderní vyučování. Praha : Portál 2013. ISBN 978-80-262-0367-4
VÁGNEROVÁ, Marie. Dětství a dospívaní. Praha : Karolinum, 2012. ISBN 978-80-246-2153-1.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 427

A	ABS	B	C	D	E	FX
53,86	0,0	22,01	11,48	4,92	4,45	3,28

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muSZ-002/22	Methodology of Pedagogical Research

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 2 / 2 **per level/semester:** 28 / 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muSZ-002/15

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

CLASSIFICATION:
A - 91 - 100 (excellent - excellent results),
B - 90 - 81 (very good - above average standard),
C - 80 - 71 (good - normal reliable work),
D - 70 - 61 (satisfactory - acceptable results),
E - 60 - 51 (sufficient - the results meet the minimum criteria),
Fx - 50 - 0 (insufficient).
The teacher accepts max. 2 absences with proven documents.
The exact date of the mid-term evaluation will be announced at the beginning of the semester.
Exam dates will be published via AIS no later than the last week of the semester.
Weight of the mid-term / final evaluation: 70/30.
Scale of assessment (preliminary/final): = 70/30.

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

Class syllabus:
1.Pedagogical research - definition of basic terms: cognition, science in human cognition, scientific theory, research, pedagogical research, theory, practice, method, methodology. Relation of pedagogical research to practice (R&D). Research - action research - evaluation.
2.Planning, organization and implementation of field pedagogical research: Stages of research work. Research plan and diary of a pedagogical researcher. Research information preparation. Ethics in research work.
3. Thinking about a research problem: The difference between a topic and a research problem. Thinking and judgment of a researcher. Selecting the essential and distinguishing partial phenomena from the general background. Preparation of a research project.
4. Qualitative and qualitative research design: Comparison of qualitative and quantitative research, their philosophical background, goals, focus and procedures in the collection and processing of research data.
5. Qualitative oriented pedagogical research: Selected currents (branches) of qualitative research: Ethnography, Phenomenological analysis, Narrative and Dramaturgical approach, Conversational analysis. Qualitative research procedures. Terrain access. Research methods used in qualitative research. Quality standards of qualitative research.
6. Quantitative oriented pedagogical research and its main phases: Determining the research problem. Variables and hypotheses and their place in pedagogical research. Hypothesis testing in scientific research. Measurement and quantification in pedagogical research.
7. Determination of the selection of research data collection methods: research method, research tool, validity, reliability and correlation coefficient of the research tool. Selection, study and preparation, or creation of tools for collecting research data.
8. Methods of research data collection: Observation, questionnaire, assessment scales, interviews, tests of knowledge and skills, sociometry, semantic differential and pedagogical experiment
9. Processing of obtained research data: Preparation for analysis, Analysis and interpretation of obtained research data (verbal or numerical). Discussion of research conclusions. Making recommendations for practice.

Recommended literature:

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

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 491

A	ABS	B	C	D	E	FX
41,34	0,2	32,99	15,68	5,7	3,05	1,02

Lecturers: doc. PhDr. Július Matulčík, CSc., PaedDr. Darina Dvorská, PhD.

Last change: 06.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-304/15	Methods of Teaching Grammar and Vocabulary

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
15% Class interaction
40% Assignments
20% Microteaching (either grammar or lexis)
25% Final paper
Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty.
Marking scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (fail, no credits awarded) < 60%.
Unexcused absences allowed: 2
A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester.
Scale of assessment (preliminary/final): Assessment is comprised of 100% coursework.

Learning outcomes:
After successful completion of this course, a student will be able to do the following:
1. Understand and utilize the CEFR (and English Profile) to help learners of English improve their grammar and build their vocabulary
2. Apply effective strategies and techniques to teach grammar and lexis
3. Evaluate grammar and vocabulary exercises based on their effectiveness
4. Adapt existing grammar and vocabulary exercises for various levels and kinds of learners
5. Create grammar and vocabulary activities
6. Set criteria for the acquisition of grammar and lexis and apply it for assessment
7. Appropriately correct learners' errors

Class syllabus:

1. Lexis vs vocabulary
2. Functional vs structural grammar
3. Strategies and techniques in teaching grammar and lexis
4. Types of grammar and vocabulary exercises and activities
5. Criteria for assessing grammar and lexis
6. Exercise and activity creation and adaption based on target learner
7. Error correction and providing feedback

Recommended literature:

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. Accessed 17 October 2021. ISBN 978-92-871-8621-8 Available from https://www.coe.int/en/web/common-european-framework-reference-languages/home

English Profile [online]. Cambridge University Press, 2015. Available from: https://www.englishprofile.org/

HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255.

Štátny vzdelávací program [online]. Štátny Pedagogický Ústav. ©2020 [accessed 2021-10-24]. Available from: https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/

THORNBURY, Scott. How to Teach Grammar. Longman, 1999. ISBN 0-582-33932-4.

THORNBURY, Scott. The Lexical Approach: a journey without maps [online]. In: Modern English Teacher, 7(4), 1998, 7-13. ISSN 0308-0587. Available from: http://www.scottthornbury.com/articles.html

THORNBURY, Scott. Uncovering Grammar [online]. Macmillan Education, 2001. ISBN 0-333-95282-0. Available from: https://www.onestopenglish.com/download?ac=2563

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:

The course consists of weekly 90-minute workshops.

Past grade distribution

Total number of evaluated students: 83

A	ABS	B	C	D	E	FX
83,13	0,0	12,05	4,82	0,0	0,0	0,0

Lecturers: M. A. Linda Steyne, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-305/15	Methods of Teaching Speaking

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
15% Class interaction
40% Assignments
20% Microteaching (a speaking activity)
25% Final paper
Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty.
Marking scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (fail, no credits awarded) < 60%.
Unexcused absences allowed: 2
Scale of assessment (preliminary/final): Assessment is comprised of 100% coursework.

Learning outcomes:
After successful completion of this course, a student will be able to do the following:
1. Understand and utilize the CEFR to benefit learners of English in their speaking skills
2. Understand the concept of spoken grammar and its implications for teaching English language
3. Create meaningful communicative language activities with clear instructions
4. Adapt existing materials to better practice authentic speaking skills (e.g., intonation, interjections, etc.)
5. Set criteria for assessment of spoken English
6. Assess spoken English

Class syllabus:
1. Spoken grammar: features and implications
2. Genres in speaking

3. Register and turn-taking
4. Interactive expressions and interjections
5. Types of speaking activities
6. Creating speaking activities
7. Providing feedback on spoken English

Recommended literature:

BURNS, Anne. Teaching speaking: Towards a holistic approach [online]. In: LEUNG, Yiu-nam [ed.], Epoch making in English teaching and learning: A special monograph for celebration of ETA-ROC's 25th anniversary. Taipei: Crane Publishing Co Ltd, 2016. pp. 52-63. ISBN 978-986-147-758-9. Available from: https://www.researchgate.net/publication/314545785_Teaching_speaking_Towards_a_holistic_approach

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

GOH, Christine. Teaching Speaking [online]. In: RENANDYA, Willy A. and WIDODO Handoyo Puji (Eds.). English Language Teaching Today: Linking Theory and Practice. Switzerland: Springer International Publishing, 2016. pp. 143-160. ISSN 2213-6975. Available from: https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/EQa6ZTzTaGpLgzOOmHEtcqcBEC11_CV_uYohHH6YHlmEgQ?e=oYXjrH

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.

HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255.

HILLARD, Amanda. Spoken Grammar and Its Role in the Classroom [online]. In: English Teaching Forum. 2014, 52(4), 2-13. ISSN 1559-663X. Available from: https://americanenglish.state.gov/files/ae/resource_files/_spoken_grammar_and_its_role_in_the_english_language_classroom__by_amanda_hilliard_english_teaching_

JONES, K. Simulations in Language Teaching. Cambridge UP, 1992. ISBN 0-521-27045-6

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:

The course consists of weekly 90-minute workshops.

Past grade distribution

Total number of evaluated students: 188

A	ABS	B	C	D	E	FX
81,91	0,0	12,77	4,26	0,0	0,0	1,06

Lecturers: M. A. Linda Steyne, PhD., doc. Mgr. Eva Reid, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-305/15	Methods of Teaching Speaking

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
15% Class interaction
40% Assignments
20% Microteaching (a speaking activity)
25% Final paper
Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty.
Marking scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (fail, no credits awarded) < 60%.
Unexcused absences allowed: 2
Scale of assessment (preliminary/final): Assessment is comprised of 100% coursework.

Learning outcomes:
After successful completion of this course, a student will be able to do the following:
1. Understand and utilize the CEFR to benefit learners of English in their speaking skills
2. Understand the concept of spoken grammar and its implications for teaching English language
3. Create meaningful communicative language activities with clear instructions
4. Adapt existing materials to better practice authentic speaking skills (e.g., intonation, interjections, etc.)
5. Set criteria for assessment of spoken English
6. Assess spoken English

Class syllabus:
1. Spoken grammar: features and implications
2. Genres in speaking

3. Register and turn-taking
4. Interactive expressions and interjections
5. Types of speaking activities
6. Creating speaking activities
7. Providing feedback on spoken English

Recommended literature:

BURNS, Anne. Teaching speaking: Towards a holistic approach [online]. In: LEUNG, Yiu-nam [ed.], Epoch making in English teaching and learning: A special monograph for celebration of ETA-ROC's 25th anniversary. Taipei: Crane Publishing Co Ltd, 2016. pp. 52-63. ISBN 978-986-147-758-9. Available from: https://www.researchgate.net/publication/314545785_Teaching_speaking_Towards_a_holistic_approach

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

GOH, Christine. Teaching Speaking [online]. In: RENANDYA, Willy A. and WIDODO Handoyo Puji (Eds.). English Language Teaching Today: Linking Theory and Practice. Switzerland: Springer International Publishing, 2016. pp. 143-160. ISSN 2213-6975. Available from: https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/EQa6ZTzTaGpLgzOOmHEtcqcBEC11_CV_uYohHH6YHlmEgQ?e=oYXjrH

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.

HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255.

HILLARD, Amanda. Spoken Grammar and Its Role in the Classroom [online]. In: English Teaching Forum. 2014, 52(4), 2-13. ISSN 1559-663X. Available from: https://americanenglish.state.gov/files/ae/resource_files/_spoken_grammar_and_its_role_in_the_english_language_classroom__by_amanda_hilliard_english_teaching_

JONES, K. Simulations in Language Teaching. Cambridge UP, 1992. ISBN 0-521-27045-6

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:

The course consists of weekly 90-minute workshops.

Past grade distribution

Total number of evaluated students: 188

A	ABS	B	C	D	E	FX
81,91	0,0	12,77	4,26	0,0	0,0	1,06

Lecturers: M. A. Linda Steyne, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-306/15	Methods of Teaching Writing

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites: FiF.KAA/A-muAN-301/15 - English Language Teaching Methodology 1 or FiF.KAA/A-muAN-301/22 - English Language Teaching Methodology 1

Recommended prerequisites:
Fif KAA/A-muAN-301 /15 (Didaktika anglického jazyka 1) ELT 1

Course requirements:
15% Class interaction
60% Assignments
25% Final paper
Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty.
Marking scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (fail, no credits awarded) < 60%.
Unexcused absences allowed: 2
A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester.
Scale of assessment (preliminary/final): Assessment is comprised of 100% coursework.

Learning outcomes:
After successful completion of this course, a student will be able to do the following:
1. Understand and utilize the CEFR to benefit learners of English in their writing skills
2. Understand the concept of genre in teaching writing
3. Train learners how to write an English paragraph (e.g., topic sentence, outlining, staying on point, etc.)
4. Adapt existing materials to better practice authentic writing skills (e.g., emails vs letters, texting vs postcards)

5. Set criteria for assessment of written English compositions of various genres
6. Assess written English compositions pertinent to Slovak education (e.g., the academic essay, the maturita composition, etc.)

Class syllabus:
1. Genre in teaching writing
2. Genres in speaking
3. Formal and informal language in writing
4. Standard writing conventions in academic writing genres
5. Rubrics and writing instructions
6. Creating and adapting writing activities
7. Providing feedback on written English
8. Types of assessment and criteria
9. Assessing written compositions (practice)

Recommended literature:
CASANAVE, Christine Pearson. Controversies in Second Language Writing: Dilemmas and Decisions in Research and Instruction. Ann Arbor: The University of Michigan Press, 2004. 0-472-08979-X.
Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. Available from: https://www.coe.int/en/web/common-european-framework-reference-languages/home
Informácie o meraniach [online]. Národný ústav certifikovaných meraní vzdelávania. ©2010-2021. Available from: https://www.nucem.sk/sk/merania
Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.
WEIGLE, Sara Cushing. Teaching writing teachers about assessment. In: Journal of Second Language Writing. 2007, 16(3), 194-209. ISSN 1873-1422. Available from: https://www.researchgate.net/publication/248545522_Teaching_writing_teachers_about_assessment

Languages necessary to complete the course:
Written and spoken C1 English (CEFR)

Notes:
The course consists of weekly 90-minute workshops.

Past grade distribution
Total number of evaluated students: 71

A	ABS	B	C	D	E	FX
50,7	0,0	32,39	11,27	2,82	1,41	1,41

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-103/15	Neologization of English Lexis

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I., II.

Prerequisites:

Course requirements:
Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points are participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum twice absent.
Scale of assessment (preliminary/final): 50/50 (%)

Learning outcomes:
Extension of vocabulary and acquisition of knowledge about the current dynamics of English lexis; acquiring sensitivity to relevant lexical phenomena and tendencies in their pragmatic contexts; improving the ability to understand current discourse and use neological lexis appropriately.

Class syllabus:
Linguistic changes as a result of intra- and extra-lingual dynamics in the socio-cultural context; types of neologisms: neolexicalism and neosemantism; semantic and pragmatic aspects of neologization; productivity of current vocabulary processes and their preferences in discourses; drawing on and presenting the results in various contexts: specialized language, academic English, songs, media, advertisement, literature, movies. Anglicisms in Slovak. Compiling corpora and creating neologism databse.

Recommended literature:
AYTO, John. Movers and Shakers. A Chronology of Words That Shaped Our Age. Oxford: Oxford University Press, 2006. Dostupné na: https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up

BÖHMEROVÁ, Ada. Blending As Lexical Amalgamation and Its Onomatological and Lexicographical Status in English and in Slovak. Bratislava: ŠEVT, 2010. ISBN 978-80-8106-032-8.
CRYSTAL, David. The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge University Press, 1996. ISBN 0-521-55967-7.
GÖRLACH, Manfred. A Dictionary of European Anglicisms. Oxford: Oxford University Press, 2005. ISBN 978-0-19-928306-4.
KNOWLES, Elizabeth a Julia ELLIOT. The Oxford Dictionary of New Words. The Intriguing Stories behind 2,000 New Words in the News. Oxford: Oxford University Press, 1998. ISBN 0-19-863152-9.
LANČARIČ, Daniel. English Lexicology Theory and Exercises. Nümbrecht: Kirsch, 2016. ISBN 978-3-943906-25-7.
MATTIELLO, Elisa. Analogy in word-formation: A study of English neologisms and occasionalisms (Trends in Linguistics: Studies and Monographs 309). Berlin & Boston, MA: De Gruyter Mouton, 2017. Dostupné na: EBSCOhost Web – eBook Academic Collection.

Languages necessary to complete the course:
English proficiency - at least at B2 - C1 level according to the Common European Framework of Reference for Languages (CEFR) is required.

Notes:

Past grade distribution
Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
89,26	0,0	7,85	1,65	0,41	0,41	0,41

Lecturers: Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.

Last change: 04.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-103/15	Neologization of English Lexis

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Course requirements:
Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points are participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum twice absent.
Scale of assessment (preliminary/final): 50/50 (%)

Learning outcomes:
Extension of vocabulary and acquisition of knowledge about the current dynamics of English lexis; acquiring sensitivity to relevant lexical phenomena and tendencies in their pragmatic contexts; improving the ability to understand current discourse and use neological lexis appropriately.

Class syllabus:
Linguistic changes as a result of intra- and extra-lingual dynamics in the socio-cultural context; types of neologisms: neolexicalism and neosemantism; semantic and pragmatic aspects of neologization; productivity of current vocabulary processes and their preferences in discourses; drawing on and presenting the results in various contexts: specialized language, academic English, songs, media, advertisement, literature, movies. Anglicisms in Slovak. Compiling corpora and creating neologism databse.

Recommended literature:
AYTO, John. Movers and Shakers. A Chronology of Words That Shaped Our Age. Oxford: Oxford University Press, 2006. Dostupné na: https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up

BÖHMEROVÁ, Ada. Blending As Lexical Amalgamation and Its Onomatological and Lexicographical Status in English and in Slovak. Bratislava: ŠEVT, 2010. ISBN 978-80-8106-032-8.
CRYSTAL, David. The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge University Press, 1996. ISBN 0-521-55967-7.
GÖRLACH, Manfred. A Dictionary of European Anglicisms. Oxford: Oxford University Press, 2005. ISBN 978-0-19-928306-4.
KNOWLES, Elizabeth a Julia ELLIOT. The Oxford Dictionary of New Words. The Intriguing Stories behind 2,000 New Words in the News. Oxford: Oxford University Press, 1998. ISBN 0-19-863152-9.
LANČARIČ, Daniel. English Lexicology Theory and Exercises. Nümbrecht: Kirsch, 2016. ISBN 978-3-943906-25-7.
MATTIELLO, Elisa. Analogy in word-formation: A study of English neologisms and occasionalisms (Trends in Linguistics: Studies and Monographs 309). Berlin & Boston, MA: De Gruyter Mouton, 2017. Dostupné na: EBSCOhost Web – eBook Academic Collection.

Languages necessary to complete the course:
English proficiency - at least at B2 - C1 level according to the Common European Framework of Reference for Languages (CEFR) is required.

Notes:

Past grade distribution
Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
89,26	0,0	7,85	1,65	0,41	0,41	0,41

Lecturers: Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.

Last change: 04.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-020/22	Old English Literature

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Theory and History of British Literature 1 and 2

Antirequisites: FiF.KAA/A-muAN-020/14

Course requirements:
Active participation in discussions on particular literary work on the basis of the list or required works according to the period studied at the moment (8th to 17th century); one written test (in the middle of the term (30%), seminar paper on the basis of a particular literary work assigned in advance, oral presentation (40%).
30 % final written test in the examination period.
The condition of being allowed to be examined is gaining of minimum 60% within the continuous evaluation during the term. Final evaluation is executed in the form of a written test.
Evaluation Scale: 0-60-68-76-84-92-100 = Fx-E-D-C-B-A.
Violation of the academic ethics will be punished according to the degree of seriousness of a misdemeanour from worsening of evaluation up to submitting a proposal of disciplinary proceedings.
The dates of final evaluation will be made public in agreement with the text of the Study Statues in the last week of the term.
Scale of assessment (preliminary/final): 100/0 %.

Learning outcomes:
Students will gain orientation on elementary works, crucial authors and theoretical problems of English literature from the period of Old English literature, through Middle English Literature up to the Renaissance Literature of the 16th and the beginning of the 17th century. (W. Shakespeare) and so-called Metaphysical Poetry (J. Donne a J. Milton) and in its conclusion on the overall state of English literature in the 17th century.
Students will be able to analyze literary works on the basis of knowledge of theory of literature and with having a respect to contemporary historical context and the state of English society, they will recognize fundamental compositional and semantic elements of literary work, their meaning and mutual determination and will be able to interpret meaning of literary works from the aspect

of global social-historical context. Along with being acquainted with particular literary sources students learn also the most important Slovak translations of the works published by most important Slovak translators.

Class syllabus:

1.Introduction to the Old English Literature with with an accent on the epic Beowulf with having a respect to social-historical context (settling of England by Germanic tribes, invasions of Viking warriors).
2.The period of Middle English Literature with an accento on Piers Plowman) and esepcially of G. Chaucer The Canterbury Tales.
3. Early Renaisssance Tudor literature: poetry by Edmund Spenser and his The Faerie Queene
4. The beginnings of the Renaisssance Drama: T. Kyd, Ch. Marlowe and others
5. The summit works of the Renaisssance Drama: W. Shakespeare. Introduction to his works and their classifiication.
6. Analysis of selected works by Shakespeare: sonnets, excerpts from historical plays (Richard III) , tragedies (Hamlet, Othello, Macbeth, Romeo and Juliet) and comedies (Midsummer Night's Dream , The Merchant of Venice) and others.
7. Other crucial representatives of drama: Ben Jonson, Beaumont and Fletcher and others.
8. Metaphysical post-Renaissance poetry: John Donne - poetry with elements of erotic and spiritual themes and his epigons.
9. The summit of poetry in the 17th century in the personality of John Milton and his epic Paradise Lost.
10. Contemporary state of fiction and other literary genres in the 17th century.

Recommended literature:

ALEXANDER, Michael. A History of English Literature, Basingstoke, Hampshire: Palgrave Macmillan, 2007. ISBN 978-0-230-00723-9
CARTER, Ronald, McRAE, John. The Routledge History of Literature in English, Abingdon: Routledge. 2001. ISBN 0-415-24318-1
DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993.
ISBN:9780199214921
GILL, Richard. Mastering English Literature. Basingstoke: Palgrave, 2006. ISBN 978-1-4039-4488-7
STŘÍBRNÝ, Zdeněk. Dějiny anglické literatury II. Praha: Academia, 1987
WIDDOWSON, Peter. The Palgrave Guide to English literature and Its Context 1500-2000, Basingstoke, Hampshire: Palgrave Macmillan,2004.ISBN 0-333-79218-1

Languages necessary to complete the course:

The course is given in English.

Notes:

Past grade distribution

Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
22,22	0,0	33,33	27,78	11,11	0,0	5,56

Lecturers: Mgr. Marián Gazdík, PhD.

Last change: 16.02.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSJ/A-AmuSL-53/22	Pedagogical Rhetoric

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 2 **per level/semester:** 14 / 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KSJ/A-AmuSL-53/15

Course requirements:
Homeworks during semester (interpretation and creation of argumentation entries, contributions to discussions etc.), two prepared speeches orally presented in seminar (preliminary), final text exam or colloquium in 12. – 13. week of the semester.
Preliminary outputs do not have a correction date. The teacher will accept a maximum of two documented absences. The evaluation is carried out according to this classification scale: A (100 % - 92 %), B (91 % - 84 %), C (83 % - 76 %), D (75 % - 68 %), E (67 % - 60 %). Credits will be granted to the student who has obtained at least an E as the final grade. A breach of academic ethics will result in the cancellation of the evaluation result of the relevant item. Scale of assessment (preliminary/final): 100/0
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student is able to apply systemized information from the subject to didactic practice. He/she knows the methods of rhetorical interpretation and masters the principles of speaking. He/she is able to adequately understand the speaker's performance and to respond appropriately in dialogic interaction in the work (school) and non-work environment. He/she is able to apply correct persuasive tactics in a prepared and improvised communication act in the spirit of ethical principles of healthy communication.

Class syllabus:
Ancient rhetorics and neorhetorics. Rhetorical genres. Politenes and etiquette. Conflicting and non-conflicting communication. Defense against manipulative behaviour and verbal abuse. Interpretation of rhetorical speeches.
Creation of rhethorical texts (public monological and dialogical); persuasion, agumentation. Practical rhetorics 1 - monology (business, politically/socially engaged speeches and occasional speeches.

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

Recommended literature:

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

Languages necessary to complete the course:

slovak, czech

Notes:

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

Past grade distribution

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
49,28	0,0	27,9	14,13	7,61	0,72	0,36

Lecturers: doc. Mgr. Alena Bohunická, PhD., prof. PhDr. Oľga Orgoňová, CSc.

Last change: 21.03.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-844/25	People who made the 19th century

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
Active participation will be assessed. The evaluation will fully take place during the course
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
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.

Class syllabus:
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

Recommended literature:

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.

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: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-214/15	Personages, Events and the System of Great Britain

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes, 2 written tests (midterm/end-of.term - 40%/40%). The additional criterion is a presentation on the assigned topic according to the syllabus (20%). A minimum overall score of 60% is required to successfully pass the course.
Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A
The instructor will accept a maximum of two documented absences.
A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations.
Scale of assessment (preliminary/final): 100/0 (%)

Learning outcomes:
The student will be familiar with the key events of British history, historical and contemporary figures as well as the principles of British institutions. The student has a deeper knowledge of the selected aspects of British life and will be able to identify their impact in the present day and compare them with the corresponding aspect of Slovak life.

Class syllabus:
1. The roots and formation of the national identities of contemporary Britain and of British identity.
2. The most important monarchs in British history; milestones in culture, education and arts.
3. The fight for freedom (the Magna Carta, the fight for suffrage, suffragettes, etc.).
4. The legends of various historical periods, the Arthurian legends.
5. The Norman Conquest in the light of the Bayeux Tapestry.
6. Richard III and the Princes in the Tower.
7. The Tudors and reformation.
8. The King James Bible.
9. The building of the naval and trading empire.
10. Child labour during the Industrial revolution.
11. The Victorian Period.
12. The Christmas Truce of 1914, forms of propaganda during the World Wars.
13. The Windsors (Edward VIII's abdication, George VI).

Recommended literature:

BALDWIN, David. Richard III. Stroud: Amberley, 2013. ISBN 978-1-4456-1591-2.
BRIGGS, Katharine. British Folk-tales and Legends: a Sampler. London: Routledge, 2002. ISBN 978-0-415-28602-2.
CROFTON, Ian. The Kings and Queens of England. London: Quercus, 2011. ISBN 978-0-85738-531-4.
CRYSTAL, David. Begat: the King James Bible and the English language. Oxford: Oxford University Press, 2010. ISBN 978-0-19-958585-4.
JONES, Bill. Dictionary of British politics. Manchester: Manchester University Press, 2010. ISBN 978-1-4456-1591-2.
KEARNEY, Hugh. The British Isles: a History of Four Nations. Cambridge: Cambridge University Press, 2012. ISBN 978-1-107-62389-7.
LAWRENCE, James. Aristocrats Power, Grace and Decadence: Britain's Great Ruling Classes From 1066 to the Present. London: Abacus, 2010. ISBN 978-0-349-11957-1.

Languages necessary to complete the course:

Students must be proficient to at least CEFR level B2 to attend the course.

Notes:

Past grade distribution

Total number of evaluated students: 2

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

Lecturers: Mgr. Jozef Lonek, PhD.

Last change: 03.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-muSZ-003/22	Philosophical Aspects of Education

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the teaching period of the semester: participation, activity, elaboration of assignments or final test. The test or assignments will be from the material covered during the semester. The student can get a maximum of 50 points, the minimum for successful course completion is 30 points.
Grade percentage: A: 100-92%, B: 91-84%; C: 83-76%, D: 75-68%, E: 67-60% FX: 0-59%
Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation items. The teacher accepts max. 2 absences with proven documents.
Scale of assessment (preliminary/final): 0/ 100% during the trial period

Learning outcomes:
Upon successful completion of the course, students will know:
A: in the field of knowledge:
· What is philosophy, its basic structure, goals and role
· What issues do philosophy of education and philosophical anthropology solve, what are their goals and role?
· What is the importance of philosophy for solving problems in theory and practice of education
B: in the field of skills:
· Orientation in basic philosophical problems, disciplines and concepts
· Ask questions and formulatiions of answers regarding philosophical questions of education
· To think independently about philosophical issues of education

Class syllabus:
1. The concept and structure of philosophy
2. Philosophical and pedagogical anthropology
3. Philosophical anthropology and axiology
4. Philosophy of education I.
5. Philosophy of education II.
6. Philosophy of culture and values
7. Ethical issues and perspectives of education

Recommended literature:

ANZENBACHER, Arno: Introduction to Philosophy. Prague: SPN, 1991. ISBN: 80-04-26038-1.
BREZINKA, Wolfgang: Filozofické základy výchovy. Prague: Zvon, 1996. ISBN: 80-7113-169-5.
CORETH, Emerich: What is a human being? Fundamentals of philosophical anthropology. Prague: Zvon, 1994. ISBN: 80-7113-098-2.
POPKIN, Richard. H., STROLL, Avrum: Philosophy for Everyone. Prague: Ivo Zelezny, 2000. ISBN: 80-240-0257-4.
PELCOVÁ, Naděžda: Philosophical and pedagogical anthropology. Prague: Karolinum, 2000. ISBN: 80-246-0076-5.
Complementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library literature are available at MS Teams.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 472

A	ABS	B	C	D	E	FX
41,53	0,0	28,39	15,89	7,84	4,45	1,91

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

Last change: 22.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-758/00	Political Propaganda in the 20th Century

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation during classes 25%
Presentation of a chosen study/chapter 25%
Presentation and written report of student's own research (term paper with length of ca. 10 pages) 50%
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): 50/50

Learning outcomes:
Students know basic tools of propaganda and can discern their presence in a historical source. On the appropriate level, they can analyse contents of both textual and visual sources. They understand local sources as well as influences from abroad of various policies on propagandistic contents. They hane knowledge of developments of institutional framework for propaganda and censorship. They also understand mechanisms of and obstacles to public activities of political propaganda over the course of the 20th century.

Class syllabus:
I. Introduction, overview of history, terminology, specifics of totalitarian production...
II. Propaganda and lived reality in the totalitarian regime. Tools, environment, institutions.
III. Language of propaganda. Press. Semantics and syntax.
IV. Visual arts in service of propaganda. Topics, symbols, patterns.
V. Literature of socialist realism. Ideals, heroes, enemies.
VI. European totalitarian regimes in the 1920s and 1930s and their propaganda.

VII. Propaganda in the WWII, possibilities for democratic frameworks.
VIII. Suppression of independence, control, institutions, censorship, their limitations
IX. Chosen territory: Czechoslovakia I., first encounters with totalitarian propaganda, received patterns, enforced patterns and local specifics. German vs. local production...
X. Chosen territory: Czechoslovakia II, Communist power, revived and new patterns and topics...
XI-XII-XIII Final presentations, peer review, evaluation.

Recommended literature:

BITTMAN, Ladislav. Mezinárodní dezinformace: Černá propaganda, aktivní opatření a tajné akce, Praha: Mladá fronta, 2000. ISBN 80-204-0843-6
MACURA, Vladimír. Šťastný věk. Symboly, emblémy a mýty 1948–1989. Praha: Academia, 2008.
ISBN 978-80-200-1669-0
ZAVACKÁ, Marína. Kto žije za ostnatým drôtom? Oficiálna zahraničnopolitická propaganda na Slovensku, 1956 - 1962: teórie, politické smernice a spoločenská prax. Bratislava: Ústav politických vied SAV, 2005. ISBN 80-224-0897-2
Further literature specified on the basis of student's choices and specific assignments.

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
45,9	0,0	11,48	4,92	3,28	8,2	26,23

Lecturers: Mgr. Marína Zavacká, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-743/23	Practical History 1

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Assessment of learning outcomes is carried out exclusively by continuous monitoring of learning results during the teaching part of the semester. Successful completion of the course is conditioned by the fulfilment of continuously assigned tasks and activity in class. Number of acceptable absences from class 2. The course will be taught alternately one week at the faculty and the other week at the partner institution. In case of further absences resulting from objectively justifiable, documented reasons, the student has the possibility to pass the course subject to the following condition: for each absence beyond the specified scope, the student submits to the instructor a report of 5 standard pages on a previously assigned and consulted topic.
The classification scale is the following: 100-92 % of the max. number of points A, 91 – 84 % B, 83 – 76 % C, 75 – 68 % D, 67 – 60 % E, <60% Fx 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
Scale of assessment (preliminary/final): Scale of assessment preliminary/final: 100/0

Learning outcomes:
The student of history (both single-discipline and teaching combination) has contact with the professional environment and organizational culture of the cooperating institutions and has hands-on experience in how to apply the theory, methodological frameworks and soft skills acquired in the course of study in practice. A vision is made available to the student of how students of the history programme at the second level of study can improve their qualifications by completing a professional practice organically incorporated into courses on career development in scientific research, memory, fund, cultural, educational institutions.

