

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: <i>1IFI/DEF01/22</i>	Course title: Ancient Philosophy 1 (Compulsory course)
Type, scope and method of educational activity: 1 lecture /2 seminar lessons a week Method: combined	
Number of credits: 6	
Recommended semester: 1 st , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attending lectures and seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>During the semester, activity during seminars is evaluated (0 – 10 points) and the student will introduce one oral presentation on an assigned topic and then process the topic into the written form (0-20 points). The course is ended with an oral exam to which a student needs to prepare three topics, thus three presentations according to his choice with at least 2 home and 1 abroad interpretation literature to each of three primary texts. The student can obtain 0 – 70 points from the oral exam. The criterion for evaluating the written and oral presentation is an ability of the student to look for the parts containing the particular problems in the primary texts, analyse them and make an appropriate interpretation based on the studied literature. The result of the analytical and interpretation work should be the student's ability to put particular problems into the broader contexts of the History of Ancient Philosophy.</i> <u>Final evaluation:</u> <i>The student can altogether obtain 100 points. The credits will not be given to a student, who obtains less than 20 points for the defence of their oral exam.</i>	
Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student:

- is familiar with important problems and characters of Ancient philosophy
- understands historical and systematical knowledge about Ancient philosophy

Basic skills

After the course the student:

- Developing analytical thinking: working with the text – search for key terms, identify particular arguments, put them into the context with other problems, etc.
- Development of critical thinking: Based on the analytical working with the text, the student is able to follow interpretation strategies which various interpreters used at the same primary text,
- Developing an independent approach: the student will learn to critically evaluate particular interpretation outputs in regard to the primary text and the context into which various interpreters put it.

Basic competences

After the course the student:

Application of historical topics in the systematic area: gains a systematic view of historically accepted problems and a general overview of historical changes in thinking, changing forms of approaches to individual issues in different historical epochs, a systematic overview of historical topics can present in a didactic form.

Study context: gains a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing existence, forms of bliss, etc.)

Independence: can independently write a critical text based on the studied literature.

Criticality: can apply and develop critical thinking in the personal and public sphere.

Course content: The course deals with the oldest period of Greek Philosophy and it goes back to the question about the nature of the myth and the relation of philosophers to the traditional myth.

1. Myth as a way of thinking
2. Miles' beginnings of cosmological thinking (Thales, Anaximenes, Anaximandros)
3. Heraclites' understanding of logos as a cosmical principle
4. Parmenides' questioning of reality based on the empirical understanding of world
5. Post-eleat debates about the nature of truth
6. The birth of sophistry and rhetoric as a new cultural movement ("the first enlightenment")
7. The work of Socrates and his followers in the ranks of the oldest Socrates schools.

Part of the course is a systematic introduction to the issues of history and historicity.

Recommended literature:**Primary texts in Slovak and Czech translations:**

Antológia z diel filozofov. Zv. I. Predsokratovci a Platón. 2. vyd. Bratislava, Iris 1998.
Antisthenés. Úvodná štúdia, preklad zlomkov a komentár. Prel. A. Kalaš, úvodná štúdiu a komentár V. Suvák, Bratislava, Kalligram 2010.
Hérakleitos: Řeč o povaze bytí. Prel. Kratochvíl, Z., Kosík, Š. Praha, Hermann & synové 1993.
Platon: Dialógy. 3 zv. Prel. J. Špaňár. Bratislava, Tatran 1990.
Xenofón: Hostina. Sokratova obhajoba. Prel. A. Kalaš. Bratislava, Kalligram 2006.
Zelinová, Z. – Kalaš, A.: Hesiodov svet vo veršoch. Rukopis 2021.

Interpretation literature:

Boháček, K.: Proč Gorgiás mluví. Úvod do filosofie nebytí. Praha: Filosofia 2004.
Brickhouse, Thomas C. & Smith, Nicholas D.: The Trial and Execution of Socrates: Sources and Controversies. Oxford: Oxford UP, 1989.
Buchheim, T.: Die Sophistik als Avantgarde normalen Lebens. Hamburg: Felix Meiner 1986.
Döring, K; Ebert, T.: Dialektiker und Stoiker. Zur Logik der Stoa und ihrer Verläufer. Franz Steiner Verlag, Stuttgart 1993
Fox, M., Livingstone, N.: Rhetoric and Historiography. In: A Companion to Greek Rhetoric, Worthington, I. ed. Oxford, UK: Blackwell Publishing, 2007, pp. 542-561.
Graeser, A.: Řecká filosofie klasického období. Prel. M. Petříček. Praha, OIKOYMENH 2000.
Hobza, P.: Aristotelés a Theofrastos jako tvůrci milétské filosofie. Filosofický časopis, č. 6/2004, str. 889–924.
Hussey, E.: Presokratiki. Prel. M. Pokorný. Praha, Rezek 1997.
Kirk, G.S. – Raven, J.E. – Schofield, M.: Předsókratovští filosofové. Prel. Filip Karfík, Petr Kolev, Tomáš Vítek. Praha, OIKOYMENH 2004.
Končadrle, R.: Fysis iónských myslitelů. Rozprava nad peripatetickou dezinterpretací. Vyd. Pavel Mervart 2008.
Morgan, K. A.: Myth and Philosophy from the Pre-Socratics to Plato. Cambridge: Cambridge University Press 2000.
Mýtus, epos a logos. Zost. P. Rezek. Praha, OIKOYMENH 1991.
Patočka, J.: Nejstarší řecká filosofie: Přednášky z antické filosofie. Praha, Vyšehrad 1996.
Peters, F. E.: Greek Philosophical Terms, A Historical Lexicon. University of London Press Ltd., London 1967.
Porubjak, M.: Vól'a (k) celku. Človek a spoločenstvo rečou Homéra a Theognida. Pusté Úľany: Schola Philosophica, 2010.
Ricken, F.: Antická filosofie. Olomouc, Nakladatelství Olomouc 1999.
Schiappa, E.: Protagoras and Logos (A Study in Greek Philosophy and Rhetoric). Columbia: University of South Carolina Press, 2003.
Suvák, V.: Etické myslenie v predsokratovskom období. In: Remiašová, A. a kol.: Dejiny etického myslenia v Európe a USA, Bratislava, Kalligram 2008, s. 23-41.
Suvák, V.: Koniec metafyziky a Platón, FF PU, Prešov 2002.
Suvák, V.: Sofisti o spoločnosti. In: Novosád, F., Smreková, D.: Dejiny sociálneho a politického myslenia. Bratislava: Kalligram, 2013, s. 44-55.
Vítek, T.: Empedoklés: I. Studie. Praha, Herrmann & synové 2001.
Vlastos, G.: Socrates (Ironist and Moral Philosopher). Cambridge, Cambridge University Press 1991, s. 266-274.
Vlastos, G.: Socratic Studies. Cambridge, Cambridge University Press, 1995, s. 49-58.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: The students will have a scan version of the primary texts. This course was taught until now with a name “The History of Philosophy 1”.

Course evaluation

Total number of students evaluated: 49

A	B	C	D	E	FX
21%	8%	6%	6%	0%	55%

Lecturers: *prof. Mgr. Vladislav Suvák, PhD.*

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/UVF01/22	Course title: Introduction to Philosophy (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 1 st , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attending lectures and seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>During the semester, the student will introduce oral presentation about assigned topic, which will be evaluated (0-25 points). At the end of the semester, the student will hand in the presentation in a written form according to stated criteria in a syllabus – the student can orally defend his written presentation in case of questions (0-30 points). Activity during seminars will also be evaluated (0-25 points). The student will present written notes from the studied literature on each seminar (0-2 points for each seminar, max. for all 20 points).</i> <u>Final evaluation:</u> <i>The course is ended with an oral exam.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: Basic knowledge <i>After the course the student:</i> <i>- can briefly and clearly define basic problems of philosophy and basic currents of western philosophy.</i> Basic skills <i>After the course the student is able to:</i> • <i>compare the basic ways of philosophical work (analysis, interpretation, historical interpretation, positivism, hermeneutics, phenomenology, etc.).</i> • <i>ask questions about the presented problems.</i> • <i>conduct a dialogue about basic philosophical attitudes.</i>	

- *effectively present the results of their own study.*
- *analyse and critically evaluate selected issues before the auditorium.*
- *prepare a written work, which will include the analysis of source texts and comparison of basic interpretations (including ones written in a foreign language).*

Basic competences

After the course the student is able to:

- *write a text independently, express himself / herself in front of the auditorium, prepare an independent presentation and critically evaluate the read text.*

Course content:

- 1. What is philosophy?*
- 2. The main stages of its development.*
- 3. The main structural components.*
- 4. History of philosophy and major philosophical disciplines.*
- 5. Relation of philosophy to other sciences, art, culture, politics, history and historicity.*

Recommended literature:

Blecha, I. a kol., 2002. Filosofický slovník. Olomouc: Nakladatelství Olomouc.
Bocheňski, J. M., 2001. Cesta k filosofickému myšlení. Praha: Academia.
Cehelník, M., 2009. Pred bránami filozofie. Úvod do filozofie. Prešov: Filozofická fakulta PU.
Deleuze, G. – Guattari, F. 2001. Co je filosofie? Praha: Oikoymenh.
Eco, U., 2020. Meze interpretace. Praha: Karolinum.
Jaspers, K., 1996. Úvod do filozofie. Dvanáct rozhlasových přednášek. Praha: Oikoymenh.
Michálek, J. 1995. Co je filosofie? Praha: Oikoymenh.
Russell, B. 1969. History of Western Philosophy. London.
Sokol, J. 2010. Malá filosofie člověka a Slovník filosofických pojmů. Praha: Vyšehrad.
Suvák, V. 2020. Ars vivendi alebo Umenie žiť medzi Sokratom a Foucaultom. Bratislava: Vydavateľstvo Spolku slovenských spisovateľov.

Language which is necessary to complete the course: Slovak, one world language

Notes: -

Course evaluation

Total number of students evaluated: 48

A	B	C	D	E	FX
21%	15%	13%	2%	4%	46%

Lecturers: doc. Mgr. Sandra Zákutná, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SOF01/22	Course title: Social Philosophy (Profile course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 1 st , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation:</u> During the semester, the student will introduce oral presentation about assigned topic, which will be evaluated (0-25 points). At the end of the semester, the student will hand in the presentation in a written form according to stated criteria in a syllabus – the student can orally defend his written presentation in case of questions (0-30 points). Activity during seminars will also be evaluated (0-25 points). The student will present written notes from the studied literature on each seminar (0-2 points for each seminar, max. for all 20 points). <u>Final evaluation:</u> The course is ended with an oral exam. Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	
Learning outcomes: Basic knowledge After the course the student: - is familiar with important problems and characters of Ancient philosophy - understands historical and systematical knowledge about Ancient philosophy Basic skills After the course the student is able to: • characterise and compare particular historical types of social thinking. • ask questions about the presented problems. • interpret the meaning of the term social in its modern depictions. • define and explain the place of man in a society. • analyse and critically evaluate selected issues before the auditorium.	

- prepare a written work, which will include the analysis of source texts and comparison of basic interpretations (including ones written in a foreign language).

Basic competences

After the course the student is able to:

- formulate his / her own attitude towards social reality, with the depiction of typical characteristics and tendencies of particular historical periods.

Course content:

1. Introduction to problematics: basic terms and problems.
2. Relation of social philosophy to other disciplines: social philosophy and philosophy of history, social philosophy and philosophical anthropology, social philosophy and political philosophy.
3. History of social thinking and modern formulation of socio-philosophical question (Locke, Hobbes, Rousseau).
4. Models of social organization.
5. Philosophical-critical analysis of society.

Recommended literature:

Primary texts:

Hobbes, T., 1988. *Výbor z díla*. Praha: Svoboda.

Hobbes, T., 2010. *O člověku*. Bratislava: Kalligram.

Hobbes, T., 2011. *Leviatan alebo Podstata, forma a moc štátu cirkevného a občianskeho*. Bratislava: Kalligram.

Locke, J., 1992. *Druhé pojednání o vládě*. Praha: Svoboda.

Rousseau, J. J., 2010. *O spoločenskej zmluve*. Bratislava: Kalligram.

Rousseau, J. J., 1989. *Rozprava o pôvodu a príčinách nerovnosti medzi ľuďmi*. In: Rousseau, J. J. *Rozpravy*. Praha: Svoboda, s. 75 – 168.

Rousseau, J. J., 1989. *Rozprava o viedach a umeniach neboli o tom, zda obnova vied a umeni prispele k ocistiu mraviu*. In: Rousseau, J. J. *Rozpravy*. Praha: Svoboda, s. 45 – 74.

Interpretation literature:

Arendtová, H. 2007. *Vita activa neboli O činném živote*. Praha: OIKOYMENH.

Brieskorn, N., 2009. *Sozialphilosophie*. Stuttgart: Reclam.

Buraj, I., 2020. *Od prirodzenosti k politike a od politiky k prirodzenosti*. Bratislava: UK.

Habermas, J., 1978. *Theorie und Praxis. Sozialphilosophische Studien*. Frankfurt am Main: Suhrkamp.

Habermas, J. 2000. *Strukturální přeměna veřejnosti. Zkoumání jedné kategorie občanské společnosti*. Praha: Filosofia.

Holzbachová, I., 2011. *Příspěvky k dějinám francouzské filozofie společnosti*. Brno: Masarykova univerzita.

Honneth, A., 1996. *Sociální filosofie a postmoderní etika*. Praha: FILOSOFIA.

Honneth, A., 2007. *Pathologies of the Social: The Past and Present of Social Philosophy*. In: *Disrespect: The Normative Foundations of Critical Theory*. Cambridge: Polity Press, s. 3-48.

Kneller, J. – Axinn, S. (eds.) 1998. *Autonomy and Community – Readings in Contemporary Kantian Social Philosophy*. New York: State University of New York Press.

Pedersen, J., 2012. *Social philosophy: A reconstructive or deconstructive discipline?* In: *Philosophy & Social Criticism*. 38 (6), s. 619-643.

Zákuťná, S., 2013. *Kantova idea svetoobčianstva v kontexte politického myslenia Európy 18. storočia*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.

Language which is necessary to complete the course: Slovak, one world language

Notes: -

Course evaluation

Total number of students evaluated: 11

A	B	C	D	E	FX
55%	9%	0%	0%	0%	36%

Lecturers: *doc. Mgr. Sandra Zákutná, PhD.*

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/UVDES/22	Course title: Introduction to Aesthetics (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 1 st , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation:</u> <i>During the semester student:</i> <i>a) completes 4 knowledge papers, their result is a partial evaluation with a weight of 50% of the total assessment</i> <i>b) submits a seminar paper in the range of 5 A4 with a weight of 25% of the total evaluation</i> <i>c) at the end of the teaching part of the semester, passes a continuous evaluation with a weight of 25% of the total evaluation.</i> <i>The evaluation of the student's performance in the study of the course is made according to a grading scale consisting of six grading levels and the following success criteria (in terms of percentage of performance in the evaluation of the course):</i> <i>A - excellent (outstanding results: numerical value 1) / 100.00 - 90.00 %</i> <i>B - very good (above average results: 1.5) / 89.99 - 80.00 %</i> <i>C - good (average results: 2) / 79.99 - 70.00 %</i> <i>D - satisfactory (acceptable results: 2.5) / 69.99 - 60.00 %</i> <i>E - satisfactory (results meet the minimum criteria: 3) / 59.99 - 50.00 %</i> <i>FX - Inadequate (further work required: 4) / 49.99 % and below</i> <u>Final evaluation:</u> exam <i>The overall final evaluation is calculated as the arithmetic average of the continuous evaluation (knowledge papers) and the final evaluation (oral exam).</i>	

Learning outcomes:**Basic knowledge**

The graduate of the discipline:

- acquires a basic overview of the study of aesthetics as a scientific discipline,
- his / her knowledge is cross-sectional, but he / she is able to name, monitor and creatively grasp the problem of the relationship of aesthetics to the social, human and natural sciences.

Basic skills

The graduate of the course:

- is able to work with basic professional literature
- actively acquire knowledge, use it to solve basic practical tasks in the field and has a basic categorical apparatus of aesthetics, which is able to actively use.

Basic competences

The graduate of the discipline:

- is able to identify and assess the aesthetic and other (ethical, social, societal, political) contexts of the studied artifacts, phenomena and situations.

Upon completion of the discipline:

- acquires the competence of basic orientation in current topics of aesthetics as a science and can independently acquire new and actively expand his / her knowledge.

Course content:

The plan for the lectures:

1. What is aesthetics, aesthetics as an independent science, the structure of aesthetic disciplines.
2. Relation of aesthetics to other sciences, interdisciplinary character of aesthetics, methods of aesthetics.
3. Problems of the subject of aesthetics
4. The relationship between art and aesthetics, the world of art and its structure, art and the world outside art, art and knowledge, philosophy, culture, ethics, religion, politics.
5. Aesthetic situation and / or aesthetics of the situation, aesthetic situation in art.
6. Aesthetic creation and assessment. Aesthetic function, norm and value in relation to art and beyond art.
7. Art, non-art, transients
8. Questions of presentation and representation, interpretation in art and outside art.
9. Art in the world of mass media, popular and mass art.
10. Art, aesthetics and education (art education, aesthetic education, artefiletics)
11. Application of aesthetics, applied aesthetics, artefiletics, art therapy

Seminar schedule:

1. aesthetics; aesthetically artistic and non-artistic
2. aesthetic subject
3. aesthetic situation, aesthetic attitude
4. aesthetic object, work of art
5. aesthetic perception, fantasy, aesthetic perception, aesthetic perception and apperception, aesthetic senses, sensuality
6. aesthetic need and aesthetic interest
7. aesthetic feeling, empathy
8. aesthetic creation, aesthetic experience, aesthetic and artistic norm, value, aesthetic function
9. aesthetic information, symbol, allegory, sign, aesthetic communication; aesthetic and artistic norm, value, aesthetic function

10. aesthetic taste, aesthetic judgment, aesthetic judgment, aesthetic evaluation, aesthetic education
 11. mimesis and construction, game, presentation and representation
 12. catharsis, aesthetic distance, reflection and self-reflection

Recommended literature:

Primary texts:

JUŽL, M. – PROKOP, D. 1989. *Úvod do estetiky*. Brno: Panorama.
 HENCKMANN, W. – LOTTER, K. 1995. *Estetický slovník*. Praha: Svoboda.
 KVOKAČKA, A. 2021. *Úvod do estetiky. Pojmový aparát*. Prešov: Prešovská univerzita v Prešove, Filozofická fakulta.
 SOURIAU, E. 1994. *Encyklopedie estetiky*. Praha: Victoria Publishing.