Class syllabus:
1. Introduction to the subject. Discussion.
2. Memory, fund, scientific-research, cultural institutions in Slovakia.
3. - 4. Academy.
5. - 6. Museum.
7. - 8. Archives.
9. - 10. Monuments Office.

11. Discussion with representation of primary and secondary schools.

Recommended literature:
Slovensko. Sprievodca po múzeách a galériách. Bratislava: SNM, 1994; Sprievodca po historických knižniciach na Slovensku. 1. a 2. Martin: SNK, 2004; Vademecum súčasných dejín. Slovensko. Sprievodca archívmi, výskumnými inštitúciami, knižnicami, spoločnosťami a múzeami. Bratislava; Berlin: Historický ústav SAV; Bundesstifung zur Aufarbeitung der SED-Diktatur, 2008.

Languages necessary to complete the course:
Slovak

Notes:
The implementation of the course is carried out on a collegial agreement on a voluntary basis by practitioners and external teachers.

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Eva Benková, PhD.

Last change: 24.05.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-744/23	Practical History 2

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Assessment of learning outcomes is carried out exclusively by continuous monitoring of learning results during the teaching part of the semester. Successful completion of the course is conditioned by the fulfilment of continuously assigned tasks and activity in class. The course will be taught alternately one week at the faculty and the other week at the partner institution. Number of acceptable absences from class 2. In case of further absences resulting from objectively justifiable, documented reasons, the student has the possibility to pass the course subject to the following condition: for each absence beyond the specified scope, the student submits to the instructor a report of 5 standard pages on a previously assigned and consulted topic.
The classification scale is the following: 100-92 % of the max. number of points A, 91 – 84 % B, 83 – 76 % C, 75 – 68 % D, 67 – 60 % E, <60% Fx 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
Scale of assessment (preliminary/final): Scale of assessment preliminary/final: 100/0

Learning outcomes:
The student of history (both single-discipline and teaching combination) has contact with the professional environment and organizational culture of the cooperating institutions and has hands-on experience in how to apply the theory, methodological frameworks and soft skills acquired in the course of study in practice. A vision is made available to the student of how students of the history programme at the second level of study can improve their qualifications by completing a professional practice organically incorporated into courses on career development in scientific research, memory, fund, cultural, educational institutions.

Class syllabus:
1. Introduction to the subject. Discussion.
2. Memory, fund, scientific-research, cultural institutions abroad (Central European region).
3. - 4. Museum.
5. - 6. Archives.
7. - 8. Gallery.
9. - 10. Library.

11. - 12. Private archive.

Recommended literature:
Slovensko. Sprievodca po múzeách a galériách. Bratislava: SNM, 1994; Sprievodca po historických knižniciach na Slovensku. 1. a 2. Martin: SNK, 2004; Vademecum súčasných dejín. Slovensko. Sprievodca archívmi, výskumnými inštitúciami, knižnicami, spoločnosťami a múzeami. Bratislava; Berlin: Historický ústav SAV; Bundesstifung zur Aufarbeitung der SED-Diktatur, 2008.

Languages necessary to complete the course:
Slovak

Notes:
The implementation of the course is carried out on a collegial agreement on a voluntary basis by practitioners and external teachers.

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Eva Benková, PhD.

Last change: 24.05.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-308/24	Psychological Aspects of Foreign Language Learning and Teaching

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities: seminars
Number of hours:
per week: 2 per level/semester: 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Within the 100% continuous assessment, the fulfillment of three criteria is required:
40% – active participation in discussions during seminars (analysis of practical examples/case studies, individual and group work)
30% – test focused on basic knowledge of discussed concepts and their practical application in the context of teaching English as a foreign language
30% – presentation of a solution to an assigned pedagogical-psychological problem; utilization of theoretical knowledge gained from seminars and self-study, proposal of an intervention in the form of practical steps aimed at improving the effectiveness of language learning by ensuring optimal psychological states of the learners
Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
A maximum of two absences without the obligation of documentation is allowed.
Violation of academic ethics will be penalized according to the severity, ranging from grade reduction to a proposal for disciplinary action.
The dates for continuous assessment will be announced in accordance with the Study Regulations during the first week of the instructional part of the semester.
Scale of assessment (preliminary/final): 100/0 continuous assessment

Learning outcomes:
After completing the course, students possess relevant knowledge in the fields of neuroscience and psychodidactics applicable in the context of foreign language education. They understand the principles of the foreign language learning process, considering its cognitive, affective, and personality dimensions. They are also capable of identifying manifestations of foreign language anxiety, low self-esteem, lack of motivation, harmful beliefs or attitudes, as well as other phenomena

that negatively affect progress in learning a foreign language among their students. Students know how to appropriately analyze, evaluate, and propose and implement interventions to address observed behaviors and actions of their students. Additionally, they can translate theoretical knowledge from developmental psychology and related disciplines into practice to ensure that teaching conditions best meet the needs of learners in terms of their age, phase of psychological development, and generational affiliation. Students have relevant knowledge concerning teacher well-being, comprehensively understand their role in ensuring effective teaching, and are familiar with and able to apply strategies to maintain it.

Class syllabus:

1. Cognitive and affective factors impacting the process and outcomes of foreign language education; essentials of neurodidactics and psychodidactics
2. Negative emotions, foreign language anxiety, and communication barriers
3. Motivation, attitudes, and beliefs of learners in the context of foreign language learning and use
4. Personality traits of learners
5. Impact of developmental factors and learners' generational affiliations on the effectiveness of foreign language instruction
6. Teacher well-being (stress, coping strategies, resilience-building, professional development, etc.)

Recommended literature:

DÖRNYEI, Zoltan. The psychology of the language learner. New Jersey: Lawrence Erlbaum Associates, 2005. ISBN 9780805860184.
LOJOVÁ, Gabriela. Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Vydavateľstvo UK, 2005. ISBN 978822343763.
LOJOVÁ, Gabriela. Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka. Bratislava: Vydavateľstvo UK, 2019. ISBN 978-80-223-4877-5.
LOJOVÁ, Gabriela, SOKOLOVÁ, Lenka. Poznaj svojich žiakov: Vývinová psychológia pre učiteľov cudzích jazykov. Bratislava: Vydavateľstvo UK, 2024. ISBN 9788022357500.
WILLIAMS, Marion, BURDEN, Robert L. Psychology for Language Teachers, Cambridge: CUP, 1997. ISBN 9780521498807.

Languages necessary to complete the course:

The participation in the course requires at least B2 level of English according to the CEFR.

Notes:

Past grade distribution

Total number of evaluated students: 10

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

Lecturers: Mgr. Ivana Juríková, PhD.

Last change: 27.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-308/24	Psychological Aspects of Foreign Language Learning and Teaching

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities: seminars
Number of hours:
per week: 2 per level/semester: 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Within the 100% continuous assessment, the fulfillment of three criteria is required:
40% – active participation in discussions during seminars (analysis of practical examples/case studies, individual and group work)
30% – test focused on basic knowledge of discussed concepts and their practical application in the context of teaching English as a foreign language
30% – presentation of a solution to an assigned pedagogical-psychological problem; utilization of theoretical knowledge gained from seminars and self-study, proposal of an intervention in the form of practical steps aimed at improving the effectiveness of language learning by ensuring optimal psychological states of the learners
Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
A maximum of two absences without the obligation of documentation is allowed.
Violation of academic ethics will be penalized according to the severity, ranging from grade reduction to a proposal for disciplinary action.
The dates for continuous assessment will be announced in accordance with the Study Regulations during the first week of the instructional part of the semester.
Scale of assessment (preliminary/final): 100/0 continuous assessment

Learning outcomes:
After completing the course, students possess relevant knowledge in the fields of neuroscience and psychodidactics applicable in the context of foreign language education. They understand the principles of the foreign language learning process, considering its cognitive, affective, and personality dimensions. They are also capable of identifying manifestations of foreign language anxiety, low self-esteem, lack of motivation, harmful beliefs or attitudes, as well as other phenomena

that negatively affect progress in learning a foreign language among their students. Students know how to appropriately analyze, evaluate, and propose and implement interventions to address observed behaviors and actions of their students. Additionally, they can translate theoretical knowledge from developmental psychology and related disciplines into practice to ensure that teaching conditions best meet the needs of learners in terms of their age, phase of psychological development, and generational affiliation. Students have relevant knowledge concerning teacher well-being, comprehensively understand their role in ensuring effective teaching, and are familiar with and able to apply strategies to maintain it.

Class syllabus:

1. Cognitive and affective factors impacting the process and outcomes of foreign language education; essentials of neurodidactics and psychodidactics
2. Negative emotions, foreign language anxiety, and communication barriers
3. Motivation, attitudes, and beliefs of learners in the context of foreign language learning and use
4. Personality traits of learners
5. Impact of developmental factors and learners' generational affiliations on the effectiveness of foreign language instruction
6. Teacher well-being (stress, coping strategies, resilience-building, professional development, etc.)

Recommended literature:

DÖRNYEI, Zoltan. The psychology of the language learner. New Jersey: Lawrence Erlbaum Associates, 2005. ISBN 9780805860184.
LOJOVÁ, Gabriela. Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Vydavateľstvo UK, 2005. ISBN 978822343763.
LOJOVÁ, Gabriela. Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka. Bratislava: Vydavateľstvo UK, 2019. ISBN 978-80-223-4877-5.
LOJOVÁ, Gabriela, SOKOLOVÁ, Lenka. Poznaj svojich žiakov: Vývinová psychológia pre učiteľov cudzích jazykov. Bratislava: Vydavateľstvo UK, 2024. ISBN 9788022357500.
WILLIAMS, Marion, BURDEN, Robert L. Psychology for Language Teachers, Cambridge: CUP, 1997. ISBN 9780521498807.

Languages necessary to complete the course:

The participation in the course requires at least B2 level of English according to the CEFR.

Notes:

Past grade distribution

Total number of evaluated students: 10

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

Lecturers: Mgr. Ivana Juríková, PhD.

Last change: 27.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-739/23	Public Assemblies as Symbol of Politics during the First Czechoslovak Republic

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Regular and active participation in classes, as well as the preparation of a seminar paper on a certain issue related to political campaigns, or the processing of newspaper articles regarding the course of selected demonstrations or celebrations (up to 7 pages).
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

Learning outcomes:
Students have a more detailed overview of the political system of the newly formed Czechoslovakia and the discourse on a national and selected regional scale at the time. They know how to gather information on local political gatherings, what was considered important by the official record-makers, and at the same time they have broader knowledge abouth types of ceremonies held for various state events. By preparing their seminar papers, they can more closely identify the main topics of the politics of the time in the periodical press, and describe the course of selected celebrations or demonstrations.

Class syllabus:
1. Introduction to the seminar and introduction to the political system of Czechoslovakia
2. The concept of public assemblies
3.–4. Political campaign of the Hlinka Slovak People's Party
5.–6. Political campaign of the Communist Party of Czechoslovakia
7.–8. Political campaign of the Republican Party of Agricultural and Small Farmer People

9.–10. Political campaign of the Czechoslovak Social Democratic Workers' Party
11. Demonstrations and celebrations of holidays
12. Final debate and evaluation

Recommended literature:

FERENČUHOVÁ, Bohumila, ZEMKO, Milan a kol. V medzivojnovom Československu: 1918–1939. Bratislava: Veda, 2012. ISBN 978-80-224-1199-8.
KÁRNÍK, Zdeněk. České země v éře První republiky. Vznik, budování a zlatá léta republiky (1918–1929). Praha: Libri, 2017. ISBN 978-80-7277-563-7.
MALÍŘ, Jiří, MAREK, Pavel a kol. Vývoj politických stran a hnutí v českých zemích a Československu 1861–2004. I. díl: 1861–1938. Brno: Doplněk, 2005. ISBN 80-7239-178-X.
OSYKOVÁ, Linda. Volebné kampane politických strán na Slovensku počas 1. ČSR. Bratislava: Veda, 2012. ISBN 978-80-224-1228-5.
ŠUCHOVÁ, Xénia. Idea Československého štátu na Slovensku 1918–1938. Bratislava: Prodama, 2011. ISBN 978-80-89396-12-2.
Further literature will be specified during the semester.

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Ján Vilhan

Last change: 22.05.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-689/14	Reading and Interpreting 16th to 18th Centuries Diplomatic Documents Relevant to Slovak History

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The students' results are evaluated exclusively by continuously checking their performance during the teaching part of the semester. Student are classified in the last lesson of the credit week. During the teaching period of the semester, students actively participate in practical tasks related to reading and interpretation of the source material (provided by the teacher, assigned in advance). Students are required to put in individual work as part of preparation (in form of three assignements). Three times during semester, each of them is assigned an example of a written source in manusript form (at least two weeks in advance). They are then expected to prepare its elementary paleographic analysis and transription. This is then presented during a lesson, combined with a discussion, during which the source is an object of historical analysis. In case of unsatisfactory fulfillment of the assignment (repeated three times a semester), there is a possibility of a substitute, i.e. the teacher assignes the student another document. There is the limitation, however, that each such unsatisfactorily presened document can be substituted only once. After meeting this requirement, during the last meeting in the semester a colloquy is organised where each student is allotted one of the sources assigned during the semester and, subsequently, reads and interprets it.
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

Learning outcomes:
Students have an overview of diplomatic written production on the level of local self-administration (noble counties, feudal domains, free royal towns, market towns, villages), state administration

(offices on the level of the kingom as well as the Habsburg monarchy) and other subjects (universities, Churches, loca credibilia, and other) in the early modern period. They are capable of reading the written sources of administrative character, transcribe them, analyse and interpret their contents in the historical context.

Class syllabus:

1. Basic diplomatic categories (charter, administrative book, accounting material, and beyond) and language of the source.
2. Written (in paleographic terms diplomatic) practice in early modern Hungary/Habsburg Monarchy. Its tranformations.
3. Archives, archival funds, digitisation, databases of early modern source material, source editions.
4. Charter - one of the diplomatic categories.
5. Church diplomatics - reading and analysis of a source.
6. Urban diplomatics - reading and analysis of a source
7. Diplomatics of royal chancery - reading and analysis of a source
8. Diplomatics of loca credibilia - reading and analysis of a source
9. Diplomatic practice of a feudal estate - reading and analysis of a source
10. Diplomatics of noble counties - reading and analysis of a source
11. Diplomatics of Hungarian kingdom's authorities - reading and analysis of a source
12. Final colloquy and completion of preliminary grading

Recommended literature:

HÚŠČAVA, Alexander. Dejiny a vývoj nášho písma. Bratislava: Slovenská akadémia vied a umení, 1951.
LEHOTSKÁ, Darina. Príručka diplomatiky. Bratislava: Slovenská archívna správa, 1972.
NOVÁK, Jozef et al. Paleografická čítanka. Pomôcka na čítanie rukopisov z 12. – 19. storočia. Martin: Slovenská genealogicko-heraldická spoločnosť, 2001. ISBN 80-7090-599-9.
LEHOTSKÁ, Darina. Transkripčné pravidlá, odborná terminológia a ukážky latinských textov. Bratislava: Univerzita Komenského, 1982.
MAREK, Miloš. Slovník stredovekej a novovekej latinčiny na Slovensku. 2. vyd. Trnava: Filozofická fakulta Trnavskej univerzity, 2020. ISBN 978-83-8111-176-8.

Languages necessary to complete the course:

Slovak
reading: German, Latin

Notes:

Past grade distribution

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
76,67	0,0	13,33	6,67	0,0	3,33	0,0

Lecturers: PhDr. Eva Benková, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-180/00	Reading and Interpreting Medieval Latin Charters

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The credit granting scheme consist of two parts:
70% preliminary - students are required to take active part at the seminars, namely reading, translating and interpreting medieval diplomatic sources written in Latin (charters, letters, forms, etc.). A minor part of the seminars is a discussion of those elements of the relevant source that do not concern their content (publisher, reason for issuing, motivation, authentication, sealing, etc.).
30% final - transcript of a charter. At the first session, students are assigned a specific source they need to transcribe. They also need to prepare a written paper consisting of up to 2 standard pages (3600 characters with spaces). In their papers, students need to summarize the content of the source, evaluate its authenticity, the publisher's motivation, etc. If possible, students are assigned sources having to do with the topic of their theses. To be granted the necessary credits, students need to submit the transcript and accompanying written paper by the credit week (on the day of the last seminar).
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 70/30

Learning outcomes:
At the end of the course, students have basic knowledge of Latin paleography and its development, and can read and understand medieval documents. They also have a basic knowledge of medieval documents as basic sources for researching medieval history. They are familiar with the structure of medieval documents and the system of Latin abbreviations. After completing the course, students

are able to work independently with original diplomatic sources in Latin, which they can then use when writing their final theses.

Class syllabus:

1. Initial session: Getting acquainted with the course requirements, credit granting scheme, basic literature and source editions. Students are assigned the sources they need to transcribe.
2. Overview of freely accessible internet databases of diplomatic sources (Hungaricana, Monasterium ...).
3. Theory 1: Basics of Latin paleography in the Kingdom of Hungary in the middle ages. The development of diplomacy in the Kingdom of Hungary in the 13th - 15th century. Characteristics of medieval documents, their external and internal features. System of abbreviations used by writers of medieval documents.
4. Theory 2: Difficulties in examining the authenticity of medieval documents. Ways of sealing a medieval document, dorsal notes. Border-defining charters and their analysis. Medieval documents as the main source of information on the genealogy of aristocratic families and their land possessions.
5. Reading and interpreting 1: XI - XII century charters from the Kingdom of Hungary.
6. Reading and interpreting 2: XIII - XV century charters from the Kingdom of Hungary.
7. Reading and interpreting 3: XI - XV century medieval charters of Czech provenance.
8. Reading and interpreting 4: Medieval charter of Imperial provenance concerning the Kingdom of Hungary - Bavarian charters.
9. Reading and interpreting 5: Medieval charters of imperial provenance concerning the Kingdom of Hungary - Austrian and Styrian charters.
10. Reading and interpreting 6: Charters from the papal office.
11. Reading and interpreting 7: Source chosen by the student.
12. Reading and interpreting 8: Source chosen by the student. Evaluating the students' preliminary activity and the course completion. Closing the seminar.

Recommended literature:

HÚŠČAVA, Alexander. Dejiny a vývoj nášho písma. Bratislava: SAV, 1951.
NOVÁK, Jozef et al. Paleografická čítanka. Pomôcka na čítanie rukopisov z 12. – 19. storočia. Martin: Slovenská genealogicko-heraldická spoločnosť pri MS, 2001. ISBN 80-7090-599-9
LEHOTSKÁ, Darina. Transkripčné pravidlá, odborná terminológia a ukážky latinských textov. Bratislava: Univerzita Komenského v Bratislave, 1982.
MAREK, Miloš (ed.). Slovník stredovekej a novovekej latinčiny na Slovensku. Glossarium mediae et infimae Latinitatis Slovaciae. Trnava, Kraków: Filozofická fakulta Trnavskej univerzity v Trnave - Towarzystwo Słowaków w Polsce, 2017. ISBN 9788374909877
ŠPAŇÁR, Július – HRABOVSKÝ, Jozef. Latinsko-slovenský a slovensko-latinský slovník. Bratislava: SPN – Mladé letá, 2012. 1 224 s. ISBN 9788010022335.
Source material will be provided by the teacher during the semester.

Languages necessary to complete the course:

Slovak
Latin

Notes:

Past grade distribution

Total number of evaluated students: 85

A	ABS	B	C	D	E	FX
60,0	0,0	29,41	8,24	0,0	0,0	2,35

Lecturers: PhDr. Jakub Palko, PhD.
Last change: 28.06.2022
Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-184/11	Reading and Interpreting the 1918 - 1945 Period Narrative Sources

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics.
b) final - students need to deliver a term paper on a selected topic interpreting and analyzing the selected narrative source. The extent of the paper has to be 10 pages in their own words and must include footnotes and bibliography.
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: 3.
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
At the end of the course, students are able to work effectively and creatively with narrative sources (especially memoirs, diaries and different literary texts) on the period 1918 - 1948.
They are able to use their own approach to interpret narrative sources. They can also lead a scholarly discussion and formulate authentic ideas and observations. They can recognize and determine the information value of narrative sources.

Class syllabus:
1. Definition and typology of narrative sources. Basic definitions of the different types and genres of narrative sources.
2. Memoirs. Characteristics of this key narrative source.
3. Reading and interpreting memoirs by Slovak politicians and economists. By mutual agreement, the students choose the specific works they want to work with from among the list of works offered by the teacher.
4. Reading and interpreting memoirs by Slovak writers and Bohemians. The students choose the specific works they want to work with from among the list of works offered by the teacher.
5. Reading and interpreting memoirs by Slovak artists. The students choose the specific works they want to work with from among the list of works offered by the teacher.

6. Reading and interpreting memoirs by Slovak musicians, singers and actors. The students choose the specific works they want to work with from among the list of works offered by the teacher.
7. Reading and interpreting diaries by Slovak politicians. The students choose the specific works they want to work with from among the list of works offered by the teacher.
8. Reading and interpreting critical-realistic novels. The students choose the specific works they want to work with from among the list of works offered by the teacher.
9. Reading and interpreting social-critical and ideologically motivated poetry. The students choose the specific works they want to work with from among the list of works offered by the teacher.
10. Presenting, discussing and recapitulating acquired knowledge.

Recommended literature:

HRUŠOVSKÝ, Ján. Umelci a bohémi. Bratislava : Slovenský spisovateľ, 1963.
PONIČAN, Ján. Búrlivá mladosť. Spomienky. 1. 1920 - 1938. Bratislava : Slovenský spisovateľ, 1975.
VAŠŠ, Martin. Spomienky predstaviteľov slovenskej umeleckej bohémy na ich službu v rakúsko-uhorskej armáde počas prvej svetovej vojny. In Studia Academica Slovaca 43. Bratislava : Univerzita Komenského, 2014, pp. 112 – 134.
Vznik Slovenského štátu. 14. marec 1939. Spomienky aktérov historických udalostí. 1. diel. Valerián Bystrický, Róbert Letz, Ondrej Podolec. (Eds.) Bratislava : Academic Electronic Press, 2007. (Spomienky : Ján Bečko, Ferdinand Čatloš, Ján Dafčík, Ferdinand Ďurčanský, Anton Granatier, Franz Karmasin, Ján Kaššovic, Jozef. M. Kirschbaum, Viliám Kovar, Ján Lichner, Alexander Mach, Karol Murgaš.) ISBN 978-80-88880-79-0
Vznik Slovenského štátu. 14. marec 1939. Spomienky aktérov historických udalostí. 2. diel. Valerián Bystrický, Róbert Letz, Ondrej Podolec (Eds.), Bratislava : Academic Electronic Press, 2008. (Spomienky : Gejza Medrický, Ľudovít Mutňanský, Ján Paulíny-Tóth, Karol Sidor, Martin Sokol, Julius Stano, Ladislav Szathmáry, Jozef Turanec, Peter Zaťko. Zápisnice z výsluchov: Alfréd Helmut Naujoks, Arttur Seyss-Inquart, Pavol Teplanský, Jozef Tiso, Ján Ursíny.) ISBN 978-80-88880-82-0
Further literature will be specififed during the semester.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
62,71	0,0	16,95	11,86	1,69	0,0	6,78

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-729/19	Reading, Interpretation and Basics in Coding Slovak-Related Manuscripts of the 16th to 18th Centuries

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students are evaluated based on their continuous work and final results. The preliminary part accounts for 60% of their score. For this purpose, students are required to continuously prepare for the seminars, read specified scholarly texts and take active part when reading and interpreting the sources during the different seminars. Part of the seminars is also the presentation of the basics of creating (not only) digital editions of sources. To obtain the remaining 40% of the overall score, students are required to submit a final draft of the digitized source. This requires reading, probably also translating, assessing the source, being familiar with its context, as well as being familiar with XML coding language and TEI digitization standards. Students who fail to submit their final theses will not be assessed.
Maximum number of unjustified absences: 2 per term.
The exact progression, a more detailed list of the lectures, as well as the deadline for submitting the final thesis will be announced at the beginning of the semester.
Grading scale:
A = 100% – 92%
B = 91% – 84%
C = 83% – 76%
D = 75% – 68%
E = 67% – 60%
Fx = 59% – 0%
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): 60/40

Learning outcomes:
Throughout the course, students get acquainted with the source documents concerning the early modern period (16th-18th century), mostly written in a form of Slovak prior to its codification. Student get an overview and knowledge of sources of different genres and nature. Focus is primarily made on reading, followed by the interpretation and assessment of the sources. At the seminar,

students become familiar with the basics of editing sources in a digital form. After successfully completing the course, students are able to identify, read and interpret the context and circumstances in which the source originated. They can also produce basic digital drafts of source on their own.

Class syllabus:

Critical editions of sources. Overview of the most important source databases and (digital) editions.
2. Basic rules for editing early modern sources.
3. Platforms for the text recognition of historical documents (Transkribus, ...)
4. - 7. Source reading and interpreting - selection fitting the needs of students (study cases on the example of the sources to their diploma theses)
8. Basics of document digitization - Basics of XML language.
9. Basics of document digitization - TEI standards.
10. Basics of document digitization (practical part)

Recommended literature:

* NEMEŠ, Jaroslav. Z prameňov dejín raného novoveku: učebné texty k 16. a 17. storočiu. Ružomberok: Verbum, 2012, 249 p. ISBN 9788080848972.
* NOVÁK, Jozef. Paleografická čítanka: pomôcka na čítanie rukopisov z 12.-19. storočia. Martin: Slovenská genealogicko-heraldická spoločnosť pri Matici slovenskej, 2001, 175 p. ISBN 8070905999.
* KRAJČOVIČ, Rudolf. Čeština a slovenčina v starších archiváliách v predspisovnom období. Bratislava: Univerzita Komenského, 1991, 102 p. ISBN 8022303895.
* Monumenta Linguae Slovacae vol. 1 – vol. VII. Bratislava: Univerzita Komenského, 2018 - 2021
* E-learning:
PIERAZZO, Elena – BURGHART, Marjorie. Digital Scholarly Editions: Manuscripts, Texts and TEI Encoding; [videos available on youtube]

Languages necessary to complete the course:

Slovak
Latin - reading
German - reading

Notes:

Students will be asked to use their own laptops during lessons and to install freely available, open source programs needed for work.
The course thematically corresponds with the research grants, currently realized at the Department of Slovak History, namely: APVV-16-0374 and APVV-20-0598.

Past grade distribution

Total number of evaluated students: 2

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

Lecturers: Mgr. Ivana Lukáč Labancová, PhD., Mgr. Peter Benka, PhD.

Last change: 28.03.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/muAN-109/24	Researching Language on the Internet

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours of practice per week (90 minutes) for 12 weeks per semesters.
The seminar takes place on site.

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Ongoing assessment (coursework):
10% activity and class participation
35% continuous assignments
Final assessment (in the exam period):
55% final project
Scale of assessment (preliminary/final): Grading scale: A - 92 to 100%B - 84 to 91%C - 76 to 83%D - 69 to 75%E - 60 to 68%FX (failed, no credits awarded) < 60%. Max. 2 absences allowedViolations of academic ethics will be sanctioned by grade lowering including the filing of a petition for disciplinary action, depending on the level of severity.

Learning outcomes:
The course introduces linguistic methods and focuses on analyses of language in the digital space, especially on social media platforms. Students will become familiar with current research, review case studies, and conduct their own analyses of linguistic phenomena in online space using methods of their own choosing. The course also covers digital discourse analysis, sociolinguistic models, language change in digital environments, and ethical aspects of online research.
Upon successful completion of this course, the student will be able to:
1. understand the theoretical frameworks of linguistic research in the context of the Internet and apply them to the analysis of language on social networks
2. use different research methods to analyse digital communication not only for academic purposes
3. analyse the linguistic and sociolinguistic variables present in social media interactions
4. critically evaluate the ethical considerations associated with social media research
5. to develop an independent research project on specific aspects of language use on the Internet

Class syllabus:
(Note: some topics are covered in several weeks)

1. Communication and the New Media
2. Language and the Internet
3. Social Media
4. Qualitative Internet Research Methods
5. Ethnographic and Sociolinguistic Approaches to Internet Research
6. Quantitative Methods of Internet Research
7. Analysis of Online Discourse

Recommended literature:

Crystal, D. (2019). The Cambridge encyclopedia of the English language. Cambridge University Press.
Dovchin, S. (2020). Language, Social Media and Ideologies. Springer.
Page, R., Barton, D., Lee, C., Unger, J. W., & Zappavigna, M. (2022). Researching Language and Social Media. A Student Guide. (2nd ed.). Routledge. https://doi.org/10.4324/9781003121763-1
Xie, C., Yus, F., & Haberland, H. (2021). Approaches to Iinternet Pragmatics: Theory and Practice. John Benjamins Publishing Company.
More journal articles will be distributed during the semester

Languages necessary to complete the course:

Participation in the course requires at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR). The course is open to Master's students.

Notes:

Maximum of 15 students

Past grade distribution

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
69,23	0,0	7,69	15,38	7,69	0,0	0,0

Lecturers: Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.

Last change: 28.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/muAN-109/24	Researching Language on the Internet

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours of practice per week (90 minutes) for 12 weeks per semesters.
The seminar takes place on site.

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Ongoing assessment (coursework):
10% activity and class participation
35% continuous assignments
Final assessment (in the exam period):
55% final project
Scale of assessment (preliminary/final): Grading scale: A - 92 to 100%B - 84 to 91%C - 76 to 83%D - 69 to 75%E - 60 to 68%FX (failed, no credits awarded) < 60%. Max. 2 absences allowedViolations of academic ethics will be sanctioned by grade lowering including the filing of a petition for disciplinary action, depending on the level of severity.

Learning outcomes:
The course introduces linguistic methods and focuses on analyses of language in the digital space, especially on social media platforms. Students will become familiar with current research, review case studies, and conduct their own analyses of linguistic phenomena in online space using methods of their own choosing. The course also covers digital discourse analysis, sociolinguistic models, language change in digital environments, and ethical aspects of online research.
Upon successful completion of this course, the student will be able to:
1. understand the theoretical frameworks of linguistic research in the context of the Internet and apply them to the analysis of language on social networks
2. use different research methods to analyse digital communication not only for academic purposes
3. analyse the linguistic and sociolinguistic variables present in social media interactions
4. critically evaluate the ethical considerations associated with social media research
5. to develop an independent research project on specific aspects of language use on the Internet

Class syllabus:
(Note: some topics are covered in several weeks)

1. Communication and the New Media
2. Language and the Internet
3. Social Media
4. Qualitative Internet Research Methods
5. Ethnographic and Sociolinguistic Approaches to Internet Research
6. Quantitative Methods of Internet Research
7. Analysis of Online Discourse

Recommended literature:

Crystal, D. (2019). The Cambridge encyclopedia of the English language. Cambridge University Press.
Dovchin, S. (2020). Language, Social Media and Ideologies. Springer.
Page, R., Barton, D., Lee, C., Unger, J. W., & Zappavigna, M. (2022). Researching Language and Social Media. A Student Guide. (2nd ed.). Routledge. https://doi.org/10.4324/9781003121763-1
Xie, C., Yus, F., & Haberland, H. (2021). Approaches to Iinternet Pragmatics: Theory and Practice. John Benjamins Publishing Company.
More journal articles will be distributed during the semester

Languages necessary to complete the course:

Participation in the course requires at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR). The course is open to Master's students.

Notes:

Maximum of 15 students

Past grade distribution

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
69,23	0,0	7,69	15,38	7,69	0,0	0,0

Lecturers: Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.

Last change: 28.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-049/19	Roman Epigraphy as a Resource of Ancient Rome's Social History

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Systematic preparation and activity during the semester. Analysis and a written paper of a chosen text. Final colloquium. One absence is permitted, two more absences could be compensated with an assignment on a chosen topic. In the case of more absences the teacher decides about the additional assignments or the repetition 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): 100/0

Learning outcomes:
The students gain knowledge about the epigraphic sources – Latin inscriptions and about epigraphy as a science and its importance for the study of ancient history. They know the basic rules of reading ancient epigraphic sources and they can interpret them in a historical context. They can work with ancient epigraphic sources of different types (fasti Romani, diplomata, miliaria, instrumenta publica, tituli sacri, tituli sepulcrales...) especially with grave inscriptions. With their interpretation they exhibit their knowledge in the form of presentation and discussion of their interpretations. After finishing the course, the students can work with epigraphic sources (reading, resolving abbreviations, translating, and interpreting them) and apply them to their research.

Class syllabus:
Brief history of epigraphy
The importance of epigraphy in the study of ancient history
Editing and publishing epigraphic sources. The most famous editions of inscriptions (CIL, ILS, AE)
Modernization of work with inscriptions – work with online databases of inscriptions
Types of Latin inscriptions
Family epitaphs
Imperial epitaphs – dedicatory and grave inscriptions
Instrumenta domestica

Votive inscriptions
Reading of chosen Latin inscriptions and their interpretation
Final colloquium

Recommended literature:

Students will receive the texts of the inscriptions from the teacher at the beginning and during the semester. Texts and additional literature will be available in MS TEAMS.

VIDMAN, Ladislav. Psáno do kamene, Praha: Academia, 1975.
HOŠEK, Radislav. Tituli Latini Pannoniae Superioris annis 1967 - 1982 in Slovacia reperti. Praha: Univerzita Karlova, 1984.
SCHUMACHER, Leonhard. Römische Inschriften Lateinisch-Deutsch ausgewählt, übersetzt, kommentiert und mit einer Einführung in die lateinische Epigraphik herausgegeben von Leonhard Schumacher. Stuttgart: Philipp Reclam, 2001. ISBN 3-15-008512-8
ŠEDIVÝ, Juraj a kol. Latinská epigrafia, dejiny a metodika výskumu historických nápisov zo Slovenska. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3776-2.
KEPPIE, Lawrence. Understanding Roman Inscriptions, London: Johns Hopkins University Press, 1991. ISBN 9780415151436.
SCHMIDT, Manfred G. Einführung in die lateinische Epigraphik, Darmstadt: Wissenschaftliche Buchgesellschaft, 2015. ISBN-10: 3534267559.

Languages necessary to complete the course:

Latin language - at least 2 semesters of Latin; basic knowledge of Latin and work with Latin texts.

Notes:

Past grade distribution

Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
91,3	0,0	4,35	4,35	0,0	0,0	0,0

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-037/12	Russian for Historians 1

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
Written tests, compositions, brief presentations. The Grading Scale is set as: 100 % – 91% A, 90 – 81% B, 80% – 73% C, 72% – 66% D, 65% – 60% E, 59% and less – FX (a student does not fill the conditions for evaluation).
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): Evaluation score value: 100/0

Learning outcomes:
Students can use a language (writing, vocabulary, grammar) and communication competence (receptive and productive) which are necessary for daily communication on the topic of personal, professional life and which are also useable for factual conversation.

Class syllabus:
The student acquires:
• font system
• general vocabulary which is directly related to daily life and professional interests (1)
• grammar rules (morphological and syntactic), which are necessary to perception and production of texts in common situations of personal and professional life (1)
• learning and development the receptive and productive skills, which are necessary for communication on the topics of common life and are also useable for factual conversation. (1)
• making and keeping contact, personal life, family, work, hobbies, and free time.

Recommended literature:
BALÁŽ, G [et al.] : Krátka gramatika ruského jazyka. Bratislava: SPN, 1976.
BALCOVÁ, T.: Rusko-slovenský a slovensko-ruský slovník. Bratislava: Kniha – Spoločník, 2006. ISBN
80-88814-45-6.
KOLLÁR, D. a kol.: Slovensko-ruský slovník. Bratislava: SPN, 1976.
NEKOLOVÁ, V., Camutaliová, I., Vasiljevova-Lešková, A.: Ruština nejen pro samouky. Praha: Leda, 2002. ISBN 80-85927-96-9.

Jazykovo dostupné autentické tlačové materiály

Languages necessary to complete the course:
Russian, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 67

A	ABS	B	C	D	E	FX
50,75	0,0	22,39	11,94	5,97	0,0	8,96

Lecturers: prof. Mgr. Miroslav Daniš, CSc.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-038/12	Russian for Historians 2

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester:

Educational level: II.

Prerequisites: FiF.KVD/A-moHI-037/12 - Russian for Historians 1

Course requirements:
Written tests, compositions, brief presentations. The Grading Scale is set as: 100 % – 91% A, 90 – 81% B, 80% – 73% C, 72% – 66% D, 65% – 60% E, 59% and less – FX (a student does not fill the conditions for evaluation).
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): Evaluation score value: 100/0

Learning outcomes:
Students can use a language (writing, vocabulary, grammar) and communication competence (receptive and productive) which are necessary for daily communication on the topic of personal, professional life and which are also useable for factual conversation.

Class syllabus:
The student acquires:
• font system
• general vocabulary which is directly related to daily life and professional interests (2)
• grammar rules (morphological and syntactic), which are necessary to perception and production of texts in common situations of personal and professional life (2)
• learning and development the receptive and productive skills, which are necessary for communication on the topics of common life and are also useable for factual conversation (2).
• making and keeping contact, personal life, family, work, hobbies and free time.
• intercultural communication, travelling to work and hobbies, orientation in the city, lifestyle, housing culture, eating habits, city – city history

Recommended literature:
BALÁŽ, G [et al.] : Krátka gramatika ruského jazyka. Bratislava: SPN, 1976.
BALCOVÁ, T.: Rusko-slovenský a slovensko-ruský slovník. Bratislava: Kniha – Spoločník, 2006. ISBN
80-88814-45-6.
KOLLÁR, D. a kol.: Slovensko-ruský slovník. Bratislava: SPN, 1976.

NEKOLOVÁ, V., Camutaliová, I., Vasiljevova-Lešková, A.: Ruština nejen pro samouky. Praha: Leda, 2002. ISBN 80-85927-96-9.
Jazykovo dostupné autentické tlačové materiály

Languages necessary to complete the course:
Russian, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
50,94	0,0	33,96	9,43	0,0	3,77	1,89

Lecturers: prof. Mgr. Miroslav Daniš, CSc.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-493/18	SC: 1956 and Its Impact on the Events in Czechoslovakia

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to take active part in the lessons. They need to produce, present and submit a written paper on an assigned topic. The paper needs to cover the most important issues of the topic in question. It must include a PowerPoint presentation and be at least 5 pages long.
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
At the end of the course, students are familiar with the first major crisis in the Eastern bloc caused by the XX the Congress of the CPSU and the revelation of Stalin's crimes and its impact on the political and social development in Czechoslovakia. They understand the ongoing political situation and the role the intelligentsia played in the first major public criticism of the ruling regime. They have extensive knowledge of the Antonín Novotný's government, which ended in 1968. They are familiar with the domestic and international political scene and understand the impact foreign policy had on the situation in Czechoslovakia. They also understand the circumstances and the situation of the country at that time.

Class syllabus:
1. The situation in Czechoslovakia and the USSR following the deaths of Stalin and Gottwald
2. The succession struggle and the first problems in the Eastern bloc
3. The cult of personality.
4. The XX Congress of the CPSU and the revelation of Stalin's crimes.

5. The events in Poland and Hungary.
6. The situation in Czechoslovakia and criticism of the regime
7. The reaction of Novotny's regime and the second wave of political processes
8 The role of the Czech and Slovak intelligentsia
9. The second de-Stalinization phase.
10. Rehabilitations
11. The Slovak question in the early 1960s

Recommended literature:

Krízy režimov sovietskeho bloku v rokoch 1948-1989. Banská Bystrica: Pedagogická spoločnosť J.A. Komenského, 1997. ISBN 80-88784-14-X.
PEŠEK, Jan, LETZ, Róbert. Štruktúry moci na Slovensku 1948-1989. Prešov : Vydavateľstvo Michala Vaška , 2004. ISBN 80-7165-469-8.
PEŠEK, Jan a kol. Aktéri jednej éry na Slovensku 1948-1989. Prešov: Vydavateľstvo Michala Vaška, 2003. ISBN 80-7165-417-5.
RAŠLA, Anton. Spomienky spoza mreží. Banská Bystrica: Vidas, 1998. ISBN 80-85306-16-6.
RYCHLÍK, Jan. Češi a Slováci ve 20. století. Česko-slovenské vztahy 1945-1992. Bratislava: Academic Elektronic Press, 1998. ISBN 80-88880-11-4.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 43

A	ABS	B	C	D	E	FX
74,42	0,0	9,3	6,98	6,98	2,33	0,0

Lecturers: Mgr. Peter Vanek, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-405/00	SC: At the Royal Court

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
preparation of paper (500 words) on chosen topic concerning the functioning of royal court, using the period sources + active participation in course. Teacher will accept two absences during the semester. In case of the third absence student will receive additional work in form of written paper 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

Learning outcomes:
After taking part in course the student is able to recognize the structure of functioning of royal court as an institution and knows about court culture in particular European countries during the Middle Age an Early Modern Times, particularly on courts of rulers of Western Europe.

Class syllabus:
1. Institution of curia regis
2. Permanent royal residence – itinerant royal court
3. Court as administrative centre
4. Evolution of French royal court in the Middle Age
5. Changes of English royal court in the Middle Age
6. French royal court during Renaissance – rule of the last kings of Valois
7. Royal court under the rule of Tudor dynasty
8. Court ceremonial during the reign of Louis XIV.
9. Stuart royal court before and after Civil war on British Iles
10. Advantages and disadvantages of Imperial court
11. Courtier – payed employee
12. Royal favorites
13. Court culture

Recommended literature:

Paměti Louis de Rouvroy de Saint-Simon. Praha : Státní nakladatelství krásné literatury, hudby a umění, 1959.
VOLTAIRE. Storočia Ľudovíta XIV. Bratislava : Tatran, 1988.
CASTIGLIONE, Baldassare. Kniha o dvoranovi. Bratislava : Tatran, 1985.
A collection of ordinances and regulations for the government of the royal household, made in divers reigns. From King Edward III. to King William and Queen Mary. [online] London : Printed for the Society of Antiquaries by J. Nichols, 1790 [citované 21.10.2021]. Dostupné na: https://wellcomecollection.org/works/evs98d3z
WEIROVÁ, Alison. Jindřich VIII. král a dvůr. Praha : BB art, 2013. ISBN 978-80-7461-392-0.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
57,58	0,0	15,15	12,12	0,0	0,0	15,15

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-494/18	SC: August 1968 - Causes and Contexts

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to take active part in the lessons. They need to produce, present and submit a written paper on an assigned topic. The paper needs to cover the most important issues of the topic in question. It must include a PowerPoint presentation and be at least 5 pages long.
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.
Maximum number of unjustified absences: 2.
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
At the end of the course, students are acquainted with the development preceding 1968, with the year 1968 in socialist Czechoslovakia and its course, the situation in society, culture, science, the August occupation and the following political development. They are also familiar with the international political situation and its impact on the events at home and are able to understand the Soviet Union's superpower policy and strategy. They are able to critically perceive and interpret the political mechanisms and interests of the great powers, and have an overview of the interests of the Soviet Union in Central Europe.

Class syllabus:
1. The new Communist Party leadership at the turn of 1967 / 1968.
2. The first months of Alexander Dubcek's government and the Communist Party's action program
3. Criticism of the Soviet Union and its satellites.
4. The awakening intelligentsia and civil society.
5. The Slovak question in 1968 and the preparation of the federation.

6. Prominent Czech and Slovak personalities in 1968.
7. The strategic interests of the USSR
8. The international situation in 1968
9. The 1968 Summer and the Soviet-Czechoslovak negotiations.
10. August 21, 1968
11. The onset of Normalization.

Recommended literature:

LONDÁK, Miroslav a kol. Predjarie. Politický, ekonomický a kultúrny vývoj na Slovensku 1960-1967. Bratislava: Veda, 2002. ISBN 80-224-0707-0
LONDÁK, Miroslav, SIKORA, Stanislav a kol. Rok 1968 a jeho miesto v našich dejinách. Bratislava: Veda, 2009. ISBN 978-80-224-1095-3.
LONDÁKOVÁ, Elena a kol. Rok 1968. Novinári na Slovensku. Bratislava: HÚ SAV, 2008. ISBN 978-80-969782-9-8.
SIKORA, Stanislav. Po jari krutá zima. Politický vývoj na Slovensku v rokoch 1968-1971. Bratislava: Veda, 2013. ISBN 978-80-970302-9-2.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 47

A	ABS	B	C	D	E	FX
78,72	0,0	17,02	2,13	0,0	0,0	2,13

Lecturers: Mgr. Martin Horička, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-423/24	SC: Authority and Liberty: Varieties of Pre-Modern Political Thought

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
preliminary - regular attendance during the course, preparedness for the lessons (reading assignments), engagement in the discussions
final - submitting of an essay (10 pages), colloquium
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will become familiar with the basic phenomena that characterized political thinking from the late Middle Ages to the early modern period. The focus of attention will be on the Central European context, thanks to which students will also gain an overview of the forms of the relationship between the "center" and the "periphery" and the possibilities of intellectual exchange in the pre-modern era. In addition to knowledge about the main trends (absolutist, republican, estate, patriotic and other discourses), they will also gain basic knowledge about the methodological possibilities of research within the history of ideas and the potential problems caused by the terminology used and the changing meanings of relevant concepts and terms over time.

Class syllabus:
1. Methods. Concepts. Springs
2. Law and politics.
3. Renaissance humanism. Ancient sources and innovation.

4. Republican tendencies at the level of language and practice
5. History and its use in politics
6. Confessionalization and religion in politics
7. Absolutism and the authority of the monarch
8. Estate rights and freedoms
9. "Public good" versus "old custom"
10. Homeland, nation and language in political thinking
11. Enlightenment
12. Conclusion

Recommended literature:

BURNS, James H - GOLDIE, Mark (eds.). The Cambridge History of Political Thought 1450–1700. Cambridge University Press 1992. ISBN 9781139055406
EVANS, Robert John Weston. Vznik habsburské monarchie 1550-1700. Praha 2003. ISBN 9788072034635
ŠKOVIERA, Daniel (ed.). Latinský humanizmus. Kalligram 2009. ISBN 9788081011368
SCHELLE, Karel a kol. (eds.). Velké dějiny zemí Koruny české – Stát. Paseka 2015. ISBN 978-80-7432-652-3

Languages necessary to complete the course:

Slovak
Czech (reading)
English (reading)

Notes:

Past grade distribution

Total number of evaluated students: 11

A	ABS	B	C	D	E	FX
45,45	0,0	36,36	18,18	0,0	0,0	0,0

Lecturers: Mgr. Peter Benka, PhD.

Last change: 06.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-426/22	SC: Byzantium and Latin Occident in the years 1054-1204

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Discussion with the involvement of all course participants. Answering pre-arranged questions Credit conditions. 100% lesson preparation, reading and processing of materials, answers to questions. Allowed absences 2 (with or without apology) 3 absences (alternative form of credit - short paper on chosen topic) 4 and more non-completion 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): 100/0

Learning outcomes:
After completing the course, students acquire a deeper understanding of the relations between the two dominant parts of medieval Christian Europe in the early and high Middle Ages. Emphasis will be placed on the genesis and nature of mutual political and religious conflicts, which until now have permanently affected the cultural and civilizational framework of today's Europe.

Class syllabus:
1.Introductory meeting of the course. Familiarization of course participants with the program of individual course hours, the form in which it will be conducted and the conditions of evaluation
2. Byzantium and the Latin West until 1054. Outline of political, religious and cultural relations between the two parts of the Christian world
3. Relations between Byzantium and Latin West on the eve of the Schism of 1054. Religious differences between the two churches, their origin and causes. The Roman Curia and its response to the Byzantine criticism of religious differences. The Norman factor in the middle of the 11th century and its influence on the relations between Byzantium and the papacy
4. Roman legates in Constantinople in 1054. The course of the rupture. Mutual excommunications and their nature.
5. Interpretation of the events of 1054. The official position of the Roman legates and the position of Patriarch Michael I Cerullarius and the Patriarch Peter of Antioch

6. The Byzantine Empire in the politics of Pope Gregory VII. Gregor's Eastern policy. Byzantine foreign policy between the Normans and the Reform papacy
7. Byzantium and the Latin West at the beginning of the Crusades. Byzantine Emperor Alexius I Comnenus and his negotiations with Pope Urban II in 1089.
8. Byzantium and the Latin West in 1095-1108: From Christian confreres to heretics.
9. Byzantium and the Latin West in the 12th century: the political rivalry between the Holy Roman Empire and Byzantium, the deepening of disagreements during the later crusades.
10. The conquest and sack of Constantinople in 1204: an accident or conspiracy?
11. Pope Innocent III and his attitude to the events of 1204.
12. Conclusion

Recommended literature:

Sources to particular meetings (sources to The Great Schism from the year 1054, correspondance of pope Gregor VII. Latin and Byzantine authors to Crusades etc.)
Recommended literature:
ALEŠ, P.: Cirkevné dejiny III. Košice: Univerzita Pavla Jozefa Šafárika, 1996. ISBN 80-7097-229-7.
ZÁSTĚROVÁ, B. a kol. DĚJINY BYZANCE. Praha: Academia, 1992. ISBN 80-200-0454-8.
DVORNIK, F.: Byzantium and the Roman Primacy. New York: Fordham University Press, 1979. ISBN
0-8232-0701-3.
RUNCIMAN, S. The Eastern Schism. Clarendon press 1955.

Languages necessary to complete the course:

Slovak, 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: prof. Mgr. Martin Hurbanič, PhD.

Last change: 06.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-435/24	SC: Czech Medieval History

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
50% preliminary - regular attendance during the course, preparedness for the lessons, engagement in the discussions. Preparation of a presentation/report on a given topic (ppt) in druation of 10 min.
50% final - test
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
After completing the series of seminars, students have basic knowledge of the political, economic, social, ecclesiastical and cultural history of the Czech lands in the Middle Ages in the European context. They know the basic trends, historical terms, personalities and basic historiographical questions of Austrian history in the years 907-1526, acquired the ability to understand the basic development trends of the society of the Czech countries in this period and thus gained the basis for further study of Czech history in the European context.

Class syllabus:
1. Introductory meeting. Information on the conditions for awarding the assessment, distribution of topics for papers and presentations.
2. Introduction to Czech medieval history. Basic tendencies of the development of Czech medieval studies from the 19th century to the present.
3. History of the Czech lands in the 10th century.
4. History of the Czech lands until 1198.

5. Přemysl Otakar I and the Golden Bull of Sicily.
6. Vaclav I and Přemysl Otakar II. The struggle for Babenber heritage in the European context.
7. "Bad years" and the last Přemyslovci.
8. History of the Czech lands in the 14th century.
9. History of the Czech lands in the 15th century.
10. Economic history of the Czech lands in the Middle Ages.
11. Ecclesiastical history of the Austrian lands in the Middle Ages.
12. Conclusion.

Recommended literature:

Sources:
- Monumenta Germaniae Historica. Various series.
- Fontes Rerum Bohemicarum. Various series.

1. NOVOTNÝ, Václav. České dějiny 1197 – 1253: Čechy královské za Přemysla I. a Václava I. Vol. I. Tom. 3. Praha: Jan Laichter, 1928, 1 088 s.
2. NOVOTNÝ, Václav. České dějiny 1253 – 1271: Rozmach české moci za Přemysla II. Otakara. Vol. I. Tom. 4. Praha: Jan Laichter, 1937, 499 s.
3. ŽEMLIČKA, Josef. Přemysl Otakar II. Král na rozhraní věků. Praha: Nakladatelství Lidové noviny, 2011, 752 s. ISBN: 978-80-7422-118-7.
4. BLÁHOVÁ, Marie – HLAVÁČEK, Ivan et al. Česko-rakouské vztahy ve 13. století. Rakousko (včetně Štýrska, Korutan a Kraňska) v projektu velké říše Přemysla Otakara II. Sborník příspěvků ze symposia konaného 26. – 27. září 1996 ve Znojmě. Praha: Rakouský kulturní institut – Filozofická fakulta Univerzity Karlovy, 1998, 305 s. ISBN: 80-85899-41-8.
5. KLÁPŠTĚ, Jan – ŠEDIVÝ, Ivan (eds.). Dějiny Česka. Praha: Lidové noviny, 2019, 349 s. ISBN: 978-80-7422-338-9
- further literature will be recommended by the teacher during the semester

Languages necessary to complete the course:

Slovak
Czech (reading)

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: PhDr. Jakub Palko, PhD.

Last change: 07.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-483/10	SC: Discourses on Slovak Statehood, Nation and Language between 1918-1938

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic.
b) final - They need to submit a 2 page long written report on a selected class syllabus topic.
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.
Maximum number of unjustified absences: 3
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
Students are familiar with the controversies around the Slovak statehood, nation and language between 1918 and 1938. They can apply an analytical approach to assess different argumentation approaches among Slovak politicians and intellectuals on topics like the Slovak - Czechoslovak nation, centralism, autonomy, and the definition of Slovak culture and language. Their knowledge is based on their analysis of the confrontation of the then two rival entities, namely the Czechoslovak and the Slovak nationalism.

Class syllabus:
1. Starting points for Czechoslovak vs Slovak nationalism polemics. The HSĽS-Prúdy generation. The central city of Martin.
2. The Martin Declaration vs the Pittsburgh Agreement - two different views on the future of Slovaks. Important justification sources for the theory of Czechoslovak national unity (Martin

Declaration) and for the autonomist movement (Pittsburgh Agreement). Controversies over the Martin Declaration. Controversies over the Pittsburgh Agreement.
3. Controversial reactions to Hlinka's trip to Paris. Memorandum of American Slovaks to the Government and the National Assembly of the Czechoslovak Republic calling to incorporate the Pittsburgh Agreement into the Constitution of Czechoslovakia.
4 Jozef Škuléty's Controversies with Milan Hodža, Václav Chaloupecký and Albert Pražák in the 1920s.
5. Controversies about the Czechoslovak nation in the Czechoslovak parliament.
6. Controversies about the autonomy of Slovakia in the Czechoslovak parliament.
7. Controversies about the Czechoslovak nation among Slovak politicians in the press. Controversies of Vavro Šrobár, Juraj Slávik, Anton Štefánek, Milan Hodža, Ivan Dérer, Milan Ivanka, Andrej Hlinka, Martin Rázus and others.
8. Controversies about the Czechoslovak-Slovak nation among Slovak intellectuals and artists.
9. Controversies about the definition of Slovak culture, science and language among Slovak intellectuals and artists.
10. Controversies about the Slovak language and the 1931 Rules of Slovak Orthography among Czech and Slovak intellectuals.
11. Controversial brochures and book publications.
12. Final recapitulation of obtained knowledge, discussion.

Recommended literature:

CHMEL, Rudolf (ed.). Slovenská otázka v 20. storočí. Bratislava : Kalligram, 1997. ISBN 80-7149-155-1
KRAJČOVIČOVÁ, Natália. Jeden či dva národy? Dilema slovenskej politiky po vzniku ČSR. In: Česko-slovenská historická ročenka 1999. Brno : 1999, s. 98-112.
LETZ, Róbert a kol. Pramene k dejinám Slovenska a Slovákov XII a. Slováci pri budovaní základov Československej republiky. Bratislava : Literárne informačné centrum, 2013. ISBN 978-80-8119-072-8
VAŠŠ, Martin. Slovenská otázka v 1. ČSR (1918 - 1938). Martin : Vydavateľstvo Matice slovenskej, 2011. ISBN 978-80-8115-053-1
Further sources and literature will be mentioned during the semester.

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 67

A	ABS	B	C	D	E	FX
61,19	0,0	23,88	4,48	4,48	1,49	4,48

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-456/00	SC: Ethnic Conflicts in the 19th and 20th Century South-Eastern Europe

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (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

Learning outcomes:
The students are able to identify political trends in South-Eastern Europe (Balkan) during the 19th and 20th Centuries. Except general characteristic of the interior policy in various regions and states (the Ottoman Empire, the forming so-called national states), the student is also able to orient in the policy of the Great Powers to Balkan (influences and conflicts between European powers). That gets them to be oriented also in current political situation in this region.

Class syllabus:
1. Defining basic concepts, geographical and political definition of the area, concepts: Balkan, Balkans, balkanization. South-Eastern Europe as a concept and its geographical and geopolitical definition.
2. Nation and Nationalism as concepts and its application to national-emancipation concepts. 3. Overview of historical trends of South-Eastern Europe – roots of ethnical conflict, examples and inspirations in history.
4. Balkans society in the 19th and 20th Centuries.
5. Ethnic and religion structure of inhabitants in Balkan and its trends.
6. Croatia-Serbia relations
7. Serbian-Albanian relations. Problem of Kosovo
8. Greco-Turkish relations.
9. Macedonian question.

10. Bosnia and Herzegovina. Process of the ethnic identification of Muslims in Bosnia and Herzegovina.
11. Bulgaria and its relations with neighbouring states.
12. The 1990s – the opening of the “new” centres of conflicts.

Recommended literature:

GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X.
HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6.
HRADEČNÝ, Pavel. Řekové a Turci : nepřátelé nebo spojenci? Praha: Nakladatelství Lidové noviny, 2000, 226 s. ISBN 80-7106-378-9.
PIRJEVEC, Jože. Jugoslávie 1918 - 1992: Vznik, vývoj a rozpad Karadjordjevićovy a Titovy Jugoslávie. Praha: Argo, 2000, 537 s. ISBN 80-7203-277-1.
WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 83

A	ABS	B	C	D	E	FX
96,39	0,0	2,41	0,0	1,2	0,0	0,0

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-451/00	SC: Europe and the World in the First Half of the 20th Century 1

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (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

Learning outcomes:
The students have knowledge of selected issues of the political, social, economic and cultural trends of Europe and the world in the first half of the 20th Century. Within the seminar, they are able to analyse the various factors of the world after the end of the First World War, social and economic problems, as well as some cultural innovations.

Class syllabus:
Introduction to political trends of the first half of the 20th Century.
International relations before the First World War (a forming of the Entente Powers, the Triple Alliance, Balkans Wars)
The First World War and its consequences
Changes issues of the post-war Europe and trends in East Asia (the Washington Conference).
The 1920s in the European policy
International relations in the 1930s – Rise of the tension in international relations.
Interior policy trends in various countries – general characteristic.
Interior policy trends in various countries – the Great Britain, France and the United States
Interior policy trends in various countries – Italy, Germany, Japan

Recommended literature:
FERGUSON, Niall. Válka světa: Dějiny věku nenávisti. Praha: Academia, 2008, 751 s. ISBN 978-80-200-1650-8. HOBSBAWM, Eric. Věk extrémů. Praha: Argo, 1998, 619 s. ISBN 80-7203-184-8. KISSINGER, Henry. Umění diplomace. Praha: Prostor, 1999, 946 s. ISBN

80-7260-025-7. MacMILLANOVÁ, Margaret. Mírotvorci: Pařížská konference 1919. Praha: Academia, 2004, 551s. ISBN 80-200-1151-X. VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 145

A	ABS	B	C	D	E	FX
92,41	0,0	1,38	4,83	0,69	0,0	0,69

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-452/00	SC: Europe and the World in the First Half of the 20th Century 2

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (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

Learning outcomes:
The students are able to identify the selected issues of the political, social, economic and cultural trends of Europe and the world in the first half of the 20th Century. They can to analyse the various factors of the changes the world after the end of the First World War, social and economic problems, as well as some cultural innovations.

Class syllabus:
Non-political characteristic of the first half of the 20th Century (Belle Époque, disaster of the war, from war to war)
Changes in the social stratification of population, social issues and the ways of solving it in the first half of the 20th Century.
Female Question in the first half of the 20th Century (emancipation, struggle for suffrage, marriage crisis – divorces, women´s education and scientific activities). Family and Parenthood.
Economic trends and its issues. Crisis and its causes. Reparations. Crisis management programs. State encroachments to economic trends
Modernization versus Traditionalism
Life in European and American cities in literary texts of European and American writers.
Life in the countryside in literary texts of European and American writers.
Paris and the artistic and writing elite

Recommended literature:

BOCKOVÁ, Gisela. Ženy v evropských dějinách. Praha: Nakladatelství Lidové noviny, 2007, 381 s. ISBN 978-80-7106-494-7.
HORSHAM, Michael. Styly 20. a 30. let. Praha: Svojtka a Vašut, 1997, 128 s. ISBN 80-7180-255-7.
KYBALOVÁ, Ludmila. Dějiny odívaní III. : Od biedermeieru do současnosti; 19. a 20. století. Bratislava: Ústredná knižnica a ŠIS VŠMU, 1992, 172 s. ISBN 80-85182-14-9.
KYBALOVÁ, Ludmila. Od „zlatých dvacátých“ po Diora. Praha: Nakladatelství Lidové noviny, 2006, 253 s. ISBN 978-80-7106-149-6.
VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 80

A	ABS	B	C	D	E	FX
96,25	0,0	1,25	0,0	0,0	1,25	1,25

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-486/11	SC: Europe at the Brink of World War 1

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (50%).
Porušenie akademickej etiky má za následok anulovanie získaného hodnotenia.
Klasifikačná stupnica:
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

Learning outcomes:
The student has basic overview of the essential issues of international relations from establishment of the German Empire to outbreak of the First World War. Students know how to orientate in key questions of the international policy, international relations, issues of the colonialism and therefore they are able to confront the various interpretations of causes of the outbreak of the First World War and they can expertly discuss about it. In addition, students are able to orient in the contemporary issues of international policy.