Interpretation literature:

BERANOVÁ, V. 2006. *První kroky v estetice*. In: ŽEMBEROVÁ, V. 2006. *Teória umeleckého diela. Metodológia vedy a metodológia literárnej vedy*. Prešov: ACTA FACULTATIS PHILOSOPHICAE UNIVERSITATIS PREŠOVIENSIS. ISBN 80-8068-510-X. s. 221 – 353.
 GIBODA, M. (Ed.). 2010. *Mosty a propasti mezi vědou a uměním*. České Budějovice: Tomáš Halama.
 GRAHAM, G. 2006. *Philosophy of the Arts. Introduction to Aesthetics*. Routledge. ProQuest Ebook Central.
 KIVY, P. 2004. *The Blackwell Guide to Aesthetics*. Wiley. ProQuest Ebook Central.
 LOPES, D. a B. GAUT. 2013. *The Routledge companion to aesthetics*. Routledge. ProQuest Ebook Central.
 SOŠKOVÁ, J. 1999. *Estetika v horizontoch interdisciplinárnosti*. *Studia Aesthetica II*. Prešov: FF PU.
 STIBRAL, K. – PTÁČKOVÁ, B. 2002. *Estetika na dlani*. Olomouc: Rubico.
 ZAHŘÁDKA, P. (Ed.). 2010. *Estetika na přelomu milénia: vybrané problémy současné estetiky*. Brno: Barrister and Principal.
 ZUSKA, V. a kol. 1997. *Estetika na křižovatce humanitních disciplín*. Praha: Karolinum.

Language which is necessary to complete the course: Slovak, Czech, English

Notes: -

Course evaluation

Total number of students evaluated: 89

A	B	C	D	E	FX
19%	16%	12%	15%	10%	31%

Lecturers: *mim. doc. Mgr. Adrián Kvokačka, PhD., lecturer, examiner*
Mgr. Lukáš Arthur Švihura, PhD., seminar leader

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/DEF02/22	Course title: Ancient Philosophy 2 (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 6	
Recommended semester: 2 nd , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attending lectures and seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>During the semester, activity during seminars is evaluated (0 – 10 points) and the student will introduce one oral presentation on an assigned topic and then process the topic into the written form (0-20 points). The course is ended with an oral exam to which a student needs to prepare three topics, thus three presentations according to his choice with at least 2 home and 1 abroad interpretation literature to each of three primary texts. The student can obtain 0 – 70 points from the oral exam. The criterion for evaluating the written and oral presentation is an ability of the student to look for the parts containing the particular problems in the primary texts, analyse them and make an appropriate interpretation based on the studied literature. The result of the analytical and interpretation work should be the student's ability to put particular problems into the broader contexts of the History of Ancient Philosophy.</i> <u>Final evaluation:</u> <i>The student can altogether obtain 100 points. The credits will not be given to students, who obtain less than 20 points for the defence of their oral exam.</i> Classification: <i>A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student:

- is familiar with important problems and characters of Ancient philosophy
- understands historical and systematical knowledge about Ancient philosophy

Basic skills

After the course the student:

- Developing analytical thinking: will learn to work with the text – search for key terms, identify particular arguments, put them into the context with other problems, etc.
- Development of critical thinking: Based on the analytical work, the student is able to follow interpretation strategies which various interpreters used at the same primary text,
- Developing and independent approach: will learn to critically evaluate particular interpretation outputs in regard to the primary text and the context into which various interpreters put it.

Basic competences

Application of historical topics in the systematic area: The student will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, changing forms of approaches to individual issues in different historical epochs, a systematic overview of historical topics can present in a didactic form.

Study context: The student gains a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing existence, forms of bliss, etc.)

Independence: The student can independently write a critical text based on the studied literature.

Criticality: The student can apply and develop critical thinking in the personal and public sphere.

Course content:

The course Ancient Philosophy 2 deals with the main topics of Ancient philosophical thinking from Plato to patristics (Augustine). The basic areas of the course are:

1. Plato's ideas
2. Aristotle's ... and being
3. Plato's and Aristotle's approaches to ethics
4. Hellenistic schools of philosophy (Stoics, Sceptics, Epicureans, Kynics)
5. Neoplatonism
6. Christian patristics

The course includes systematic issues related to epistemology (knowledge of external subjects), metaphysics (issues of being), ethics (questions of the good life, eudaimonism, problematization of the pleasure and pain, etc.).

Recommended literature:**Primary texts in Slovak and Czech translations:**

Antológia z diel filozofov. Zv. II. Od Aristotela po Plotina. Zost. J. Martinka. Bratislava, Pravda 1972.

Antológia z diel filozofov. zv. III. Patristika a scholastika. Zost. I. Hrušovský. Bratislava, Pravda 1975.

Aristoteles: *Etika Nikomachova*. Prel. J. Špaňár. Bratislava, Pravda 1979.

Aristotelés: *Metafysika*. Prel. A. Kříž. Praha, J. Laichter 1946.

Augustinus Aurelius: *O blaženom živote*. In: *Antológia z diel filozofov*. Zv. III. *Patristika a scholastika*. Bratislava, Pravda 1975.

Augustinus Aurelius: *O učiteľovi*. Prel. D. Škoviera. Bratislava, Archa 1995.

Augustinus Aurelius: *Proti akademikom*. In: *Antológia z diel filozofov*. Zv. III. *Patristika a scholastika*. Bratislava, Pravda 1975.

Augustinus Aurelius: *Vyznání*. Prel. Mikuláš Levý. Praha, Kalich 1990 (1997) = reprint 1. vydania: Praha, L. Kuncíř 1926.

Aurelius, Marcus Antoninus: *Hovory k sobě*. Prel. R. Kuthan. Praha, Svoboda 1975 (Úvod: L. Svoboda).

Aurelius, Marcus Antoninus: *Myšlienky*. Prel. M. Okál. Bratislava, Slovenský spisovateľ 1976.

Cicero, M. T.: *O nejvyššom dobru a zlu*. Prel. V. Bahník. In: *Antická próza*. Zv. VIII. *Dialog a satira*. Praha, Odeon 1977, str. 178-361.

Cicero, M. T.: *O povinnostech*. Prel. J. Ludvíkovský. Praha, Svoboda 1970.

Diogenes Laertios: *Životopisy slávnych filozofov*. 2 zv. Prel. M. Okál. Bratislava, VSAV 1954.

Epiktétos: *Rujkojeť*. Rozpravy. Prel. R. Kuthan. Praha, Svoboda 1971.

Epikuros: *O šťastnom živote*. Podľa Usenerovej zbierky prel. M. Okál. Bratislava, Pravda 1989.

Kléméns Alexandrijský: *Pobídka Řekům*. Prel. Matyáš Havrda. Praha, Herrmann & synové 2001.

Órigenés: *O Písni písní*. Prel. M. C. Putna a Jakub Sitár. Praha, Herrmann & synové 2000.

Platon: *Dialógy*. 3 zv. Prel. J. Špaňár. Bratislava, Tatran 1990.

Plótinos: *Dvě pojednání o kráse (I.6; V.8)*. Praha, Rezek 1994.

Plótinos: *Sestry duše*. Prel. P. Rezek. Praha, Rezek 1995; *O klidu*, Praha, Rezek 1997.

Seneca, L.A.: *Výbor z listů Luciliovi*. Prel. B. Ryba. Praha, Svoboda 1969.

Sextus Empiricus: *Základy pyrhonskej skepsy*. Prel. J. Špaňár. Bratislava, Pravda 1984.

Zlomky starých stoikov, usporiadal a preložil M. Okál, Bratislava, Pravda 1983.

Interpretation literature (home):

Armstrong, A. H. (ed.): *Filosofie pozdní antiky*. Praha, OIKOYMENH 2002
(k novoplatonizmu, ranej patristike a Augustínovi).

Barnes, J.: *Aristotelés*. In: *Hare & Barnes & Chadwick: Zakladatelé myšlení*. Prel. K. Berka. Praha, Svoboda 1994.

Canfora, L.: *Dějiny řecké literatury*. Preložili Bartoněk, A., Bartoňková, D., Kyloušek, P., Marečková, E., Němečková, O., Peňáz, P., Psiková, P., Vilasová-Freddo, Š. Praha, Koniasch Latin Press 2001.

Conte, G. B.: *Dějiny římské literatury*. Praha, Koniasch Latin Press 2003.

Dialóg, vědění, orientace. Zost. P. Rezková (alias P. Rezek). Praha, OIKOYMENH 1992.

Dodds, E. R.: *Pohané a křesťané ve věku úzkosti (1963)*. Prel. M. Pokorný (orig. Cambridge 1994). Praha, Rezek 1997.

Graeser, A.: *Řecká filosofie klasického období*. Prel. M. Petříček. Praha, OIKOYMENH 2000.

Hadot, P.: *Plótinos čili prostota pohledu*. Prel. F. Karfík. Praha, OIKOYMENH 1993.

Hare, R. M.: *Platón*. In: *Hare & Barnes & Chadwick: Zakladatelé myšlení*. Prel. K. Berka. Praha, Svoboda 1994.

Chadwick, H.: *Aurelius Augustinus*. In: *Hare & Barnes & Chadwick: Zakladatelé myšlení*. Prel. K. Berka. Praha, Svoboda 1994.

Long, A. A.: *Hellénistická filosofie*. Prel. P. Kolev. Praha, OIKOYMENH 2003.

Patočka, J.: *Aristotelés*. Praha, SPN 1992.

Ricken, F.: *Antická filosofie*. Olomouc, Nakladatelství Olomouc 1999.

Suvák, V.: Dejiny antickej etiky. In: Gluchman, V. (zost.): Dejiny etiky I. (Starovek až začiatok novoveku). Prešov, Acta Facultatis Philosophicae Universitatis Prešovensis 2003.
Wyller, E. A.: Pozdní Platón (1965). Prel. T. Dimter. Praha, Rezek 1996.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: - The students will have a scan version of the primary texts. This course was taught until now with a name "The History of Philosophy 2".

Course evaluation

Total number of students evaluated: 35

A	B	C	D	E	FX
26%	3%	9%	0%	3%	60%

Lecturers: prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSUF1/22	Course title: Text seminar on Introduction to Philosophy (Compulsory course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 2 nd , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attending lectures and seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>Active participation at seminars. Realisation of presentation on the chosen assignment.</i> <u>Final evaluation:</u> <i>it consists of oral exam. The student will answer to the questions from the thematical area of discipline.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: Basic knowledge <i>After the course the student:</i> - is able to characterize, distinguish and work with the text formats: seminar, semester work, essays; - is able to identify key methods to verify argumentative statements; • reproduces the main positions in problematic texts; • distinguishes between the constitutive elements of text formats; Basic skills <i>After the course the student:</i> • demonstrates the functionality of processing philosophical ideas through cinematographic formats (film, series, advertising,) or even podcasts; • draws conclusions from the assessment of the functionality of cinematographic formats;	

- appreciates the prospects for the use of text formats;
- states the advantages of individual formats for the presentation of philosophical ideas;

Basic competences

After the course the student:

- organizes work with resources
- plans and allocates resources;
- processes and format bibliographic data according to standardized standards;
- evaluates information;
- respects and understands the conditionality of the use of the formats in question;

Course content:

The course focuses on text formats that are part of the study of philosophy (seminar, semestral paper, essay). He / She points out the distinction between primary and secondary literature, their use in the design of a philosophical text and also the formal standards of writing bibliographic references. It focuses on developing the ability to verbalize ideas through individual presentations, confront them in dialogue and discussion in the presence of the auditorium. It acquaints with the tendencies of shaping the nature of perception of philosophy in the history of philosophy.

Recommended literature:

Deleuze, G. – Guattari, F., 2001. *Co je filosofie?* Praha: Oikymenh.
 Badiou, A., 2014. *Manifest za filosofii a jiné texty.* Praha: Herrmann&synove.
 Bourdieu, P., 2002: *O televizi.* Brno: Doplněk.
 Cassin, B., 2014. *Dictionary of untranslatables a philosophical lexicon.* Princeton: Princeton University Press.
 Cehelník, M., 2009. *Před bránami filozofie. Úvod do filozofie.* Prešov: Filozofická fakulta PU.
 Bocheňski, J. M., 2001. *Cesta k filozofickému myšlení.* Praha: Academia.
 Blecha, I. a kol., 2002. *Filozofický slovník.* Olomouc: Nakladatelství Olomouc.
 Jaspers, K., 1996. *Úvod do filosofie. Dvanáct rozhlasových přednášek.* Praha: Oikymenh.
 Eco, U., 2020. *Meze interpretace.* Praha: Karolinum.
 Marchevský, O. – A. Javorská, eds. 2017. *Kultúra, civilizácia, normativita - dialóg a konflikty z pohľadu filozofie.* Bratislava: Slovenské filozofické združenie pri SAV.
 Murgaš, J., 2011. *Základy interpretace filozofických textů I. Interpretace kosvojení obsahu textů.* Plzeň: Filozofická fakulta Západočeské univerzity.
 Žáčková, E. – Murgaš, J., 2011. *Interpretace filozofických textů.* Plzeň: Filozofická fakulta Západočeské univerzity.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: doc. Mgr. Ondrej Marchevský, PhD.
Date of last change: 9. 2. 2022
Approved by: <i>prof. Mgr. Vladislav Suvák, PhD.</i>

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSAET/22	Course title: Text seminar on Ancient Ethics (Compulsory course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 2 nd , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attending lectures and seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>Active participation at seminars is evaluated (0-20 points) and one independent presentation about the assigned topic in oral and later in written form (0-80 points). The basic criterion for evaluating of written and oral presentation is the ability of the student to identify in the primary text the parts that relate to individual problems, analyse these passages and develop their possible interpretation on the basis of the studied literature. The result of analytical and interpretive work should be the student's ability to integrate individual problems into the broader context of ancient thinking focused on the good life.</i> <u>Final evaluation:</u> <i>In total, the student can get a maximum of 100 points.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student:

- *gains an overview of basic topics and characters of ancient ethics*
- *gains historical and systematic knowledge of ancient ethics*

Basic skills

After the course the student:

- Developing analytical thinking: *will learn to work with text, i.e. look for key terms in it, identify individual arguments, put them into context with other problems, etc.*
- Development of critical thinking: *Based on analytical work, the student is able to follow interpretive strategies that are applied by different interpreters to the same primary text.*
- Developing an independent approach: *will learn to critically evaluate individual interpretive performances with regard to the primary text and the context in which the individual interpreters incorporate it.*

Basic competences

- Application of historical topics in the systematic area: *The student will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, (changing forms of approaches to individual issues in different historical epochs) - a systematic overview of historical topics can present in a didactic form.*
- Context of the study: *The student acquires a basic awareness of systematic ethics, which is based on various historical forms of solving individual problems (understanding the truth, defining virtue, forms of bliss, etc.)*

Course content:

The text seminar on ancient ethics deals with the main texts of ancient ethics, their relationship to the important cinematographic text - it focuses on the analysis and interpretation of selected problems of ethics from Socrates to Plotinus. The course includes systematic questions concerning ethical thinking and "self-practices" (the question of the good life, eudaimonism, the problematization of the pleasure and pain, etc.).

Recommended literature:**Primary texts in Czech and Slovak translations:**

- Antológia z diel filozofov. Zv. II. Od Aristotela po Plotina. Zost. J. Martinka. Bratislava, Pravda 1972.*
- Antológia z diel filozofov. zv. III. Patristika a scholastika. Zost. I. Hrušovský. Bratislava, Pravda 1975.*
- Aristoteles: Etika Nikomachova. Prel. J. Špaňár. Bratislava, Pravda 1979.*
- Cicero, M. T.: O nejvyššom dobru a zlu. Prel. V. Bahník. In: Antická próza. Zv. VIII. Dialog a satira. Praha, Odeon 1977, str. 178-361.*
- Cicero, M. T.: O povinnostech. Prel. J. Ludvíkovský. Praha, Svoboda 1970.*
- Diogenes Laertios: Životopisy slávnych filozofov. 2 zv. Prel. M. Okál. Bratislava, VSAV 1954.*
- Epiktétos: Rujkojeť. Rozpravy. Prel. R. Kuthan. Praha, Svoboda 1971.*
- Epikuros: O šťastnom živote. Podľa Usenerovej zbierky prel. M. Okál. Bratislava, Pravda 1989.*
- Platon: Dialógy. 3 zv. Prel. J. Špaňár. Bratislava, Tatran 1990.*
- Plótinos: Dvě pojednání o kráse (I.6; V.8). Praha, Rezek 1994.*
- Plótinos: Sestry duše. Prel. P. Rezek. Praha, Rezek 1995; O klidu, Praha, Rezek 1997.*
- Seneca, L.A.: Výbor z listů Luciliovi. Prel. B. Ryba. Praha, Svoboda 1969.*
- Sextus Empiricus: Základy pyrhonskej skepsy. Prel. J. Špaňár. Bratislava, Pravda 1984.*
- Zlomky starých stoikov, usporiadal a preložil M. Okál, Bratislava, Pravda 1983.*

Interpretation literature (home):

- Armstrong, A. H. (ed.): Filosofie pozdní antiky. Praha, OIKOYMENH 2002 (k novoplatonizmu, ranej patristike a Augustínovi).*
- Barnes, J.: Aristotelés. In: Hare & Barnes & Chadwick: Zakladatelé myšlení. Prel. K. Berka. Praha, Svoboda 1994.*
- Canfora, L.: Dějiny řecké literatury. Preložili Bartoněk, A., Bartoňková, D., Kyloušek, P., Marečková, E., Němečková, O., Peňáz, P., Psíková, P., Vilasová-Freddo, Š. Praha, Koniasch Latin Press 2001.*
- Conte, G. B.: Dějiny římské literatury. Praha, Koniasch Latin Press 2003.*
- Dialóg, vědění, orientace. Zost. P. Rezková (alias P. Rezek). Praha, OIKOYMENH 1992.*
- Dodds, E. R.: Pohané a křesťané ve věku úzkosti (1963). Prel. M. Pokorný (orig. Cambridge 1994). Praha, Rezek 1997.*
- Graeser, A.: Řecká filosofie klasického období. Prel. M. Petříček. Praha, OIKOYMENH 2000.*
- Hadot, P.: Co je antická filosofie, Praha: Vyšehrad 2017.*
- Hadot, P.: Plótinos čili prostota pohledu. Prel. F. Karfík. Praha, OIKOYMENH 1993.*
- Hare, R. M.: Platón. In: Hare & Barnes & Chadwick: Zakladatelé myšlení. Prel. K. Berka. Praha, Svoboda 1994.*
- Chadwick, H.: Aurelius Augustinus. In: Hare & Barnes & Chadwick: Zakladatelé myšlení. Prel. K. Berka. Praha, Svoboda 1994.*
- Long, A. A.: Hellénistická filosofie. Prel. P. Kolev. Praha, OIKOYMENH 2003.*
- Patočka, J.: Aristotelés. Praha, SPN 1992.*
- Ricken, F.: Antická filosofie. Olomouc, Nakladatelství Olomouc 1999.*
- Suvák, V.: Dejiny antickej etiky. In: Gluchman, V. (zost.): Dejiny etiky I. (Starovek až začiatok novoveku). Prešov, Acta Facultatis Philosophicae Universitatis Prešoviensis 2003.*
- Švihura, L.: Umenie života a liberálna kultúra. Prešov: FF PU 2019.*
- Wyller, E. A.: Pozdní Platón. Prel. T. Dimter. Praha, Rezek 1996.*

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: - Students will have a scan version of the primary texts in their disposal.