Class syllabus:
1. International relations in the 1870s (situation after the Franco-Prussian War, Three Emperors' League, The Great Eastern Crisis, Russo-Turkish War, Treaty of San Stefano, Congress of Berlin).
2. International relations in the 1880s (situation after the Congress of Berlin, establishment of The Dual Alliance, Italy joins to the Dual Alliance, colonial expansion – mastery of Egypt and African ´s Rush, French interests in South-Eastern Asia)
3. International relations in the 1890s I. – modification of the Bismarck´s system (the Balkan situation – the crossroad of The Great Power´s interests, Bismarck´s departure and German "new policy", Franco-Russian Alliance 1893/1894, British policy of "splendid isolation")
4. International relations in the 1890s II. (South African crisis, Italo-Ethiopian War, Greco-Turkish War (1897), Russian expansion in East Asia, development of the Trans-Siberian Railroad, beginning of Japanese expansion in Asia, The First Sino-Japanese War, the struggle of Korea, The Spanish-American War, Fashoda Crisis, The Second Boer War)

5. International relations 1900 – 1905 (The Boxer rebellion, interference of The Great Powers in China, the struggle of Persia, the end of British policy of “splendid isolation”, Berlin-Baghdad railway, Franco-British agreement – “Entente cordiale”)
6. International relations 1905 – 1908 (the Russo-Japanese War, The First Moroccan Crisis, naval armament, disarmament conferences, Anglo-Russian agreement 1907, the Balkan situation – Bosnian Crisis, The Second Moroccan Crisis)
7. International relations 1908 – 1914 (rise of tension in Balkan situation, Battle of Tripoli, The First and Second Balkan War, international relations after the Balkan Wars)
8. Assassination at Sarajevo and The Second Bosnian Crisis – so-called July crisis, outbreak of the Austro-Serbian conflict, brink of the world war

Recommended literature:

FERGUSON, Niall. Nešťastná válka. Praha: Dokořán, 2004, 487 s. ISBN 80-86569-56-X.
KŘIVSKÝ, Petr - SKŘIVAN, Aleš. Století odchází: Světla a stíny "belle époque". Praha: Aleš Skřivan ml., 2004, 341 s. ISBN 80-86493-12-1.
KŘIVSKÝ, Petr. Do nitra kontinentů. Praha: Mladá fronta, 1988, 256 s.
NÁLEVKA, Vladimír Světová politika ve 20. století (I.). Praha : Aleš Skřivan ml., 2000, 270 s. ISBN 80-902261-4-0.
RAPPORT, Michael Evropa devatenáctého století. Praha: Vyšehrad, 2011, 436 s. ISBN 978-80-7429-061-9.
VINEN, Richard. Evropa Evropa dvacátého století. Praha: Vyšehrad, 2007, 556 s. ISBN 978-80-7021-735-1.
Vinen, Richard Evropa dvacátého století. Praha : Vyšehrad, 2007.
• Rapport, Michael Evropa devatenáctého století. Praha : Vyšehrad, 2011.
• Čapek, Vratislav [et al.] Dějiny novověku III. Praha : Státní pedagogické nakladatelství, 1973.
• Křivský, Petr - Skřivan Aleš Století odchází. Praha : Aleš Skřivan ml., 2004.
• Nálevka, Vladimír Světová politika ve 20. století (I.).Praha : Aleš Skřivan ml., 2000.
• Křivský, Petr Do nitra kontinentů. Praha : Mladá fronta , 1988.
• Ferguson Niall Nešťastná válka. Praha : Dokořán, 2004.
• Ferguson Niall Válka světa. Praha : Academia, 2008.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 135

A	ABS	B	C	D	E	FX
94,81	0,0	1,48	1,48	0,74	0,0	1,48

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-787/14	SC: European Integration after 1945

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes. Working with texts.
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%

Learning outcomes:
The student can identify the political situation in Europe after Second World War along with the integration process. He can interpretate the integration of Europe by means of methodological approaches. All students understand the differences between military, political and economic integration as well as interconnections among them. They also have ability to historicize political processes which can often appear as linear. Through working with multiple interpretative approaches, the students have the competencies which enable them to analyse the development of institutions, the role of political actors, and the relevance of the international situation for their mutual interaction. At the same time, European integration is a focal phenomenon whose consequences are often underestimated, not least due to the absence of historical awareness and consequently resulting implications for social ordering.

Class syllabus:
1. Integration efforts before the Second World War 2. Integration as the consequence of the Second World War 3. Economic situation 4. Political will and internal political development in Europe 5. Threat of conflict 7. The social question within the integration process 8. Current problems of European integration 9. Methodological approaches to the integration process 10. Individual milestones in the deepening and widening of integration 11. Acquis Communautaire and political consequences 12. Alternative unrealised projects of European integration

Recommended literature:
JUDT, Tony, Poválečná Evropa a její historie od roku 1945. Praha: Prostor, 2018. ISBN 978-80-7260-373-2.

MORAVCSIK, Andrew. The CHoice for Europe. Social Purpose and State Power from Messina to Maastricht. London: Routledge, 1999. ISBN 1-85728-192-6.
HABERMAS, Jurgen. Kústave Európy. Bratislava: Kalligram, 2012. ISBN 978-80-8101-579-3.

Languages necessary to complete the course:
Slovak and English language

Notes:

Past grade distribution
Total number of evaluated students: 91

A	ABS	B	C	D	E	FX
79,12	0,0	13,19	4,4	0,0	3,3	0,0

Lecturers: Mgr. Matej Ivančík, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-429/22	SC: Everyday Life in Ancient Rome

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
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

Learning outcomes:
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.

Class syllabus:
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. Římsky 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. Rímske 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: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-425/16	SC: Facts about Life at Aristocratic Courts in the Early Modern Times

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
The students' results are evaluated exclusively by continuously checking their performance during the lesson period of the term. During the first two teaching weeks, students choose a research area – an aristocratic family of the Kingdom of Hungary. In the following weeks, students research this area on their own and present their results at the beginning of the lesson, following the teacher's explanation. Students present their results verbally (without any written support). To successfully complete the course, students need to work systematically, regularly informing the teacher about the progress they have achieved in their research. The deadline of their tasks cannot be postponed as they are connected to specifically scheduled lessons. Likewise, the teacher may not consider every research report by the student to be satisfactorily completed. To successfully meet their tasks, students need to successfully complete at least 6 out of 10 assignments. They are evaluated in the credit week according to the following scale: 10 adequately completed tasks A, 9 adequately completed tasks B, 8 adequately completed tasks C, 7 adequately completed tasks D, 6 adequately completed tasks E, 5 and less adequately completed tasks.
To successfully meet their term tasks, students can have no more than 2 absences.
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): Scale of assessment preliminary/final: 100/0

Learning outcomes:
At the end of the course, students have an overview of one of the current research topics in Slovak / Central European historiography. Students are familiar with the nobility in general and with everyday life at the court of the aristocracy in the Kingdom of Hungary in the early modern period. Students can work not only with edited written sources that provide insight into the private spheres of the high nobility, but are also familiar with history of art and anthropological research on the issue.

Class syllabus:
1. Aristocratic families in the Kingdom of Hungary and their seats.
2. The aristocratic court and court career.

3. Birth, baptism, childhood, youth, upbringing and education among aristocrats.
4. Family policy and wedding.
5. Funeral.
6. Health, medical treatment and spa in the life among aristocrats.
7. The clothes of the aristocracy in the Kingdom of Hungary.
8. Aristocrats - patrons and art collectors.
9. Social life - assemblies, coronations, games, music, leisure.
10. Cuisine, catering.
11. In the service of the country.
12. The nobility in towns.

Recommended literature:

DUCHOŇOVÁ, Diana. Palatín Mikuláš Esterházy a jeho dvor. Spoločnosť, normy, rituály každodennosti. Bratislava: Historický ústav SAV vo vydavateľstve Prodama s.r.o., 2013. ISBN 978-80-89396-25-2.
LENGYELOVÁ, Tünde et al. Thurzovci a ich historický význam. Bratislava: Pro Historia, 2012. ISBN 978-80-89396-19-1.
LENGYELOVÁ, Tünde. Život na šľachtickom dvore. Bratislava: Slovart, 2016. ISBN 978-80-556-1287-4.
FUNDÁRKOVÁ, Anna. Barokový aristokrat. Bratislava: Veda, 2018. ISBN 978-80-224-1694-8.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
38,46	0,0	53,85	7,69	0,0	0,0	0,0

Lecturers: PhDr. Eva Benková, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-488/24	SC: February Coup and Sovietisation of Czechoslovakia

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
20% preliminary - regular attendance during the course, preparedness for the lessons, engagement in the discussions
80% final - test
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 20/80

Learning outcomes:
The February coup carried out by the communists in 1948 is one of the key events in our history. In addition to domestic policy, it also impacted foreign policy. In addition to the totalitarian political system, it also brought complete satelliteization of the republic. Students will gain knowledge about the causes, course and consequences of the communist coup, as well as about its foreign policy implications and how the Sovietization of the country took place.

Class syllabus:
1. Introductory meeting. Conditions for awarding the assessment.
2. Post-war Czechoslovakia
3. Change of the political course
4. The Third Republic and its problems
5. Events that preceded February 1948
6. The emergence of Informbyro and the international context of domestic political development
7. The beginning of the government crisis

8. February events - day by day
9. Capitulation of the Democrats
10. Consequences of the coup
11. Sovietization of the country
12. Conclusion.

Recommended literature:

BARNOVSKÝ, Michal. Na ceste k monopolu moci: Mocenskopolitické zápasy na Slovensku v rokoch 1945-1948. Bratislava: Archa, 1993, 248 p. ISBN 8071150568.
KAPLAN, Karel. Pět kapitol o únoru. Brno: Doplněk, 1997, 557 s. ISBN 808576573X.
PODOLEC, Ondrej (ed.). Február 1948 a Slovensko. Bratislava: Ústav pamäti národa, 2008, 685 p. ISBN 9788089335077.
SMETANA, Vít. Ani vojna, ani mír: velmoci, Československo a střední Evropa v sedmi dramatech na prahu druhé světové a studené války. Praha: Nakladatelství Lidové noviny, NLN, 2016, 663 p. ISBN 9788074223587.
VEBER, Václav. Osudové únorové dny: 1948. Praha: NLN, Nakladatelství Lidové noviny, 2008, 426 p. ISBN 9788071069416.

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 19

A	ABS	B	C	D	E	FX
78,95	0,0	5,26	15,79	0,0	0,0	0,0

Lecturers: Mgr. Martin Horička, PhD.

Last change: 07.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSD/A-moHI-495/18	**Course title:** SC: Feudal Manor as the Landowners' Economic Enterprise
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: The students' results are evaluated exclusively by continuously checking their performance during the teaching part of the semester. During the first two teaching weeks, students choose a research area – a specific feudal lordship located in the Kingdom of Hungary. In the following weeks, students research this area on their own and present their results at the beginning of the lesson, following the teacher's explanation. Students present their results verbally (without any written support). To successfully complete the course, students need to work systematically, regularly informing the teacher about the progress they have achieved in their research. The deadline of their tasks cannot be postponed as they are connected to specifically scheduled lessons. Likewise, the teacher may not consider every research report by the student to be satisfactorily completed. To successfully meet their tasks, students need to successfully complete at least 6 out of 10 assignments. They are evaluated in the credit week according to the following scale: 10 adequately completed tasks adequately completed tasks A, 9 adequately completed tasks B, 8 adequately completed tasks C, 7 adequately completed tasks D, 6 adequately completed tasks E, 5 and less adequately completed tasks. To successfully meet their term tasks, students can have no more than 2 absences. 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): Scale of assessment preliminary/final: 100/0	
Learning outcomes: As that the aim of the course is to make students familiar with economic and social history on the example of an economic entity—a feudal lordship—after successfully completing it, students	

are familiar not only with the necessary historical facts on the subject, but also with an overview of the different methodological approaches and concepts used in economic and social history (as a scientific discipline), namely with the so-called history of business, micro-history, etc. Based on their own research, students are also acquainted with a wide range of topics, which define the feudal lordship as a landlord's enterprise. Students understand issues of social disciplination, communication, prosopographic research, environmental issues, etc.

Class syllabus:

1. Definition of feudal lordship in space and time.
2. Contemporary Slovak historical science and its approach to the study of feudal lordships.
3. Possibilities of researching archival funds of feudal lordships in Slovak state archives.
4. Lordship administration, management issues.
5. Income / overhead management.
6. Economic production spheres (agriculture, mining, etc.).
7. How grange husbandry and the network of production facilities of feudal lords worked.
8. Who were the owners of the feudal lordships? The nobility and the entrepreneur elite in the Kingdom of Hungary.
9. The ruling lineage as entrepreneurs. Imperial Chamber estates.
10. Free royal towns as feudal lords.
11. The population of lordships, the mobility of the labor force, the fluctuation of serfs serving lords.
12. Clerks serving lordships.

Recommended literature:

MARSINA, Richard – KUŠÍK, Michal (ed.). Urbáre feudálnych panstiev na Slovensku. I. – II. Bratislava: Vydavateľstvo SAV, 1959.
LOPATKOVÁ, Zuzana (ed.). Otázky zemepanského hospodárenia a správy v novoveku. Trnava: Filozofická fakulta Trnavskej univerzity, Krakov: Spolok Slovákov v Poľsku, 2019. ISBN 978-83-8111-158-4.
SEDLÁK, František – ŽUDEL, Juraj – PALKO, František. Štátny slovenský ústredný archív: Sprievodca po archívnych fondoch I. Oddelenie feudalizmu. Bratislava: Slovenská archívna správa, 1964.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
56,25	0,0	34,38	0,0	6,25	3,13	0,0

Lecturers: PhDr. Eva Benková, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-461/00	SC: History of Germany in the 20th Century

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
A student analyses a chosen issue about history of Germany. They submit written paper about the topic, or present it, which represents 25% of final classification score. Afterwards the student is supposed to take a test. The successful completion of the test represents 75 % of evaluation score. 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): 25/75

Learning outcomes:
A student has knowledge about history of Germany in the 20th Century, especially of period between 1918 – 1975. The students understand the main issues of German history: The Germany in World War 1, The Weimar Republic, The Nazi Germany, two German states after World War 2.

Class syllabus:
1. Historiography and the history of Germany in the 20th Century.
2. The origins of German Empire (1871) and the way to World War 1
3. Germany in World War 1, the origin of the Weimar Republic
4. The Weimar Republic – interior and foreign policy
5. The origins of NSDAP. Nazism as a movement
6. The crisis of the Weimar Republic (1930 – 1933)
7. The NSDAP´s Capture of Power. Nazism as regime. The chronology of Nazi-regime
8. The Nazi Germany and World War 2.
9. The Allies after World War 2. The Cold War and establishment of two German states
10. The Adenauer´s Germany. From Petersburg to absolute sovereignty of the FRG.
11. From The Second Berlin Crisis to Willy Brandt
12. W. Brandt and his Eastern Policy – „Ostpolitik“

Recommended literature:

JÄCKEL, Eberhard. Německé století historická bilance. Praha : Argo, 2004. ISBN 80-7203-617-3.
MANN, Golo. Dějiny Německa 1919 – 1945. Praha : Český spisovatel, 1993. ISBN 80o-202-0441-5.
MÜLLER, H. M. Dejiny Nemecka. Praha Nakladatelství Lidové noviny, 2001. ISBN 80-7106-188-3.
TKADLEĆKOVÁ, Herta. Všeobecné dejiny I. Bratislava: Univerzita Komenského, 1992. ISBN 80-223-0275-9.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
28,13	0,0	31,25	21,88	17,19	1,56	0,0

Lecturers:

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-403/00	SC: History of Ukraine before 1861

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
A student is evaluated on basic of submitting the papers of selected topics and writing a final test. The score for passing the test is at least 60%.
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

Learning outcomes:
Students have basic knowledge of the historical, social, political, and cultural conditions in Ukraine and the genesis of Ukrainian statehood.

Class syllabus:
1. Ukrainian historiography and historians
2. Emigration from Ukraine and emigrant historiography
3. The origins of the Ukrainian statehood – Kievan Russia
Principality of Galicia-Volhynia
The Polish-Lithuanian state and Ukraine
Cossacks and the Zaporozhian Sich
Process of the national unification in Ukraine in the 17th Century
Ukraine in the 18th Century
The Kyiv-Mohyla Academy and the cultural trends in Ukraine
The movement of national emancipation in Ukraine in the 19th Century
Ukraine and Russia – problems of mutual communication
Ukrainian art

Recommended literature:
MACÚREK, ‚J. Dějepisectví evropského východu. Praha : Historický klub, 1946. S. 89-129, 213-258.
MACÚREK, J. Dějiny východních Slovanu. D.I - III. Praha : Melantrich, 1947.

DANIŚ, M. Východná Európa v premenách času I. Bratislava: Univerzita Komenského 1999. ISBN 80-223-1403-X. S. 6-62
MAGOCSI, Paul Robert a RYCHLÍK, Ján. Dějiny Ukrajiny. Praha : NLN, 2005. ISBN 9788071064091.
GREKOV, B.D.: Kyjevská Rus. Praha : Gosudarstvennoje učebno-pedagogičeskoje, 1953.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 8

A	ABS	B	C	D	E	FX
50,0	0,0	25,0	0,0	25,0	0,0	0,0

Lecturers: prof. Mgr. Miroslav Daniš, CSc.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-453/00	SC: Holocaust in Europe

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
A student prepares a written paper, in which they analyse one book about The Holocaust. Submitted paper represents 25% of final classification score. Afterwards the student is supposed to take a test. The successful completion of the test represents 75 percent of evaluation score
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

Learning outcomes:
The student is able to identify the main issues about the Holocaust in Europe: from anti-Judaism to anti-Semitism. The Genocide of the Holocaust. Intentionalism and Functionalism for interpretation of anti-Semitism and Holocaust. Hitler and Holocaust. Mein Kampf and the Hitler´s anti-Semitism and Racism. Nazi Germany as a Racial State. The approaches of Germany to „Solution“. The Final Solution and the Jewish community in Europe. Various Jewish communities in Europe and destroy of them.

Class syllabus:
1. The concept of Holocaust in the historiography. The Intentionalists and the Functionalists about Holocaust. R. Hilberg and his interpretation – Victims, Perpetrators and Bystanders.
2. The roots of the anti-Semitism – before-war anti-Semitism in Europe – a resonant area for the Holocaust? Anti-Semitism in Germany before Hitler. A. Hitler and the Jews in Mein Kampf. The situation in The Third Reich (1933 – 1939). The Nuremberg Laws. Jewish reactions – emigration. Forced displacement and Zentral stele für jüdische Auswanderung Wien. The A. Eichmann´s beginning. Action Nisko.
3. „The Final Solution“. Wansee Conference. A Concentration Camp system (extermination camps, labour camps and concentration camps). Einsatzkomanndos at the Eastern Front.
4. From deportation to extermination. Nazi Germany and its allies – Italy, Hungary.
5. Nazi Germany and its „satellites“ – Slovakia, Croatia
6. Nazi Germany and the occupied states – Protectorate of Bohemia and Moravia, Ostmark

7. The different policy in Hungary, Romania, Bulgaria
8. Western Europe – the Netherlands, Belgium and the various regions of France
9. Actors of the Holocaust – murderers and victims. Eichmann's men – The Jewish Councils.
10. Holocaust and the Modern Society in the 20th Century. Genocide as a „normal" life.

Recommended literature:

1. HILBERG, Raul. Pachtelé, oběti, diváci. Židovská katastrofa 1933 - 1945. Praha : Argo, 2002. ISBN 80-7203-472-3.
2. LANZMANN, Claude. Šoa. Praha : Prostor, 2011. ISBN 978-80-7260-252-0.
3. BENZ, Wolfgang. Holokaust. Trenčín: Vydavateľstvo F, 2010. ISBN 978-80-88952-64-0.
4.WISTRICH, Robert S. Hitler a holokaust. Bratislava : Slovart, 2002. ISBN 80-7145-682-9.
5. NIŽŇANSKÝ, Eduard - HRABOVSKÝ, Milan. Rasizmus, antisemitizmus, holokaust. Bratislava 2013. ISBN 978-80-8127-092-5.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
46,67	0,0	20,0	30,0	0,0	3,33	0,0

Lecturers: Mgr. Katarína Bohová, PhD.

Last change: 23.05.2025

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-420/13	SC: Introduction into the History of Muslim State and Law

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
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

Learning outcomes:
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.

Class syllabus:
1. Introduction to the history of Muslim state and law
2. Formation of Islam and Muslim state a its legal system
3. Basic characteristics of Muslim state and law and its development
4. Essential sources of Muslim law
5. Main schools of Muslim law
6. Tax system of Islam and its development
7. Main institutes and branches of Muslim law
8. – 10. Muslim law systems (property and inheritance law, family law and marriage in Islam, criminal and procedural law, commercial, financial amd economic law)
11. Figures of Muslim law and its development (in comparision with other world legal systems)

Recommended literature:
1, DRGONEC, Ján. Právne kultúry Ázie a Afriky. Bratislava : VEDA, 1991. ISBN 8022402273.
2, HRBEK, Ivan. Korán. Praha : Levné knihy Kma, 2006. ISBN 8073099926.

3, KNAPP, Viktor. Velké právní systémy (Úvod do srovnávací právní vědy). 1. Vydání. Praha : C.H. Beck. 1996. ISBN 8071790893.
4, KROPÁČEK, Ľ. 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: doc. PhDr. Lukáš Rybár, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-436/24	SC: Polish Medieval History

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
50% preliminary - regular attendance during the course, preparedness for the lessons, engagement in the discussions. Preparation of a presentation/report on a given topic (ppt) in druation of 10 min.
50% final - test
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
After completion of the series of lectures and seminars, students have basic knowledge of the political, economic, social, church and cultural history of Poland during the Middle Ages in the European context. They know the basic trends, historical terms, personalities and basic historiographical questions of Polish history in the 10th-15th centuries, acquired the ability to understand the basic development trends of Polish society in this period, and thus gained the basis for further study of Polish history in the European context.

Class syllabus:
1. Introductory meeting. Information on the conditions for awarding the assessment, distribution of topics for papers and presentations.
2. Introduction to Polish medieval history. Basic tendencies of the development of Polish medieval studies from the 19th century to the present.
3. History of Poland in the 10th century.
4. History of Poland from the beginning of the 11th century to 1138.

5. History of Poland in the 12th century.
6. History of Poland in the 13th century.
7. The Piasts between the Arpadovci and the Přemyslovci. The war and the Babenberg heritage and the Polish states.
8. History of Poland in the 14th century.
9. History of Poland in the 15th century.
10. Economic history of Poland in the Middle Ages.
11. Ecclesiastical history of Poland in the Middle Ages.
12. Conclusion.

Recommended literature:

Sources:

- Monumenta Germaniae Historica. Various series.
- Monumenta Poloniae Historica. Various series.

1. WIHODA, Martin – FÖRSTER, Josef (eds.). Gallus Anonymus: Kronika a činy polských knížat a vládců / Gallus Anonymus: Gesta principum Polonorum. Praha: Argo, 2009, 164 s. ISBN: 978-80-257-0206-2
2. KOSMAN, Marceli. Dějiny Polska. Praha: Karolinum, 2011, 452 s. ISBN: 978-80-246-1842-5.
3. FRIEDL, Jiří a kol. Dějiny Polska. Praha: Nakladatelství Lidové noviny, 2017, 690 s. ISBN: 978-80-7422-306-8.
4. HOMZA, Martin (ed.). Uhorsko-poľská kronika. Nedocenený prameň k dejinám strednej Európy. Bratislava: Post Scriptum, 2009, 223 s. ISBN: 9788096985043
5. BACZKOWSKI, Krzysztof et al. (eds.). Jana Długosza Roczniki czyli Kroniki sławnego Królestwa Polskiego. Warszawa: Państwowe Wydawnictwo Naukowe, 465 s. ISBN: 83-01-14304-5

- further literature will be recommended by the teacher during the semester

Languages necessary to complete the course:

Slovak
Czech (reading)

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: PhDr. Jakub Palko, PhD.

Last change: 07.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-493/17	SC: Political Ideologies of the 20th Century

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students analyse the book by A. Heywood: Politické ideológie [Political Ideologies]. Every student presents a relevant topic as a main speaker once at least (for example: Conservatism, Liberalism ...) It represents 50% of classification score. The student prepares an essay (after consultation with a lecturer), in which they analyse (chyba subject) some work (for example about: Conservatism, Socialism, Communism, Nazism...). The essay represents a second part of classification score – 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

Learning outcomes:
The student is able to identify the essential political ideologies in the 20th Century and they use the knowledge about relation between intellectual discourses about respective issues, where political discourse arises.

Class syllabus:
1. Liberalism
2. Conservatism
3. Socialism
4. Communism
5. Nationalism
6. Fascism
7. Nazism
8. Anarchism
9. Feminism
10. Environmentalism

Recommended literature:

HEYWOOD, Andrew. Politické ideologie. Plzeň : Vydavatelství a nakladatelství Aleš Čeněk, 2008. ISBN 978-80-7380-137-3.
ARENDTOVÁ, Hannah. Krize Kultury. Praha : Mladá fronta, 1994. ISBN 80-204-0424.
NISBET, Robert. Konzervativismus: Sen a realita. Praha : Občanský institut, 1993. ISBN 80-900190-3-X.
DOERING, Detmar. Liberalizmus - pokus o slobodu. ISBN 80-88874-08-4.
FURET, Francois - NOLTE, Ernst. Fašizmus a komunizmus. Bratislava : Agora, 2001. ISBN 80-967210-9-7.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
72,73	0,0	18,18	3,03	0,0	0,0	6,06

Lecturers:

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-428/22	SC: Private Life in Ancient Rome

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
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

Learning outcomes:
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 be 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.

Class syllabus:
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.

Everyday life, nutrition and occupations.
Roman medicine – ancient medicine.
Housing and architecture of Roman cities.
Death, dying, and funeral ceremony, epitaphs.

Recommended literature:
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.

Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 4

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

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-457/00	SC: Racism, Anti-Semitism and Holocaust

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
An active participation on respective lessons. A student presents a topic according to the book "Rasizmus, antisemitizmus, holocaust" [The Racism, Anti-Semitism and Holocaust] as a main speaker once at least (see a list of literature). The student prepares an essay about the Racism, the Anti-Semitism 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

Learning outcomes:
The student is able to identify the main trends of the Racism and the anti-Semitism in the European History from 18th to 20th Century. They are able to analyse the respective chapters of book Nižňanský – Hrabovský: The Racism, Anti-Semitism and Holocaust. Every student presents a relevant topic as a main speaker once at least.

Class syllabus:
1. From intellectual discourse to political discourse. From Racism by intellectuals to political Racism in History of 19th and 20th Century. The problem of Intentionalism in interpretations of Racism the Anti-Semitism.
2. From proto-Racism to origins of Racism in the 18th Century
3. Biological Racism and ideology of Racism. The Racism in the 19th Century. The Arians as a linguistic issue?
4. From Racism to anti-Semitism in the 19th Century.
5. A. Gobineau and his Essay of inequality of Human Races. H. S. Chamberlain and The Foundations of the Nineteenth Century
6. The concretisation of theory of Racism to policy in the imperial period (The burden of a White Man, Cultivate of Asia)
7. Racism and anti-Semitism in the 20th Century (A. Rosenberg and A. Hitler)

8. From Heterophobia to Holocaust? The Modern Society and Genocide
9. Holocaust in Germany. Holocaust as an ethics and political issue of 20th Century´s society.
10. Policy of anti-Semitism in Slovakia between 1938 – 1945.

Recommended literature:

NIŽŇANSKÝ, Eduard - HRABOVSKÝ, Milan. Rasizmus, antisemitizmus, holokaust. Bratislava 2013. ISBN 978-80-8127-092-5.
NIŽŇANSKÝ, Eduard. Politika antisemitizmu a holokaust na Slovensku 1938 – 1945. Banská Bystrica, 2016. isbn-978-80-89514.
BENZ, Wolfgang. Holokaust. Trenčín: Vydavateľstvo F, 2010. ISBN 978-80-88952-64-0.
WISTRICH, Robert S. Hitler a holokaust. Bratislava : Slovart, 2002. ISBN 80-7145-682-9.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
60,26	0,0	14,1	12,82	2,56	1,28	8,97

Lecturers: Mgr. Katarína Bohová, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-494/18	SC: Reflection of Holocaust

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
An active participation on lessons – a presentation consists 50% of classification score. A written essay represents 50% of evaluation score. After the main overviews are presented, guests and speakers gradually visit the course: prof. T. Žilinka – literary scientist, which analyses the Holocaust issue in literature. Afterwards they invite to discussion about their books: Denisa Fulmeková, Milan Richter, Miloš Žiak and theatrologist and author of documentaries Dr. Anna Grusková. The rank is approximated and changes may be expected. It depends on the guest´s workload, but every invited are expected to come. Required knowledge consists of recommended literature and lectures. Every participant of Special Course gets the book, the lectures (in Microsoft Power Point) and documentary about the Holocaust in Bratislava and in Slovakia on CD.
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

Learning outcomes:
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.

Class syllabus:
1. Anti-Judaism, anti-Semitism (national, economic, racial, political dimension)
2. Holocaust as Genocide. Holocaust in Nazi Germany
3. Anti-Semitism in Slovakia. Holocaust in Slovakia (1938 – 1945)
4. Anti-Semitism and Holocaust and its reflection in the film, literature and arts
5. Debate with prof. T. Žilka – literary scientist (Constantine the Philosopher University in Nitra)
6. Debate with writer D. Fulmeková
7. Debate with historian I. Kamenec
8. Debate with film director A. Grusková
9. Final Discussion

Recommended literature:

1. FULMEKOVÁ, Denisa. Konválie. 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.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	40,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Katarína Bohová, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-683/00	SC: Representatives of the Slovak National Revival

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to attend the lessons regularly and take active part in them. Final assessment.
a) Maximum number of justified absences: 3.
b) Students are asked questions throughout the term to make sure they are prepared.
c) Final assessment: written test
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): 0/100

Learning outcomes:
At the end of the lecture and self study cycle, students are familiar with the major personalities of the Slovak national movement and their role in the forming of a modern nation. They are also familiar with the impact the environment, education and descent have on the nature, abilities and activities of the individual; the individual as part of the social reality; work, politics, worldview, philosophy.).

Class syllabus:
1. Introductory lecture. Periodization of the Slovak national revival and definition of its stages.
2. Anton Bernolák + Enlightenment (foreign and domestic specifics)
/Jozef Ignác Bajza
3. Juraj Fándly (education, popularizing knowledge)
4. Ján Hollý (the Slovak bard, application of language in art) + Martin Hamuliak (the young members of the Bernolák group)
5. Bohuslav Tablic + Juraj Palkovič
6. Ján Kollár (artist and scholar) + language, the concept of a nation

7. Pavol Jozef Šafárik (critical scholar)
8. Ľudovít Štúr (work at Bratislava lyceum, Halle, the concept of language, nation, political conception, starting points and results of the 1848/49 revolution).
9. Jozef Miloslav Hurban + Economic situation (agriculture, changes, the peasants' issue).
10. Ján Francisci (radicalism, Štúr's opponent)
11. Štefan Marko Daxner + Pavol Dobšinský (the role of historicism and ethnology)
12. Gašpar Fejerpataky-Bielopotocký + Ján Kalinčiak
13. Miloslav Hodža ("the 1848 betrayal") + Ján Čaplovič (the beginnings of ethnology)
14. Samuel Štefanovič (a different conception of the 1848/49 uprising).

Recommended literature:

1. HORVÁTH, Pavol. Anton Bernolák. Bratislava: Bernolákova spoločnost# s Maticou Slovenskou, 1998.
2. WINKLER, Tomáš. Perom a mečom. Martin: Vydavateľstvo Matice slovenskej, 1997.
3. SOJKOVÁ, Zdenka. Skvitne ešte život. Martin: Vydavateľstvo Matice slovenskej, 2006. ISBN:7090-828-9.
4. TIBENSKÝ, Ján. Juraj Fándli. Život a dielo. Bratislava: SAV, 1950.
5. BRTÁŇ, Rudo. Bohuslav Tablic. Bratislava: Veda, 1974.
Further literature will be specified during the semester.

Languages necessary to complete the course:
Slovak
Czech

Notes:

Past grade distribution
Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
32,1	0,0	25,93	20,99	12,35	6,17	2,47

Lecturers:

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-427/18	SC: Saints, Miracles, Examples. Hagiographic Genres and Cult of Saints in Central Europe in the Top and Late Middle Ages

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in class during the term, analysis of the provided texts – historiographical, original sources (translations) in class (40%). Oral presentation of a selected topic in max. 20 min. (30%) and short written paper on the topic at the end of the term (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.
Maximum number of absences: 2
Scale of assessment (preliminary/final): 70/30

Learning outcomes:
During the course, students get acquainted with the basic concepts and tools of the discipline, with the basic hagiographic genres and their analysis, with the historical development of devotion to saints and the latest trends in research. They also learn to work with sources of various genres and their critical analysis, focusing on arguing and presenting within a discussion and in written form.

Class syllabus:
Introduction to the issue. Saints in history, devotion to saints and hagiography, types of hagiographic sources, hagiography as a scientific discipline. The beginnings of the cult of saints. Vita and legend as a basic hagiographic genre.
Early Christian patterns. Central European examples (holy monks, bishops, rulers).
Canonization: origin, course, sources. Formation of the canonization process in the 13th century. Miracles, miracula. Liturgy, relics, forms of devotion to saints.

New orders, “living” saints, dynastic holiness in Central Europe - holy princesses. Saint Elizabeth of Hungary - miracles, canonization. Anežka Přemyslovna, Hedviga Sliezska, Margaret of Hungary and others. Saint Stanislav, bishop and martyr and his canonization (miracles, canonization process, the spread of his cult).
Saint Margaret of Hungary - attempts at canonization in the Middle Ages (miracles, inquisitio). Official and unofficial cults in the late Middle Ages. The Hussites and saints. Legend and collections of legends, their functions. Preaching and the cult of saints.

Recommended literature:

BYNUM, Caroline Walker. Svatá hostina a svatý půst. Náboženský význam jídla pro středověké ženy. Praha: Argo, 2017. ISBN 978-80-257-2102-5.
GERÁT, Ivan. Obrazové legendy sv. Alžbety. Téma, médium a kontext. Bratislava: VEDA, 2009. ISBN 978-80-224-1083-0.
KLANICZAY, Gábor. Holy Rulers and Blessed Princesses: Dynastic Cults in Medieval Central Europe. Cambridge: Cambridge University Press, 2002. ISBN 978-0521420181.
KUBÍN, Petr. Sedm přemyslovských kultú. Praha: Univerzita Karlova v Praze, Katolická teologická fakulta, 2011. ISBN 978-80-87258-19-4.
Legendy a kroniky koruny uherské. Ed. R. PRAŽÁK et al. Praha: Vyšehrad, 1988. ISBN 33-795-88.
Legendy stredovekého Slovenska. Ed. a transl. R. MARSINA a J. SOPKO. Budmerice: Rak, 1997. ISBN 80-85501-08-02.
SULPICIUS SEVERUS. Život svätého Martina z Tours. Ed. Miloš LICHNER. Trnava: Dobrá kniha, 2019. ISBN 978-80-8191-189-7.
VORAGINE, Jakub de. Legenda aurea. Ed. a transl. A. VIDMANOVÁ. Praha: Vyšehrad, 1998. ISBN 80-7021-272-1.
Reading assignments (sources, secondary literature) will be provided by the teacher during the semester. Similarly, further literature will be specified.

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 41

A	ABS	B	C	D	E	FX
48,78	0,0	26,83	9,76	2,44	0,0	12,2

Lecturers: Mgr. Stanislava Kuzmová, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-427/22	SC: Selected Chapters from Ancient History

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes (sub-tasks, reports, discussion). Two absences are allowed. In the case of multiple absences (for serious reasons), the lecturer decides on substitute fulfilment of duties or on repeating the course. The student is evaluated according to his/her active participation in class (sub-assignments, papers, 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

Learning outcomes:
The student gains information about the social and cultural history of Greece and Rome and their most important personalities. The student is able to work with, interpret, and evaluate ancient sources of various kinds. For successful completion of the course, the student is familiar with the basic features of ancient history, culture, and art. He/she can understand the cultural and social significance of Athenian democracy as well as the key episodes of Roman cultural and political history.

Class syllabus:
Introduction, course objective, work plan, assignments. Basic literature and sources and editions of sources. Greek literature, its characteristics, aims and methods. Roman literature, its characteristics, aims and methods. Mythological figures of Greek history. Mythological figures of Roman history. Important personalities of Greek history (philosophers, physicians, orators, military leaders, poets). Important figures of Roman history (politicians, military leaders, artists, emperors). Personalities who had the greatest influence in shaping ancient civilization (comparison). Basic problems of political, social, and cultural development of Greece. Basic problems of political, social, and cultural development in the Roman Empire. Social policy and problems of everyday life in antiquity. Comparison of Greek and Roman civilisation (continuity and discontinuity).

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.
VALACHOVIČ, Pavol. Dejiny antiky. Bratislava: Hlbiny, 2014. ISBN 978-80-89743-03-2. BURIAN, Jan. Římské impérium. Vrchol a proměny antické civilizace. Praha: Svoboda-Libertas, 1994. ISBN 80-205-0391-9. ADKINS, Lesley, ADKINS, Roy A. Starověké Řecko. Encyklopedická příručka. Praha: Slovart CZ, 2011. ISBN 978-80-73915-80-3. ADKINS, Lesley, ADKINS, Roy A. Antický Řím. Praha: Slovart CZ, 2012. ISBN 978-80-73915-79-7. OLIVA, Pavel. Řecko mezi Makedonií a Římem, Praha: Academia, 1995. ISBN 80-200-0435-1. GRANT, Michael. Zrození Řecka. Praha: BB art, 2002. ISBN 80-7341-917-3.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-501/22	SC: Selected Chapters of 13th and 14th Century History of the Kingdom of Hungary

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to attend the lessons regularly and take active part in them. They need to prepare and present a PowerPoint presentation of the term paper topic they were assigned at the first meeting. The topic of the paper concerns one of the topics listed in the syllabus hereinafter. The paper needs to have at least 5 standard pages (9,000 characters, including spaces) and is to be submitted in writing no later than the credit week. It also needs to include the bibliography. No footnotes are required, though.
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.
Max. number of unjustified absences: 2.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
At the end of the course, students have comprehensive knowledge of the history of the Kingdom of Hungary in the High Middle Ages focusing on its foreign policy. They are familiar with the growing volume of scholarly literature (especially with the latest scientific studies) concerning the topic of their paper. They are also acquainted with selected areas of the history of the Kingdom of Hungary in the High Middle Ages. The course focuses on those problems of the period that cannot be addressed in detail in the general lectures. Students are, therefore, able to locate the different specific development problems in a broader European context and can use these skills to prepare and take their state exams.

Class syllabus:

1. Introductory meeting: Getting acquainted with the course requirements, the credit granting scheme and the content of the course. Students are informed of the topics of the different seminars. Students are assigned the topic of their papers.
2. Introduction to the political, social, economic and cultural development of the Kingdom of Hungary in the 13th century (1205 - 1301).
3. Specific problems of the rule of Andrew II. - his donation policy, its impact on the transformation of the society of the kingdom and on the economic development of the Kingdom of Hungary during his reign.
4. Relations between the Kingdom of Hungary and Austria up to the Battle of the Leitha River (1230 - 1246).
5. Belo IV and Stephen V's western foreign policy - the Arpads' connection with the Western European dynasties (Houses of Anjou, Wittelsbach, Přemyslid, Ascania).
6. Building an alliance between the Kingdom of Hungary and the Habsburgs in the 1270s.
7. The change of the ruling dynasty in the Kingdom of Hungary at the turn of the 13th and 14th centuries - From the Arpad stripes, through the Přemyslid eagle to the Anjou lily.
8. Introduction to the political, social, economic and cultural development of the Kingdom of Hungary in the 14th century (1301 - 1387).
9. The Trenčín branch of the Čák family. The relationship of Matthew III. Čák and Kings Andrew III, Wenceslas III - Ladislav V, Otto and Charles I Robert.
10. The economic reforms of Charles I and Louis I of Anjou and their importance for the position of Hungary in Europe in the 14th century.
11. The relations between the Kingdom of Hungary and Naples in the 14th century.
12. Fates and twists in the life of Queen Mary of Anjou. Course assessment, closing evaluations.

Recommended literature:

LUKAČKA, Ján et al. Chronológia starších slovenských dejín. Bratislava: Historický ústav SAV - PRODAMA, 2008. ISBN 978-80-969782-8-1
MARSINA, Richard (ed.). Dejiny Slovenska I. (do roku 1526). Bratislava: VEDA, 1986.
RATKOŠ, Peter (ed.). Z prameňov našich dejín. Bratislava: SPN, 1974.
SEDLÁK, Vincent (ed.). Pod vládou anjouovských kráľov. Pramene k dejinám Slovenska a Slovákov IV. Bratislava: Literárne informačné centrum, 2002. ISBN: 80-88878-72-1
SEDLÁK, Vincent (ed.). V kráľovstve svätého Štefana. Pramene k dejinám Slovenska a Slovákov III. Bratislava: Literárne informačné centrum, 2004. ISBN 978-80-969782-8-1
- further literature will be specified during the semester

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: PhDr. Jakub Palko, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-408/00	SC: Selected Issues from Early Modern History

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Exam test is based on lecture, particular questions are given to the student after each individual lecture. Two absences without stating the cause and permitted Grading scale: 100-92% = A; 91-84% = B; 83-76% = C; 75%-68 = D; 67-60% = E; 590-0% Fx
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

Learning outcomes:
Student knows more about key events of Early Modern TIems.

Class syllabus:
1. Assassination of Henry IV.
2. United Netherland Provinces and their economic interest – creation of trade companies
3. Anglo- Dutch wars in the 17th century
4. Gun powder plot
5. The first circumnavigation of the world
6. French – Spanish conflicts in the first half of the 16th century
7. Michel Servet – conscience against violence
8. Elisabeth I. and Mary Stuart
9. Decapitation of Charles I.
10. Oliver Cromwell and his dictature
11. Meeting in Field of Golden Cloth
12. Duel of favorites – duel culture in France
13. Jacobite uprisings - Old Pretender and Young Pretender (Bonnie Prince Charlie)

Recommended literature:
SKŘIVAN, A. - DRŠKA,V. - STELLER,F. Kapitoly z dějin evropské politiky do roku 1648. Praha : I.S.E., 1995. ISBN 80-85241-87-0
DUROSELLE, J.-B.: Dejiny Európy a Európanov. Bratislava: Fortuna, 2002. ISBN 80-88980-54-2.

MACKENNEY, Richard. Evropa šestnáctého století. Praha: Vyšehrad, 2001. ISBN 80-7021-469-4.
MUNCK, Thomas. Evropa sedmnáctého století 1598-1700. Praha: Vyšehrad, 2002. ISBN 80-7021-508-9.
Doplňujúcu literatúru študenti dostanú od vyučujúcej podľa konkrétneho zamerania prednáškové cyklu.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 102

A	ABS	B	C	D	E	FX
48,04	0,0	41,18	9,8	0,98	0,0	0,0

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-moHI-416/10	**Course title:** SC: Selected Issues from Medieval Religious History in the Hungarian Kingdom
Educational activities: **Type of activities:** lecture / seminar **Number of hours:** **per week:** 1 / 1 **per level/semester:** 14 / 14 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: 1.To get through the class in the prescribed extent: the student must take part in at least 75% of the classes. 3 absences are accepted, two of them must be excused. 2. Continuous preparation for the classes 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	
Learning outcomes: The students gain knowledge about the basic problems of the early development of Hungarian church history.	
Class syllabus: 1.Christianization of the Magyars (Hungarians) in Hungary – continuity and discontinuity, the effect of the Great Moravian church 2. The formation of Hungarian church organisation I – bishoprics 3. The formation of Hungarian church organisation II – cloisters + the effect of the eastern church 4. Pagan reactions 5. Development and stabilization of church life until the turn of the 11th and 12th century	
Recommended literature: MARSINA, Richard. Kristianizácia Maďarov a Uhorska medzi východom a západom. In: Historický časopis, 1992, roč. 40, č. 4, s. 409 - 421. LUKAČKA, Ján. K problému kontinuity kresťanstva na území Slovenska v 10. storočí. In Studia Historica Tyrnaviensia. 3, Trnava : Katedra histórie Trnavskej univerzity, 2003, s. 37 – 40. MARSINA, Richard. Začiatky cirkevnej organizácie na Slovensku (Od prelomu 8./9. až do začiatku 11. storočia). In: Slovenská archivistika, 1995, roč. 30, č. 2, s. 113 - 126. MÚCSKA, Vincent. O prvých uhorských biskupstvách. Historický časopis, Roč. 51, č. 1 (2003), s. 3-22. AVENARIUS, Alexander.	

Byzantská kultúra v slovanskom prostredí. Bratislava : Veda, 1992, 280 s. ISBN 80-224-0359-8; KÓNYA, Peter a kol. Dejiny Uhorska. Prešov: VPU, 2013, 787 s. ISBN 978-80-555-0921-1; ULIČNÝ, Ferdinand. Dejiny Slovenska v 11. až 13. storočí. Bratislava: Veda, 2013, 567 s. ISBN 978-80-224-1292-6

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
81,54	1,54	7,69	4,62	1,54	0,0	3,08

Lecturers: doc. Mgr. Vincent Múcska, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-424/15	SC: Selected Topics from the Slovak Early Modern Age History

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - Students are required to prepare a presentation of a selected topic (according to the brief syllabus) of up to 20 min. In it, students need to present a brief overview of the major events, basic development and processes in this area
- Students need to read the sources and historiographic texts assigned by the teacher throughout the term and to subsequently take active part in the seminar discussions
Maximum number of unjustified absences: 2.
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

Learning outcomes:
The subject has a review character, in which students get familiar with different aspects of Slovak history in the early modern period in the context of the history of the Kingdom of Hungary or the Habsburg Monarchy. The lessons consist not only of lectures but also of discussions of the topics based on the literature relevant for the session. At the end of the course, students summarize the basic development aspects of the Kingdom of Hungary between 1526 and 1780. They also get acquainted with the current local and foreign historiography and gain an overview of methodological approaches that go beyond the classical have of the political and military history.

Class syllabus:
1) Slovak history in pre-modern times. Theoretical starting points and possible categorizations of history research

2) The Habsburgs on the Hungarian throne. The position of the Kingdom of Hungary within the monarchy. The Habsburg monarchy as a "composite monarchy."
3) The Ottoman Empire, the Kingdom of Hungary and the Habsburgs. The impact of war on society.
4) Christian humanism and the Reformation.
5) The Fifteen Years War, the Bocskai uprising and the dispute in the Habsburg lineage. Changes and challenges at the beginning of the 17th century.
6) The aristocracy and politics. Transylvania under Gabriel Betlen Juraj I. Rákoczi . His position in the region.
Confessional polemics and re-Catholicization. Relations with the society of the estates in the Kingdom of Hungary.
7) Centralization and absolutism. Cameralism. Counter-Reformation.
8) The resistance of the estates in the Kuruc movement from Emeric Thököly to Francis II. Rákoczi.
9) Pragmatic sanctions. The ruler and the estate nation in the first half of the 18th century.
10) The issue of religion in the 18th century.
11) Questions of collective identities, the intellectual discourse and possible reception.
12) Maria Theresa and the reforms in the Kingdom of Hungary.

Recommended literature:

CAMBEL, Samuel (hlav. ed.). Dejiny Slovenska. II. (1526 – 1848). Bratislava: VEDA, 1987.
DANGL, Vojtech a kol. Chronológia dejín Slovenska a Slovákov. Od najstarších čias po súčasnosť. Dejiny v dátumoch, dátumy v dejinách. I. Bratislava: VEDA, 2014. ISBN 978-80-224-1373-2
KÓNYA, Peter a kol. Dejiny Uhorska. Prešov : Vydavateľstvo PU v Prešove, 2013. ISBN 978-80-555-2432-0

Languages necessary to complete the course:
Slovak
reading: English

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
47,54	0,0	42,62	8,2	1,64	0,0	0,0

Lecturers: Mgr. Peter Benka, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-487/12	SC: Slovak Artists and Politics (1918 - 1945)

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic.
b) final - They need to submit a 2 page long written report on a selected class syllabus topic.
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.
Maximum number of unjustified absences: 3
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
At the end of the course, students are familiar with the way politics affected the lives of Slovak artists and vice versa, as well as with Slovak artists' engagement in politics in between 1918 and 1945. Discussions play a key role as through them students develop their own creative thinking skills concerning the different aspects of Slovak artists' engagement in politics. Special emphasis is placed on discussing the state and public activities of Slovak artists in the first Slovak Republic (1939 - 1945).

Class syllabus:
1. Introduction to the issue. Outlining the main political and cultural-social determinants in the 1st Czechoslovakia and the 1st Slovak Republic.
2. Slovak artists and politics in the First Czechoslovakia. The politicization of culture. Slovak artists' reactions to the official state ideology of a single Czechoslovak nation and language.

3. Slovak artists and pro-Nazi / pre-regime collaboration. Political and moral aspects of Slovak artists collaborating during the 1st Slovak Republic. Tido Gaspar. Milo Urban.
4. Slovak artists and anti-fascist resistance during the 1st Slovak Republic. Left-wing artists in the 1st Slovak Republic.
5. Slovak artists and conformism. The passivity of Slovak artists during the 1st Slovak Republic.
6. The reflection of political events in literary works and politically engaged literature.
7. Slovak writers and nationalism. Manifestations of nationalism in the texts of Slovak writers. Andrej Žarnov, Milán Rázus and others.
8. Slovak fine art as a political tool. Searching for politics in art. Left-wing thinking, nationalism in Slovak art.
9. Slovak artists and communism. Laco Novomeský. Ján Poničan. Zuzka Zguriška. Social photography - Irena Blühová. Visits to the Soviet Union.
10. The idea of Slovak art during the 1st Slovak Republic. Art as part of politics.

Recommended literature:

JAKSICSOVÁ, Vlasta. Kultúra v dejinách - dejiny v kultúre. Moderna a slovenských intelektuál v siločiarach prvej polovice 20. storočia. Bratislava : VEDA, 2012. ISBN 978-80-224-1238-4
VAŠŠ, Martin. Slovenská otázka v 1. ČSR (1918 - 1938). Martin : Vydavateľstvo Matice slovenskej, 2011.ISBN 978-80-8115-053-1
VAŠŠ, Martin. Bratislavská umelecká bohéma v rokoch 1920 - 1945. Bratislava : Vydavateľstvo UK, 2016. ISBN 978-80-223-4173-8
VAŠŠ, Martin. Medzi snom a skutočnosťou : umelecká bohéma v Bratislave 1938 - 1945. Bratislava : Marenčin PT, 2018. ISBN 978-80-8114-943-6
Further literature and sources will be mentioned during the semester.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 70

A	ABS	B	C	D	E	FX
37,14	0,0	24,29	21,43	4,29	5,71	7,14

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-486/24	SC: Slovak Politics after 1989

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
30% preliminary - regular attendance at seminars, preparedness for the lessons, and engagement in the discussions. Preparation of a presentation on a given topic in duration of approx. 20 min.
70% final - test
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
Students will gain an overview of the most important Slovak political events from the Velvet Revolution in 1989 to 2004, when Slovakia joined the European Union. During this period, the country went through significant changes that shaped and created it into its present form. Graduates of the course will be confronted with various interpretive frameworks through which they can look at the issues of recent history.

Class syllabus:
1. Introductory meeting. Conditions for awarding the assessment.
2. Causes of the Velvet Revolution and its foreign policy context.
3. November 1989.
4. Federation (1990 – 1992).
5. Disintegration of the Czechoslovakia.
6. Establishment of the Slovak Republic.
7. The second and third governments of Vladimír Mečiar (1992 – 1998).

8. The period of "swordsmanship" and its interpretative frameworks.
9. Euro-Atlantic integration of Slovakia, its successes and failures.
10. The first and second governments of Mikuláš Dzurinda (1998 – 2006).
11. Entry of Slovakia into the European Union.
12. Conclusion.

Recommended literature:

KOSATÍK, Pavel. Slovensko 30 let poté. Praha: Práh, 2022, 253 p. ISBN 9788072529490.
KOTIAN, Róbert – ŠTULAJTER, Ivan. 30 rokov po: Slovensko 1989 – 2019. Žilina: Artis Omnis, 2019, 411 p. ISBN 9788082010612.
LEŠKA, Dušan. Formovanie politického systému na Slovensku po roku 1989. Bratislava: Infopress, 2011. ISBN 9788089485048.
RYCHLÍK, Jan – POKORNÝ, Milan – ZELENKOVÁ, Anna – GBÚR, Ján. Dějiny Slovenska. Praha: Vyšehrad, 2024, 647 sp ISBN 9788076019157.
ŠÚTOVEC, Milan. Politické Slovensko: encyklopedická príručka : aktéri, dokumenty, inštitúcie, politické strany, udalosti. Bratislava: Slovart, 2019. 487 p. ISBN 978-80-556-3894-2.

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
90,91	0,0	6,06	0,0	0,0	3,03	0,0

Lecturers: Mgr. Martin Horička, PhD.

Last change: 07.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-491/15	SC: Society and Lifestyle in the 20th Century

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Course requirements:
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

Learning outcomes:
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.

Class syllabus:
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

Recommended literature:

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: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-454/00	SC: South-Eastern Europe in the 19th and 20th Centuries 1

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (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

Learning outcomes:
The students are able to identify political trends in South-Eastern Europe (Balkan) during the 19th and 20th Centuries. Except general characteristic of the interior policy in various regions and states (the Ottoman Empire, the forming so-called national states), the student is also able to orient in the policy of the Great Powers to Balkan (influences and conflicts between European powers). That gets them to be oriented also in current political situation in this region.

Class syllabus:
1. Introduction into the history of Balkan. Balkan as a concept.
2. Political, economic and social trends in the Ottoman Empire. Regression of the Ottoman Empire and situation in Balkan in the 19th Century.
3. Great Powers and their interests in Balkan in the 18th and 19th Centuries. The Eastern Crisis and Congress of Berlin.
4. Origins and development of the first “national” states in Balkan – Greece and Serbia.
5. National movements and political programs of the Bulgarians and the Albanians.
6. Issues of the Bosnia and Herzegovina
7. The Macedonian and Albanian Question
8. Political trends in Balkan after the Congress of Berlin and deepening the crisis in the Ottoman Empire.
9. The Balkan Wars.
10. The First World War in Balkan
11. Dissolution of the Ottoman Empire after the First World War

Recommended literature:

GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X. HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6. JELAVICH Charles and JELAVICH Barbara. The establishment of the Balkan National States, 1804-1920. Seattle: University of Washington Press, 1997, 358 s. ISBN 0-295-96413-8. ŠESTÁK, Miroslav – TEJCHMAN, Miroslav a kol. Dějiny jihoslovanských zemí. Praha: Nakladatelství Lidové noviny, 2009, 758 s. ISBN 978-80-7106-375-9. WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 121

A	ABS	B	C	D	E	FX
92,56	0,0	1,65	2,48	0,0	0,0	3,31

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-455/00	SC: South-Eastern Europe in the 19th and 20th Centuries 2

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of active participation at the seminar (50%) and at the final discussion (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

Learning outcomes:
The students are able to identify political trends in South-Eastern Europe (Balkan) during the 19th and 20th Centuries. Except general characteristic of the interior policy in various regions and states (the Ottoman Empire, the forming so-called national states), the student is also able to orient in the policy of the Great Powers to Balkan (influences and conflicts between European powers). That gets them to be oriented also in current political situation in this region.

Class syllabus:
1. Social construction of concepts (definition).
2. Trends of ethnic and religion structure of South-Eastern Europe
3. Territorial changes after the First World War – territorial conflicts (the Greeks-Turkey War, Albanian boundaries and Bulgarian boundaries)
4. Minorities – status of minorities in the society and the relations of state to minorities (minority rights, assimilation, ethnic genocide, replacement of inhabitants between countries)
5. Authoritative regimes in South-Eastern Europe.
6. Kingdom of SHS/Yugoslavia – issue of coexist of etnhical and religion groups in contexts the multiethnic state (process and mechanism of unification by state)
7. The Second World War – resistance and the civil war.
8. Territorial changes of Balkan after the Second World War and status of Tito´s Yugslavia
9. Trends of the interior policy in the various states – Communists Bloc, Western Bloc and Yugoslavia.
10. Dissolution of Yugoslavia and escalation of the national conflicts and wars in the region

11. Continue of crisis at the beginning of the 21st Century, the focuses of potential conflicts

Recommended literature:

GOMBÁR, Eduard. Moderní dějiny islámských zemí. Praha: Univerzita Karlova, 1999, 427 s. ISBN 80-7184-599-X.
HLADKÝ, Ladislav. Bosna a Hercegovina: Historie nešťastné země. Praha: Doplněk, 1996, 216 s. ISBN 80-85765-61-6.
JELAVICH Charles and JELAVICH Barbara. The establishment of the Balkan National States, 1804-1920. Seattle: University of Washington Press, 1997, 358 s. ISBN 0-295-96413-8.
ROTHSCHILD, Joseph. East Central Europe between the Two World Wars : A History of East Central Europe IX. Seattle – London: University of Washington Press, 1992 (siedme vydanie), s. 201-280 (Juhoslávia), 281-322 (Rumunsko), 324-355 (Bulharsko, 357-366 (Albánsko). ISBN 0-295-95357-8.
ŠESTÁK, Miroslav – TEJCHMAN, Miroslav a kol. Dějiny jihoslovanských zemí. Praha: Nakladatelství Lidové noviny, 2009, 758 s. ISBN 978-80-7106-375-9.
WEITHMANN, Michael W. Balkán 2000 let mezi Východem a Západem. Praha: Vyšehrad, 1996, 431 s. ISBN 80-7021-199-7.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 99

A	ABS	B	C	D	E	FX
86,87	1,01	5,05	3,03	0,0	3,03	1,01

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-626/00	SC: The Beginnings of the Central European Hagiography

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
To be granted credits students are required to take active part in the seminars and engage in the discussions on the different topics. During the semester, each student needs to prepare a short paper (or presentation) and present it (10-15 minutes). The topics of the papers are assigned at the first meeting and correspond to the content of the specific seminars. They concern the hagiographic image of Central European male and female saints, the reasons and procedures for their canonization, etc.
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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
At the end of the course, students are familiar with the latest trends used to research the beginnings of hagiography in Central and Eastern Europe on the example of the Czech Republic, Poland, the Kingdom of Hungary, Kievan Rus' and Croatia. They have extensive competencies in working with hagiographic sources and are able to apply them in their own research (for example, in writing their theses).
Students are, therefore, familiar with the basic texts of medieval hagiography in the countries of Central Europe. At the end of the course, students also know the basics of the methodology for working with hagiographic texts not only of the Middle Ages in Central Europe.

Class syllabus:
1. Initial session - Students get acquainted with the evaluation scheme and the content of the course. They are assigned the topics of their papers and presentations.

2. Basic sources of hagiographic character and their analysis. Procedure for working with this type of sources.
3. Basic literature and its critical evaluation (overview).
4. Hagiography as a scientific discipline useful when studying the history of the way of thinking and the emergence of ideological structures of the early states in Central and Eastern Europe.
5. The beginnings of hagiography in Europe (late Rome, the Merovingian state, the Saxon state in England, the saints of the Ottonian dynasty, hagiography in Scandinavia).
6. The beginnings of Czech hagiography (St. Ludmila, St. Wenceslas and St. Adalbert).
7. The beginnings of Kievan Rus' hagiography (St. Olga, St. Vladimir, St. Boris and Gleb).
8. The beginnings of Hungarian hagiography (Saints Andrew Zorard and Benedict, Saint Stephen, Saint Ladislaus).
9. The beginnings of Polish hagiography (the White and the Black Legends, St. Stanislaus).
10. Signs of hagiography in Croatia (Saint Helena-Jelena).
11. Holy princesses (first synthesis from the 13th century: Saint Elizabeth, Saint Agnes of Bohemia, Saint Margaret, Saint Kunigunda).
12. Final seminar - end-of-term assessment, the students's activity is assessed.

Recommended literature:
Literature to individual saints will be provided during the semester.
Sources and literature:
AVENARIUS, Alexander: Byzantská kultúra v slovanskom prostredí v 6.-12. storočí: K problému recepcie a transformácie. Bratislava: Veda, 1992. ISBN 80-224-0359-8
DUBY, Georges. Damy XII wieku. Warszawa: Czytelnik, 2000. ISBN 830702742X
EMLER, Josef (ed.). Fontes rerum Bohemicarum 1. Praha: Nákladem Musea Království českého, 1873.
HOMZA, Martin. Mulieres suadentes: Presviedčajúce ženy. Bratislava: Lúč, 2002. ISBN 9788071143727
SEREBRJANSKIJ, Nikolaj I. Drevne Russkija kňaževskija žitija: Obzor redakciji i teksty. Moskva: Sinodaľnaja tipografija, 1915.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 105

A	ABS	B	C	D	E	FX
72,38	0,0	19,05	5,71	0,0	1,9	0,95

Lecturers: prof. Mgr. Martin Homza, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-469/00	SC: The Coburgs in Central Europe

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students are evaluated based on their performance during the course, their (approx. 15 min.-long) presentation of a selected topic (according to the class syllabus), their preparedness for the lessons, and engagement in the discussions of the assigned texts.
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
On the example of one important European family, students get familiar with the basics of dynastic politics, understand the strategy of the way highest nobility behaves (marriage policy, dynastic unions) and its transnational way of thinking. On the example of the Balkans, students understand different geopolitical aspects of European politics and the attitude of Slovaks towards them.

Class syllabus:
The Coburgs as a German lineage (“the stud farm of Europe”), the gradual occupation of the different thrones, its dynastic policy and the principles professional and national aspects subordinate to, the way of thinking and geopolitics of this European dynasty, the Coburgs on the Bulgarian throne, the politics of the great powers and the different countries in the Balkans, Slovakia and the Balkans (Bulgaria, the Coburgs), seats of the Catholic Coburgs in Slovakia, the family’s husbandry, the Coburgs in the wheelwork of the land reform in Czechoslovakia, achievements and scandals, the formation of myths and historical memory of the dynasty, Czechoslovakia and Bulgaria.

Recommended literature:

HOLEC, Roman. Poslední Habsburgovci a Slovensko. Bratislava: Ikar, 2001. ISBN 80-551-0024-1
HOLEC, Roman. Coburgovci a Slovensko. Bratislava: Kalligram, 2008. ISBN 978-80-8401-249-5
CHUDÍK, Július - JARUNKOVÁ, Klára. Horehronský talizman. Bratislava: Tatran, 1978. ISBN 61-900-78

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 9

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

Lecturers: prof. PhDr. Roman Holec, DrSc.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-484/10	SC: The Development Dynamism of the Slovak Society and Culture between 1918 - 1945

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
a) preliminary - students are required to attend the lessons regularly, take active part in them and engage in the discussions of the different term syllabus topics. - They need to present a 15 min. long report on a selected class syllabus topic.
b) final - They need to submit a 2 page long written report on a selected class syllabus topic.
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.
Maximum number of unjustified absences: 3
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
At the end of the course, students are familiar with the specificities of the dynamic development of Slovak society and culture between 1918 and 1945. They can look at different issues from a social and cultural history perspective using an interdisciplinary approach. Thanks to a critical analysis, they have comprehensive knowledge of the social and cultural conditions in Slovakia between 1918 and 1945.