Course evaluation

Total number of students evaluated: 33

A	B	C	D	E	FX
27%	15%	3%	3%	0%	52%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.; prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TPO01/22	Course title: Theory of knowledge (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attending lectures and seminars is mandatory.</i> <i>Active participation at the seminar, a presentation during seminars, handed presentation in the written form, exam.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: Basic knowledge <i>After the course the student is able to:</i> • <i>get acquainted with the basic terms and concepts within the theory of knowledge - epistemology</i> • <i>orientate in historical and current issues in the field of knowledge theory</i> • <i>master the basic concepts of truth (classical and non-classical).</i> Basic skills <i>After the course the student is able to:</i> • <i>systematically analyse the term knowledge in relation to acceptance, truth and reasoning</i> Basic competences <i>After the course the student is able to:</i> • <i>link the issue of knowledge with language analysis.</i>	

Course content:

This course focuses on basic issues related to the theory of knowledge and on historical and current issues related to the theory of knowledge.

The main topics of this course include:

- Definition of knowledge theory
- The relationship between cognition theory and other disciplines dealing with cognition
- The nature of the cognitive process and its structure
- Scepticism and knowledge
- The question of true knowledge
- Classical and non-classical conceptions of truth
- Systematic analysis of knowledge (K. Lehrer)
- Truthfulness, probability and error in cognition

Recommended literature:

Bilasová - Andreanský: *Úvod do epistemológie a metodológie vedy*. Prešov, 2007.

Bilasová, V. a kol.: *Teória poznania*. Košice 1993.

Černík, V. – Farkašová, E. – Viceník, J.: *Teória poznania*. Pravda – Bratislava, 1987.

Fiala, J.: *Analytická filosofie*. Druhá čítanka. Plzeň 2006.

Fiala, J.: *Analytická filosofie*. První čítanka. Plzeň 2005.

Fiala, J.: *Analytická filosofie*. Tretí čítanka. Plzeň 2002.

Kolman, V. (ed.): *Možnosť, skutočnosť, nutnosť*. Praha 2005.

Lehrer, K.: *Teória poznania*. Bratislava, 1999.

Russell, B.: *Analýza poznania*, Kalligram: Bratislava 2003.

Scruton, R.: *Krátke dejiny novovekej filozofie*. Archa: Bratislava 1991.

Sirovič, F.: *Ľudské poznanie. Základné filozofické problémy*. Nitra, 2002.

Špúr, J.: *Úvod do systematickej filozofie - Gnoseologie*. Dobrá Voda, 2002.

Wittgenstein, L.: *O istote*. Kalligram: Bratislava 2006.

Language which is necessary to complete the course: Slovak

Notes: - This course has so far been taught under the name “Theory of Knowledge 1”.

Course evaluation

Total number of students evaluated: 13

A	B	C	D	E	FX
39%	0%	8%	15%	15%	23%

Lecturers: Dr. h. c. prof. PhDr. Rudolf Dupkala, CSc.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/DEF03/22	Course title: Modern Philosophy 1 (Profile course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 6	
Recommended semester: 3 rd , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: Exam • <i>Evaluation is based on the overall work of the student / semester (10 points), seminar work (10 points) and the oral exam (30 points). The overall evaluation contains the sum of points from both mentioned areas of the student's activities.</i> • <i>The student needs to obtain at least 25 points during the semester in order to be awarded the evaluation.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, define the issue, compare, assess and propose a solution to the issue; independent work is expected in the choice of methodology, approach and method of solution.</i> Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *get an overview of the most important problems and characters of modern philosophy*
- *characterize the Renaissance philosophy in both historical and problematic representation*
- *characterize modern rationalism and empiricism*
- *characterize the French Enlightenment in both historical and problematic depiction.*

Basic skills

After the course the student is able to:

- *contextually apply the theory of the historical-philosophical process in its basic determinations to specific historical types of philosophy*
- *define modern philosophy as an extremely dynamic unit of modern thinking, which integrates the noetic-critical line of thinking*
- *analytically process specific problems of the text and interpret it.*

Basic competences

After the course the student is able to:

- *identify three basic concepts through which, from a methodological point of view, the essence of modern thinking can be presented in a concentrated form*
- *interpret utopian philosophical thinking as a specific way of thinking for the present*
- *actively discuss and adequately present their opinion in written and oral form.*

Course content:

Renaissance and humanism

Selected figures of Renaissance philosophy I. - Niccolò Machiavelli

Selected figures of Renaissance philosophy II. - Thomas More, Tommaso Campanella

Modern philosophy between rationalism and empiricism.

Modern Philosophy - Francis Bacon

Modern Philosophy - René Descartes

Modern philosophy - Baruch Spinoza

Modern Philosophy - Gottfried Wilhelm Leibniz

Philosophy of the Enlightenment

Jean-Jacques Rousseau

Voltaire, Condorcet

Recommended literature:

Bilasová - Andreanský: Úvod do epistemológie a metodológie vedy. Prešov, 2007.
Bacon, F., 1990. Nové Organon. Praha: Svoboda.
Coreth, E., a Schöndorf, H., 2002. Filosofie 17. a 18. století. Olomouc: Nakladatelství Olomouc s. r. o.
Descartes, R., 1986. Princípy filozofie. Bratislava: Pravda.
Descartes, R., 1997. Meditácie o prvej filozofii. Bratislava: Chronos.
Garin, E. (ed.), 2003 : Renesanční člověk a jeho svět. Praha: Vyšehrad.
Hankins, J., (vyd.). 2011. Renesanční filosofie. Praha: OIKOYMENH.
Im Hof, U., 2001. Evropa a osvícenství. Praha: Lidové noviny.
Kyslan, P., 2014. Kritika kultúry: Rousseau a Kant. In: 11. kantovský vedecký zborník Prešov : Prešovská univerzita v Prešove s. 56-64.
Leibniz, G. W., 1970. Monadológia. In: Antológia: Novoveká racionalistická filozofia. Bratislava: EPOCH, 1970, s. 339-342.
Machiavelli, N., 1992. Vládár. Úvahy o prvej dekáde Tita Livia. Vojenské umenie. Bratislava: Pravda.
More, T., 1982. Utopie. In: Holzbachová, I.: Předmarxistická filozofie dějin a společnost. Praha.
Röd, W., 2004. Novověká filosofie 2. Praha: OIKOYMENH.
Röd, W., 2011. Novověká filosofie 1. Praha: OKOYMENH.
Rotterdamský, E., 1986.: Chvála bláznivosti. Praha: Svoboda.
Rousseau, J. – J., 1967. Spoločenská zmluva. In: Antológia z diel filozofov. Zv. V. (Novoveká empirická a osvietená filozofia). Bratislava: Vydavateľstvo politickej literatúry.
Scruton, R., 1991. Krátke dejiny novovekej filozofie - od Descarta po Wittgensteina. Bratislava: Archa.
Spinoza, B., 1986. Etika. Bratislava: Pravda.
Voltaire, F. M. A., 1976. Filozof. In: Voltaire, F. M. A.: Filozofický slovník. Bratislava: Pravda.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide primary and interpretive literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: doc. Mgr. Peter Kyslan, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/LOG01/22	Course title: Logic (Compulsory subject)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 1 st , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attending lectures and seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>Active participation in seminar meetings.</i> <i>Realization of semester work.</i> <u>Final evaluation:</u> <i>It consists of a written test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *characterize and distinguish between argumentation as an everyday process and argumentation from the point of view of formal logic;*
- *identify key ways to verify argumentative statements;*
- *define the principle of deductive inference and evidence;*
- *distinguish between the constitutive elements of categorical syllogism and the relationships between the statements of which it consists;*
- *identify valid modes of syllogisms in all four Aristotle syllogistic figures;*
- *recognize the nature and likeness of misleading arguments of presumption, relevance and significance according to I. M. Copi.*

Basic skills

After the course the student is able to:

- *demonstrate the functionality of processing philosophical ideas through a consistent structure of argumentation;*
- *reformulate the argumentative textual statement into an argument diagram;*
- *clarify the reasons for the trivial validity of deductive arguments;*
- *demonstrate the manifestations of misleading arguments in the argumentative and advertising practice;*
- *specify the relationships between combinations of fallacies in individual argumentative statements;*

Basic competences

After the course the student is able to:

- *respect and understand the complexity of the interrelationships between the fallacies;*
- *plan and allocate resources;*
- *process and format bibliographic data according to standardized standards;*
- *evaluate information;*
- *read and respond to written materials;*
- *process and present information;*

Course content:

Through lectures and seminar meetings, the course introduces the basics of formal logic as part of the argumentation process. Emphasis is placed on the issue of argumentation, identification of valid arguments. The course also focuses on the division of arguments and methods of their evaluation. One of the partial goals of the course is to provide students with an excursion into the issue of misleading arguments, the so-called fallacies developed by I. M. Copi. Getting acquainted with the pragma-dialectical approach in the theory of argumentation is also one of the aims of the course.

Recommended literature:

Bokr, J. – Svatek, J., 2001. *Základy logiky a argumentace*. Pelhřimov: Aleš Čeněk.
Cmorej, P., 2001. *Úvod do logické syntaxe a sémantiky*. Bratislava: Iris.
Gahér, F., 1998. *Logika pre každého*. Bratislava: Iris.
Sousedík, P., 2008. *Logika pro studenty humanitních oborů*. Praha: Vyšehrad.
Zouhar, M., 2008. *Základy logiky*. Bratislava: Veda.
Sačková, M. – Deraj, I. 2013. *Učebné texty z logiky I. [elektronický zdroj] : (aristotelovská logika, výroková logika, dejiny logiky)*. Prešov: Prešovská univerzita v Prešove.
Copi, I. M. - Burgess - Jackson, K., 1991. *Informal logic*. Boston. Macmillan.
Szymanek, K. – Wiczorek, K. A. – Wójcik, A. S., 2004. *Umění argumentace*. Olomouc: Univerzita Palackého v Olomouci.
Szymanek, K., 2003. *Umění argumentace. Terminologický slovník*. Olomouc: Univerzita Palackého v Olomouci.

Language which is necessary to complete the course: Slovak, Czech

Notes: This course was until now taught under the name “Logic 1”.

Course evaluation

Total number of students evaluated: 47

A	B	C	D	E	FX
2%	9%	9%	11%	17%	53%

Lecturers: doc. Mgr. Ondřej Marchevský, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/FIA01/22	Course title: Philosophical Anthropology (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 3 rd , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attending lectures and seminars is mandatory.</i> <i>Exam.</i> <i>A student can register for the exam only if he / she has obtained at least 50% of each of the following activities:</i> • <i>Continuous student activity at seminars.</i> • <i>At least one separate presentation on the assigned problem.</i> • <i>At the end of the semester, the student submits a seminar paper.</i> <i>The course is completed by a written exam, in which it is necessary to obtain at least 50%.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *name the characteristic features of protoanthropology, place them in a historical context and distinguish them from the characteristic features of philosophical anthropology and contemporary human philosophy*
- *recognize the most current and acute problems in human philosophy*
- *define the conditions and preconditions for the emergence and development of philosophical anthropology as an independent philosophical discipline.*

Basic skills

After the course the student is able to:

- *independently formulate differentiated views on the most current problems of philosophical anthropology, such as human enhancement, cyborgization, augmented reality, etc.*
- *engage in professional discussions concerning people in a wider field of science and technology.*
- *compare the differences between the concepts and approaches to the problem of man in a historical and systematic-philosophical perspective.*
- *apply the acquired knowledge in the formation and transformation of their individual existence and in their own philosophical interpretation of the human condition.*

Basic competences

After the course the student is able to:

- *present the acquired knowledge and experience in a verbal form.*
- *process the acquired knowledge into a professional philosophical text.*
- *independently obtain other relevant information in favor of the growth of his / her philosophical competencies.*
- *develop critical thinking in personal and social life as well as scientific practice.*

Course content:

- *Man in mythology.*
- *Man in oriental philosophies.*
- *Philosophy of man in Ancient times, the Middle Ages, the Renaissance and the Middle Ages.*
- *The origin of philosophical anthropology in the concepts of its founders: M. Scheler, H. Plessner, A. Gehlen.*
- *The character of anthropology as a philosophical discipline and its basic categories.*
- *Human philosophy in the 20th and 21st centuries: existentialism, postmodernism, pragmatism.*
- *Rationality, intelligence, soul.*
- *Artificial intelligence.*
- *Freedom, values, morality.*
- *Body, physicality and sexuality.*
- *Transhumanism and posthumanism.*

Recommended literature:

- Bostrom, N., 2018. *Superintelligence. Až budou stroje chytřejší než lidé*. Praha: Prostor.
- Buber, M., 2001. *Problém člověka*. Praha: Kalich.
- Buytendijk, F. J. J., 1971. *Zvláštní biologické postavení člověka*. In: *Bolest a naděje*. Praha: Vyšehrad.
- Cassirer, E., 1977. *Esej o člověku*. Bratislava: Pravda.
- Foucault, M., 2000. *Slová a věci*. Bratislava: Kalligram.
- Foucault, M., 2003. *Dějiny sexuality I. Vůle k vědění*. Praha: Hermann & synové.
- Gehlen, A., 1972. *Duch ve světě techniky*. Praha: Svoboda.
- Gehlen, A., 1942. *Obráz člověka (pracovní překlad)*. In: *Geist und Zeit*.
- Harari, Y. N., 2018. *Sapiens: Stručná historie lidstva*. Bratislava: Aktuell.
- Harari, Y. N. 2019. *Homo Deus: Stručná historie zítřka*. Bratislava: Aktuell.
- Holzhey, H., – Rod, W., 2006. *Filozofie 19. a 20. století II*. Praha: OIKOYMENH.
- Petru, M., 2005. *Možnosti transgrese. Je třeba vylepšovat člověka?* Praha: Triton.
- Plessner, H., 1982. *K antropologii herca (pracovní překlad)*. In: *Mit anderen Augen. Aspekte einer philosophischen Anthropologie*. Stuttgart.
- Scheler, M., 1968. *Místo člověka v kosmu*. Praha: Academia.
- Sitarčíková, Z., 2012. *O šlechtění člověka. Nanotechnologie, transhumanismus a lidská prirodzenost*. Trnava: Typi Universitatis Tyrnaviensis/VEDA.
- Sisáková, O., 2011. *Problém člověka v současné filozofii*. Prešov: FF PU.
- Sisáková, O., ed. 2013. *Člověk v pluralitě perspektiv současné filozofie*. Prešov: FF PU.
- Sisáková, O., ed. 2014. *Modely reflexie v filozofické antropologii*. Prešov: FF PU.
- Sucharek, P., 2014. *Abstrakcia ako predmet starosti o dušu v umení. Kandinskij a Maldiney*. In: *Starosť o dušu: životy subjektivity a podoby myslenia*. Červený Kostelec: Pavel Mervart.
- Sucharek, P., 2014. *Sebauvedomenie a otvorenosť. K rekonštrukcii fenomenologického prístupu v psychoterapii*. In: *Filozofia* (69), 10, s. 847–858.
- Sucharek, P., 2014. *Ludské ako otvorená a rytmická jednota. Henri Maldiney*. In: *Filozofia* (69), 7, s. 558–568.
- Sýkora, P., 2015. *Etika biotechnologických zásahov do ľudského genómu: Argumenty rizikovosti a zničenia ľudskej prirodzenosti*. In: *Filozofia* (70), 5, s. 329–342.
- Sýkora, P., 2019. *K posthumánnemu človeku prostredníctvom editovania génov pre kognitívne schopnosti*. In: *Filozofia* (74), 7, s. 511–529.
- Šlosiar, J., 2013. *Dějiny filozofie člověka*. Banská Bystrica: Belianum.
- Švihura, L., 2019. *Umenie života a liberálna kultúra*. Prešov: FF PU.
- Švihura, L., 2021. *Umenie života ako estetika inakosti*. In: *Myslieť inak – iné v myslení*. Bratislava: SFZ.
- Youngová, I. M., 1993. *Hádzať ako dievča. Fenomenológia ženského držania tela, motility a priestorovosti (pracovní překlad)*. In: *Deutsche Zeitschrift für Philosophie*.

Language which is necessary to complete the course: Slovak

Notes: - This course has so far been taught under the name “Philosophical Anthropology 1”.

Course evaluation

Total number of students evaluated: 13

A	B	C	D	E	FX
23%	15%	15%	0%	15%	31%

Lecturers: doc. Mgr. Pavol Sucharek, PhD. (lectures) Mgr. Lukáš Arthur Švihura, PhD. (seminars)
Date of last change: 9. 2. 2022
Approved by: <i>prof. Mgr. Vladislav Suvák, PhD.</i>

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/MTD01/22	Course title: Methodology (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 3 rd , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation:</u> • <i>The student needs to obtain at least 25 points to be awarded the continuous evaluation (ph).</i> • <i>Evaluation is based on the overall work of the student during the semester (20 points) and on the seminar work (30 points). The overall evaluation contains the sum of min points from both mentioned areas of the student's activities.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, defining of methodological issues, comparison, assessment and proposals for solving the problem; a separate choice of approach methodology and solution is envisaged; work is presented at the seminar.</i> Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After the course the student:

- *acquires orientation in methodological concepts and approaches to the study of reality;*
- *acquire methods of scientific knowledge and methods of their verification;*
- *recognizes the specifics of social science issues and methods of approach to the analysis of social facts;*
- *acquires the ability to describe, compare, classify and analyse individual methodological approaches;*
- *can assess the risks and benefits of individual methodological concepts and choose the appropriate method and method of research;*
- *is able to apply the acquired knowledge to the research of behaviour, value orientation, actions of individuals and institutions;*
- *has the potential to anticipate the consequences of the development of science and research;*
- *learns the methodology of research work, the choice of methods and procedures in their application.*

Basic skills

After the course the student:

- *notices and develops knowledge, recognizes the essential, main and decisive features and aspects of phenomena, is able to examine them in relational relationships;*
- *considers, accepts, mediates, but also critically systematizes, shapes and promotes its own opinion;*
- *regulates, organizes behaviour in connection with research practice;*
- *has communication skills and responsibility oriented on motivation and further education;*

Basic competences

After the course the student:

- *has mastered the principles of scientific work, has the ability to use research methods and present new strategies;*
- *is prepared to professionally systematically analyse the theoretical dimensions of individual areas of society;*
- *orientates in methodological approaches enables him / her to choose the main, essential and relevant aspects of the factor in the research of social theories, to take a critical and evaluative position;*
- *acquires methodological ability to recognize and methodically systematize knowledge, prepare, select, recommend and coordinate approaches based on them, recognize the right solutions and suggest ways of their application in research work;*
- *is able to advise, consult, generate and propose new initiatives and approaches to the evaluation of life phenomena and situations.*
- *has the prerequisites for further (self) study and development of knowledge.*

Course content:

- *The phenomenon of science and its methodological aspects;*
- *The relationship of science of philosophy; philosophy of science - methodology of science;*
- *Basic methodological concepts;*
- *Methods of science and research;*
- *Status of social sciences;*
- *Specifics of the humanities and their methods;*
- *Social reality and social fact;*
- *Methodological naturalism and anti-naturalism in the social sciences;*
- *Normativity and neutrality of the humanities;*
- *Ethics of science and research;*
- *Current problems of the perspective of science and its methodology.*

Recommended literature:

Bilasová, V., Andreánsky, E., 2007. Úvod do epistemológie a metodológie vedy. Prešov: FFPU

Balogová, B.-Bilasová, V., 2020. Vybrané metodologické otázky výskumu v sociálnej práci. Prešov: PU

Černík V, Viceník J, Višňovský E., 2000. Praktické usudzovanie, konanie a humanitná interpretácia. Bratislava: Iris

Černík, V., Viceník, J., 2011. Úvod do metodológie spoločenských vied. Bratislava: Iris .

Fajkus, B., 2005. Filosofie a metodologie vědy. Praha: Academia

Ochrana, F., 2009. Metodologie vědy. Úvod do problému. Praha: Karolinum

Viceník J., Černík V., 2004. Problém rekonštrukcie sociálnych a humanitných vied. Bratislava: Iris

Language which is necessary to complete the course: Slovak

Notes: - This course has so far been taught under the name “Methodology 1”.

Course evaluation

Total number of students evaluated: 13

A	B	C	D	E	FX
15%	23%	23%	15%	0%	23%

Lecturers: prof. PhDr. Viera Bilasová, CSc.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/DEF04/22	Course title: Modern Philosophy 2 (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 6	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation:</u> <i>During the semester, the student will present an oral presentation on the assigned topic, which will be evaluated (evaluation in the range of 0-25 points). At the end of the semester, he / she submits a seminar paper in written form according to the criteria set out in the syllabi (assessment in the range of 0-30 points). Activity at seminars is also evaluated (evaluation in the range of 0-25 points). For each seminar, the student submits written notes to the studied literature (evaluation in the range of 0-2 points for each seminar, a maximum of 20 points in total).</i> <u>Final evaluation:</u> <i>The course is completed by an oral exam.</i> Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- characterize the period of the Enlightenment and introduce the philosophical concepts of philosophers of the Scottish Enlightenment and representatives of German classical philosophy.

Basic skills

After the course the student is able to:

- on the basis of deepening theoretical knowledge and developing a dialectical-critical analysis of the philosophical-theoretical heritage of the Enlightenment interpret the phenomenon of the Enlightenment in a broader context in two basic forms: the Enlightenment as a principle and the Enlightenment as a time*
- characterize some current interpretations of the Enlightenment, which speak of true or false Enlightenment, its fight against prejudice and the dissemination of knowledge.*
- explain Kant's philosophical development from the pre-critical period, through the preparation of criticism (silent decade) to criticism to the critical period in which the philosopher intensively reflected on the events taking place at the time.*
- comprehensively describe the meaning and value of Kant's philosophical legacy and its relevance today*
- present an understanding approach to the various initiatives of philosophers of the 18th and early 19th centuries, especially to their practical views.*
- prepare a written work, which will include the analysis of primary texts and comparison of basic interpretations (including ones written in a foreign language).*

Basic competences

After the course the student is able to:

- present the acquired knowledge and gained experience in a verbal form.*
- process the acquired knowledge into a professional philosophical text.*
- independently obtain other relevant information in favor of the growth of his / her philosophical competencies.*
- develop critical thinking in personal and social life as well as in scientific practice.*

Course content:

- Criticism, reason, theory and practice in philosophical thinking of the 18th century*
- Basic historical-philosophical reflections on 18th century thinking*
- Enlightenment as a principle, enlightenment as a time*
- Contemporary interpretations of the Enlightenment*
- Scottish Enlightenment (Hume, Smith, Ferguson)*
- Kant's transcendental idealism and practical philosophy: the transition from moral-practical to legal-practical reason*
- German classical philosophy in the works of Fichte, Schelling and Hegel.*

Recommended literature:

Anderson-Gold, S., 2000. *Unnecessary Evil: History and Moral Progress in the Philosophy of Immanuel Kant*. New York: State University of New York Press.

Belás, L., 2006. *Dejiny a politika. Príspevok ku Kantovmu filozofickému vývoju*. Prešov: Filozofická fakulta PU.

Belás, L., 1998. *Dejinný rozmer filozofie osvietenstva*. Prešov: MANACON.

Belás, L. - Andreanský, E. - Zákutná, S. (eds.), 2011. *Návraty ku Kantovi*. Prešov: Filozofická fakulta PU.

Cassirer, E., 1973. *Die Philosophie der Aufklärung*. Tübingen.

Deligiorgi, K., 2005. *Kant and the Culture of Enlightenment*. New York: State University of New York Press.

Ferguson, A., 1995. *An Essay on the History of Civil Society*. Cambridge University Press.

Hume, D., 1987. *Essays Moral, Political, Literary*. Indianapolis: Liberty Fund.

Im Hof, U., 2001. *Evropa a osvícenství*. Praha: Nakladatelství Lidové noviny.

Kant, I., 2002. Co znamená orientovat se v myšlení? In: *Filosofický časopis*. 50, č. 1, s. 157-173.

Kant, I., 2002. Dopisy o zrození „Kritiky čistého rozumu“. In: *Filosofický časopis*. 50, č. 1, s. 147-1156.

Kant, I., 1996. *K večnému mieru*. Bratislava: ARCHA.

Kant, I., 1979. *Kritika čistého rozumu*. Bratislava: Pravda.

Kant, I., 1990. *Kritika praktického rozumu*. Bratislava: NAKLADATELSTVO SPEKTRUM.

Kant, I., 2015. *Kritika soudnosti*. Praha: OIKOYMENH.

Kant, I., 2013. *Studie k dějinám a politice*. Eds. Sobotka M. a Novotný, K. Praha: OYKOYMENH.

Kant, I., 2004. *Základy metafyziky mravov*. Bratislava: KALLIGRAM.

Klemme, H. E. (ed.), 2000. *Reception of the Scottish Enlightenment in Germany. Six Significant Translations, 1755-1782*. Bristol: Thoemmes Press.

Koslowski, P., 2005. *The Discovery of Historicity in German Idealism and Historism*. Berlin, Heidelberg: Springer-Verlag.

Oz-Salzberger, F. 2008. *Ferguson's Politics of Action*. In: Heath E. – Merolle V. (eds.) *Adam Ferguson: History, Progress and Human Nature*. London: Pickering & Chatto 2008, s. 147 – 156.

Smith, A., 1984. *The Theory of Moral Sentiments*. Indianapolis: Liberty Fund.

Smith, A., 2001. *Pojednání o podstatě a původu bohatství národů*. Praha: Liberální institut.

Yovel, Y., 1980. *Kant and the Philosophy of History*. Princeton, New Jersey: Princeton University Press.

Zákutná, S., 2013. *Kantova idea svetoobčianstva v kontexte politického myslenia Európy 18. storočia*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.

Zákutná, S., 2014. *Kapitoly z dejín filozofie. Škótske osvietenstvo*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.

Language which is necessary to complete the course: Slovak and one world language

Notes: -

Course evaluation

Total number of students evaluated: 8

A	B	C	D	E	FX
88%	0%	0%	0%	0%	13%

Lecturers: doc. Mgr. Sandra Zákutná, PhD.**Date of last change:** 9. 2. 2022**Approved by:** *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/RUSFI/22	Course title: Russian Philosophy of the 19 th and 20 th century (Profile course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at lectures and seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>Active participation in seminar meetings.</i> <i>Realization of a presentation for a selected seminar assignment.</i> <u>Final evaluation:</u> <i>Consists of an oral exam. The student will answer questions from the thematic field of the discipline</i> . Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *characterize the broader contemporary and social context that influenced the formation of Russian philosophical thinking;*
- *describe the historical-philosophical problem of the beginning of Russian philosophy and the methods of scientific knowledge and the methods of their verification;*
- *describe and classify the main philosophical trends and dominant tendencies in the philosophy of this provenance;*
- *characterize, classify and give examples of selected problematic issues related to individual schools, currents and dominant tendencies of the Russian philosophy;*
- *explain and justify in his / her own words the importance of the study of this philosophy in its transcendences to the present in the formation of European and world culture;*

Basic skills

After the course the student is able to:

- *formulate in his / her own words the contemporary contexts of the formation of Russian philosophy;*
- *determine the starting points and specifics of shaping the thinking of the provenance;*
- *regulate, organize behaviour in connection with research practice;*
- *justify the key issues of current research in the history of Russian philosophy;*

Basic competences

After the course the student is able to:

- *organize, plan and allocate resources;*
- *work with other people;*
- *obtain information;*
- *evaluate information;*
- *understand the complexity of relationships within broader contemporary contexts and their metamorphoses;*
- *respect the diversity of attitudes.*

Course content:

The course focuses on grasping and understanding the key historical and philosophical problems associated with the formation of philosophical thinking of Russian origin. It represents the grasp of the problem of the beginning of Russian philosophy and its connection by the meaning of the so-called West. It describes the formation of ideological factions of Slavophiles and Western Slavic-Westerners and the expression of this tension across the history of Russian philosophy until the 20th century. He also deals with the associated ideological concept-Eurasiatism. The course focuses on approaching the key tendencies and ideological tensions, which are profiled between the religiously based and secular Russian thinking of the second half of the 19th century and its manifestations at the beginning of the new century in the thinking of so-called silver age. The course captures the positions of the history of philosophy, forming the legal Marxism and Russian personalism. It offers a critical assessment of V. Lenin's teachings as a philosopher, as well as the nature of the formation of philosophy in the Soviet and post-Soviet period in its interactions with other philosophical currents of Euro-Atlantic provenance.

Recommended literature:

- Berd'ajev, N. A., 2003. *Ruská idea*. Praha: Oikoymenh.
- Černyševskij, N.G., 1988. *Antropologický princip vo filozofii*. Bratislava: Pravda.
- Gercen, A. N., 1954. *Pamäti a dumy*. Zv.I,II,III. Bratislava: Slovenské vydavateľstvo krásnej literatúry.
- Chomjakov, A. S., 2006. *Jedna Církev*. Velehrad: Refugium Velehrad-Roma.
- Lenin, V. I., 1972. *Materialismus a empiriokriticismus*. Praha: Svoboda.
- Leontiev, K. N., 2011. *Bizantinizmus a slovanstvo*. Červený Kostelec: Pavel Mervart.
- Komorovský, J. ed. 2011. *V. S. Solovjov a ruská náboženská filozofia*. Antológia ruskej náboženskej filozofie. Michalovce: Spolok sv. Cyrila a Metoda.
- Marchevský, O., 2020. *Kant v Rusku (ne) milovaný*. Červený Kostelec: Pavel Mervart.
- Marchevský, O., 2017. *Otázky ruskej filozofie*. Prešov: Prešovská univerzita v Prešove.
- Marchevský, O., 2016. *Matej Szlávik's analysis of Kant's moral philosophy*. In: *Con-Textos Kantianos: international journal of philosophy*. No. 4. p. 147-157.
- Marchevský, O., 2015. *Filozofia (z) dejín jadra ruského národnictva*. Prešov: Vydavateľstvo Prešovskej univerzity.
- Marchevský, O., 2015. *Národnická filozofia (z) dejín v ruskom myslení 2. polovice 19. storočia*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.
- Marchevsky, O., 2020. *Problem of Intellectual Doubles in contemporary research of Russian history of philosophy (an example of Russian narodism)*. In: *RUDN journal of philosophy*. No. 2, p. 181-185.
- Losskij, N. O., 2004. *Dějiny ruské filosofie*. Velehrad: Refugium Velehrad-Roma.
- Rozanov, V. V., 1990. *Svět ve světle ruské ideje*. Praha: Oikoymenh.
- Solovjov, V. S., 1996. *Duchovní základy života*. Olomouc: Refugium.
- Solovjov, V. S., 2001. *Krize západní filosofie*. Olomouc: Refugium.
- Solovjov, V. S., 2002. *Zmysel lásky*. Bratislava: Kalligram.
- Šestov, L. I., 2007. *Noc v Getsemanech*. Pascalova filosofie. Olomouc: Refugium.
- Copleston, F., 1986. *Philosophy in Russia. From Herzen to Lenin and Berdyaev*. Notre Dame: University of Notre Dame Press.
- Walicki, A., 2020. *Marxizmus a skok do království slobody*. Dejiny komunistické utopie. Praha: Argo.
- Walicki, A., 2005. *An outline of the Russian Thought from the Enlightenment to the Religious and Philosophical Renaissance*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
- Андреевский, А. П. ed. 2004. *Всенирная философия*. Минск: Харвест.
- Мархевски, О., 2021: *Кантана Вопросы философии*. In: *Вопросы философии*. 2021. № 8, с. 197- 209.
- Круглов А. Н.: *Споры о Канте во время Великой Отечественной войны: взгляд спустя 75 лет после Победы*. In: *Вопросы философии*. № 5, с. 192- 209.
- Лекторский, В. А. ed. 2014. *Проблемы и дискуссии в философии России второй половины XX в.: современный взгляд*. Москва: Росспен.
- Малинов, А. В., 2020. *Исследования и статьи по русской философии*. Санкт-Петербург: РХГА.
- Пружинин, Б. И. ed. 2010. *Российская философия продолжается: из XX века в XXI*. Москва: Росспен.
- Аляев, Г. Е. а Т. Оболевич, а Т. Н. Резвых а А. С. Цыганков, eds. 2021. *Франк о Ф.М. Достоевском: новые материалы*. Москва: ИФ РАН.
- Смирнов, А. В. а Ю. В. Синеокая, eds. 2020. *Философия во множественном числе*. Москва: Академический проект.

Language which is necessary to complete the course: Slovak and one world language (English, German, French or Russian).

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: doc. Mgr. Ondrej Marchevský, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/META1/22	Course title: Metaphysics (Profile course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation:</u> <i>The student needs to obtain at least 25 points during the semester to pass the exam.</i> • <i>Evaluation is based on the overall work of the student during the semester (20 points) and on the seminar work (30 points). The overall evaluation contains the sum of min points from both mentioned areas of the student's activities.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, defining of methodological issues, comparison, assessment and proposals for solving the problem; a separate choice of approach methodology and solution is envisaged; work is presented at the seminar.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *gain a clear idea of the structural problems in the field of metaphysics and ontology;*
- *gain basic historical and systematic knowledge of metaphysics.*

Basic skills

After the course the student is able to:

Developing analytical thinking: *learn to work with images and text, i.e. look for key terms in it, identify individual arguments, put them in context with other problems, etc.;*

- *evaluate central metaphysics (concentrating on these problems is the most effective way to focus on the critical vocabulary used in the current analytical philosophy).*

Basic competences

After the course the student is able to:

- *concisely and clearly define the concept of metaphysics depending on the appropriate context;*
- *make arguments for and against the meaning of metaphysics;*
- *develop focused objections to central arguments and ask questions about the key ideas presented;*
- *analyse and critically evaluate selected issues before the auditorium;*
- *explain the basic categories.*

Course content:

History of metaphysics - history of one concept, division of classical / non-classical metaphysics;

- *Origin of the metaphysical question - the question of the generality of reality on the basis of knowledge of origin (pre-Socratic thinking, Plato, Aristotle;*
- *Neoplatonism - Philosophical revelation of absolute transcendence - doctrine of emanation - hypostasis - scheme of emanation - degrees of universal hierarchy - doctrine of the soul;*
- *Christian metaphysics - Augustine's journey into the interior and ontological proof of God - Anselm of Canterbury - philosophy of creation - personal God - man as imago Dei - discovery of world history - metaphysical consequences;*
- *Metaphysics of Thomas Aquinas - esse commune - esse and essentia - being and God - analogia entis - transcendental;*
- *The gnosis of modern metaphysics (R. Descartes) - the transition to the modern age - the dispute over the universals - reality as an idea - I think therefore I am - the function of the idea of God - metaphysical consequences;*
- *Kant and the problem of metaphysics - Critique of pure reason - absolute structure - critique of metaphysics (epistemological turn);*
- *Hegel's dialectical metaphysical system - reality and spirit - spirit as an absolute quantity - philosophy of history - spirit and consciousness - spirit as self-confidence*

Recommended literature:

Aristoteles, 2000. O duši. Praha: Petr Rezek.

Aristoteles, 1946. Metafyzika. Praha.

Martin, G. 1996. Úvod do všeobecné metafyziky. Praha: Petr Rezek.

Descartes, R., 2003. Meditace o první filosofii. Námitky a autorovy odpovědi. Praha: Oikoymenh.

Platón, 2003. Spisy II. Praha: Oikoymenh.

Tresmontant, C., 1997. Teodicea neboli otázka zla. Košice: knižná dielňa Timotej.

Platón, 2003. Spisy IV. Praha: Oikoymenh.

Reale, G. 2005. Kulturní a duchovní kořeny Evropy. Brno: CDK.

Vojtek, F., (1991). Metafyzika generální čili ontologie. Olomouc: Votobie.

Maritain, J., 2009. Sedm lekcí o jsoucnu. Praha: Triáda.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide primary and interpretation literature to the students in a scanned form. This subject has so far been taught under the title “Metaphysics 1”.

Course evaluation

Total number of students evaluated: 8

A	B	C	D	E	FX
50%	25%	0%	0%	13%	13%

Lecturers: doc. Mgr. Pavol Sucharek, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/DFSC1/22	Course title: The History of Philosophy in Slovakia and Czech Republic (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course ends with an exam.</i> <u>Continuous evaluation:</u> <i>During the semester, the student presents himself at a seminar in the form of a critical-analytical presentation on a chosen topic, and submits an independent semester work. He / she conducts an oral exam during the exam period.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- define the basic periods of philosophical thinking in Slovakia and the Czech Republic
- characterize the most important personalities of Slovak and Czech philosophy

Basic skills

After the course the student is able to:

- characterize the receptions of European philosophy in Slovakia and the Czech Republic

Basic competences

After the course the student is able to:

- present his / her abilities of creative interpretation of primary philosophical literature.

Course content:

The beginnings of religious-philosophical thinking in literary monuments from the period of Great Moravia.

Philosophical thinking in Slovakia and the Czech Republic in the period of Reformation and Counter-Reformation.

"Prešovská škola" and "Trnavská univerzita" in the 17th and 18th centuries.

Enlightenment philosophy in Slovakia and the Czech Republic.

Response of Herder's and Kant's philosophy in Slovakia.

Slovak and Czech Hegelianism and antihegelianism.

Response to Nietzsche's philosophy in Slovakia and the Czech Republic.

Positivism in Slovakia and the Czech Republic.

Religious philosophy in Slovakia and the Czech Republic.

Philosophy of Ján Patočka.

Recommended literature:

Kolektív, 1987. *Dejiny filozofického myslenia na Slovensku I*. Bratislava: VEDA.

Kolektív, 1998. *Dejiny filozofie na Slovensku v XX. storočí*. Bratislava: INFOPRESS.

KRAL, J., 1937. *Československá filozofie*. Praha.

BEDNÁŘ, M., 1996. *České (filozofické) myšlení*. Praha..

DUPKALA, R., 2001. *Reflexie európskej filozofie na Slovensku*. Michalovce: Media Group.

DUPKALA, R., 1999. *Prešovská škola. Filozofia na ev. kolégiu v Prešove*. Prešov.

DUPKALA, R., 2000. *Štúrovci a Hegel*. Prešov, II. vydanie.

Antologie z dějin českého a slovenského filozofického myšlení. (Do r. 1848). Praha 1981.