Class syllabus:
1. The impact the end of WWI and the establishment of the First Czechoslovakia had on Slovak society.
2. The democratization of Slovak society. Its transformation into a civil society.
3. The national development of Slovaks and manifestations of nationalism in the 1930s. Transformation from an ethnic to a political nation in the 1930s.

4. Factors concerning the legal form of the country between 1918 and 1938 and their impact on Slovak society. Centralism. Autonomism. Regionalism.
5. Economic and social factors of Slovakia's development in the interwar period.
6. Development and basic issues concerning the institutional framework of Slovak culture in the interwar period.
7. Development of Slovak society in the narrative discourse of Slovak literature.
8. Language issues in the interwar period. The emancipation of Slovak science in the interwar period.
9. The establishment of Slovak political and cultural elites in the interwar period.
10. Slovak cultural elites in the interwar period.
11. Slovak cultural elites between 1939 and 1945.
12. The impact Slovakia's autonomy and the establishment of the Slovak State had on Slovak society.
13. Political factors between 1939 and 1945.
14. Economic and social factors between 1939 and 1945.
15. Everyday life between 1918 and 1945.
16 Presentations, discussions, recapitulation of the acquired knowledge.

Recommended literature:

BYSTRICKÝ, Valerián – ZEMKO, Milan (eds.). Slovensko v Československu (1918 – 1939). Bratislava : VEDA, 2004. ISBN 80-224-0795-X
FERENČUHOVÁ, Bohumila – ROGUĽOVÁ, Jaroslava a kol. Občianska spoločnosť a politická kultúra. Kapitoly z dejín Slovenska 1918 – 1938. Bratislava : Historický ústav SAV, 2012. ISBN 978-80-971189-0-7
ROGUĽOVÁ, Jaroslava a kol. Od osmičky k osmičke. Premeny slovenskej spoločnosti v rokoch 1918 – 1938. Bratislava : Historický ústav SAV, 2009. ISBN 978-80-970060-4-4
VAŠŠ, Martin. Slovenská otázka v 1. ČSR (1918 – 1938). Martin : Vydavateľstvo Matice slovenskej, 2011. ISBN 978-80-8115-053-1
Further literature will be mentioned during the semester.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 49

A	ABS	B	C	D	E	FX
63,27	0,0	22,45	10,2	4,08	0,0	0,0

Lecturers: doc. Mgr. Martin Vašš, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-430/18	SC: The Jagiellonians in the Hungarian Kingdom and in Central Europe: Kings, Family, Dynasty

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to attend the lessons regularly, take active part in them and analyze the assigned texts (historiographical or source translations) in class. They also need to present a selected topic in max. 20 min. during the term and deliver a short written work (essay) on the topic of the paper at the end of the term.
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.
Maximum number of absences: 2
Scale of assessment (preliminary/final): Scale of assessment (preliminary / final): preliminary 70% (active participation 40%, paper 30%), final: 30% (written paper)

Learning outcomes:
During the course, students get acquainted with the history of the Jagiellonian lineage in the history of the Kingdom of Hungary and Central Europe by means of different source genres concerning the lives of members of royal families and dynasties and their role in the history of monarchies. On these examples, students learn to work with sources critically (especially with sources of a similar type), analyze them and present their conclusions.

Class syllabus:
Central Europe in the time of the Jagiellonians. Royal families and “games of thrones.” Election and coronation (Vladislaus I Jagiellon in the Kingdom of Hungary, the election of Vladislaus II. Jagiellon as King of the Kingdom of Hungary, Louis II.). Women and marriage (Beatrix, Anna of

Foix, Barbora Zápoľská, Anna Jagelovská and Mária Habsburská: royal weddings. Various sources: journey, poetry, disputes and correspondence).
The royal family, brothers, sisters, kinship (Prince Sigismund and his accounts, family correspondence, etc.) Children (birth of a descendant, upbringing in the royal family - De institutione regii pueri).
Diplomacy (Envoys, Legates, Reports and Communications. Meetings and Summits - Levoča 1494, Bratislava and Vienna 1515). The Royal Court. The king and his surroundings (court historians, scholars, artists, officials, etc.).
The death of the king, end of the dynasty (natural death, royal diseases, death in battle - the Battle of Mohács). The memory and heritage of the Jagiellonians.

Recommended literature:

Riccardus Bartholinus. Odeporicon. Ed. a transl. Eva FRIMMOVÁ. Trnava: Filozofická fakulta TU – Historický ústav SAV, 2014. ISBN 978-83-7490-780-4.
FRIMMOVÁ, Eva. Rok 1515 v premenách času (na pozadí Bartoliniho diela Odeporicon). Bratislava: Post Scriptum, 2015. ISBN 978-80-89567-54-6.
KOZÁK, Petr (ed.). Účty dvora prince Zikmunda Jagelovského, vévody hlohovského a opavského, nejvyššího hejtmana Slezska a Lužic z let (1493) 1500 – 1507. Praha: Scriptorium; Opava: Slezské zemské muzeum, 2014 [cit. 2021-10-28]. ISBN 978-80-87271-98-8. Dostupné na: https://www.academia.edu/9855924/Rationes_curiae_Sigismundi_Iagellonici_ducis_Glogoviensis_et_Opaviensis_Silesiae_et_Lusatiarum_summi_%C3%9A%C4%8Dty_dvora_prince_Zikmunda_Jagellonsk%C3%A9ho_v%C3%A9vody_hlohovsk%C3%A9ho_a_opavsk%C3%A9ho_nejvy%C5%A1%C5%A1%C3%ADho_hejtmana_Slezska_a_Lu%C5%BEic_z_let_1493_1500_1507
KUCHARSKÁ, Veronika. Ducissa. Život kňažnej Hedvigy v časoch Jagelovcov. Bratislava: Post scriptum 2014. ISBN 978-80-89567-30-0.
MACEK, Josef. Tři ženy krále Vladislava. Praha: Mladá fronta, 1991. ISBN 80-204-0232-2.
Pramene k dejinám Slovenska a Slovákov VI. Pod osmanskou hrozbou. Ed. Ján LUKAČKA. Bratislava: Literárne informačné centrum, 2004. ISBN 80-88878-90-X.
Prelomové obdobie dejín (Politika, spoločnosť, kultúra v roku 1515). Ed. Eva FRIMMOVÁ. Bratislava: Historický ústav SAV, 2017. ISBN 978-80-89867-02-8.
Spomienky Heleny Kottannerovej. Ed. a transl. Daniela DVOŘÁKOVÁ a Mária PAPSONOVÁ. Budmerice: Vydavateľstvo Rak, 2009. ISBN 978-80-85501-41-4.
Reading assignments will be provided by the teacher. Further literature will be specified during the semester.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
66,67	0,0	8,33	16,67	0,0	0,0	8,33

Lecturers: Mgr. Stanislava Kuzmová, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-502/22	SC: The Kingdom of Hungary and the Empire 1: the Middle Ages

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The students's assessment and credit granting scheme consists of two parts: 80% - continuous assessment. Students are required to prepare a paper consisting of up to 5 standard pages (9,000 characters, including spaces). The preliminary evaluation includes presenting their reports and preparing a PowerPoint presentation. The students are assigned the topic of their paper at the introductory meetings, which correspond to the topics covered during the learning period of the term. Students are required to attend the lessons regularly and take active part in them.
20% - presenting (sending) a written paper (best after presenting the topic and no later than in the credit week).
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.
Max. number of unjustified absences: 2.
Scale of assessment (preliminary/final): 80/20

Learning outcomes:
At the end of the course, students have a basic overview of the development of mutual relations between the Holy Roman Empire and the state units in Central Europe from the beginning of the 10th century (Battle of Pressburg) until 1526 (Battle of Mohács). They have practical experience working with sources concerning the relations between the Kingdom of Hungary and the Empire in the Middle Ages, especially their political (diplomatic and military contacts), economic, social (German colonization, German city law, trade), cultural (Central Europe as perceived by the authors of chronicles and annals of the Empire) and church history aspects. They can see the basic differences in the development of society in the Empire and in the states beyond its eastern border.

Class syllabus:

1. Introductory meeting. Students are assigned the topics of their presentations and reports. Getting acquainted with the course requirements and the topics of the different seminars.
2. Basic literature and sources (translated) on the history of the relations between the Kingdom of Hungary and the Empire in the Middle Ages (overview).
3. The empire and the Old Hungarian tribes. Development of mutual contacts in the 10th century. Battle of Riade (933) and Battle of Lechfeld (955).
4. The shaping of the Central European kingdoms around 1000. The relations between the Kingdom of Hungary, Poland and the Empire during the reign of King and Emperor Otto III (983 - 1002).
5. The relations between the Kingdom of Hungary and the Empire in the 11th - 12th centuries. Development of mutual diplomatic, military and cultural contacts.
6. Europe in the struggle over the Babenberg heritage. Development of the relations between the Kingdom of Hungary and the Empire in the 13th century. Rudolf I of Habsburg and Central Europe.
7. The cultural and social image of the Kingdom of Hungary in the works of imperial chroniclers and annals. The West's views on the "Huns from the East." Economic relations in the High Middle Ages.
8. The Kingdom of Hungary between the Empire and the Roman Curia. The Kingdom of Hungary as a Roman / imperial fief?
9. The Vysegrad Three and the Empire. Relations between the Kingdom of Hungary, the Czech lands, Poland and the Empire in the 14th century.
10. When the Kingdom of Hungary was ruled by an emperor. Sigismund of Luxembourg and his relation to the Kingdom of Hungary and the Empire.
11. Central Europe and the Empire from the mid 15th century to 1526. The Habsburgs and Central Europe. The 1515 Treaties of Vienna. Political, economic and cultural contacts and connections.
12. Final seminar - assessment of the term, discussion.

Recommended literature:

MARSINA, Richard (ed.). Dejiny Slovenska I. (do roku 1526). Bratislava: VEDA, 1986.
MÚCSKA, Vincent et al. Dejiny európskeho stredoveku I - II. Prešov - Bratislava: Vydavateľstvo Michala Vaška - OZ Hlbiny, 2006 - 2021.
ROHÁČ, Peter. Vojny o babenberské dedičstvo 1246 - 1278. Rigorózna práca. Trnava: Trnavská univerzita v Trnave, 2015.
SOMMERLECHNER, Andrea. Stupor mundi? Kaiser Friedrich II. und die mittelalterliche Geschichtsschreibung. Wien: Verlag der österreichischen Akademie der Wissenschaften. ISBN 3-7001-2784-7
TEICHOVÁ, Alice. Dějiny středověku I - II. Praha: Státní pedagogické nakladatelství, 1968.
VARGA, Gábor. Ungarn und das Reich vom 10. bis zu 13. Jahrhundert. Das Herrscherhaus der Árpáden zwischen Anlehnung und Emanzipation. München: Ungarisches Institut, 2003. ISBN 978-3929906592

Languages necessary to complete the course:

Slovak
German reading skills are welcome

Notes:

Past grade distribution

Total number of evaluated students: 2

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

Lecturers: PhDr. Jakub Palko, PhD.
Last change: 28.06.2022
Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-492/18	SC: The Phenomenon of the so Called Bourgeois Nationalism and the Slovak Issue after February 1948

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to take active part in the lessons. They need to produce, present and submit a written paper on an assigned topic. The paper needs to cover the most important issues of the topic in question. It must include a PowerPoint presentation and be at least 5 pages long.
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
At the end of the course, students are familiar with the situation in the entire Eastern bloc after 1948 in connection with the political processes against the representatives of the communist parties with a special emphasis on Slovakia. They understand the origin and development of the accusations of the so-called Slovak bourgeois nationalism up to the processes against Gustáv Husák and others, and the resulting solution of the Slovak issue within Czechoslovakia. They are familiar with the domestic and foreign political scene and understand the impact the international situation had on the origin and execution of the political processes.

Class syllabus:
1. The political processes in the USSR in the 1930s.
2. Conflicts within the Communist Party and their development.
3. The conflict between Tito and Stalin and the Cominform Resolution.
4. Searching for enemies within the communist parties of the Eastern bloc.

5. The Slovak question in post-war Czechoslovakia and Slovakia's bourgeois nationalism.
6. The accusations against Husák and others by the so-called Slovak bourgeois nationalism and the IX congress of the Communist Party
7. The arrest of high communist officials and preparation of political processes.
8 Sharpening regime centralizing efforts in Czechoslovakia
9. The process against the Slovak bourgeois nationalists and its consequences
10. The impact of the Cold War on the political processes.
11. Stalin's cult of personality and legacy.
12. Rehabilitations

Recommended literature:

HOLDOŠ, Ladislav, BARTOŠEK, Karel. Svědek Husákova procesu vypovídá. Rozhovory Karla Bartoška s Ladislavem Holdošem o zážitcích z věznic a táborů pěti zemí, o komunistech bez moc a u moci, o Slovensku a o jiném... Praha: Naše vojsko, 1991. ISBN 80-206021-27.
KAPLAN, Karel. Československo v letech 1948-1953. Praha: Státní pedagogické nakladatelství, 1991. ISBN 8004257003.
KAPLAN, Karel. Kronika komunistického Československa. Klement Gottwald a Rudolf Slánsky. Brno: Barrister and Principal, 2009. ISBN 978-80-87029-53-4.
PEŠEK, Jan a kol. Aktéri jednej éry na Slovensku 1948-1989. Prešov: Vydavateľstvo Michala Vaška, 2003. ISBN 80-7165-417-5.
RYCHLÍK, Jan. Češi a Slováci ve 20. století. Česko-slovenské vztahy 1945-1992. Bratislava: Academic Elektronic Press, 1998. ISBN 80-88880-11-4.
VOJTĚCHOVSKÝ, Ondřej. Z Prahy proti Titovi. Jugoslávská prosovětská emigrace v Československu. Praha: Univerzita Karlova, 2012. ISBN 978-80-7308-428-8.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 29

A	ABS	B	C	D	E	FX
96,55	0,0	0,0	0,0	0,0	3,45	0,0

Lecturers: Mgr. Peter Vanek, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-407/00	SC: The Right of Aristocracy to Resistance

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation on course. The teacher will accept a maximum of two absences without giving the cause of absence. At third absence student will receive individual task and after the fulfillment of all the requirements he will be accepted for evaluations during the examination period. If the student has four and more absences he will not be admitted to final evaluation. Students prepare and present short portraits of chosen personalities connected to particular lecture.
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

Learning outcomes:
On particular examples, the student is able to identify the methods used by nobility pursuing the rise of its political, legal and other powers against the ruler, in various European countries during the Middle Ages and Early Modern Times.

Class syllabus:
1. John the Lackland and Magna carta libertatum
2. Henry III. against Simon of Monfort - beginnings of English parliament
3. Abdication of Edward II.
4. Deposition of Richard II.
5. "Les Armagnacs" against "Les bourguignons" during the reign of Charles VI.
6. League of Public Health (La ligue de bien publique) against Louis XI.
7. Catholic League and French kings Henry III. and Henry IV.
8. On the eve of English Civil war – parliament against Charles I.
9. La Fronde and Louis XIV.
10. Who rules the Holy Roman Empire?
11. Glorious revolution and James II.
12. Jacobite uprisings against Hanoverian dynasty

Recommended literature:

HARTMANN, Peter C. Francouzští králové a císaři v novověku od Ludvíka XII. k Napoleonovi III. (1498-1870). Praha: Argo, 2005. ISBN 80-7203-517-7.
EHLERS, Joachim Ehlers, MÜLLER, Heribert Müller, SCHNEIDMÜLLER Bernd Francouzští králové v období středověku od Oda ke Karlu VIII. (888 - 1498). Praha: Argo, 2003. ISBN 80-7203-465-0.
VALENTE, Claire. The Deposition and Abdication of Edward II. In The English Historical Review 1998, roč.. 113, č. 453, s.. 852- 881.
WILKINSON, B. The later Middle Ages in England 1216-1485. London: Longman, 1993. ISBN 0-582-48032-9.
COWARD, Barry. The Stuart age England 1603-1714. London: Longman, 1994. ISBN 0-582-06722-7.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 184

A	ABS	B	C	D	E	FX
97,28	0,0	1,09	0,0	0,0	0,0	1,63

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-406/00	SC: Wars of relgion in France

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Student present portraits of chosen personalities of the 16th century if France from the period of Wars of Religion using only 100 words. Written paper is 50% of final evaluation. Written examination is other half of evaluation. The students write the same test at the beginning and in 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): 100/0

Learning outcomes:
Student has more detailed information about Wars of religion in France in the 16th century. He understandis complex problems of beginnings of reformation in France and knows about the course of religious wars and their internal and international consequences for France in the 16th century.

Class syllabus:
1. Introduction the problematics, periodization and key problems
2. Reformation in France
3. Personalities (1): Henry II., Anne de Montmorency, Francois de Guise, Antoine de Bourbon, Gaspard Coligny, Charles IX.
4. Beginning of conflict (1559) a 1. war (1562/63)
5. 2. a 3. wars (1567 -70)
6. Night of St. Bartholomew – myths and legends; 4. war (1572/73)
7. Personalities (2): Henry III., duke of Anjou, Henrich de Giuse, Henry of Navarre, prince de Conde, "mignons", "party of Malcontents"
8. 5. a 6. wars (1574/77)
9. La Ligue
10. 7. a 8. wara (1579/ 98)
11. Accession of Henry IV. and Edict of Nantes (1598)

12. Women on the political scene: Margaret of Navarre, Catherine de Medici, Jeanne de l`Albert, queen Margot, "escadron volant"
13. French relations to foreign countries during the Wars of religion

Recommended literature:

LIVET, Georges : Náboženské války. Praha: ERM, 1995. ISBN 80-85913-03-8.
JOUANNA, Arlette: Bartomějská noc zločin v záumu státu : 24. srpen 1572. Praha : Garamond, 2010. ISBN 978-80-7407-084-6 .
FRIEDOVÁ, Leonie. Katarína Medicejská životopis. Praha : Academia, 2007. ISBN 978-80-200-1434-4.
HARTMANN, Peter C. Francouzští králové a císaři v novověku od Ludvíka XII. k Napoleonovi III. (1498-1870). Praha: Argo, 2005. ISBN 80-7203-517-7.
KOVAŘÍK, Jiří. Bitvy a osudy válečníků I. Války pro víru (1526-1588). Třebíč: Akcent, 2017. ISBN 978-80-7497-192-1.
KOVAŘÍK, Jiří. Bitvy a osudy válečníků II. Boje o trůny (1588-1626) Třebíč: Akcent, 2018. ISBN
978-80-7497-223-2.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 97

A	ABS	B	C	D	E	FX
48,45	0,0	34,02	11,34	3,09	1,03	2,06

Lecturers: doc. Mgr. Daniela Hrnčiarová, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-450/22	SC: Women in Slovak Society in the 20th Century

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students may have two absences at most. The students are evaluated on basis of active participation during lessons and the discussions of selected topics, in which is necessary to be prepared according a predetermined sources. The sources are gradually provided to students by the lecturer.
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

Learning outcomes:
The student analyses a status of women in the Slovak society during the 20th century in context of political, economic and social changes. After graduation of the course, the students are able to historicize and contextualize the status of women in the society. From this point of view, the subject represents a key moment for defining the diversity and character of society. It also helps to deconstruction of mythical images of power apparatus also its subsequent political and historical reflection. The students are able to analyse not only the role and impact of gender status of women in the society, but they mostly use a methodological apparatus of historical analysis of the society in general. Based on the acquired knowledge, students are able to comprehensively orient themselves in the public space of a politically defined modern society and to respond to the current challenges of society and to historical contemporary adversarial discourses.

Class syllabus:
1. Defining basic concepts. Gender as a constructivist category. Women´s history or gender history?
2. Woman in the Slovak society before the First World War. Ideal of a Slovak woman. Conservatism versus Radicalism.
3. Suffrage for women. Moreover, what with that?
4. Czechoslovak Republic – Apparent Equality?
5. Girl´s education – between tradition and new opportunities
6. Slovak State – the new Slovak woman in new political reality
7. Labour emancipation of women after the Second World War. Builders of Socialism.

8. Women and population policy. Abortion and contraception
9. Women and policy. Suffrage, political activity, women´s topics in the policy
10. Women in Slovakia after the 1989

Recommended literature:

DUDEKOVÁ, Gabriela a kol. Na ceste k modernej žene : Kapitoly z dejín rodových vzťahov na Slovensku. Bratislava: Veda, 2011, 773 s. ISBN 978-80-224-1189-9. KODAJOVÁ, Daniela. Živena : 150 rokov spolku slovenských žien. Bratislava: Slovart, spol. s r.o. , 2019, 303 s. ISBN 978-80-556-4149-2. SZABÓ, Miloslav. Potraty dejiny slovenských kultúrnych vojen od Hlinku po Kuffu. Bratislava : N Press, 2020, 128 s. ISBN 978-80-99925-28-2. ŠKORVANKOVÁ, Eva. Strážkyne rodinných kozubov? Ženy v ideológii a politike Slovenského štátu. Bratislava: Veda, 2020, 268 s. ISBN 978-80-224-1857-7. TIŠLIAR, Pavol a kol. Populačná a rodinná politika na Slovensku v 20. storočí. Bratislava : Muzeológia a kultúrne dedičstvo, o.z. : Centrum pre historickú demografiu a populačný vývoj Slovenska, Filozofická fakulta Univerzity Komenského v Bratislave, 2019, 219 s. ISBN 978-80-89881-18-5.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 93

A	ABS	B	C	D	E	FX
96,77	0,0	0,0	0,0	0,0	0,0	3,23

Lecturers: doc. Mgr. Eva Škorvanková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-807/18	SC: Women in the Ancient Society

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
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

Learning outcomes:
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.

Class syllabus:
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.

Recommended literature:

POMEROY, Sarah, B. Godesses, 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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
70,0	0,0	12,5	10,0	0,0	0,0	7,5

Lecturers: Mgr. Daniela Rošková, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-497/24	SC:Cultural history of medieval Europe

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KVD/A-boHI-331/18

Course requirements:
Regular and active participation. Preparation of a report (presentation) according to the teacher's assignment during the semester. Reading the required literature and working with the materials in seminars. Final colloquium consisting of a discussion of a selected work and source as assigned by the instructor.
Classification scale in percentages:
A = 100% - 92%
B = 91% – 84%
C = 83% – 76%
D = 75% – 68%
E = 67% – 60%
Fx = 59% - 0%
Violation of academic ethics results in annulment of the evaluation result of the relevant item.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The course will deal in detail with selected issues of contemporary cultural history of Europe in pre-modern times. Students will be introduced to the basic stages of the development of cultural history in the Middle Ages. They will get an overview of the most important ideological concepts and approaches of historians within cultural history.

Class syllabus:
1. What is cultural history?
2. Basic stages in the development of cultural history of the Middle Ages
3. The most important approaches and the most important historians and their works
4. Communication in pre-modern Europe
5. Rituals, symbols and gestures
6. The court and court culture
7. Diplomacy in the Middle Ages

8. Diplomacy in the Early Modern Period
9. Ruling power and ruler strategies
10. Conflicts and their resolution
11. War, peace and religion
12. Holy Wars and the Crusades

Recommended literature:

BLOCH, Marc: Obrana historie aneb historik a jeho řemeslo. Praha: Argo 2011.
BURKE, Peter. Co je kulturní historie? Praha: Dokořán, 2011.
BURKE, Peter. Lidová kultura v raně novověké Evropě. Praha: Argo, 2005.
DÜLMEN, Richard Van. Historická antropologie. Vývoj/Problémy/Úkoly. Praha: Dokořán, 2002.
LE GOFF, Jacques. Paměť a dějiny. Praha: Argo, 2007.
STORCHOVÁ, L. a kol. Koncepty a dějiny. Proměny pojmů v současné historické vědě. Praha: Scriptorium 2014.
ZUPKA, Dušan. Meč a kríž. Vojna a náboženstvo v stredovekej strednej Európe. Bratislava: VEDA, 2021.
Supplementary literature will be presented at the beginning and during the semester

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 52

A	ABS	B	C	D	E	FX
92,31	0,0	1,92	1,92	0,0	0,0	3,85

Lecturers: doc. Mgr. Dušan Zupka, PhD.

Last change: 06.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSD/A-moHI-504/24	**Course title:** SC_ Environmental History

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Students are evaluated based on their engagement at the seminar, a paper on a selected topic (in line with the syllabus) of up to 15 min., their preparation for the classes and their involvement in the discussions of the read texts.
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Environmental History has become one of the key topics in Slovak historiography in the recent years. Environmental history (EH) is an extremely broad, even amorphous, subject. It is concerned about the relationship between people and environment, but unlike economic history or historical geography (to which it is closely related), the environment itself shares centre stage with the people who use it. Good EH is certainly relevant, simply because environmental change by definition is something that happens historically, over time, and to ignore a time dimension is to deprive its study of any concept.
The "global 20th century," particularly its second half, unfolded in Slovakia under the conditions of state socialism and a planned economy. During this period, the country encountered both successes and failures in implementing Soviet models in agriculture and industries, especially heavy and chemical industries. A crucial aspect of this topic is the growing influence of experts who, starting from the early 1960s, frequently challenged decisions made by the authorities. In response to the severe environmental degradation experienced throughout the Eastern Bloc and the increasing

environmental consciousness in postindustrial society, environmentalism emerged as a form of citizen activism in the late 1980s. Popular environmental movements, with their oppositional nature, played an important role in the eventual collapse of communist regimes. The aim of the second half of this course is to map out international contacts between Slovak environmentalists and their foreign counterparts and analyse how and to what extent they absorbed global environmental discourse. The first official environmental groups under the communist rule were formed in the late 1950s in Czechoslovakia and soon nature protection enthusiasts took first tentative steps beyond the borders. A small number of people had a chance to take part in the growing international youth environmental movement in the West, but it was only in the 1980s that the East-West transfer intensified.

Class syllabus:

1. The Environmental History and Historiography (Europe, Slovakia)
2. The Roots of Environmental Consciousness
3. Woods and Trees as Historic Landscapes
4. History, Nature and Culture in Slovak Nature Conservation
5. Influence of Man on Animal Life
6. The Alien Species in Twentieth-Century Slovakia
7. Post-WW2 environmentalism in the Western world
8. Post WW2 environmentalism in Eastern Europe
9. Roots of Western environmental movementin the 1960s
10. Environmental boom in the 1970s
11. Professional environmental activism in the 1980s (Europe, Slovakia)
12. Environmental movements in socialist countries in the 1970s – 1980s

Recommended literature:

Holec, Roman: Človek a príroda v „dlhom“ 19. storočí . Bratislava, Typoset Print 2014, 342 s.
Holec, Roman: Ako človek prestával byť vládcom prírody. In: Forum Historiae, 2017, roč. 11, č. 1, s. 19-36
https://www.forumhistoriae.sk/sites/default/files/03-roman-holec-ako-clovek-prestaval-byt-vladcom-prirody1.pdf
Hronček, Pavel: Problematika environmentálnych dejín na Slovensku. In: Forum Historiae, 2017, roč. 11, č. 1, s. 14
https://www.forumhistoriae.sk/sites/default/files/02-pavel-hroncek-problematika-environmentalnych-dejin-na-slovensku1.pdf
Čížová, Júlia – Ďurčo, Michal: Pozitívna deviácia v Československu v 80. rokoch: Prípad bratislavského environmentálneho hnutia. Historický časopis, 70 (2022), č. 3, s. 461–486
ČÍŽOVÁ, Júlia: Ochranárstvo a environmentálne iniciatívy v Československu do roku 1989. Česko-slovenská historická ročenka, 22 (2019-2020), s. 169-182

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: prof. PhDr. Roman Holec, DrSc., Mgr. Júlia Čížová, PhD.

Last change: 06.06.2024
Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muDE-095/23	SD: Digital Technologies in History Education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment (teaching part):
30 % Creating a motivational start of the lesson through a presentation tool (PowerPoint, Keynote, Impress)
10 % Creating a quiz/test through online tools (Kahoot, Google Forms, Quizlet, etc.)
10 % Preparing an activity for online learning using Google Jamboard.
15 % Creation of an educational activity using online resources of digitized cultural heritage - Slovakiana, Historiana.
35 % Preparation and presentation of a lesson plan using digital technologies
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
Allowed are max. 2 absences without the obligation to document them.

Learning outcomes:
Upon successful completion of this course, the student will be able to:
1. Use digital tools to create visual presentations.
2. Use digital online tools to create tests and quizzes.
3. Plan and implement a hybrid lesson using digital technologies.
4. Locate and use digital resources in the classroom.
5. Know the principles of digital storytelling in teaching history.
6. Use gamification in the teaching of history.

Class syllabus:
1. Digital technologies and history education.
2. Presentations and presenting.
3. Feedback tools.
4. Digital resources.
5. Tools for online teaching.
6. Hybrid lesson model.

Recommended literature:

MAYER, Richard E., Multimedia learning, Cambridge: Cambridge University Press, 2009

FARBER, Matthew, Gamify your classroom a field guide to game-based learning, New York: Peter Lang, 2015

Selected excerpts of online and print resources according to the context of the topic being taught.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
63,16	0,0	22,81	12,28	0,0	0,0	1,75

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 12.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muDE-090/00	SD: Historical Sources in History Teaching 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students create selected models to analyse historical sources.
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

Learning outcomes:
Students are competent to work analytically with the school's historical, written, pictorial, graphic, and physical sources. At the same time, they understand that this whole wide range of sources forms an integral part of history teaching as well as a part of history textbooks, as the main medium of teaching, since these historical sources are the final product of the whole historical cognitive process, in which they are reflected back in it. And lastly because these sources are the bearers of a unique and authentic human experience.

Class syllabus:
1. "Disturbing" peculiarities of the subject and methods of history as a scientific discipline
2. Historians' tracing of the past
3. Historical sources as traces of the past
4. The problem of defining the concept of historical source, historical document
5. Defining the concept of school (didactic) historical source
6. Classification of historical sources.
7. Criticism of authenticity and credibility of historical source
8. Didactic strategies in working with school historical sources
9. Creation of adequate analytical questions for each type of source
10. School pictorial historical sources (historical painting, caricature, poster, photograph, film, comic strip)
11. School graphic historical sources (maps, charts, tables, Venn diagrams, time diagram, set notation)
12. School tangible historical sources

13. The methodological principle of multi-perspectivity in theory and practice
14. Creation of analytical models in work with school historical sources

Recommended literature:

KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.
KRATOCHVÍL, Viliam. Modely na rozvíjanie kompetencií žiakov. K transformácii vzťahu histórie a školského dejepisu. Bratislava : Stimul, 2004. ISBN 80-88982-94-4.
KRATOCHVÍL, Viliam. Dokumentárny film ako školský obrazový prameň. Metodické podnety. Prešov : Vydavateľstvo Michala Vaška, 2008. ISBN 978-80-7165-690-6.
EVANS, Richard. Na obranu historie. Praha : Argo, 2019. ISBN 978-80-257-3006-5.
CARR, Edward. Co je historie? Praha : Nakladatelství Svoboda, 1967. ISBN25-063-67 O2/65.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 325

A	ABS	B	C	D	E	FX
69,23	0,0	16,92	8,0	1,23	4,31	0,31

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 25.05.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muDE-094/00	SD: History Text Book as a Methodological-Pluralist Incentive for Pupils and Teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Developing a model for a two-page synthetic-analytical type of history textbook.
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

Learning outcomes:
Students have the basic competences to use the history textbook as the main medium of teaching, which is at the same time considered as a specific genre of historical literature. Also, the students apply their theoretical knowledge to the practical side of history textbook production. Furthermore, they have an overview of textbook research issues and acquire a critical approach to history textbooks.