Antologie z dějin českého a slovenského filozofického myšlení. (Po r. 1848). Praha 1989.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 9

A	B	C	D	E	FX
78%	0%	0%	0%	0%	22%

Lecturers: Dr. h. c. prof. PhDr. Rudolf Dupkala, CSc.
Date of last change: 9. 2. 2022
Approved by: <i>prof. Mgr. Vladislav Suvák, PhD.</i>

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SUF01/22	Course title: Contemporary Philosophy 1 (Profile course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 5 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Exam.</i> <u>Continuous evaluation:</u> <i>The student needs to obtain at least 25 points during the semester to pass the exam.</i> • <i>Evaluation is based on the overall work of the student during the semester (20 points) and on the seminar work (30 points). The overall evaluation contains the sum of min points from both mentioned areas of the student's activities.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, defining of methodological issues, comparison, assessment and proposals for solving the problem; a separate choice of approach methodology and solution is envisaged; work is presented at the seminar.</i> Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *gain a clear idea of the structural problems in the field of vitalism, phenomenology, hermeneutics, existential philosophy;*
- *briefly and clearly explain the development of philosophical thinking since the second half of the 19th century, especially in the anthropological and hermeneutic tradition in relation to phenomenology, philosophy of life, philosophy of dialogue and existentialism.*

Basic skills

After the course the student is able to:

Developing analytical thinking: *have a reasonable dialogue on basic philosophical issues;*

Developing critical thinking: *Based on analytical work with the text, the student is able to follow interpretive strategies that apply current philosophers to a specific problem;*

Basic competences

After the course the student is able to:

- Application of historical topics in the systematic area: *- gain a systematic view of the problems and a general overview and historical changes of contemporary continental philosophy, thus on the changing forms of approaches to individual issues during the 20th century.*
- Study context: *- gain a basic awareness of related systematic disciplines (ethics, anthropology, sociology, aesthetics, etc.), which are based on different forms of solving individual problems;*
- *The student acquires a methodological ability to recognize and methodically systematize knowledge, prepare, select, recommend and coordinate approaches based on them, recognize the right solutions and suggest ways to apply them in research;*
- *The student has the prerequisites for further (self) study and knowledge development*

Course content:

- *Philosophy of existence - S. Kierkegaard - 3 stages of existence, anxiety and absurdity as central problems of man on the threshold of the 20th century;*
- *Philosophy of Life - F. Nietzsche and Life Against Herd Morality, Theory of Eternal Return and Superman - H. Bergson - Intuition and Duration*
- *K. Marx and the critique of capitalism - materialism and alienated human labour - dialectics of history, atheism, freedom and human rights - the structure of communist society*
- *Phenomenology of E. Husserl and M. Heidegger - 3 reductions - Being and time - ontological difference - Technology and metaphysics*
- *Philosophy of dialogue and philosophy of existence - M. Scheler, J.-P. Sartre and the problem of responsible freedom - M. Buber*
- *E. Levinas - metaphysics as ethics - critique of philosophy Neutra - totalitarianism and infinity – asymmetry- temporality of human existence - second and / as Other - philosophy through the eyes of Judaism - il y a (it is) - responsibility and service - epiphany of the face;*
- *M. Merleau-Ponty and H. Maldiney - phenomenology of perception - aesthetic turn and phenomenological aesthetics - critique of empiricism and critique of intellectualism - body and perception - visible and invisible - essence of art - emptiness - openness - rhythm - feeling;*
- *J.-L. Marion - theological turn in phenomenology - starting points - saturated phenomenon - icon and theophany - phenomenology of gift - being and revelation.*

Recommended literature:**Primary literature:**

Patočka, J., 1993. *Úvod do fenomenologické filosofie*. Praha: OIKOYMENH.
 Novotný, K., 2010. *O povaze jevů. Úvod do současné fenomenologie ve Francii*. Červený Kostelec: Pavel Mervart/Praha.
 Kierkegaard, S., 1993. *Bázeň. Nemoc k smrti*. Praha: Svoboda/Libertas.
 Sucharek, P. 2021. *Súčasná filozofia, Instantné dejiny kontinentálnej filozofie*. Prešov: AFPUP.
 Gros, F., 2018. *Filozofia chôdze*. Bratislava: OZ Hronka.
 Levinas, E., 1997. *Totalita a nekonečno*. Praha: OIKOYMENH.
 Bergson, H., 2003. *Hmota a paměť*. Praha: OIKOYMENH.

Interpretation literature:

Patočka, J., 2009. *Co je existence?* In: *Fenomenologické spisy II*. Praha: Oikoymenh&Filosofia, s. 335-366.
 Heidegger, M., 2002. *Nutnost výslovného obnovení otázky po bytí*. In: *Bytí a čas*. Praha: OIKOYMENH, s. 17-20.
 Levinas, E., 2009. *Tvář*. In: *Etika a nekonečno*. Praha: OIKOYMENH, s. 208-211.
 Levinas, E., 1997. *Druhý a Jiní*. In: *Totalita a nekonečno*. Praha: OIKOYMENH, s. 188-190.
 Maldiney, H. 2015. *Náčrt fenomenologie umenia*. In: *Sucharek, P., Fenomenológia stretnutia*. Prešov: AFPUP, s. 106-150.
 Marion, J.-L., 2008. *Formální příčina nekonečna*. In: *Teologické texty (38) 1-2*, s. 109-131.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide primary and interpretation literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 5

A	B	C	D	E	FX
40%	25%	0%	20%	40%	13%

Lecturers: doc. Mgr. Pavol Sucharek, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/FID01/22	Course title: The Philosophy of History (Profile course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 6	
Recommended semester: 5 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Exam.</i> • <i>Evaluation is based on the overall work of the student / semester (10 points), seminar work (10 points) and the oral exam (30 points). The overall evaluation contains the sum of points from both mentioned areas of the student's activities.</i> • <i>The student needs to obtain at least 25 points during the semester in order to be awarded the evaluation.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, to define the issue, to compare, assess and propose a solution to the issue; independent work is expected in the choice of methodology, approach and method of solution.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *get an overview of the most important problems and characters of the philosophy of history*
- *define the conceptual and problematic character of the Philosophy of History as a systematic philosophical discipline*
- *differentiate three types of historical thinking - philosophy of history, historicism and posthistory.*

Basic skills

After the course the student is able to:

- *define the category of the historical structure of its structure*
- *characterize the historical and systematic dimension of the philosophy of history*
- *understand the meaning of the content of basic concepts such as history, historical self-identification and historical consciousness.*

Basic competences

After the course the student is able to:

- *take a qualified and critical attitude towards current attempts to rehabilitate the philosophy of history;*
- *think historically (philosophically-historically) thus understand the present as a result of history, historical interpretation, historical criticism and historical self-identification*
- *actively discuss and adequately present own opinion in written and oral form.*

Course content:

Basic definitions and problems of Philosophy of History

What is the philosophy of history? History of philosophy of history

Origin of philosophical-historical thinking (Greek historiography)

Christian Philosophy of History (A. Aurelius)

Imagination and history in the thinking of G. Vico.

The Idea of Progress in the Philosophy of History (Voltaire, Condorcet)

Kant's philosophy of history

Understanding History in Herder's thinking

Hegel's philosophy of history

Marx and the philosophy of history

The end of the philosophy of history (post-classical period).

Recommended literature:

Angehrn, E., 1991. *Geschichtsphilosophie*. Stuttgart Berlin Köln: Verlag W. Kohlhammer.

Belás, L., 2006. *Dejiny a politika*. Prešov: Filozofická fakulta.

Belás, L., 1998. *Dejinný rozmer filozofie osvietenstva*. Prešov: MANACON.

Belás, L., 1994. *Kantova filozofia dejín*. Prešov: PVT.

Berďajev, N., 1995. *Smysl dějin*. Praha: OIKOYMENH.

Dokulil, M., 1992. *Filosofie dějin k dějinám filosofie*. Brno: Masarykova univerzita.

Eliade, M., 1993. *Mýtus o věčném návratu*. Praha: OIKOYMENH.

Hegel, G.W.F., 2004. *Filosofie dějin*. Pelhřimov: Nová Tiskárna.

Holzbachová, a kol., 2004. *Filosofie dějin: problémy a perspektivy*. Brno: Masarykova univerzita.

Kant, I., 2013. *Studie k dějinám a politice*. Praha: OIKOYMENH.

Krasnodebski, Z., 2006. *Zánik myšlenky pokroku*. Červená Kostelec: Pavel Mervart.

Marquard, O., 1973. *Schwierigkeiten mit der Geschichtsphilosophie*. Frankfurt am Main: Suhrkamp Verlag.

Marx, K. a Engels, F., 1977. *Nemecká ideológia. Vybrané spisy v piatich zväzkoch. Zv. 1*. Bratislava: Nakladateľstvo Pravda.

Rohbeck, J., 2008. *Geschichtsphilosophie zur Einführung*. Hamburg: JUNIUS Verlag.

Schaeffler, R., 1980. *Einführung in die Geschichtsphilosophie*. Darmstadt.

Valach, M., 2005. *Marxova filozofie dějin*. Brno: L. Marek.

Vico, G., 1991. *Základy nové vědy o společné přirozenosti národů*. Praha: ACADEMIA.

Voltaire, F. M. A., 1978. *Závěry z dějin. Výbor z díla*. Praha: Nakladatelství Svoboda.

Zákuťná, S., 2013. *Kantova idea svetoobčianstva v kontexte politického myslenia Európy 18. storočia*. Prešov: Filozofická fakulta PU v Prešove.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide primary and interpretation literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 7

A	B	C	D	E	FX
43%	14%	14%	0%	0%	0%

Lecturers: doc. Mgr. Peter Kyslan, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE TRADITION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SUF02/22	Course title: Contemporary Philosophy 2 (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 5 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Exam.</i> • <i>Evaluation is based on the overall work of the student / semester (10 points), seminar work (10 points) and the oral exam (30 points). The overall evaluation contains the sum of points from both mentioned areas of the student's activities.</i> • <i>The student needs to obtain at least 25 points during the semester in order to be awarded the evaluation.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, define the issue, compare, assess and propose a solution to the issue; independent work is expected in the choice of methodology, approach and method of solution.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *get an overview of the most important problems and characters of the contemporary philosophy (positivism, neo-Kantianism, pragmatism)*
- *define the conceptual and problematic nature of positivism, neo-Kantianism, pragmatism.*

Basic skills

After the course the student is able to:

- *analytically have a dialogue on the problems of positivism, neo-Kantianism, pragmatism*
- *characterize the historical and cultural dimension of positivism, neo-Kantianism, pragmatism*
- *identify and interpret a specific philosophical problem from text analysis.*

Basic competences

After the course the student is able to:

- *take a qualified and critical relationship to contemporary interpretations of positivism, neo-Kantianism, pragmatism;*
- *think systematically, and in this way transfer historical philosophical issues to philosophical disciplines (noetics, ethics, philosophy of culture and philosophy of science, etc.)*
- *actively discuss and adequately present their opinion in written and oral form.*

Course content:

Signs and principles of contemporary philosophy

August Comt's positivism

John Stuart Mill and Liberalism

Herbert Spencer Evolutionism

Neo-Kantianism and "back to Kant" - the beginnings and the Baden School

Windelband and philosophy of culture

Marburg Neo-Kantian School

Ernst Cassirer about man

The birth of pragmatism and Charles Sanders Peirce

Popularization of pragmatism and William James

John Dewey and pragmatism in education

Richard Rorty and the Role of Philosophy

Recommended literature:

Antológia z diel filozofov. Pragmatizmus, Realizmus, Fenomenológia, Existencializmus. Bratislava: EPOCH. 1969

Antológia z diel filozofov. Pozitivismus, Voluntarizmus, Novokantovstvo. Bratislava: Pravda. 1967.

Cassirer, E., 1997. Esej o človeku. Pravda. Bratislava 1977.

Funda, O. – Hroch, J. – Madzia, R. – Šíp, R., 2011. Pragmatizmus a dekonstrukce v anglo-americké filozofii. Brno: Paido 2011.

Leško, V. – Mihina, F., 1999. Metamorfózy poklasickej filozofie. Bratislava: Iris 1999.

Major, L. – Sobotka, M., 1997. Dějiny filozofie III. Praha: FF UK.

Mihina, F. – Višňovský, E. (eds.), 1998. Pragmatizmus. Bratislava: Iris.

Mihina, F., 1995. Klasická pozitívna filozofia. Prešov: Manacon.

Mihina, F., Sedová, T., Zouhar, M., 2006. Logický pozitivizmus. Malá antológia filozofie XX. storočia. Bratislava: Iris.

Mihina, F., Višňovský, E., 1997. Pragmatizmus. Malá antológia filozofie XX. storočia. Bratislava: Iris.

Mill, J., 1995. O slobode. Bratislava: Iris.

Kyslan, P., 2020. Filozofia kultúry I. Prešov: FF PU.

Weischedel, W., 1992. Zadní schodiště filosofie. Olomouc: Votobia.

Pelegri, J., 2005. Kapitoly z analytické filosofie. Praha.

Nida-Rümelin, J., 2001. Slovník současných filosofů. Praha: Garamond.

Olšovský, J., 2005. Slovník filosofických pojmů současnosti. Praha: ACADEMIA.

Petríček, M., 1992. Úvod do (současné) filosofie. Praha.

Rorty, R., 2000. Filozofia a zrkadlo prírody. Bratislava: Kalligram.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide primary and interpretation literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 7

A	B	C	D	E	FX
43%	14%	14%	0%	0%	0%

Lecturers: doc. Mgr. Peter Kyslan, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SZPF1/22	Course title: Seminar to the final thesis (Compulsory course)
Type, scope and method of educational activity: 1 seminar lesson a week Method: combined	
Number of credits: 2	
Recommended semester: 5 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by continuous evaluation.</i> <i>During the semester, the student works on assignments that are given each week and relate to his / her topic of the final thesis. Each of these assignments is evaluated and analysed directly on the lesson. At the end of the semester, the student has prepared a formal page of the thesis (in a template), a prepared and processed list of primary and secondary literature, abstract of the thesis in Slovak and English, introduction and proposal of the content of individual chapters.</i> Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *state and explain the general requirements for the creation of the final thesis, describe and characterize the content structure of the final thesis and its individual parts (Introduction, main text, appendices).*
- *explain the concepts of phenomenon, fact, state and describe the types of research of pedagogical phenomena, describe in more detail the basic methods of data collection in ZP and the methods of their processing.*
- *explain the concept of potential, current text, name the basic requirements for the author of the professional text, characterize and describe the model, the characteristics of the scientific text and its formal construction.*
- *define the concept of abstract, name and distinguish individual types of abstracts, describe the structure of the abstract, characterize the features of a quality abstract, state the most common mistakes in creating abstracts, distinguish the abstract from annotation, summary, summary, overview.*
- *explain the terms quote, citation, paraphrase, compilation, plagiarism, distinguish quote from paraphrase, illustrate individual techniques of citation and referencing by examples.*

Basic skills

After the course the student is able to:

- *on the basis of acquired knowledge create a text with logical and precise formulation of ideas, create a quality abstract, write an introduction to the thesis respecting the set requirements.*
- *correctly use the various methods of quoting and referencing the record of bibliographic references.*
- *work with scientific literature (with primary and secondary sources, search for information in information book databases).*
- *in the theoretical and practical level to create (plan, process) work with all the necessary requisites.*

Basic competences

After the course the student is able to:

- *understand the need and importance of adhering to the "academic etiquette" (i.e. decency, courtesy, tact) for his student as well as future professional life.*
- *act academically in accordance with the rules of social behaviour,*
- *adhere to the ethics of citation.*
- *express their beliefs and opinions directly and honestly, but at the same time can recognize that the other party has the right to its own opinion.*
- *bear the consequences and accept responsibility for his / her actions.*

Course content:

- *General requirements for the creation of the final thesis. Assignment, structure and time schedule of the final work. Working with literature.*
- *Theoretical background and basic concepts. Types of research of pedagogical phenomena. Basic methods of data collection in the thesis. Methods of quantitative and qualitative processing of thesis' results.*
- *General principles and construction of the text. Thesis structure.*
- *Formal side and editing of the final work.*
- *Abstract - types and scope of abstracts, practical advice on their creation.*
- *Citation and list of bibliographic references in the thesis. Basic terms - Quote, paraphrase, compilation, plagiarism. Main principles and methods of referencing and quoting. Schemes of bibliographic references.*
- *Evaluation and defence of the final thesis.*
- *Fundamentals of academic ethics and etiquette.*

Recommended literature:

Eco, U., 2007. Jak napsat diplomovou práci. Praha: Votobia.

Katuščák, D., 2013. Ako písať záverečné a kvalifikačné práce. Bratislava Enigma.

Meško, D., Katuščák, D., Findra, J. a kol. 2005. Akademická príručka. Martin: Osveta, ISBN 80-8063-200-6.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit.27. 1. 2022]. Dostupné z: <https://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>.

Language which is necessary to complete the course: Slovak and one world language

Notes: The teacher will provide primary and interpretation literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: doc. Mgr. Sandra Zákutná, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SUF03/22	Course title: Contemporary Philosophy 3 (Profile course)
Type, scope and method of educational activity: Method: combined	
Number of credits: 5	
Recommended semester: 6 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Exam.</i> • <i>The student needs to obtain at least 25 points during the semester in order to be awarded the evaluation.</i> • <i>Evaluation is based on the overall work of the student during the semester (20 points) and on the seminar work (30 points). The overall evaluation contains the sum of min points from both mentioned areas of the student's activities.</i> • <i>The task of the seminar work is to demonstrate the ability of independent scientific work with literature, definition of methodological issues, comparison, assessment and proposals for solving the problem; a separate choice of approach methodology and solution is envisaged; work is presented at the seminar.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *present a systematic interpretation of the basic issues of semiotics, phenomenology, structuralism, deconstruction, postmodernism;*
- *briefly and clearly explain the development of philosophical thinking since the second half of the 20th century, especially in the structuralist and neo-Freudian tradition; postmodern and new French phenomenology.*

Skills

After the course the student is able to:

- Developing analytical thinking: *The student has a sensible dialogue on basic philosophical issues;*
- Developing critical thinking: *Based on analytical work with the text, the student is able to follow interpretive strategies that apply current philosophers to a specific problem;*

Basic competences

After the course the student is able to:

- Application of historical topics in the systematic area: *The student will gain a systematic view of the problems and a general overview and historical changes of contemporary continental philosophy, thus on the changing forms of approaches to individual issues during the 20th century.*
- Study context: *The student will gain a basic awareness of related systematic disciplines (ethics, anthropology, sociology, aesthetics, etc.), which are based on different forms of solving individual problems;*
- *The student acquires a methodological ability to recognize and methodically systematize knowledge, prepare, select, recommend and coordinate approaches based on them, recognize the right solutions and suggest ways to apply them in research;*
- *The student has the prerequisites for further (self) study and knowledge development*

Course content:

- *Hermeneutic movement - Truth and method - Speech as understanding (H. G. Gadamer) - theory of (not only speech) games;*
- *P. Ricoeur and the philosophy of freedom - Guilt, memory and forgiveness - hermeneutics of the symbol - a living metaphor*
- *J. Lacan and the starting points of neo-psychoanalysis - the concept of imaginary and symbolic - 3 stages of subjectivity - Hysterization, Symbolic and Real*
- *S. Žižek and critique of modern and contemporary ideologies - explicit and implicit violence - subject and the Great Other - fantasy and its functions*
- *A. Badiou and the theory of the subject - Being and / as an event - manifestation of philosophy - truth and / as an event*
- *M. Foucault and subject hermeneutics - archeology and genealogy - epistemology and discourse theory*

Recommended literature:**Primary texts:**

Sucharek, P. 2021. *Súčasná filozofia, Inštatné dejiny kontinentálnej filozofie*. Prešov: AFPUP.
 Gros, F., 2018. *Filozofia chôdze*. Bratislava: OZ Hronka.
 Čapek, J., 2003. *Filozofie Henri Bergsona*. Praha: OIKOYMENH;
 Foucault, M., 2007. *Slova a věci*. Brno: Computer Press, a.s.;
 Blanchot, M., 1999. *Literární prostor*. Praha: Hermann & synové;
 Decombes, V., 1995. *Stejně a jiné. Čtyřicetpět let francouzské filosofie (1933-1978)*. Praha: OIKOYMENH;
 Nida-Rümelin, J., 2001. *Slovník současných filosofů*. Praha: GARAMOND.

Interpretation literature:

Patočka, J., 2009. *Co je existence?* In: *Fenomenologické spisy II*. Praha: Oikoymenh&Filozofia, s. 335-366.
 Heidegger, M., 2002. *Nutnost výslovného obnovení otázky po bytí*. In: *Bytí a čas*. Praha: OIKOYMENH, s. 17-20.
 Levinas, E., 2009. *Tvář*. In: *Etika a nekonečno*. Praha: OIKOYMENH, s. 208-211.
 Levinas, E., 1997. *Druhý a Jiní*. In: *Totalita a nekonečno*. Praha: OIKOYMENH, s. 188-190.
 Maldiney, H. 2015. *Náčrt fenomenologie umenia*. In: *Sucharek, P., Fenomenológia stretnutia*. Prešov: AFPUP, s. 106-150.
 Marion, J.-L., 2008. *Formální příčina nekonečna*. In: *Teologické texty (38) 1-2*, s. 109-131.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide primary and interpretation literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 5

A	B	C	D	E	FX
40%	0%	0%	20%	40%	0%

Lecturers: doc. Mgr. Pavol Sucharek, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SUF04/22	Course title: Contemporary Philosophy 4 (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 6 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Exam.</i> • <i>Evaluation is based on the overall work of the student / semester (10 points), seminar work (10 points) and the oral exam (30 points). The overall evaluation contains the sum of points from both mentioned areas of the student's activities.</i> • <i>The student needs to obtain at least 25 points during the semester in order to be awarded the assessment.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, to define the issue, to compare, assess and propose a solution to the issue; independent work is expected in the choice of methodology, approach and method of solution.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *get an overview of the most important problems and figures of contemporary philosophy (analytical philosophy, philosophy of K. R. Popper and P. K. Feyerabend)*
- *define the conceptual and problematic character (analytical philosophy, philosophy of K. R. Popper and P. K. Feyerabend).*

Basic skills

After the course the student is able to:

- *conduct an analytical dialogue on problems (analytical philosophy, philosophy of K. R. Popper and P. K. Feyerabend)*
- *characterize the historical and cultural dimension (analytical philosophy, philosophy of K. R. Popper and P. K. Feyerabend)*
- *identify and interpret a specific philosophical problem from text analysis.*

Basic competences

After the course the student is able to:

- *take a qualified and critical relationship to contemporary interpretations (analytical philosophy, philosophy of K. R. Popper and P. K. Feyerabend)*
- *think systematically, and in this way transfer historical philosophical issues to philosophical disciplines (noetics, ethics, philosophy of language, philosophy of science, etc.)*
- *actively discuss and adequately present their opinion in written and oral form.*

Course content:

Signs and principles of contemporary philosophy

Bertrand Russell's philosophy and the beginnings of analytical philosophy

A. N. Whitehead's organizational philosophy

L. Wittgenstein's philosophy of language - Treatise

L. Wittgenstein's philosophy of philosophy - Philosophical research

Methodology of K. R. Popper

K. R. Popper and the Problem of an Open Society

P. K. Feyerabend - epistemic anarchism

Recommended literature:

Leško, V. – Mihina, F., 1999. *Metamorfózy poklasickej filozofie*. Bratislava: Iris 1999.

Major, L. – Sobotka, M., 1997. *Dějiny filozofie III*. Praha: FF UK.

Mihina, F., 1995. *Klasická pozitivna filozofia*. Prešov: Manacon.

Mihina, F., Sedová, T., Zouhar, M., 2006. *Logický pozitivizmus. Malá antológia filozofie XX. storočia*. Bratislava: Iris.

Monk, R., 1996. *Wittgenstein - Úděl génia*. Praha: Hynek.

Wittgenstein, L., 1993. *Rozličné poznámky. Váhy*. Praha: Mladá fronta.

Wucherl, K.- Hubner, A., 1995. *Wittgenstein*. Olomouc: Votobia.

Malcolm, N., 1993. *Wittgenstein v spomienkach*. Bratislava: Archa

Feyerabend, K., 1999. *Tři dialogy o vězení*. Praha: Vesmír-Medusa.

Feyerabend, K., 2001. *Rozprava proti metodě*. Praha: Aurora

Russell, B., 1994. *Problémy filozofie*. Bratislava.

Russell, B., 1974. *History of Western Philosophy*. London: UU Books.

Weischedel, W., 1992. *Zadní schodiště filozofie*. Olomouc: Votobia.

Pelegriani, J., 2005. *Kapitoly z analytické filozofie*. Praha.

Kyslan, P., 2020. *Filozofia kultúry I*. Prešov: FF PU.

Nida-Rümelin, J., 2001. *Slovník současných filosofů*. Praha: Garamond.

Olšovský, J., 2005. *Slovník filosofických pojmů současnosti*. Praha: ACADEMIA.

Petríček, M., 1992. *Úvod do (současné) filozofie*. Praha.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide primary and interpretation literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 8

A	B	C	D	E	FX
38%	25%	13%	0%	0%	0%

Lecturers: doc. Mgr. Peter Kyslan, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SZPF2/22	Course title: Seminar to the final thesis 2 (Compulsory course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 2	
Recommended semester: 6 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Exam.</i> <i>The course is completed by continuous evaluation.</i> <i>During the semester, the student works on assignments that are given each week and relate to his / her topic of the final thesis. Each of these assignments is evaluated and analysed directly on the lesson. During the semester, the student presents the project of his / her final thesis: he / she will focus on the issues, theoretical background, goals, the way of processing the results in the final thesis.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student is able to:

- *state and explain the general requirements for the creation of the final thesis, describe and characterize the content structure of the final thesis and its individual parts (Introduction, main text, appendices).*
- *explain the concepts of phenomenon, fact, state and describe the types of research of pedagogical phenomena, describe in more detail the basic methods of data collection in thesis and the methods of their processing.*
- *explain the concept of potential, current text, name the basic requirements for the author of the scientific text, characterize and describe the model, the properties of the scientific text and its and formal construction.*
- *define the concept of abstract, name and distinguish individual types of abstracts, describe the structure of the abstract, characterize the features of a quality abstract, state the most common mistakes in creating abstracts, distinguish the abstract from annotation, summary, summary, overview.*
- *explain the terms quote, citation, paraphrase, compilation, plagiarism, distinguish quote from paraphrase, illustrate individual techniques of citation and referencing by examples.*

Basic skills

After the course the student is able to:

- *on the basis of acquired knowledge create a text with logical and precise formulation of ideas, create a quality abstract, write an introduction to the final thesis respecting the set requirements.*
- *correctly use individual methods of citation and referencing, recording bibliographic references.*
- *work with scientific literature (with primary and secondary sources, search for information in information book databases).*
- *in the theoretical and practical level to create (plan, process) work with all the necessary requisites.*
- *prepare a presentation for the defence of the final thesis in accordance with the set requirements.*

Basic competences

After the course the student is able to:

- *understand the need and importance of adhering to the "academic etiquette" (i.e. decency, courtesy, tact) for his student as well as future professional life.*
- *act academically in accordance with the rules of social behaviour,*
- *adhere to the ethics of citation.*
- *express their beliefs and opinions directly and honestly, but at the same time can recognize that the other party has the right to its own opinion.*
- *bear the consequences and accepts responsibility for his / her actions.*

Course content:

- *Analysis of general requirements for the creation of the final thesis.*
- *Analysis of structure and content and final work, analysis of used literature.*
- *Analysis of the investigated phenomena in the final thesis, used methods of data collection in the final thesis, analysis of used methods of quantitative and qualitative processing of the final thesis results.*
- *Preparation of the student for the defence of the final thesis.*

Recommended literature:

Eco, U., 2007. *Jak napsat diplomovou práci*. Praha: Votobia.

Katuščák, D., 2013. *Ako písať záverečné a kvalifikačné práce*. Bratislava Enigma.

Meško, D., Katuščák, D., Findra, J. a kol. 2005. *Akademická príručka*. Martin: Osveta, ISBN 80-8063-200-6.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit.27. 1. 2022]. Dostupné z: <https://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>.

Language which is necessary to complete the course: Slovak and one world language

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: doc. Mgr. Sandra Zákutná, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/OBHBP/22	Course title: Thesis defence (Compulsory course)
Type, scope and method of educational activity:	
Number of credits: 10	
Recommended semester: 6 th , 3 rd year	
Study grade: 1.	
Prerequisites: Seminar to the final thesis 1, 2	
Conditions for passing the course: • <i>When preparing the bachelor's thesis, the student follows the instructions of his supervisor and the document called Directive on the requirements for final theses, their bibliographic registration, control of originality, storage and access issued by the University of Prešov in Prešov. The scope of work can be determined by the training workplace, while the recommended scope is without appendices (from the introduction to the end, inclusive) 30 to 40 standard pages (54,000 - 72,000 characters). The structure of the work and the formal arrangement of the work are determined by the document called Directive on the requisites of final theses in agreement with the supervisor. The final variant of the bachelor's thesis bound in hardcover is handed over by the student to the department that announced the topic of the thesis. The deadline for submitting bachelor's theses is set in the schedule of the relevant academic year.</i> • <i>The bachelor's thesis is submitted in two printed copies, its electronic version, which must be identical to the printed version, is entered by the student into the system of registration of final theses in PDF format, no later than seven days after submission of the printed version. The originality of the work is assessed in the central register of final theses. A report on the originality of the final thesis is prepared on the result of the originality check. Control of originality is a necessary condition of defence. Based on the result of the overlap of work with other works, the supervisor decides whether the work can be the subject of a defence.</i> • <i>Part of the submission of the work is the conclusion of a license agreement on the use of a digital copy of the work between the author and the Slovak Republic on behalf of the university. After entering the work into the EZP PU, the author immediately submits a draft license agreement signed by him / her to the training workplace, which must be signed by an authorized representative of the university (senior employee of the training workplace) within 30 days of sending the work to the CRZP.</i> • <i>The bachelor's thesis is assessed by the supervisor and the opponent, who prepares the assessments according to the set criteria.</i> <i>The commission for the final state examinations in a closed session will evaluate the course of the defence and decide on the classification. During the classification, it comprehensively</i>	

assesses the quality of the work and its defence, taking into account the opinions and the course of the defence, and evaluates with one common mark. The final evaluation can be the same as in the testimonials, but it can also be better, resp. worse, depending on the course of the defence. The decision on the result of the defence will be announced publicly by the chairman of the commission together with the result of the relevant state final examination.

Classification:

A: 100 – 90 %

B: 89 – 80 %

C: 79 – 70 %

D: 69 – 60 %

E: 59 – 50 %

FX: 49 and less %

Learning outcomes:

After completing the course, the student will have the ability to:

• in the cognitive area the student can:

- independently and creatively use professional sources*
- analyse and evaluate the current state of the problem*
- synthesize and apply the acquired theoretical knowledge in the bachelor thesis*

• in the affective area the student is able to:

- present and defend his / her position in terms of the aim of the work and its contribution*

• in the psychomotor field the student can:

- express his / her language and professional culture and his / her own attitude to the professional problems of their studies.*

Course content:

The defence of the bachelor thesis has a stable course:

- 1. Introductory word of the graduate, presentation of the results of the final work.*
- 2. Presentation of the main points from the written testimonies of the supervisor and the opponent.*
- 3. Answer of the student to the questions of the supervisor and the opponent.*
- 4. Expert discussion on the bachelor's thesis with questions for the student.*

The bachelor's thesis is available to the commission during the defence. The introductory word should contain in particular the following points:

- 1. Brief justification of the choice of topic, its topicality, practical contribution.*
- 2. Clarification of goals and methods used in work processing.*
- 3. The main content problems of the work.*
- 4. Conclusions and practical recommendations reached by the author of the work.*

During the presentation, the student has his / her own copy of the bachelor's thesis, or an introductory presentation prepared in writing. He will deliver the speech independently. He can use computer technology. The introductory performance should be short, not exceeding ten minutes.

Recommended literature:

Eco, U., 2007. Jak napsat diplomovou práci. Praha: Votobia.

Katuščák, D., 2013. Ako písať záverečné a kvalifikačné práce. Bratislava Enigma.

Meško, D., Katuščák, D., Findra, J. a kol. 2005. Akademická príručka. Martin: Osveta, ISBN 80-8063-200-6.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit.27. 1. 2022]. Dostupné z: <https://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>

Language which is necessary to complete the course: Slovak and one world language

Notes: compulsory course

Student can choose this course only once.

Course evaluation

Total number of students evaluated: 47

A	B	C	D	E	FX
41%	28%	8%	2%	1%	20%

Lecturers:

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SSFIL1/22	Course title: Final State Examination in Philosophy (Compulsory course)
Type, scope and method of educational activity: <i>Oral examination before the commission for State Final Examinations appointed by the Dean of the Faculty of Arts of the University of Prešov in Prešov, consisting of two parts: History of Philosophy, Systematic Philosophy.</i>	
Number of credits: 6	
Recommended semester: 6 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Qualified answers to two set questions, having a complex historical-philosophical and systematic character.</i> Classification: <i>A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %</i>	
Learning outcomes: <i>After completing the course the student can:</i> • <i>define the conceptual and thematic framework of the history of philosophy</i> • <i>describe the basic problematic aspects of systematic philosophizing</i> • <i>determine the fundamental connections and connections between the two subject areas of philosophical-theoretical interest.</i>	

Course content:

1. History of Philosophy
2. Systematic Philosophy
2. Systematická filozofia

Questions from the history of philosophy and systematic philosophy are focused on the student's ability to orientate in all important areas and topics of philosophy, which he / she completed during his / her studies. The aim is not a descriptive interpretation of the issue, but an understanding of the problems and an effort to connect them with contemporary thinking.

Recommended literature:

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Berďajev, N. A., 2003. *Ruská idea*. Praha: Oikoymenh.

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Xenofón: *Hostina. Sokratova obhajoba*. Prel. A. Kalaš. Bratislava, Kalligram 2006.

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Zlomky starých stoikov, usporiadal a preložil M. Okál, Bratislava, Pravda 1983.

Language which is necessary to complete the course: Slovak

Notes: compulsory course

Course evaluation

Total number of students evaluated: 47

A	B	C	D	E	FX
41%	28%	8%	2%	1%	20%

Lecturers: Commission appointed by the dean of the faculty.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF01/22	Course title: Text seminar on Ancient Philosophy 1 (Compulsory optional subject).
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 1 st , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>The student's activity in seminars is evaluated (0 - 20 points) and one separate presentation of the assigned topic, which the student prepares for the oral and later completes in writing (0 - 80 points). The basic criterion for evaluating the written and oral presentation is the student's ability to identify in the primary text the parts that relate to individual problems, analyse these passages and develop their possible interpretation on the basis of the studied literature. The result of analytical and interpretive work should be the student's ability to integrate individual problems into the broader context of ancient thinking focused on the good life.</i> <u>Overall evaluation:</u> <i>In total, the student can get a maximum of 100 points. Credits will not be awarded to students who earn less than 50 points.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student can:

- *gain an overview of the most important problems and figures of ancient philosophy*
- *gain historical and systematic knowledge of ancient philosophy*

Basic skills

After completing the course the student can:

- Developing analytical thinking: work with text, thus look for key terms in it, identify individual arguments, put them into context with other problems, etc.
- Development of critical thinking: based on analytical work, the student follows interpretive strategies that are applied by different performers to the same source text
- Developing an independent approach: critically evaluate individual interpretive performances with regard to the primary text and the context in which the individual performers incorporate it.

Basic competences

After completing the course the student:

- Application of historical topics in the systematic area: will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, thus changing forms of approaches to individual issues in different historical epochs - a systematic overview of historical topics can present in a didactic form.
- Study context: will gain a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing and being, forms of bliss, etc.)
- Independence: independently writes a critical text based on the studied literature.
- Criticality: applies and develop critical thinking in the personal and public spheres.

Course content:

The text seminar on Ancient Philosophy 1 deals with texts from the earliest period of Greek philosophy.

The basic texts thematically reflect the topics covered by the compulsory course Ancient Philosophy 1:

Myth as a Way of Thinking, Meletian Beginnings of Cosmogonic Thinking (Thalés, Anaximénés, Anaximandros), Heraclitus's Understanding of the Log as a Cosmic Principle, Parmenid's Evidence post-eleat debate debates the truth, the birth of the sophistry of aretorics as a new cultural movement ("first enlightenment"), the work of Socrates and his followers in the ranks of the oldest Socrates schools. Part of the course is a systematic introduction to the issues of history.

Recommended literature:**Primary literature in Slovak and Czech translations:**

Antológia z diel filozofov. Zv. I. Predsokratovci a Platón. 2. vyd. Bratislava, Iris 1998.
Antisthenés. Úvodná štúdia, preklad zlomkov a komentár. Prel. A. Kalaš, úvodná štúdiu a komentár V. Suvák, Bratislava, Kalligram 2010.
Hérakleitos: Řeč o povaze bytí. Prel. Kratochvíl, Z., Kosík, Š. Praha, Hermann & synové 1993.
Platon: Dialógy. 3 zv. Prel. J. Špaňár. Bratislava, Tatran 1990.
Xenofón: Hostina. Sokratova obhajoba. Prel. A. Kalaš. Bratislava, Kalligram 2006.
Zelinová, Z. – Kalaš, A.: Hesiodov svet vo veršoch. Rukopis 2021.