Class syllabus:
1. Theory of the history textbook as an educational construct 2. Learning from text 3. Research on the history textbooks in Europe, Czech Republic, and Slovakia 4. Approaches and methods in history textbook research 5. Text parameters of textbooks 6. Content of history textbooks and its analysis 7. Didactic parameters of history textbooks 8. Textbooks in real history teaching 9. How to optimally present the text of a history textbook 10. Possible constructions of individual structural components of history textbooks 11. Analysis of European history textbooks 12. Synthetic-analytical type of textbook.

Recommended literature:
PRŮCHA, Jiří. Moderní pedagogika. Praha : Portál, 1997 ISBN 80-7178-170-3.
PRŮCHA, Jiří. Teorie a analýzy edukačního média. Brno : Paido, 1998. ISBN 8085931494.
KRATOCHVÍL, Viliam. Modely na rozvíjanie kompetencií žiakov. K transformácii vzťahu histórie a školského dejepisu. Bratislava : Stimul, 2004. ISBN 80-88982-94-4.

KRATOCHVÍL, Viliam. K niektorým aspektom tvorby učebníc dejepisu v Československu a v súčasnosti. In Česko-Slovenská historická ročenka. Praha 2000. ISBN 80-210-3021-6.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 259

A	ABS	B	C	D	E	FX
72,59	0,0	11,58	7,72	2,7	5,02	0,39

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muDE-093/00	SD: Museums and Their Role in Teaching History

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Students create a set of worksheets on independent research, investigation, and gathering of historical information at the museum's exhibit.
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

Learning outcomes:
Students are competent to use active explorative learning methods and to use different forms of museum work, with an emphasis on regional history. They can apply the methods of museum pedagogy at the intersection with history as a scientific discipline and the didactics and methodology of history.

Class syllabus:
1. Museum as a cultural-historical institution of national heritage 2. History at the museum, the meaning of monuments and the care of these monuments 3. Museum as an educational institution 4. Educational constructivist programmes 5. Museum as a centre of the local community 6. The status of museum in local and regional culture 7. Museum as a place of learning 8. Object-based learning in the museum 9. Tangible historical sources as a source of historical information 10. Exploratory methods and forms of work in the museum 11. Creating analytical models for research at the exhibition 12. Creation of a display case in the exposition

Recommended literature:
BRABCOVÁ, Alexandra. Brána muzea otevřena. Průvodce na cestě muzea k lidem a lidí do muzea. Náchod : Juko, 2003. ISBN 80-86213-28-5.
JŮVA, Vladimír. Dětské muzeum. Brno : Paido, 2004. ISBN 872-80-7305-322-4.
KRATOCHVÍL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-mpAN-220/19	Selected Chapters from American History and Film

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
30%. active participation in seminar includes: class discussion, and critical reading of recommended secondary and primary sources
30% one continuous written assignment
40% final work submission
Minimum Required Level: 60 percent
Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Maximum 2 absences allowed. Students must submit valid proof of absence.
The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee.
Scale of assessment (preliminary/final): 100/ 0 continous assessment

Learning outcomes:
At the end of the course SS know significant chapters of American history. Historical events are presented and discussed in the context. The analyses of artworks (literary text, film, visual artwork, etc.) facilitate SS ability to understand historical events in larger circumstances, and critically assess the development of American social situation and culture. The acquired knowledge strengthens SS's presentation skills, the ability to argue, lead discussions, and negotiate.

Class syllabus:
1. The Beginnings of American Cultural History.
2. The Legacy of American Indians.
3. Making the West.
4. Rising Urban Culture.
5. Harlem Renaissance.
6. Complacency of Post WWII Culture. Film Noir.
7. Memory and History. Slavery.
8. American-Asian Experience.
9. Borderlands. Mestizo Culture.
10. Covid-19 and the Life in the City.

Recommended literature:

ANZALDÚA, Gloria. Borderlands/ La Frontera. The New Mestiza. Aunt Lute Books, 1987.
BURGETT, Bruce, and HENDLER, Glenn, ed. by. Keywords for American Cultural Studies. New York: NYC, 2014. ISBN 978-0-8147-0801-9.
http://keywords.nyupress.org/american-cultural-studies/
HUGGINS, Nathan Irvin ed. by. Voices from the Harlem Renaissance. New York: Oxford University Press, 1995. ISBN: 0-19-509360-7.
SCHRADER, Paul. Notes on Film Noir. In: Belton, J. ed. Movies and the Mass Culture. New Brunswick, New Jersey: Rutgers UP, 1996.
SMIESKOVA, Alena a Simona HEVESIOVA a Maria KISSOVA. Multicultural Awareness. Reading Ethnic Writing. Nitra: UCP Press, 2008. ISBN 978-80-8094-439-1
SMIESKOVA, Alena. Problémy poskoloniálneho a postmoderného románu v americkej literatúre. World Literature Studies. Vol 4 (21) 2012. ISSN 1337-9275. dostupné na: http://www.wls.sav.sk/wp-content/uploads/WLS_3_12/WLS3_12_Smiešková.pdf

Languages necessary to complete the course:

The participation in the course assumes SS can speak the level of English C1 according to the CEFR.

Notes:

Past grade distribution

Total number of evaluated students: 177

A	ABS	B	C	D	E	FX
59,32	0,0	23,16	6,21	3,95	0,56	6,78

Lecturers: doc. Mgr. Alena Smiešková, PhD.

Last change: 05.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-mpAN-220/19	Selected Chapters from American History and Film

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
30%. active participation in seminar includes: class discussion, and critical reading of recommended secondary and primary sources
30% one continuous written assignment
40% final work submission
Minimum Required Level: 60 percent
Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Maximum 2 absences allowed. Students must submit valid proof of absence.
The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee.
Scale of assessment (preliminary/final): 100/ 0 continous assessment

Learning outcomes:
At the end of the course SS know significant chapters of American history. Historical events are presented and discussed in the context. The analyses of artworks (literary text, film, visual artwork, etc.) facilitate SS ability to understand historical events in larger circumstances, and critically assess the development of American social situation and culture. The acquired knowledge strengthens SS's presentation skills, the ability to argue, lead discussions, and negotiate.

Class syllabus:
1. The Beginnings of American Cultural History.
2. The Legacy of American Indians.
3. Making the West.
4. Rising Urban Culture.
5. Harlem Renaissance.
6. Complacency of Post WWII Culture. Film Noir.
7. Memory and History. Slavery.
8. American-Asian Experience.
9. Borderlands. Mestizo Culture.
10. Covid-19 and the Life in the City.

Recommended literature:

ANZALDÚA, Gloria. Borderlands/ La Frontera. The New Mestiza. Aunt Lute Books, 1987.
BURGETT, Bruce, and HENDLER, Glenn, ed. by. Keywords for American Cultural Studies. New York: NYC, 2014. ISBN 978-0-8147-0801-9.
http://keywords.nyupress.org/american-cultural-studies/
HUGGINS, Nathan Irvin ed. by. Voices from the Harlem Renaissance. New York: Oxford University Press, 1995. ISBN: 0-19-509360-7.
SCHRADER, Paul. Notes on Film Noir. In: Belton, J. ed. Movies and the Mass Culture. New Brunswick, New Jersey: Rutgers UP, 1996.
SMIESKOVA, Alena a Simona HEVESIOVA a Maria KISSOVA. Multicultural Awareness. Reading Ethnic Writing. Nitra: UCP Press, 2008. ISBN 978-80-8094-439-1
SMIESKOVA, Alena. Problémy poskoloniálneho a postmoderného románu v americkej literatúre. World Literature Studies. Vol 4 (21) 2012. ISSN 1337-9275. dostupné na: http://www.wls.sav.sk/wp-content/uploads/WLS_3_12/WLS3_12_Smiešková.pdf

Languages necessary to complete the course:

The participation in the course assumes SS can speak the level of English C1 according to the CEFR.

Notes:

Past grade distribution

Total number of evaluated students: 177

A	ABS	B	C	D	E	FX
59,32	0,0	23,16	6,21	3,95	0,56	6,78

Lecturers: doc. Mgr. Alena Smiešková, PhD.

Last change: 05.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muSZ-129/17	Selected Issues from Social Pedagogy in Schools

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
a) Interim evaluation: individual preparation for each topic, active participation in discussions on each topic, active participation in field activities, completion of assignments (70% of the total evaluation)
(b) final assessment: colloquium - the student must demonstrate mastery of the subject matter (prescribed topics) and (at least) the compulsory literature, as well as the ability to apply the acquired knowledge to school practice; sophisticated and coherent language expression, critical and creative thinking are expected (30% of the total mark).
Admission to the examination is conditional on achieving a minimum of 10 points in the continuous assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item.
Grading Scale:
0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A.
A maximum of 2 absences will be accepted. The course is field-based (selected areas of social pathology).
The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be announced via AIS no later than the last week of the teaching period.
Scale of assessment (preliminary/final): 70/30

Learning outcomes:
Students are able to:
- analyze the different areas of interest of social pedagogy and its tools for dealing with challenging life situations of individuals and groups, especially children and adolescents, and the impact of these situations on their behavior and functioning in school,
- identify and diagnose individual socio-pathological phenomena in the behaviour of pupils/students in school,
- to apply practically the methods of social pedagogue's work in the school environment, taking into account specific difficult life situations of children and adolescents at school.

Class syllabus:

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

Recommended literature:

ČAPEK, Robert, NAVAROVÁ, Sylvie, ŽENATOVÁ, Zdenka. Žák v krizové situaci. Praha: Raabe, 2017. ISBN 9788074962943
GUBRICOVÁ, Janette, MARTINCOVÁ, Romana, LIBERČANOVÁ, Kristína, ŠUHAJDOVÁ, Ivana (ed.). Peer príručka (nielen) pre sociálnych pedagógov. Trnava: Trnavská Univerzita, 2022. ISBN 978-80-568-0530-5978-80-5.
HELUS, Zdeněk. Sociální psychologie pro pedagogy. Praha: Grada, 2015. ISBN 978-80-247-9816-5.
HRONCOVÁ, Jolana, NIKLOVÁ, Miriam, HANESOVÁ, Dana, DULOVICS, Mário. Sociálna pedagogika na Slovensku a v zahraničí – teoretická reflexia a prax. Banská Bystrica: UMB BB, 2020. ISBN 978-80-557-1717-3.
LIBERČANOVÁ, Kristína: Metódy sociálnej pedagogiky. Trnava : Pedagogická fakulta, 2018. ISBN 978-80-568-0175-8.
KRAUS, Blahoslav. Základy sociální pedagogiky. Praha: Portál, 2014. ISBN 9788026206439

Languages necessary to complete the course:
slovak and czech

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

Past grade distribution
Total number of evaluated students: 100

A	ABS	B	C	D	E	FX
79,0	0,0	16,0	4,0	0,0	0,0	1,0

Lecturers: doc. PhDr. Ľuboslava Sejčová, CSc.

Last change: 26.04.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-113/16	Semantics

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous preparation of assignments for seminars; active participation in classes; successful completion of the continuous written test and the final written test. One continuous test (30 points) and one final test (70 points). A minimum score of 60% in the continuous test is the condition for admission to the final test; The same score applies to the final test. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. A maximum of two documented absences will be accepted. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations.
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
Gaining theoretical knowledge about language semantics as a basic component of linguistic units and speech in English; extension and improvement of language knowledge and competence in the field of English lexical and sentence semantics and pragmatics. The student, who completes the course, has a knowledge of the basic features of English language units in terms of their semantic content. He masters the functions of speech and is able to apply theoretical knowledge in communication, translation and English didactics.

Class syllabus:
Introduction to semantics; basic concepts; thinking and reality; types of meaning; word and concept; sentence and speech; proposition; reference; argument and predicate; deixis and definiteness; extension; prototypes; stereotypes; semantic relations; polysemy, synonymy, antonymy, hyponymy, meronymy, taxonomy; semantic shifts - metaphor and metonymy; actants; interpersonal meaning; speech acts - perlocuctions and ilocutions

Recommended literature:
DOLNÍK, Juraj.: Lexikálna sémantika. Bratislava: UK, 1990. ISBN: 80-223-0011-X.
CRUISE, David.: Lexical Semantics. Cambridge: CUP, 1991. ISBN: 0-521-27643-8.

CRYSTAL, David: The Cambridge Encyclopaedia of the English Language. Cambridge: CUP, 1995. ISBN: 0-521-40179-8.
LANČARIČ, Daniel.: English Lexicology. Theory ad Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN: 978-3-943906-25-7.
LYONS, John.: Linguistic Semantics An Introduction. Cambridge: CUP, 1996. ISBN: 0-521-43877-2.
PALMER, Frank.: Semantics. Cambridge: CUP, 1981. ISBN: 0-521-28376-0.
ŠTEKAUER, Pavol. (ed.). Rudiments of English Linguistics. Prešov: Slovakontakt, 2000. ISBN 80-88876-04-4.

Languages necessary to complete the course:
B2 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution
Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
34,78	0,0	39,13	13,04	8,7	4,35	0,0

Lecturers: prof. PhDr. Daniel Lančarič, PhD.

Last change: 04.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-060/00	Slovak Historiography

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Students are required to attend the lessons regularly and take active part in them.
a) Maximum number of justified absences: 3.
b) Students are asked questions throughout the term to make sure they are prepared.
c) Final Assessment: written test
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): 0/100

Learning outcomes:
At the end of the course and self study cycle, students are familiar with the development Slovak historiography went through from its beginning to the present. They are also familiar with the different periods and their characteristics, the way truth was understood in them, their institutional background, personalities and relation to the historiographies of the neighbouring countries. They are able to analyze specific key works in the context of the time, the author's work and their ideology.

Class syllabus:
1. The subject of historiography, its place in historical science. Literature
2. The beginnings of historiography in the early Middle Ages in Slovakia. Writing during and after the existence of Great Moravia.
3. Medieval historiography in the Kingdom of Hungary. Legends and chronicles, ethnogenesis of the Magyars, the image of Great Moravia and the origin and character of the Kingdom of Hungary in their conception. The most important Czech and Polish medieval chronicles

4. Humanistic or renaissance historical writings. Political influences, main features and personalities. Genesis of Slovak historiography.
5. Baroque historical writings. The Critical Historiographical School in the Kingdom of Hungary and the Foundations of the Modern Historical Method. Understanding the ethnogenesis of Slovaks and Slavs.
6. 18th century historical writings. Important personalities - Samuel Timon, Matej Bel, Karol Wagner, J. Pray, S. Katona, J. Severini. Critical historiography in the Kingdom of Hungary.
7. "Revival" historiography. The role of historiography and historicism in the shaping of a modern nation. The "nationalization" of the past. Defensive features of Slovak historiography.
8. Hints of Slovak historiography's successful establishment in the 1850s and 1870s. Matica slovenská, the national, cultural and scientific organization of Slovaks. Personalities of historians and the first professional periodicals.
9. The deformed development of Slovak historiography under increased national oppression in the late 19th century and at the turn of the 19th and 20th centuries. Defensive character, modest conditions, amateur level. Rise of special historical disciplines. Emphasis on the regional dimension of history. The synthetic works by František Víťazoslav Sasinek, Ján Botto, Jozef Škultéty.
10. Professionalization of Slovak historiography after 1918. Growing quality and quantity during the existence of Czechoslovakia. Czech historians in Slovakia. The first professional historians. Positivism and Daniel Rapant.
11. Slovak historiography between 1939 and 1945
12. Historiography after 1948, political and ideological restrictions, quantitative and qualitative growth and limits.

Recommended literature:

1. KUTNAR, František - MAREK, Jaroslav. Přehledné dějiny českého a slovenského dějepisectví. Od počátků národní kultury až do sklonku třicátých let 20. století. Praha: Nakladatelství Lidové noviny, 1997. ISBN 80-7106-252-9
2. HORVÁTH, Pavel. Počiatky slovenskej historiografie. Historický časopis. 1982, vol. 30, no. 6, pp. 859-877.
3. PODOLAN, Peter. Aspekty slovenskej historiografie generácie Jána Kollára a Pavla Jozefa Šafárika. In: Forum historiae [online]. Bratislava: Historický ústav Slovenskej akadémie vied, 2007, vol. 1, no. 1, pp. 21-33. [cit. 2021-10-20] Dostupné na: https://www.forumhistoriae.sk/sites/default/files/podolan1.pdf.
4. DUCHÁČEK, Milan. Václav Chaloupecký. Hledání československých dějin. Praha: Karolinum, 2014. ISBN 978-80-246-2482-2.
5. HUDEK, Adam. Najpolitickejšia veda. Slovenská historiografia v rokoch 1948-1968. Bratislava: Historický ústav SAV vo vydavateľstve Typoset, 2010. ISBN 978-80-970302-3-0.
Further literature will be specified during the semester.

Languages necessary to complete the course:

Slovak
Czech (reading)

Notes:

Past grade distribution

Total number of evaluated students: 813

A	ABS	B	C	D	E	FX
36,65	0,0	14,64	15,01	14,88	16,73	2,09

Lecturers: prof. PhDr. Roman Holec, DrSc., Mgr. Martin Horička, PhD., PhDr. Jakub Palko, PhD., Mgr. Peter Benka, PhD.
Last change: 28.06.2022
Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-163/00	Slovak Historiography in the First Half of the 19th Century

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:
Slovak
Czech

Notes:

Past grade distribution
Total number of evaluated students: 126

A	ABS	B	C	D	E	FX
28,57	0,0	16,67	28,57	13,49	12,7	0,0

Lecturers: Mgr. Ivana Lukáč Labancová, PhD.

Last change: 11.05.2025

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-106/15	Sociolinguistics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester:
- presentation of a selected topic (35%)
- active participation in discussions in the class (15%)
In the examination period: final written test (50%)
A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester.
Students need to reach minimum 30% to qualify for the final test
Marking scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Unexcused absences allowed: 2
Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The purpose of the course is to provide theoretical knowledge and practical skills in oral and written communication in English. Students see language as a product of society and its culture and are aware of the connection between socio-cultural context and language use. They understand what social variables affect linguistic behaviour of people. Students are able to conduct sociolinguistic reasearch.

Class syllabus:
Language, culture and society - definitions
Linguistic determinism. Linguistic relativism. Sapir-Whorf hypothesis
Language and social classes. Social stratification of society. Sociolect
Geographical varieties of English
Language and context
Language and gender. Gender neutral language
Language and identity
Bilingualism. Ethnicity and multilingualism
Language and race

Language of advertising
Language and social media
English as a global language. New Englishes. Pidgins and creoles
Lingua franca core
English in EU - EuroEnglish

Recommended literature:

BAUER, Laurie a Peter TRUDGILL. Language Myths. London: Penguin Books, 1998. ISBN 978-0-140-26023-6.
CRYSTAL, David. English as a Global Language. Cambridge: Cambridge University Press, 2016. ISBN 978-1-107-61180-1.
MOONEY, Annabelle. The Language, Society and Power. London:Routledge, 2011. ISBN 978-0-415-43083-8.
PAVLÍK, Radoslav. Elements of Sociolinguistics. Bratislava: Univerzita Komenského, 2006. ISBN 80-223-2112-5.
STOCKWELL, Peter. Sociolinguistics: A Resource Book for Students. London: Routledge 2002. ISBN 0-415-23453-0.
TRUDGILL, Peter. Sociolinguistics: An Introduction to Language and Society. London: Penguin Books, 2000. ISBN 978-0-140-28921-3.

Languages necessary to complete the course:
Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 347

A	ABS	B	C	D	E	FX
87,61	0,0	10,37	1,15	0,29	0,0	0,58

Lecturers: PhDr. Beáta Borošová, PhD.

Last change: 05.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-106/15	Sociolinguistics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
During the semester:
- presentation of a selected topic (35%)
- active participation in discussions in the class (15%)
In the examination period: final written test (50%)
A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester.
Students need to reach minimum 30% to qualify for the final test
Marking scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A
Unexcused absences allowed: 2
Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The purpose of the course is to provide theoretical knowledge and practical skills in oral and written communication in English. Students see language as a product of society and its culture and are aware of the connection between socio-cultural context and language use. They understand what social variables affect linguistic behaviour of people. Students are able to conduct sociolinguistic reasearch.

Class syllabus:
Language, culture and society - definitions
Linguistic determinism. Linguistic relativism. Sapir-Whorf hypothesis
Language and social classes. Social stratification of society. Sociolect
Geographical varieties of English
Language and context
Language and gender. Gender neutral language
Language and identity
Bilingualism. Ethnicity and multilingualism
Language and race

Language of advertising
Language and social media
English as a global language. New Englishes. Pidgins and creoles
Lingua franca core
English in EU - EuroEnglish

Recommended literature:

BAUER, Laurie a Peter TRUDGILL. Language Myths. London: Penguin Books, 1998. ISBN 978-0-140-26023-6.
CRYSTAL, David. English as a Global Language. Cambridge: Cambridge University Press, 2016. ISBN 978-1-107-61180-1.
MOONEY, Annabelle. The Language, Society and Power. London:Routledge, 2011. ISBN 978-0-415-43083-8.
PAVLÍK, Radoslav. Elements of Sociolinguistics. Bratislava: Univerzita Komenského, 2006. ISBN 80-223-2112-5.
STOCKWELL, Peter. Sociolinguistics: A Resource Book for Students. London: Routledge 2002. ISBN 0-415-23453-0.
TRUDGILL, Peter. Sociolinguistics: An Introduction to Language and Society. London: Penguin Books, 2000. ISBN 978-0-140-28921-3.

Languages necessary to complete the course:
Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 347

A	ABS	B	C	D	E	FX
87,61	0,0	10,37	1,15	0,29	0,0	0,58

Lecturers: PhDr. Beáta Borošová, PhD.

Last change: 05.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KS/A-AmoSO-30/22	Sociology of Childhood and Youth

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KS/A-AmoSO-22/22

Course requirements:
Written exam in the exam period with a gain of at least 60 points
Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.
Classification scale: 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX
The teacher accepts max. 2 absences with proven documents.
The method of work in the course and the specification of the content of the written exam will be announced at the beginning of the semester.
Scale of assessment (preliminary/final): 0/100

Learning outcomes:
Upon successful completion of the course, the student will gain knowledge about the characteristics of childhood and youth as stages of the life cycle and the current problems of children and youth. Understands the social context and its impact on the course of these initial stages of life. He will gain knowledge about the situation in the main socialization institutions of children and youth - family and school and their current changes and problems, which will allow him to understand the specifics of socialization today. Particular attention will be paid to the risk phenomena of adolescence. The course develops and strengthens the analytical and interpretive competencies of the students. It expands his understanding of the broader social framework of the adolescence process.

Class syllabus:
1. Life cycle and generation structure of society
2.- 3. Childhood and its social characteristics (historical models,
current specifics of the child's position)
4. - 5. Youth and its social characteristics (historical models,
current specifics of the young person's position)
6. Current family and its changes, consequences for intra-family relations
7. Family policy, its tools and dilemmas
8. Social law protection of children and youth

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

Recommended literature:

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

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 140

A	ABS	B	C	D	E	FX
30,71	0,0	30,0	17,86	17,14	4,29	0,0

Lecturers: prof. PhDr. Gabriela Lubelcová, CSc.

Last change: 21.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-590/22	Teacher Training in English Language and Literature 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
KAA/A-muAN-301/22 English Language Teaching Methodology 1

Antirequisites: FiF.KAA/A-muAN-590/15

Course requirements:
60% Observing all 10 lessons & participating in discussions with the mentor teacher
10% Completed observation worksheets
5% Updated EPOSTL (Context & Methodology)
25% Reflection paper
Marking scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (fail, no credits awarded) < 60%.
All ten (10) observations and sessions with the mentor teacher must be undertaken to pass.
Scale of assessment (preliminary/final): Assessment is 100% coursework.

Learning outcomes:
While visiting local schools and observing lessons with a mentor teacher, students do the following:
1. become familiar with the duties and obligations of being a schoolteacher
2. receive pedagogical insight into lesson planning and implementation
3. analyze how teachers teach and learners learn
4. evaluate and reflect on all aspects of the teaching they observe, i.e., content, delivery, preparedness, classroom management, instructions, etc.
5. reflect on what they observe as it relates to their own strengths and weaknesses as a student teacher
6. discuss what they have observed with their peers and the mentor teacher, training constructive criticism and feedback skills

Class syllabus:

Students (in groups of 3 according to their study program) are initiated into the school environment by a mentor teacher at a local lower or upper secondary school.
They observe 10 lessons taught by that mentor teacher (or various teachers at that school).
They receive insight into lesson planning and implementation from the mentor teacher.
They provide feedback on those lessons and discuss what they learn with both the mentor teacher and within their groups.
Each completes an online observation worksheet for each lesson and, after observing all 10 lessons, writes about the experience in a reflection paper.

Recommended literature:

All approved course books for teaching English as a foreign language
Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)
Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.
Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)
Vnútorný poriadok školy (Policy guidelines of the mentoring school)
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available: https://www.minedu.sk/data/att/8032.pdf
Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available: https://www.coe.int/en/web/common-european-framework-reference-languages/home
NEWBY, D. [online]. EPOSTL - The European Portfolio for Student Teachers of Languages. Council of Europe Publishing: Strasbourg, 2007. Accessed 17 September 2021. Available from: https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx
STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available: https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre

Languages necessary to complete the course:

Basic Slovak is welcome, English is required.

Notes:

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

Past grade distribution

Total number of evaluated students: 262

A	ABS	B	C	D	E	FX
86,64	0,0	8,02	0,76	1,15	1,91	1,53

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-591/22	Teacher Training in English Language and Literature 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
KAA/A-muAN-302/22 English Language Teaching Methodology 2
KAA/A-muAN-590/22 Lesson Observation - Practicum 2

Antirequisites: FiF.KAA/A-muAN-591/15

Course requirements:
60% Teaching 10 lessons & receiving input and feedback from the mentor teacher on 5 of those
5% Mentor teachers' evaluation
10% Two lesson plans (the worst and the best from your student teaching) and notes on why
5% Updated EPOSTL (Lesson Planning & Conducting a Lesson)
20% Reflection paper
Marking scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (fail, no credits awarded) < 60%.
All ten (10) observations and five (5) sessions with the mentor teacher must be undertaken to pass.
Scale of assessment (preliminary/final): Assessment is 100% coursework.

Learning outcomes:
By the end of their teaching practicum, students will have done the following:
1. become more familiar with the duties and obligations of being a schoolteacher
2. independently prepared and taught 10 English as a foreign language lessons, following the lead of the mentor teacher and revising each lesson plan as necessary
3. received intensive guidance, pedagogical insight, and feedback on their lesson plans and teaching
4. evaluated and reflected on all aspects of their teaching experience, i.e., content, delivery, preparedness, classroom management, instructions, etc., including their own strengths and weaknesses as a teacher

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

Class syllabus:

Each student teacher is assigned a mentor teacher at a partner institution where they are introduced to the teaching profession as it is implemented at that institution.
Apart from learning about how the school is run and the everyday responsibilities of a teacher, student teachers are involved in both in-school and extracurricular activities, while preparing lessons plans and teaching 10 lessons under the guidance and watchful eye of their mentor teacher.
Pre-lesson, they receive input into what to prepare and then again on what they have prepared.
Post-lesson, the mentor teacher provides feedback on all aspects of their teaching (i.e., content, delivery, preparedness, classroom management, instructions, etc.), with suggestions and advice for improvement.
Post practicum, the mentor teacher provides feedback to the instructor via an online questionnaire.
Post practicum, the student teacher submits their lesson plans together with a reflection paper on the experience focusing on their strengths and weaknesses as teachers for evaluation by the instructor.

Recommended literature:

All approved course books for teaching English as a foreign language
Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)
Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.
Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)
Vnútorný poriadok školy (Internal policy guidelines of the mentoring school)
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available from: https://www.minedu.sk/data/att/8032.pdf
Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available from: https://www.coe.int/en/web/common-european-framework-reference-languages/home
STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available from: https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre

Languages necessary to complete the course:

Basic Slovak is welcomed, English is required.

Notes:

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

Past grade distribution

Total number of evaluated students: 259

A	ABS	B	C	D	E	FX
94,59	0,0	2,7	1,16	0,0	0,39	1,16

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KGNŠ/A-muNE-590/22	Teacher Training in German Language and Literature 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
a) during the teaching part (continuously):
Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting with mandatory participation is held, the content of which is to familiarize with the course of the practice and the conditions for its completion.
Completion of 9 visits and the teaching of one lesson or teaching sequence and the completion of analyses at the training school is compulsory. Upon completion of the practicum, students submit a practicum report focusing on selected aspects of the teaching observation, which is handed in to the didactic teacher responsible for the organisation of the practicum. Absences from group visits are only accepted in justified cases with documented evidence and are made up where possible.
The student must achieve a minimum success rate of 60%.
(b) In the examination period: 100% pass mark.
Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item.
Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0%
The exact dates of the practicum and the practicum school will be announced at the beginning of the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain the ability to observe German teaching in detail, be able to focus on selected aspects of the observation and produce a practice report. The student is able to reflect on teaching and can ask questions about the observation as part of the analysis. The student is able to prepare a lesson for a specific group/class and teach it adequately. He/she has the ability to carry out a self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.

Class syllabus:
Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 2 teaching practicum experiences in selected practicum schools under the supervision of a practicum

teacher in groups. The practice includes a visit to 9 lessons and the teaching of one lesson or teaching sequence and a debriefing with the trainee teacher. On completion of the practice placement, the student submits a practice placement report to the didactician responsible for the organisation of the practice placement, focusing on selected aspects of the teaching observation.

Recommended literature:

BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003.
ENDE, K., GROTJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.
ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.

Languages necessary to complete the course:
German, level C1-C2

Notes:

Past grade distribution
Total number of evaluated students: 65

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

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 28.03.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KGNŠ/A-muNE-591/22	Teacher Training in German Language and Literature 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
a) during the teaching part (continuously): before the beginning of the teaching practice at the beginning of the semester, there is an introductory meeting with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion.
The internship includes 15 hours, of which 10 hours are to be completed by the student and 5 hours are to be spent in an initial interview, preparation consultation and analysis of the lessons with the trainee teacher.
After the completion of the practice, the student completes a practice report, which is handed over to the didactic teacher responsible for the organisation of the practice. In the practice report, the student describes in detail one lesson implemented, with detailed preparation and self-reflection. The student must achieve a minimum success rate of 60%.
(b) In the examination period: 100% pass mark.
Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item.
Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0%
The exact dates of the practicum and the practicum school will be announced at the beginning of the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student is able to prepare different lessons for a specific group/class, focusing on different didactic objectives. The student is able to test the prepared teaching procedures in practice and to teach individual lessons in an adequate way. Has the ability to carry out self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.

Class syllabus:
Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 3 teaching practicums in selected practicum schools independently under the supervision of a

practicum teacher. The practice includes 15 hours, of which 10 hours the student will teach independently and 5 hours will be devoted to the initial interview, consultation of the preparation and analysis of the lessons taught with the trainee teacher.
Upon completion of the practical placement, the student submits to the didactic teacher responsible for the organisation of the practical placement a report of the practical placement, focusing on selected aspects of the lesson observation.

Recommended literature:

BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003.
ENDE, K., GROTJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.
ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.

Languages necessary to complete the course:
German, level C1-C2

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
95,59	0,0	2,94	1,47	0,0	0,0	0,0

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 28.03.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muHI-590/22	Teacher Training in History 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KVD/A-muHI-590/15

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

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

Class syllabus:

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

Recommended literature:

All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf
KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.
KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.

Languages necessary to complete the course:

Slovak, the language of the student's expertise

Notes:

Past grade distribution

Total number of evaluated students: 216

A	ABS	B	C	D	E	FX
98,15	0,0	0,0	0,0	0,0	0,46	1,39

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 01.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muHI-591/22	Teacher Training in History 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KVD/A-muHI-591/15

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

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

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

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf
KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.
KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.

Languages necessary to complete the course:
Slovak, the language of the student's expertise

Notes:

Past grade distribution
Total number of evaluated students: 229

A	ABS	B	C	D	E	FX
95,2	0,0	2,62	0,44	0,44	0,87	0,44

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 14.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KMJL/A-muMA-590/22	Teacher Training in Hungarian Language and Literature 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,
• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school

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

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

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

Languages necessary to complete the course:
Hungarian Language (C1)

Notes:

Past grade distribution
Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
96,67	0,0	3,33	0,0	0,0	0,0	0,0

Lecturers: doc. PhDr. Anikó Dušíková, CSc.

Last change: 29.03.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KMJL/A-muMA-591/22	Teacher Training in Hungarian Language and Literature 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

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

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

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

Languages necessary to complete the course:
Hungarian Language (C1)

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers: doc. PhDr. Anikó Dušíková, CSc.

Last change: 01.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muPE-590/22	Teacher Training in Pedagogy 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muPE-590/15

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

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

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

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

Languages necessary to complete the course:
slovak

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
95,0	0,0	0,0	0,0	0,0	0,0	5,0

Lecturers: Mgr. Janka Medveďová, PhD.

Last change: 15.09.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muPE-591/22	Teacher Training in Pedagogy 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muPE-591/15

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

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

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

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, Beáta – Alena TOMENGOVÁ. Profesijná praktická príprava budúcich učiteľov. Banská Bystrica:
Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na:https://www.minedu.sk/data/att/8032.pdf
ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové : Gaudeamus, 1993. ISBN 80-7041-228-3.
VALIŠOVÁ, Alena a Hana KASÍKOVÁ a kol. Pedagogika pro učitele. Praha: Grada, 2007, 402 s. ISBN 8024717344.

Languages necessary to complete the course:
slovak

Notes:

Past grade distribution
Total number of evaluated students: 22

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

Lecturers: Mgr. Janka Medveďová, PhD.

Last change: 15.09.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-muFI-590/22	Teacher Training in Philosophy 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,
• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school

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

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

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

Languages necessary to complete the course:
Slovak, the language of the student's expertise

Notes:

Past grade distribution
Total number of evaluated students: 73

A	ABS	B	C	D	E	FX
87,67	0,0	4,11	1,37	0,0	0,0	6,85

Lecturers: prof. Mgr. Michal Chabada, PhD.

Last change: 16.02.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-muFI-591/22	Teacher Training in Philosophy 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites: FiF.KFDF/A-muFI-590/22 - Teacher Training in Philosophy 2

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,
• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school

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

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

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

Languages necessary to complete the course:
Slovak, the language of the student’s expertise

Notes:

Past grade distribution
Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
85,9	0,0	12,82	0,0	0,0	0,0	1,28

Lecturers: prof. Mgr. Michal Chabada, PhD.

Last change: 16.02.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSJ/A-muSL-590/22	**Course title:** Teacher Training in Slovak Language and Literature 2
Educational activities: **Type of activities:** practice **Number of hours:** **per week:** **per level/semester:** 10d **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KSJ/A-muSL-590/15	
Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor Grade percentage: A (100-92 %); B (91-84 %); C (83-76 %); D (75-68 %); E (67-60 %), Fx (59-0 %). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100 %	
Learning outcomes: After completing the course, the student will: • develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,	

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

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

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 234

A	ABS	B	C	D	E	FX
86,75	0,0	6,84	1,71	2,56	1,28	0,85

Lecturers: Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.

Last change: 16.02.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSLLV/A-muSZ-591/22	**Course title:** Teacher Training in Slovak Language and Literature 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Course assessment:
· teaching a determined number of lessons
· 1-hour long classroom observation,
· active participation in the extracurricular activities of the teaching mentor,
· student evaluation by the teaching mentor,
· evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not
following the set deadlines and the supervisor's instructions may be punished by lowering the grad or not receiving the credits for teacher training.
Violation of academic ethics results in the cancellation of earned points in the relevant item.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
· develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
· develop their competencies in the pedagogic evaluation of the pupils,
· develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
· develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
· gain practical experience in identification of psychological and social factors of the pupil's learning,
· deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with

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

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

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

Languages necessary to complete the course:
Slovak, the language of the relevant language approbation

Notes:

Past grade distribution
Total number of evaluated students: 251

A	ABS	B	C	D	E	FX
83,27	0,0	12,35	3,19	0,8	0,0	0,4

Lecturers: Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.

Last change: 29.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
PriF.KDPP/N-mUXX-104/22	Teaching Practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 158

A	ABS	B	C	D	E	FX
65,19	0,0	23,42	8,23	1,27	1,27	0,63

Lecturers: prof. RNDr. Miroslav Prokša, CSc., doc. RNDr. PaedDr. Zuzana Haláková, PhD., doc. PaedDr. Elena Čipková, PhD., PhDr. Michael Fuchs, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., doc. PaedDr. Anna Drozdíková, PhD., M. A. Linda Steyne, PhD., Mgr. Monika Šajánková, PhD.

Last change: 22.08.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
PriF.KDPP/N-mUXX-114/22	Teaching Practice 3 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 216

A	ABS	B	C	D	E	FX
68,98	0,0	21,3	6,02	1,85	1,85	0,0

Lecturers: doc. PaedDr. Elena Čipková, PhD., doc. RNDr. Štefan Karolčík, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., prof. RNDr. Miroslav Prokša, CSc., doc. PaedDr. Anna Drozdíková, PhD., RNDr. Hubert Žarnovičan, PhD., PhDr. Michael Fuchs, PhD., Mgr. Lenka Šikulíncová, PhD., M. A. Linda Steyne, PhD., Mgr. Monika Šajánková, PhD.

Last change: 22.08.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FMFI.KDMFI+KAG/2-UXX-854/22	Teaching Practice A (3)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 72

A	ABS	B	C	D	E	FX
97,22	0,0	2,78	0,0	0,0	0,0	0,0

Lecturers: RNDr. Michal Winczer, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD., RNDr. Jana Chalmovianská, PhD., M. A. Linda Steyne, PhD., PaedDr. Mgr. Natália Kováčová, PhD., doc. PaedDr. Janka Peráčková, PhD.

Last change: 22.08.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FMFI.KDMFI+KAG/2-UXX-852/22	Teaching Practice B (2)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
98,33	0,0	0,0	1,67	0,0	0,0	0,0

Lecturers: RNDr. Michal Winczer, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD., RNDr. Jana Chalmovianská, PhD., M. A. Linda Steyne, PhD., PaedDr. Mgr. Natália Kováčová, PhD.

Last change: 22.08.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-52/24	That Everyday Politics of Ours

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
30% preliminary - regular attendance at seminars, preparedness for the lessons, and engagement in the discussions. Preparation of a presentation on a given topic (ppt) in duration of approx. 20 min.
70% final - submitting of a term paper
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 30/70

Learning outcomes:
After completing the seminar, students will acquire basic knowledge in the field of political thinking and political ideologies. The aim of the seminar is to bring students closer to and clarify the development of political thinking in Slovakia in the dynamic conditions of the 20th century. Students will gain knowledge about the Czechoslovak political system, its characteristic features and party differentiation, while acquiring the ability to analyze in the context of the ideological spectrum the transformations of the political scene of Czechoslovakia from its foundation to its disintegration in 1989.

Class syllabus:
1. Introductory meeting. Acquaintance with the conditions for awarding the assessment.
2. Political science in historical research.
3. Introduction to political thinking in Slovakia.
4. Ideology, ideologies and their defining features.
5. Political craft in the transformations of time.

6. The ideological raison d'être of the Czechoslovak Republic and its transformation
7. Party-political system of the first republic.
8. Party-political system of the Second Republic.
9. Party-political system of the Slovak State and the Third Republic.
10. Party-political system of communist Czechoslovakia.
11. Party-political system after 1989.
12. Conclusion.

Recommended literature:

JAHELKA, Tomáš – JANČIGA, Roman – KRIŠTOF, Pavol. Kapitoly z dejín slovenského politického myslenia. I. Trnava: Typi Universitatis Tyrnaviensis, 2021, 214 p. ISBN 9788056804360.
KUSÝ, Miroslav. Politológia: vybrané kapitoly. Bratislava: Vydav. Univ. Komenského, 1998, 181 p. ISBN 8022310190.
LYSÝ, Jozef. Dejiny politického myslenia od stredoveku po súčasnosť. Bratislava: Univerzita Komenského, 2006, 184 p. ISBN 8022322423.
MARUŠIAK, Juraj a kol. Za zrkadlom politiky. Bratislava: Veda, 2010, 305 p. ISBN 9788022411370.
OSYKOVÁ, Linda – HANULA, Matej. Ideológia naprieč hranicami: myšlienkové transfery v Európe a na Slovensku v 1. polovici 20. storočia. Bratislava: Veda, 2015, 195 p. ISBN 9788022414616.
ŠARADÍN, Pavel. Historické proměny pojmu ideologie. Brno: Centrum pro studium demokracie a kultury, 2001, 136 p. ISBN 8085959941.

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 4

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

Lecturers: Mgr. Martin Horička, PhD.

Last change: 07.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-838/24	The Angevin dynasty - the rise to power of a royal dynasty

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
To complete the course and be granted the necessary credits, it is required to prepare and present paper on a specific topic related to the period of the second half of the 13th and the beginning of the 14th century, or the accession of the Angevin dynasty to the Hungarian throne. The topic of the paper should be related to the content of the meetings according to the course syllabus. 20 minutes will be reserved for the presentation of the paper (the length may be adjusted in agreement with the teacher). The paper presentation will be followed by a discussion on the topic. Active participation in the course is required.
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.
Max. number of unjustified absences: 2.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
By situating the events associated with the accession of the Angevin dynasty to the Hungarian throne within the broader context of European history in the 13th and early 14th centuries, students will gain new insights into the history of Europe in the High Middle Ages. Through active participation and work with primary sources as well as major works of contemporary historiography, students will gain insight into the most important events of the High Middle Ages. The presentation of a paper on a specific topic will help improve students' communication and presentation skills.

Class syllabus:
Introductory meeting: familiarization with the conditions of course completion, selection of the topic of the paper.

Political situation in Europe around the middle of the 13th century.
The rise of the Angevin dynasty in southern Italy.
Confrontation and coexistence: French kingdom - Holy Roman Empire - Kingdom of Sicily - popes - kingdoms in Central Europe.
The Kingdom of Hungary on the eve of the change of the ruling dynasty (situation at the turn of the 13th and 14th centuries).
The struggle for the Hungarian throne (Charles I, Wenceslas III, Otto III of Bavaria).
New dynasties in Central Europe - the Angevin and Luxemburg dynasties.
The "rebirth" of Hungary: the Kingdom of Hungary during the reign of Charles I (politics, economy, culture,...).
Hungarian-Neapolitan relations in the context of succession politics and legitimacy of rule (King Charles I of Hungary and King Robert I of Naples)
Angevins and chivalric culture - development, ideas and manifestations of chivalry up to the first half of the 14th century.
Angevins in the 14th century Europe.
Final meeting: joint colloquium and evaluation of the course.

Recommended literature:

BREZOVÁKOVÁ, Blanka (et al.) Pramene k dejinám Slovenska a Slovákov IV. Pod vládou anjouovských kráľov. Bratislava: Literárne informačné centrum, 2002, 375 p. ISBN 80-88878-72-1.
DRŠKA, Václav – PICKOVÁ, Dana. Dějiny středověké Evropy. Praha: Aleš Skřivan, 2004, 364s. ISBN 80-96493-113.
EHLERS, Joachim – MÜLLER, Heribert – SCHNEIDMÜLLER, Bernd (eds.) Francouzští králové v období středověku od Oda ke Karlu VIII. (888 – 1498). Praha: Argo, 2003, 420 p. ISBN 80-7203-465-0.
ENGEL, Pál. The Realm of St. Stephen. A History of Medieval Hungary 895 – 1526. London: I. B. Tauris Publishers, 2001, 452 p. ISBN 978-1-85043-977-6.
RAPP, Francis. Svatá říše římská národa německého. Od Oty Velikého po Karla V. Praha: Paseka, 2007, 316 p. ISBN 978-80-7185-726-6.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Andrej Ondrejka

Last change: 14.05.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-701/22	The War over the Babenberg Heritage 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
The credit granting scheme consists of two parts:
Students are required to attend the seminars regularly and take active part in the discussions (20%). They also need to carry out partial tasks consisting of studying the sources on the different topics.
Students need to prepare the material for their term paper (80%). This material consists of the bibliography (sources and scholarly literature) and a historiographical chapter of their future term paper consisting of at least 5 standard pages (9,000 characters including spaces and footnotes). The historiographic chapter needs to focus mainly on describing the available sources and scholarly literature on the paper topic. Students are required to submit the finished paper chapter in the examination period. They are provided the list of eligible topics at the first meeting.
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Max. number of unjustified absences: 2.
Scale of assessment (preliminary/final): 20/80

Learning outcomes:
At the end of the course, students have comprehensive knowledge of the relations of the Czech Lands, the Kingdom of Hungary and the Empire in the second half of the 13th century. The term lectures and discussions cover the first part of the struggle over the Babenberg heritage (1246 - 1260). This is a two-term course, at the end of which students have detailed knowledge of the situation in Central Europe (the Kingdom of Hungary, Poland, the Czech Lands, the Holy Roman Empire) in the period in question. Having worked on their term paper, students have practical experience in formulating specialized texts, which can be elaborated on to produce their final theses. Students have an overview of the broader position of the Central European countries within the old continent, understand the relations between the ruling dynasties of the Arpads, the Přemyslids, the Sponheims, the Babenbergs, the Piasts and the Wittelsbachs. Based on the continuously assigned study sources, students are able to understand and analyze the foreign policy direction of the leading representatives of Central Europe.

Class syllabus:

1. The Babenberg family. Brief history, position of the family in Europe.
2. Privilegium minus (1156) issued by Frederick I Barbarossa to Henrich Jassomirgot. Reasons to issue it and its consequences. Content analysis.
3. The Empire and the Papacy and their relations with the Central European countries in the mid 13th century.
4. The relations between the Kingdom of Hungary and Austria from 1230 to 1246. Andrew II and Bela IV's struggle against Frederick II Babenberg.
5. 1246, the Cursed Year I: Duke Frederick II is killed and the House of Babenberg is dissolved leaving no male heirs. Battle of the Leitha River. Implications for Europe. Periods of the struggle over the Babenberg heritage.
6. 1246, the Cursed Year II: Eberhard II Archbishop of Salzburg from Regensburg dies. Implications for Europe. Conflict periodization.
7. What about the Babenberg heirs? The Fates of Margita and Gertrude Babenberg.
8. The first phase of the struggle over the Babenberg heritage. Events in the Austrian lands and the first Czech-Hungarian war 1252 - 1254. The role of Bavaria.
9. The 1254 Buda Peace Treaty. Analysis of results and consequences.
10. Hungary and Styria I: Duchy administration from 1254 to 1260.
11. Hungary and Styria II: The position of ecclesiastical institutions during the Hungarian administration.
12. The fall of Hungarian power in Styria, the second Czech-Hungarian war and the role of Carantania in it. Battle of Kressenbrunn 1260.

Recommended literature:

HERUCOVÁ, Angelika. Vojna o babenberské dedičstvo a Štefan V. In: Historický časopis, 2017, vol. 65, no. 1. pp. 3 – 24. ISSN 0018-2575
LECHNER, Karl. Die Babenberger. Markgrafen und Herzoge von Österreich 976 – 1246. Graz: Böhlau Verlag, 1996. ISBN 9783205985693
PALKO, Jakub. Majetkové spory štajerských kláštorov v čase uhorskej správy. In: Historický časopis, 2021, vol. 69, no. 1. pp. 3 – 26. ISSN 0018-2575
ROHÁČ, Peter. Boj o babenberské dedičstvo a I. česko-uhorská vojna. In: Vojenská história, 2016, vol. 20, no. 1. pp. 18 – 42. ISSN 1338-7154
ROHÁČ, Peter. Fridrich II. Babenberský a jeho boje s Uhorským a českým kráľovstvom 1230 – 1246. In: Vojenská história, 2015, vol. 19, no. 3. pp. 6 – 25. ISSN 1338-7154
- further literature will be specified during the semester

Languages necessary to complete the course:

Slovak
Czech (reading)

Notes:

Past grade distribution

Total number of evaluated students: 7

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

Lecturers: PhDr. Jakub Palko, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-702/22	The War over the Babenberg Heritage 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites: FiF.KSD/A-moHI-701/22 - The War over the Babenberg Heritage 1

Course requirements:
The credit granting scheme consists of two parts:
Students are required to attend the seminars regularly and take active part in the discussions (20%). They also need to carry out partial tasks consisting of studying the sources on the different topics.
Students need to prepare a term paper (80%), including a historiographical chapter from the Struggle over the Babenberg Heritage 1 course. The term paper needs to be at least 20 standard pages long (36,000 characters, including spaces and notes). This term paper is the result of the student's systematic work during both course terms. Students are required to submit the finished term paper chapter in the examination period. To sign in for this course, students are required to have completed the War for Babenberg Heritage 1 course.
Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Max. number of unjustified absences: 2.
Scale of assessment (preliminary/final): 20/80

Learning outcomes:
At the end of the course, students have comprehensive knowledge of the relations of the Czech Lands, the Kingdom of Hungary and the Empire in the second half of the 13th century. The term lectures and discussions cover the second part of the struggle over the Babenberg heritage (1260 - 1278). This is a two-term course, at the end of which students have detailed knowledge of the situation in Central Europe (the Kingdom of Hungary, Poland, the Czech Lands, the Holy Roman Empire) in the period in question. Having worked on their term paper, students have practical experience in formulating specialized texts, which can be elaborated on to produce their final theses. Students have an overview of the broader position of the Central European countries within the old continent, understand the relations between the ruling dynasties of the Arpads, the Přemyslids, the Sponheims, the Babenbergs, the Piasts, the Wittelsbachs and the Habsburgs. Based on the continuously assigned study sources, students are able to understand and analyze the foreign policy direction of the leading representatives of Central Europe. Its core is the foreign policy of kings Belo IV, Stephen V and Ladislaus IV between 1260 and 1278.

Class syllabus:

1. The 1260 Battle of Kressenbrunn - course and consequences.
2. The 1261 Treaty of Vienna - consequences for the development of the relations between the Czech Lands and the Kingdom of Hungary.
3. Přemysl Ottokar II's marries Kunigunda Mačvianská. Přemysl's is crowned Czech king.
4. Aftermath of the Second Czech-Hungarian War. Belo IV's first conflict with his son Stephen 1262.
5 Wedding of Duke Bela with Kunigunde of Ascania - an event of European importance.
6. Belo IV's second conflict with his son Stephen 1264 - 1266. Peace of Pressburg.
7. Bela IV and Stephen V's foreign policy in the 1260s. Treaties between the Kingdom of Hungary and Naples.
8. Bela IV's death. The rise of Stephen V and the resumption of the struggle over the Babenberg heritage.
9. Third Czech-Hungarian War 1270 - 1271 and the Peace of Pressburg. 10. Fourth Czech-Hungarian War 1273.
11 The Hungarian-Habsburg Alliance and the Road to the Marchfeld. Rudolf I of Habsburg's war against Přemysl Ottokar II (1276 and 1278).
12. Battle of Dürnkrut and Jedenspeigen on the Marchfeld 1278. Analysis of source evidence. End of the struggle over the Babenberg heritage.

Recommended literature:

HERUCOVÁ, Angelika. Vojna o babenberské dedičstvo a Štefan V. In: Historický časopis, 2017, vol. 65, no. 1. pp. 3 – 24. ISSN 0018-2575
LECHNER, Karl. Die Babenberger. Markgrafen und Herzoge von Österreich 976 – 1246. Graz: Böhlau Verlag, 1996. ISBN 9783205985693
PALKO, Jakub. Uhorsko-české vzťahy v rokoch 1270 – 1272. In: Opus tessellatum. Historia nova 14. Bratislava: Stimul, 2017. pp. 7 – 33. ISBN 978-80-8127-208-0
PALKO, Jakub. Uhorsko-české vzťahy v rokoch 1272 – 1278. In: MEDEA – Studia mediævalia et antiqua, 2019, vol. 21 – 22, no. 1. pp. 29 – 72. ISBN 978-80-223-4701-3
ROHÁČ, Peter. II. česko-uhorská vojna o babenberské dedičstvo 1260 a bitka pri Kressenbrunne. In: Vojenská história, 2016, vol. 20, no. 2. pp. 23 – 44. ISSN 1338-7154
- further literature will be specified during the semester

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: PhDr. Jakub Palko, PhD.

Last change: 28.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-595/22	**Course title:** Thesis defence (state examination subject)
Number of credits: 10	
Educational level: II.	
Antirequisites: FiF.KPg/A-muPE-595/15	

Course requirements:

The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.

The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.

Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A

Master's thesis evaluation criteria:

1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.
2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.
3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.
4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.
5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.
6. Linguistic and stylistic level of work and formal adjustments.

The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond

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

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

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

State exam syllabus:

Recommended literature:
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2021-10-10]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf
Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Available at: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf
Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-09-09]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-amagisterske studium/zaverecne-prace/
Further literature according to the topic of the master's thesis.

Languages necessary to complete the course:
Slovak

Last change: 08.04.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPs/A-muSZ-128/00	Training in Social Skills for Teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 121

A	ABS	B	C	D	E	FX
97,52	0,0	0,0	0,83	0,0	0,0	1,65

Lecturers: PhDr. Gabriela Herényiová, CSc.

Last change: 02.02.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-752/15	USA in the 20th Century - Historical and Cultural Perspective

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
active participation
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

Learning outcomes:
After successfully completing the course, the student is able identify important cultural and historical events and specifics of history of United States of America in the 20th century. He recognizes the dominant personalities of American social, political and cultural milieu. He understands the main premises of American foreign policy in the second half of the 20th century. He learns about the alternative interpretation of American history

Class syllabus:
1. Formation of USA and USA in the 19th century.
2. USA before and after WWI
3. The 20´s – prosperity and prohibition
4. Great Depression and F.D. Roosvelt
5. USA and WWII
6. Era of H. S. Truman, USA - a superpower
7. The 50´s – Eisenhower, mass culture
8. J. F. Kennedy – question of race
9. Great Society of L. B. Johnson, Vietnam war
10. The 70´s, Nixon, Carter, Ford
11. Era of Ronald Reagan, end pf Cold war
12. The 90´s, USA in post-bipolar world
13. USA and international terrorism

Recommended literature:

JOHNSON, Paul. Dejiny amerického národa. LEDA Voznice: 2014.
TINDALL, George. Dejiny Spojených státu amerických. Nakladatelství Lidové noviny, Praha: 2008.
MATLOFF, Maurice. Dejiny americké armády. Baronet, 1999.
KISSINGER, Henry. Umeni diplomacie. Vydavatelstvo Prostor, 2002.
DAVIS, Wiliam C.. Americký západ : bouřlivá historie Spojených států od expedice Meriwethera Lewise a Williama Clarka do bitvy u Wounded Knee. Svojtka a Vašut, 1995.
ZINN, Howard. Dejiny lidu Spojených státu amerických. Mezera. Praha 2012.
DESCHNER, Karlheinz. Moloch: o amerikanizaci sveta. Praha. Epocha. 2005.
SCHLEY, Nicole. Války USA, kronika agresívniho národa. Praha: Brána. 2004.
HEIDEKING, Jurgen – MAUCH, Christof. Dejiny USA. Grada, Praha: 2012.
GILBERT, Martin. The routledge Atlas of American History. Routledge, New York, London: 2003.
HARBUTT, Fraser. The Cold War Era. Blackwell Publishers, Malden: 2002.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 152

A	ABS	B	C	D	E	FX
98,68	0,0	0,0	0,0	0,0	0,0	1,32

Lecturers: Mgr. Juraj Babják, PhD.

Last change: 11.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-075/24	WH: Media Training for Historians

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
40% preliminary - regular attendance at seminars, preparedness for the lessons, and engagement in the discussions. Preparation of a presentation on a given topic in duration of approx. 20 min.
60% final - submitting of a term paper, colloquium
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.
Maximum number of unjustified absences: 2
Scale of assessment (preliminary/final): 40/60

Learning outcomes:
After completing the seminar, students will acquire basic knowledge in the field of journalism, critical thinking and evaluation of reliable information sources. Lectures and seminars will deal with the media environment in Slovakia and the role of the historian in creating or guiding public discourse. Students will acquire skills in the field of writing popularization-scientific articles.

Class syllabus:
1. Introductory meeting. Conditions for awarding the assessment.
2. Introduction to journalism.
3. Journalist and his social function.
4. How to move in the media environment.
5. Trustworthy and untrustworthy information sources.
6. Critical thinking.
7. History and journalism.
8. Our history and how it is reported.

9. Historian as writer.
10. How to write popularization articles (1)
11. How to write popularization articles (2)
12. Conclusion.

Recommended literature:

POLÁKOVÁ, Eva. Mediálne kompetencie. Trnava: Fakulta masmediálnej komunikácie UCM Trnava, 2008, 144 p. ISBN 9788089220656.
SÁMELOVÁ, Anna – STANKOVÁ, Mária – HACEK, Ján (eds.). Od novinovedy k teórii a dejinám žurnalistiky. Bratislava: Mass-Media-Science, 2020, 127 p. ISBN 9788097357504.
HACEK, Ján. Otvorené zdroje a dáta pre novinárov na Slovensku. Bratislava: Univerzita Komenského v Bratislave, 2020, 200 p. ISBN 9788022348454.
MCQUAIL, Denis. Úvod do teorie masové komunikace. Praha: Portál, 1999, 447 p. ISBN 8071782009.
STRUHÁRIK, Filip. Co je nového v médiích. Praha: Nová beseda, 2022, 117 p. ISBN 9788088383345.

Languages necessary to complete the course:
Slovak
Czech (reading)

Notes:

Past grade distribution
Total number of evaluated students: 25

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

Lecturers: Mgr. Martin Horička, PhD.

Last change: 07.06.2024

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-50/22	We are the People! Democracy, Populism, Post-Socialism, and Liberal Consensus

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:
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

Learning outcomes:
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.

Class syllabus:
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

Recommended literature:

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: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-212/15	Women and Their Position in the 18th and 19th Century Society

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Ongoing evaluation (instruction period): 100 % /0% Active participation in classes and discussions on relevant literary works based on the reading list according the period covered (18th and 19th centuries), an oral presentation on the assigned topic (40%), 1 end-of-term written test (40%), regular attendance (20%). A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-60-68-76-84-92-100 = Fx-E-D-C-B-A. The instructor will accept a maximum of two documented absences. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact ongoing evaluation dates will be announced no later than in the first week of the instruction period according to the Study Regulations.
Scale of assessment (preliminary/final): 100%/0%

Learning outcomes:
Students will build on knowledge and skills acquired at the bachelor's degree of their studies in the subjects of Theory and History of British Literature and History and Culture Studies of Great Britain. By linking the acquired knowledge of literature, history and culture studies, students will learn to understand the political, cultural, economic and social situation in Great Britain in the 18th and 19th centuries with the emphasis on the position and role of women across the social spectrum and their emancipation efforts. Students will work with literary works that originated in the period and which reflected the life and position of women in the then society. They will have the opportunity to compare the situation of women 200 hundred years ago and today.

Class syllabus:
Highlights and personages of Great Britain in the 18th and 19th centuries.
Society (education, economy, lifestyle, etc.).
Customs and traditions as the main determinants of the position of women in the society.
Class, racial and social differences.
Main women representatives of literature in the 18th and 19th centuries: Fanny Burney, Jane Austen, Elizabeth Gaskell, George Eliot.

Recommended literature:

McDOWALL, D. An Illustrated History of Britain. London: Pearson English Language Teaching,1989. ISBN ‡0582044324
DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993. ISBN:9780199214921
ALEXANDER, Michael. A History of English Literature, Basingstoke, Hampshire: Palgrave Macmillan, 2007. ISBN 978-0-230-00723-9
GILL, Richard. Mastering English Literature. Basingstoke: Palgrave, 2006. ISBN 978-1-4039-4488-7
WIDDOWSON, Peter. The Palgrave Guide to English literature and Its Context 1500-2000, Basingstoke, Hampshire: Palgrave Macmillan, 2004. ISBN 0-333-79218-1

Languages necessary to complete the course:
Students must be proficient to at least CEFR level C1 to attend the course.

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
62,96	0,0	18,52	7,41	0,0	0,0	11,11

Lecturers: PhDr. Katarína Brziaková, PhD.

Last change: 20.06.2023

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-moHI-780/12	World War 1

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 1 **per level/semester:** 14 / 14
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
active participation, 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

Learning outcomes:
After successfully completing the course, the students are able to identify causes and key milestones of World War I. They distinguish attributes of trench warfare and are able to analyse specific war tactics and strategies used on battlefields of Great War; importance and significance of new weapons. They understand the results and consequences of the first global conflict

Class syllabus:
1. Introduction
2. War plans, reasons, assassination in Sarajevo, objectives.
3. Development in the West, trench warfare
4. Development of Eastern front
5. War in sea and in air
6. Year 1916 – Verdun, Somme
7. Other European battlefields
8. War in Asia and Africa
9. USA enters war
10. War propaganda, total war, secret diplomacy
11. Fall of Central Powers and end of the war
12. Results and consequences of war

Recommended literature:
TUCHMAN, Barbara. Srpnové výstřely: začátek první světove války. Praha: Mladá fronta, 2000.
GILBERT, Martin. První světová válka: úplná historie. Praha: BB/art, 2005.
LIDDELL HART, Basil. Historie první světové války. Brno: Jota, 2001.
LAWSON, Dan. Spojené státy v první světové válce: Vypravění o o generálu Johnu J. Pershingovi a amerických expedičních silách. Praha: Naše vojsko, 2009.

LETTOW-VORBECK, Paul von. Boje ve Východní Africe za světové války: Vzpomínky nemeckého dustojníka. Praha: Elka Press, 2004.
HERTOVÁ, Yvette. Zákopová válka. Praha: Mladá fronta, 1983.
MACMILLANOVÁ, Margaret. Mírotvorci: Pařížska mírová konference. Praha: Academia, 2004.
WINTER, J.M. První světová válka: fakta, svědectví, souvislosti. Praha: Mladá fronta, 1995.
CRON, Hermann. Imperial German Army 1914-1918: organisation, structure, orders of battle. London: Helion, 2002.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 183

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

Lecturers: Mgr. Juraj Babják, PhD.

Last change: 10.06.2022

Approved by: prof. PhDr. Roman Holec, DrSc.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSD/A-moHI-764/25	Z akadémie do praxe

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Eva Benková, PhD.

Last change: 23.05.2025

Approved by: prof. PhDr. Roman Holec, DrSc.