Interpretation literature:

Boháček, K.: Proč Gorgiás mluví. Úvod do filosofie nebytí. Praha: Filosofia 2004.
Brickhouse, Thomas C. & Smith, Nicholas D.: The Trial and Execution of Socrates: Sources and Controversies. Oxford: Oxford UP, 1989.
Buchheim, T.: Die Sophistik als Avantgarde normalen Lebens. Hamburg: Felix Meiner 1986.
Döring, K; Ebert, T.: Dialektiker und Stoiker. Zur Logik der Stoa und ihrer Verläufer. Franz Steiner Verlag, Stuttgart 1993
Fox, M., Livingstone, N.: Rhetoric and Historiography. In: A Companion to Greek Rhetoric, Worthington, I. ed. Oxford, UK: Blackwell Publishing, 2007, pp. 542-561.
Graeser, A.: Řecká filosofie klasického období. Prel. M. Petříček. Praha, OIKOYMENH 2000.
Hobza, P.: Aristotelés a Theofrastos jako tvůrci milétské filosofie. Filosofický časopis, č. 6/2004, str. 889–924.
Hussey, E.: Presokratici. Prel. M. Pokorný. Praha, Rezek 1997.
Kirk, G.S. – Raven, J.E. – Schofield, M.: Předsókratovští filosofové. Prel. Filip Karfík, Petr Kolev, Tomáš Vítek. Praha, OIKOYMENH 2004.
Končadrle, R.: Fysis iónských myslitelů. Rozprava nad peripatetickou dezinterpretací. Vyd. Pavel Mervart 2008.
Morgan, K. A.: Myth and Philosophy from the Pre-Socratics to Plato. Cambridge: Cambridge University Press 2000.
Mýtus, epos a logos. Zost. P. Rezek. Praha, OIKOYMENH 1991.
Patočka, J.: Nejstarší řecká filosofie: Přednášky z antické filosofie. Praha, Vyšehrad 1996.
Peters, F. E.: Greek Philosophical Terms, A Historical Lexicon. University of London Press Ltd., London 1967.
Porubjak, M.: Vól'a (k) celku. Člověk a spoločenstvo rečou Homéra a Theognida. Pusté Úľany: Schola Philosophica, 2010.
Ricken, F.: Antická filosofie. Olomouc, Nakladatelství Olomouc 1999.
Schiappa, E.: Protagoras and Logos (A Study in Greek Philosophy and Rhetoric). Columbia: University of South Carolina Press, 2003.
Suvák, V.: Etické myslenie v predsokratovskom období. In: Remiašová, A. a kol.: Dejiny etického myslenia v Európe a USA, Bratislava, Kalligram 2008, s. 23-41.
Suvák, V.: Koniec metafyziky a Platón, FF PU, Prešov 2002.
Suvák, V.: Sofisti o spoločnosti. In: Novosád, F., Smreková, D.: Dejiny sociálneho a politického myslenia. Bratislava: Kalligram, 2013, s. 44-55.
Vítek, T.: Empedoklés: I. Studie. Praha, Herrmann & synové 2001.
Vlastos, G.: Socrates (Ironist and Moral Philosopher). Cambridge, Cambridge University Press 1991, s. 266-274.
Vlastos, G.: Socratic Studies. Cambridge, Cambridge University Press, 1995, s. 49-58.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian).

Notes: Students will have at their disposal basic texts in scanned form.
This course has so far been taught under the title “Text Seminar on the History of Philosophy 1”.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF02/22	Course title: Text seminar on Ancient Philosophy 2 (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 1 st , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>The student's activity in seminars is evaluated (0 - 20 points) and one separate presentation of the assigned topic, which the student prepares for the oral and later completes in writing (0 - 80 points). The basic criterion for evaluating the written and oral presentation is the student's ability to identify in the primary text the parts that relate to individual problems, analyse these passages and develop their possible interpretation on the basis of the studied literature. The result of analytical and interpretive work should be the student's ability to integrate individual problems into the broader context of ancient thinking focused on the good life.</i> <u>Final evaluation:</u> <i>In total, the student can get a maximum of 100 points. Credits will not be awarded to students who earn less than 50 points.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student can:

- *gain an overview of the most important problems and figures of ancient philosophy*
- *gain historical and systematic knowledge of ancient philosophy*

Basic skills

After completing the course the student can:

- Developing analytical thinking: *work with text, thus look for key terms in it, identify individual arguments, put them into context with other problems, etc.*
- Development of critical thinking: *based on analytical work, the student follows interpretive strategies that are applied by different performers to the same source text*
- Developing an independent approach: *critically evaluate individual interpretive performances with regard to the primary text and the context in which the individual performers incorporate it.*

Basic competences

After completing the course the student:

- Application of historical topics in the systematic area: *will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, thus changing forms of approaches to individual issues in different historical epochs - a systematic overview of historical topics can present in a didactic form.*
- Study context: *will gain a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing and being, forms of bliss, etc.)*
- Independence: *independently writes a critical text based on the studied literature.*
- Criticality: *applies and develop critical thinking in the personal and public spheres.*

Course content:

The text seminar on Ancient Philosophy 2 deals with texts that form the main themes of ancient philosophical thinking from Plato to patristicism (Augustine). The basic areas of the course are: Plato's ideas, Aristotle's differentiation of existentiality, Plato's and Aristotle's approaches to ethics, Hellenistic schools of philosophy (stoics, sceptics, Epicureans, Kynics), Neoplatonism, Christian patristics. The course includes systematic issues related to epistemology (knowledge of external subjects), metaphysics (issues of being), ethics (questions of the good life, eudaimonism, problematization of the pleasures of pain, etc.)

Recommended literature:**Primary literature in Slovak and Czech translations:**

- Antológia z diel filozofov. Zv. II. Od Aristotela po Plotina. Zost. J. Martinka. Bratislava, Pravda 1972.*
- Antológia z diel filozofov. zv. III. Patristika a scholastika. Zost. I. Hrušovský. Bratislava, Pravda 1975.*
- Aristoteles: Etika Nikomachova. Prel. J. Špaňár. Bratislava, Pravda 1979.*
- Aristotelés: Metafysika. Prel. A. Kříž. Praha, J. Laichter 1946.*
- Augustinus Aurelius: O blaženom živote. In: Antológia z diel filozofov. Zv. III. Patristika a scholastika. Bratislava, Pravda 1975.*
- Augustinus Aurelius: O učiteľovi. Prel. D. Škoviera. Bratislava, Archa 1995.*
- Augustinus Aurelius: Proti akademikom. In: Antológia z diel filozofov. Zv. III. Patristika a scholastika. Bratislava, Pravda 1975.*
- Augustinus Aurelius: Vyznání. Prel. Mikuláš Levý. Praha, Kalich 1990 (1997) = reprint 1. vydania: Praha, L. Kuncíř 1926.*
- Aurelius, Marcus Antoninus: Hovory k sobě. Prel. R. Kuthan. Praha, Svoboda 1975 (Úvod: L. Svoboda).*
- Aurelius, Marcus Antoninus: Myšlienky. Prel. M. Okál. Bratislava, Slovenský spisovateľ 1976.*
- Cicero, M. T.: O nejvyšším dobru a zlu. Prel. V. Bahník. In: Antická próza. Zv. VIII. Dialog a satira. Praha, Odeon 1977, str. 178-361.*
- Cicero, M. T.: O povinnostech. Prel. J. Ludvíkovský. Praha, Svoboda 1970.*
- Diogenes Laertios: Životopisy slávných filozofov. 2 zv. Prel. M. Okál. Bratislava, VSAV 1954.*
- Epiktétos: Rujkojeť. Rozpravy. Prel. R. Kuthan. Praha, Svoboda 1971.*
- Epikuros: O šťastnom živote. Podľa Usenerovej zbierky prel. M. Okál. Bratislava, Pravda 1989.*
- Kléméns Alexandrijský: Pobídka Řekům.,. Prel. Matyáš Havrda. Praha, Herrmann & synové 2001.*
- Órigenés: O písni písni. Prel. M. C. Putna a Jakub Sitár. Praha, Herrmann & synové 2000.*
- Platon: Dialógy. 3 zv. Prel. J. Špaňár. Bratislava, Tatran 1990.*
- Plótinus: Dvě pojednání o kráse (I.6; V.8). Praha, Rezek 1994.*
- Plótinus: Sestry duše. Prel. P. Rezek. Praha, Rezek 1995; O klidu, Praha, Rezek 1997.*
- Seneca, L.A.: Výbor z listů Luciliovi. Prel. B. Ryba. Praha, Svoboda 1969.*
- Sextus Empiricus: Základy pyrhonskej skepsy. Prel. J. Špaňár. Bratislava, Pravda 1984.*
- Zlomky starých stoikov, usporiadal a preložil M. Okál, Bratislava, Pravda 1983.*

Interpretation literature:

- Armstrong, A. H. (ed.): Filosofie pozdní antiky. Praha, OIKOYMENH 2002 (k novoplatonizmu, ranej patristike a Augustínovi).*
- Barnes, J.: Aristotelés. In: Hare & Barnes & Chadwick: Zakladatelé myšlení. Prel. K. Berka. Praha, Svoboda 1994.*
- Canfora, L.: Dějiny řecké literatury. Preložili Bartoněk, A., Bartoňková, D., Kyloušek, P., Marečková, E., Němečková, O., Peňáz, P., Psíková, P., Vilasová-Freddo, Š. Praha, Koniasch Latin Press 2001.*
- Conte, G. B.: Dějiny římské literatury. Praha, Koniasch Latin Press 2003.*
- Dialóg, vědění, orientace. Zost. P. Rezková (alias P. Rezek). Praha, OIKOYMENH 1992.*
- Dodds, E. R.: Pohané a křesťané ve věku úzkosti (1963). Prel. M. Pokorný (orig. Cambridge 1994). Praha, Rezek 1997.*
- Graeser, A.: Řecká filosofie klasického období. Prel. M. Petříček. Praha, OIKOYMENH 2000.*
- adot, P.: Plótinus čili prostota pohledu. Prel. F. Karfík. Praha, OIKOYMENH 1993.*

Hare, R. M.: Platón. In: Hare & Barnes & Chadwick: Zakladatelé myšlení. Prel. K. Berka. Praha, Svoboda 1994.

Chadwick, H.: Aurelius Augustinus. In: Hare & Barnes & Chadwick: Zakladatelé myšlení. Prel. K. Berka. Praha, Svoboda 1994.

Long, A. A.: Hellénistická filosofie. Prel. P. Kolev. Praha, OIKOYMENH 2003.

Patočka, J.: Aristotelés. Praha, SPN 1992.

Ricken, F.: Antická filosofie. Olomouc, Nakladatelství Olomouc 1999.

Suvák, V.: Dejiny antickej etiky. In: Gluchman, V. (zost.): Dejiny etiky I. (Starovek až začiatok novoveku). Prešov, Acta Facultatis Philosophicae Universitatis Prešovensis 2003.

Wyller, E. A.: Pozdní Platón (1965). Prel. T. Dimter. Praha, Rezek 1996.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian).

Notes: Students will have at their disposal basic texts in scanned form.

This course has so far been taught under the title “Text Seminar on the History of Philosophy 2”.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF03/22	Course title: Text seminar on Modern Philosophy 1 (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 3 rd , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation:</u> <i>Attendance at seminars is mandatory. It is evaluated:</i> • <i>Continuous student activity at seminars (0 - 20%).</i> • <i>At least one separate presentation on the given problem (0 - 25%).</i> • <i>At the end of the semester the student submits a seminar paper (0 - 25%).</i> • <i>At the end of the semester, he / she passes a knowledge test (0-30%). Credits will not be awarded to a student who does not obtain at least 50% from the knowledge test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student can:

- *name the historical and cultural preconditions for the development of Renaissance philosophy.*
- *recognize the characteristic features of Renaissance philosophy in comparison with the philosophies of other historical periods.*
- *define the attributes of renaissance approaches to the knowledge of man, as well as the manifestations of humanistic thinking in the works of renaissance authors.*

Basic skills

After completing the course the student can:

- *compare differences in approaches to the historical philosophical questions of various authors and identify the reasons for these differences.*
- *apply the intellectual equipment acquired through the study of humanists to a cultivated representation of individual existence.*
- *update the acquired knowledge and confront it with the dehumanizing tendencies of contemporary society, in the context of which he can transpose them non-violently.*

Basic competences

After completing the course the student can:

- *present the acquired knowledge and gained experience in a verbal form.*
- *process the acquired knowledge into a professional philosophical text.*
- *independently obtain other relevant information in favor of the growth of their philosophical competencies.*
- *actively participate in the cultivation of humanity.*

Course content:

- *The "artistic" concept of the Renaissance in the role of J. Burckhardt.*
- *Italian humanism.*
- *Renaissance Neoplatonism.*
- *Renaissance philosophy of man.*
- *Renaissance science.*
- *Humanism in Slovakia.*

Recommended literature:

Bruno, G., 2007. Magie, pouta a dialog renesančního filozofa. Praha: Argo.
Burckhardt, J., 2013. Kultura renesance v Itálii. Praha: Rybka Publishers.
Hankins, J., 2011. Renesanční filosofie. Praha: OIKOYMENH.
Garin, E., ed., 2003. Renesanční člověk a jeho svět. Praha: Vyšehrad.
Gorfunkel, A. Ch., 1987. Renesanční filosofie. Praha: Svoboda.
Hrušovský, I. a kol., eds., 1966. Antológia z diel filozofov: Humanizmus a renesancia. Bratislava: Vydavateľstvo politickej literatúry.
Montaigne, M. de., 1999. Eseje. Bratislava: Nestor.
Rotterdamský, E., 2012. Chvála bláznivosti. Bratislava: Vydavateľstvo Spolku slovenských spisovateľov.
Seilerová, B., 1999. O dôstojnosti človeka. Odkaz Giovanniho Pica della Mirandola. Bratislava: IRIS.
Škoviera, D., ed. 2009. Latinský humanizmus. Bratislava: Kalligram.

Language which is necessary to complete the course: Slovak

Notes: This course has so far been taught under the title “Text Seminar on the History of Philosophy 3”.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF04/22	Course title: Text seminar on Modern Philosophy 2 (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation</u> <i>Attendance at seminars is mandatory.</i> <i>It is evaluated:</i> • <i>Continuous student activity at seminars (0 - 20%).</i> • <i>At least one separate presentation on the given problem (0 - 25%).</i> • <i>At the end of the semester the student submits a seminar paper (0 - 25%).</i> • <i>At the end of the semester, he / she passes a knowledge test (0-30%). Credits will not be awarded to a student who does not obtain at least 50% from the knowledge test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student can:

- name representative examples of Enlightenment empirical philosophy.
- identify intellectual stimuli developing the phenomenon of the Enlightenment.
- recognize the characteristic features of the philosophy of Romanticism and their persistent presence in contemporary culture.
- define the relationship between Enlightenment philosophy and the philosophy of Romanticism.

Basic skills

After completing the course the student can:

- compare the key differences between the Enlightenment and Romantic philosophy and to present his / her own, reasoned and argumentative arguments.
- apply the acquired knowledge in tracing the development of European culture from the 18th century to the present.

Basic competences

After completing the course the student can:

- present the acquired knowledge and gained experience in a verbal form.
- process the acquired knowledge into a professional philosophical text.
- independently obtain other relevant information in favor of the growth of their philosophical competencies.

Course content:

- Modern philosophy of man.
- French materialism.
- Social structure in the Enlightenment.
- Intellectual enlightenment circles.
- Enlightenment emancipation.
- Romantic counterweight to the Enlightenment.
- Subjectivity and authenticity.
- Romantic "procession" and its influence to the present.

Recommended literature:

Doorman, M., 2008. *Romantický řád*. Praha: Prostor.

Hof, U. I., 2001. *Evropa a osvícenství*. Praha: Nakladatelství Lidové noviny.

Horyna, B., 2005. *Dějiny rané romantiky*. Fichte, Schlegel, Novalis. Praha: Vyšehrad.

Röd, W., 2001. *Novověká filosofie I*. Praha: OIKOYMENH.

Röd, W., 2020. *Novověká filosofie II*. Praha: OIKOYMENH.

Münz, T. a kol, eds., 1967. *Antológia z diel filozofov: Novoveká empirická a osvietenská filozofia*. Bratislava: Vydavateľstvo politickej literatúry.

Language which is necessary to complete the course: Slovak

Notes: This course has so far been taught under the title "Text Seminar on the History of Philosophy 4".

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.**Date of last change:** 9. 2. 2022**Approved by:** *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF05/22	Course title: Text seminar on Contemporary Philosophy 1 (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 5 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation:</u> <i>Attendance at seminars is mandatory.</i> <i>It is evaluated:</i> • <i>Continuous student activity at seminars (0 - 20%).</i> • <i>At least one separate presentation on the given problem (0 - 25%).</i> • <i>At the end of the semester the student submits a seminar paper (0 - 25%).</i> • <i>At the end of the semester, he / she passes a knowledge test (0-30%). Credits will not be awarded to a student who does not obtain at least 50% from the knowledge test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student can:

- name the characteristic features of the existentialist philosophy of the philosophy of life through an in-depth knowledge of the philosophy of Kierkegaard and Nietzsche.
- recognize the differences in human understanding through the philosophy of Kierkegaard and Nietzsche.
- define several forms of existence - aesthetic, ethical, thus a life governed by a will to power and a reassessment of European values.
- identify examples of real (current) life that correspond to the stated forms of existence / life.

Basic skills

After completing the course the student can:

- compare aesthetic and ethical ways of existence.
- apply the principles and values of individual forms of existence in his / her own life and in the evaluation of various life situations.
- incorporate the acquired philosophical knowledge and thus demonstrate it on the example of his / her own, philosophically based life.

Basic competences

After completing the course the student can:

- present the acquired knowledge and gained experience in a verbal form.
- process the acquired knowledge into a scientific philosophical text.
- independently obtain other relevant information in favor of the growth of their philosophical competencies.
- actively develop his / her personal identity actively.

Course content:

- *The Father of Existentialism, S. Kierkegaard.*
- *Analysis of the aesthetic life form of S. Kierkegaard.*
- *Analysis of the ethical life form of S. Kierkegaard.*
- *Comparison and updating of aesthetic and ethical life form.*
- *Nietzsche's critique of morality.*
- *Aesthetic elements in Nietzsche's philosophy.*
- *Nietzsche's reassessment of values.*
- *Confrontation of aesthetic and ethical values.*

Recommended literature:

Gardiner, P., 1996. *Kierkegaard*. Praha: Argo.

Kierkegaard, S., 2007. *Bud' – alebo*. Bratislava: Kalligram.

Kolektív, 2017. *Kierkegaard and the Crisis of the Contemporary World / Kierkegaard a kríza súčasného sveta*. Toronto: Kierkegaard Circle/Nitra: Stredoeurópsky výskumný ústav Sorena Kierkegaarda.

Kouba, P., 2006. *Nietzsche*. Praha: OIKOYMENH.

Miles, T. P., 2013. *Kierkegaard and Nietzsche on the Best Way of Life*. New York: Palgrave Macmillan.

Nietzsche, F., 2019. *Genealogie morálky*. Praha: OIKOYMENH.

Nietzsche, F., 2021. *Vôľa k moci*. Bratislava: Petrus.

Nietzsche, F., 2021. *Mimo dobro a zlo*. Praha: OIKOYMENH.

Safranski, R., 2022. *Nietzsche: Biografie jeho myšlení*. Brno: Centrum pro studium demokracie a kultury.

Šestov, L., 2005. *Kierkegaard a existenciální filosofie*. Praha: OIKOYMENH.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF06/22	Course title: Text seminar on Contemporary Philosophy 2 (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 5 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation</u> <i>Attendance at seminars is mandatory.</i> <i>It is evaluated:</i> • <i>Continuous student activity at seminars (0 - 20%).</i> • <i>At least one separate presentation on the given problem (0 - 25%).</i> • <i>At the end of the semester the student submits a seminar paper (0 - 25%).</i> • <i>At the end of the semester, he / she passes a knowledge test (0-30%). Credits will not be awarded to a student who does not obtain at least 50% from the knowledge test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student can:

- *name the main principles of liberalism in the works of his /her selected representatives - J. S. Mill and J. Dewey.*
- *recognize the presence and absence of the principles of the liberal philosophy of Mill and Dewey in the current social discourse.*
- *define some basic concepts of Mill and Dewey's philosophy, e.g. liberalism, individualism, freedom, utilitarianism, education, etc.*

Basic skills

After completing the course the student can:

- *compare the differences in the approach to the problem of freedom of thought of Mill and Dewey.*
- *apply the acquired knowledge to freedom and individuality in the context of his / her own life and thus contribute to the development of a democratic society.*

Basic competences

After completing the course the student can:

- *present the acquired knowledge and gained experience in a verbal form.*
- *process the acquired knowledge into a professional philosophical text.*
- *independently obtain other relevant information in favor of the growth of their philosophical competencies.*

Course content:

- *Freedom of thought and discussion.*
- *The need for individuality.*
- *Limits of power over the individual.*
- *The principle of utility (utilitarianism).*
- *Justice and utility.*
- *Private property.*
- *The problem of religion.*
- *Public and democracy.*
- *Individualism.*
- *The concept of "liberalism".*
- *Liberal education.*

Recommended literature:

Dewey, J., 2001. *Verejnosc' a jej problémy*. In: *Rekonštrukcia liberalizmu*. Bratislava: Kalligram.

Dewey, J., 2001. *Starý a nový individualizmus*. In: *Rekonštrukcia liberalizmu*. Bratislava: Kalligram.

Dewey, J., 2001. *Liberalizmus a sociálne konanie*. In: *Rekonštrukcia liberalizmu*. Bratislava: Kalligram.

Dewey, J., 2001. *Sloboda a kultúra*. In: *Rekonštrukcia liberalizmu*. Bratislava: Kalligram.

Dewey, J., 2001. *Eseje a články*. In: *Rekonštrukcia liberalizmu*. Bratislava: Kalligram.

Mill, J. S., 2005. *O politickej slobode*. In: *Logika liberalizmu*. Bratislava: Kalligram.

Mill, J. S., 2005. *Utilitarizmus*. In: *Logika liberalizmu*. Bratislava: Kalligram.

Mill, J. S., 2005. *Kapitoly o socializme*. In: *Logika liberalizmu*. Bratislava: Kalligram.

Mill, J. S., 2005. *Eseje*. In: *Logika liberalizmu*. Bratislava: Kalligram.

Višňovský, E., 2001. *John Dewey ako pragmatistický filozof a liberál*. In: *Rekonštrukcia liberalizmu*. Bratislava: Kalligram.

Višňovský, E. 2005. *Predslov: John Stuart Mill - naturalista, utilitarista a liberál*. In: *Logika liberalizmu*. Bratislava: Kalligram.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF07/22	Course title: Text seminar on Contemporary Philosophy 3 (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 6 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation</u> <i>Attendance at seminars is mandatory.</i> <i>It is evaluated:</i> • <i>Continuous student activity at seminars (0 - 20%).</i> • <i>At least one separate presentation on the given problem (0 - 25%).</i> • <i>At the end of the semester the student submits a seminar paper (0 - 25%).</i> • <i>At the end of the semester, he / she passes a knowledge test (0-30%). Credits will not be awarded to a student who does not obtain at least 50% from the knowledge test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student can:

- name the significance and continuing topicality of selected ideas of K. R. Popper.
- identify the problems that Popper points out, also with examples from the present, inspired by Popper's analyses of Plato and Marx.
- define the basic concepts of Popper's social philosophy, in particular: open society, historicism, social engineering, methodological essentialism vs. methodological nominalism and others.

Basic skills

After completing the course the student can:

- compare the differences in the approach to the questions of society and the works of selected thinkers of the history of philosophy and in Popper's philosophy of open society.
- take differentiated views on Popper's argumentation.
- evaluate the ideas of philosophical authorities without pathos or awe with a critical distance.

Basic competences

After completing the course the student can:

- present the acquired knowledge and gained experience in a verbal form.
- process the acquired knowledge into a professional philosophical text.
- independently obtain other relevant information in favor of the growth of his / her philosophical competencies.

Course content:

- The concept of "historicism".
- Types of historicism.
- Plato and human nature.
- Plato and justice.
- Leader selection in Plato's philosophy.
- Marx's historicism.
- Marx's prophecy.
- Finding a better world.
- Open society.

Recommended literature:

Cehelník, M., 2002. Karl Raimund Popper – Filozofia hľadania lepšieho sveta. Prešov: FF PU.

Popper, K. R., 2000. Bída historicismu. Praha: OIKOYMENH.

Popper, K. R., 2011. Otevřená společnost a její nepřátelé I. Platónovo zařikávání. Praha: OIKOYMENH.

Popper, K. R., 2015. Otevřená společnost a její nepřátelé II. Vzvednutí proroctví: Hegel, Marx a co následovalo. Praha: OIKOYMENH.

Language which is necessary to complete the course: Slovak					
Notes: -					
Course evaluation Total number of students evaluated: 0					
A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%
Lecturers: Mgr. Lukáš Arthur Švihura, PhD.					
Date of last change: 9. 2. 2022					
Approved by: <i>prof. Mgr. Vladislav Suvák, PhD.</i>					

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF08/22	Course title: Text seminar on Contemporary Philosophy 4 (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 5 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <u>Continuous evaluation</u> <i>Attendance at seminars is mandatory.</i> <i>It is evaluated:</i> • <i>Continuous student activity at seminars (0 - 20%).</i> • <i>At least one separate presentation on the given problem (0 - 25%).</i> • <i>At the end of the semester the student submits a seminar paper (0 - 25%).</i> • <i>At the end of the semester, he / she passes a knowledge test (0-30%). Credits will not be awarded to a student who does not obtain at least 50% from the knowledge test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student can:

- *define the most acute challenges of contemporary philosophy and ethics in the context of technology, digitization, and virtualization of the world.*
- *recognize the manifestations of the transformation of reality in accordance with the sense of transhumanism and posthumanism.*

Basic skills

After completing the course the student can:

- *independently formulate his / her own evaluation opinions through the ongoing process of technology, digitization and virtualization of the world and arguably justify them.*
- *transform the acquired knowledge into an individual critical analysis of these phenomena.*
- *work with various types of materials reflecting the issue, which have a non-text form, such as movies, series, music, etc.*

Basic competences

After completing the course the student can:

- *present the acquired knowledge and gained experience in a verbal form.*
- *process the acquired knowledge into a professional philosophical text.*
- *independently obtain other relevant information in favor of the growth of their philosophical competencies.*

Course content:

- *Human and technology.*
- *Anthropological challenges of the present.*
- *The embodiment of man.*
- *Artificial intelligence.*
- *Death and immortality.*
- *Posthuman forms of being.*
- *Digitization and virtualization.*

Recommended literature:

Cave, S., 2014. Nesmrteľnosť. Ako túžba po večnom živote poháňa civilizáciu. Bratislava: Premedia.

Bostrom, N., 2018. Superintelligence. Až budú stroje chtrejší než lidé. Praha: Prostor.

Harari, Y. N., 2019. Homo Deus. Stručná história zajtrajška. Bratislava: Aktuell.

Kleman, J., 2022. Sex bez ľudí, mäso bez zvierat. Čo všetko prenecháme technike? Bratislava: Ikar.

O'Connell, M., 2019. Být tak strojem. Praha: Práh.

Sedláček, T., 2020. Druhá derivace touhy. Na prahu digitální teologie. Praha: 65. pole..

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.**Date of last change:** 9. 2. 2022**Approved by:** *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SOKR1/22	Course title: Socrates (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>The student's activity in seminars is evaluated (0 - 20 points) and one separate presentation of the assigned topic, which the student prepares for the oral and later completes in writing form (0 - 80 points). The basic criterion for evaluating the written and oral presentation is the student's ability to identify in the primary text the parts that relate to individual problems, analyse these passages and develop their possible interpretation on the basis of the studied literature. The result of analytical and interpretive work should be the student's ability to integrate individual problems into the broader context of ancient thinking focused on the good life.</i> <u>Final evaluation:</u> <i>In total, the student can get a maximum of 100 points. Credits will not be awarded to students who earn less than 50 points.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course:

- *The student will gain an overview of the most important problems and characters of ancient philosophy*
- *The student will gain historical and systematic knowledge of ancient philosophy.*

Basic skills

After completing the course:

- Developing analytical thinking: *The student will learn to work with text, i.e. look for key terms in it, identify individual arguments, put them into context with other problems, etc.*
- Development of critical thinking: *Based on analytical work, the student is able to follow interpretive strategies that are applied by different interpreters to the same primary text.*
- Developing an independent approach: *The student will learn to critically evaluate individual interpretive performances with regard to the primary text and the context in which the individual interpreters incorporate it.*

Basic competences

After completing the course:

- Application of historical topics in the systematic area: *The student will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, thus changing forms of approaches to individual issues in different historical epochs - a systematic overview of historical topics can present in a didactic form.*
- Study context: *The student will gain a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing and existence, forms of bliss, etc.)*
- Independence: *The student is able to independently write a critical text based on the studied literature.*
- Criticality: *The student is able to apply and develop critical thinking in the personal and public spheres.*

Course content:

The course Socrates returns to the enigmatic figure of ancient thinking, which unites the "Socratic turn" in the history of philosophy (Cicero). During the course, the student will get acquainted (1.) with the "Socratic problem", which since the 19th century addresses the issue of historical Socrates; (2.) the main themes of Socratic thinking (eudaimonia, aretes, ways of decision-making, worries about suffocation, etc.); (3.) the most important texts of Socratic authors, which question the basic issues (choice of life, coping with death, the relationship to the law, etc.). The course includes a historical sketch of the development of Socratic thinking.

Recommended literature:**Primary texts in Slovak and Czech translations:**

Aristofanés: *Oblaky*. Praha: Rezek, 1996.

Aristotelés: *Etika Nikomachova*. Bratislava: Nakladateľstvo Pravda, 1979.

Cicero, M. T.: *Tuskulské rozhovory, Laelius o priateľstve a iné*. Prel. E. Šimovičová, J. Bartosiewiczová, D. Škoviera. Bratislava, Tatran 1982.

Diogenes Laertios, *Životopisy slávnych filozofov, zv. II. (6. kniha)*, prel. M. Okál, Bratislava 1954.

Giannantoni, G.: *Socratis et Socraticorum Reliquiae*. 4 zv. Elenchos 18. Napoli, Bibliopolis 1990 (grécke a latinské texty malých sokratovských škôl s poznámkami a komentárom v taliančine).

Platon: *Dialógy*. 3 zv. Prel. J. Špaňár. Bratislava, Tatran 1990.

Xenofón: *Spomienky na Sokrata*. Preklad E. Šimovičová. Bratislava : Tatran, 1970.

Xenofón: *Vzpomínky na Sókrata*. Prel. V. Bahník. Praha, Svoboda 1972 (ANTICKÁ KNIHOVNA 15).

Zlomky predsokratovských mysliteľů. Prel. Karel Svoboda. Praha, NČSAV 1962 (1944).

Zlomky starých stoikov, usporiadal a preložil M. Okál, Bratislava, Pravda 1983.

Interpretation literature:

Brancacci, A.: *Oikeios logos (La filosofia del linguaggio di Antistene)*. C.N.R., Centro di studio del pensiero antico, Napoli: Bibliopolis, 1990.

Caizzi, F. D.: Antistene. In: *Studi Urbinati di Storia, Filosofia e Letteratura*, N. S., B. 38 (1/1964)

Canfora, L.: *Dějiny řecké literatury*. Praha, Koniasch Latin Press 2001.

Conte, G. B.: *Dějiny římské literatury*. Praha, Koniasch Latin Press 2003.

Dialóg, vědění, orientace. Zost. P. Rezková (alias P. Rezek). Praha, OIKOYMENH 1992.

Dodds, E. R.: *Řekové a iracionálno*. Prel. Ondřej Prokop. Praha, OIKOYMENH 2000.

Döring, K. *Die Megariker. Kommentierte Sammlung der Testimonien* (1972).

Ebert, Th.: *Sókratés jako Pythagorejec*. Praha, OIKOYMENH 1999.

Field, G. C.: *Plato and His Contemporaries, A Study in Fourth-Century Life and Thought*. London: Butler and Tanner Ltd., 1967.

Fischer, J. L.: *Případ Sokrates*. Praha, Lidové noviny 1994 (1. vyd.: *Sokrates nelegendární*. Praha, SPN 1965).

Giannantoni, G. & et all. (ed.): *La tradizione socratica*. Napoli, Bibliopolis 1995.

Giannantoni, G.: *Dialogo e dialettica nei dialoghi giovanili di Platone*. Dispensa universitaria, Università degli Studi di Roma, Facoltà di Lettere e filosofia, Anno academico 1962-63, Roma: Edizioni dell'Ateneo, 1963.

Gigon, O.: *Sokrates. Sein Bild in Dichtung und Geschichte*, Tübingen-Basil 1947.

Goulet-Cazé, Marie-Odile: *L'Ascèse Cynique: Un commentaire de Diogene Laërce VI 70-71. (Histoire des doctrines de l'antiquité classique, zv. 10.)* Paris, Vrin 1986 (analyzuje klúčové momenty Diogenovho morálneho myslenia).

Graeser, A.: *Řecká filosofie klasického období*. Prel. M. Petříček. Praha, OIKOYMENH 2000.

Graeser: *Řecká filosofie klasického období (Sofisté Sókratés a sokratikové, Platón a Aristotelés)*. Praha: OIKOYMENH, 2000.

Guthrie, W. K. C.: *Socrates*. Cambridge, Cambridge University Press 1971.

Hegel, G. W. F.: *Dějiny filosofie*. zv. II. Prel. J. Cibulka & M. Sobotka. Praha 1961.

Idea, hypotéza a otázka. Pomfil I. Zost. P. Rezek. Praha, OIKOYMENH 1991.

Irwin, Terence H.: *Plato's Ethics*. Oxford, Oxford University Press 1995.

Joël, K., *Der echte and der xenophontische Sokrates*. 3 zv. Berlin, Vol I, 1893; Vol. 2 a 3, 1901.

Kahn, Charles H.: *Plato and the Socratic Dialogue*. Cambridge, Cambridge University Press 1996.

Kalaš, A.; Suvák, V.: *Antisthenés*. Bratislava: Kalligram, 2010.

Kerferd, G. B.: *The Sophistic Movement*. Cambridge, Cambridge University Press 1981.

Kube, J.: *TECHNE und ARETE*. Berlin, de Gruyter 1969.

Mittelstrass, J.: *Pokus o výklad sókratovského dialogu*. In: *Dialog, vědění, orientace*. Zost. P. Rezek. Praha, OIKOYMENH 1992.

Montiglio, S.: *From Villain to Hero (Odysseus in Ancient Thought)*. Ann Arbor: The University of Michigan Press, 2011.

Navia, Luis E.: *Antisthenes of Athens: Setting the World Aright*. Westport & London, Greenwood Press 2000.

Nehamas, A.: *The art of living. Socratic reflections from Plato to Foucault*, Sather Classical Lecture 61, Berkeley/Los Angeles/London, University of California Press 1998.

Nemumann, F.: „Zdatnosť a techné v Platónových raných dialožiach.“ In: *Dialog, vědění, orientace*. Zost. P. Rezek. Praha, OIKOYMENH 1992.

Neumann, F.: *Über das Lachen und Studien über platonischen Sokrates*. Der Haag, Nijhoff 1971, str. 38 – 61 (interpretácia k Hippiovi Menšiemu).

Nikulin, D.: *Dialectic and Dialogue*. Stanford, Stanford University Press, 2011.

Nussbaum, Martha C.: *The fragility of goodness, Luck and ethics in Greek tragedy and philosophy*. Cambridge, Cambridge University Press 1986.

Patočka, J.: „Platón a popularizace.“ In: *Péče o duši I: Sebrané spisy Jana Patočky*. Zv I. Praha, OIKOYMENH 1996.

Patočka, J.: *Negativní platonismus*. Praha, Československý spisovatel 1990.

Patočka, J.: *Platón*. Praha, SPN 1993.

Patočka, J.: *Sókratés*. Praha, SPN 1990.

Patzer, A.: *Antisthenes der Sokratiker*. Heidelberg (Dissertation), Marburg, 1970.

Rankin, H. D.: „Irony and Logic: The ἀντιλέγειν paradox and Antisthenes' Purpose.“ *L'Antiquité Classique*, Vol 43, Belgium: Imprimerie Marcel Istas, 1974, pp. 316-320.

Rankin, Herbert D.: *Antisthenes Sokratikos*. Amsterdam, Hakkert 1986.

Rombach, H.: *O pôvodu a bytnosti otázky*. In: *Idea a tretí muž*. Pomfíl 10. Zost. P. Rezek. Praha, OIKOYMENH 1993.

Romeyer Dherbey, Gilbert (ed.): *Socrate et les socratiques. Études sous la dir. de Gilbert Romeyer Dherbey réunies et ed. par Jean-Baptiste Gourinat*. (Bibliothèque d'histoire de la philosophie : Nouvelle série.) Paris, Libr. Philos. Vrin 2001.

Roochnik, D.: *Of Art and Wisdom: Plato's Understanding of Techne*. University Park, Pennsylvania State University Press 1996.

Suvák, V.: *Dejiny antickej etiky*. In.: Gluchman, V. (zost.): *Dejiny etiky I. (Starovek až začiatok novoveku)*. Prešov, Acta Facultatis Philosophicae Universitatis Prešovensis 2003.

Suvák, V.: *Sofisti o spoločnosti*. In: Novosád, F., Smreková, D.: *Dejiny sociálneho a politického myslenia*. Bratislava: Kalligram, 2013, s. 44-55.

Suvák, V.: *Sokrates a sokratika 1*. Prešov: FF PU 2017.

Škvrnda, F.: *Sokratovská otázka ako problém historiografie antickej filozofie*. Bratislava: Univerzita Komenského v Bratislave 2020

Vander Waerdt, P. A. (ed.): *The Socratic Movement*. Cornell University Press, Ithaca 1994.

Vlastos, G.: *Socrates: Ironist and Moral Philosopher*. Ithaca, Cornell University Press 1991.

Vlastos, G.: *Socratic Studies*. Cambridge, Cambridge University Press 1994.

Zeller, E.: *Die Philosophie der Griechen*. Zv II., 1. časť: *Sokrates und die Sokratiker*. 5. vyd. Leipzig 1922.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: Students will have at their disposal primary texts in scanned form.

Course evaluation

Total number of students evaluated: 24

A	B	C	D	E	FX
42%	0%	0%	0%	4%	54%

Lecturers: prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/KYGRE/22	Course title: Greek Cynicism (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>The student's activity in seminars is evaluated (0 - 20 points) and one separate presentation of the assigned topic, which the student prepares for the oral and later completes in writing form (0 - 80 points). The basic criterion for evaluating the written and oral presentation is the student's ability to identify in the primary text the parts that relate to individual problems, analyse these passages and develop their possible interpretation on the basis of the studied literature. The result of analytical and interpretive work should be the student's ability to integrate individual problems into the broader context of ancient thinking focused on the good life.</i> <u>Final evaluation:</u> <i>In total, the student can get a maximum of 100 points. Credits will not be awarded to students who earn less than 50 points.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course:

- *The student will gain an overview of the most important problems and characters of ancient philosophy*
- *The student will gain historical and systematic knowledge of ancient cynicism.*

Basic skills

After completing the course:

- Developing analytical thinking: *The student will learn to work with text, i.e.. look for key terms in it, identify individual arguments, put them into context with other problems, etc.*
- Development of critical thinking: *Based on analytical work, the student is able to follow interpretive strategies that are applied by different interpreters to the same primary text.*
- Developing an independent approach: *The student will learn to critically evaluate individual interpretive performances with regard to the primary text and the context in which the individual interpreters incorporate it.*

Basic competences

After completing the course:

- Application of historical topics in the systematic area: *The student will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, thus changing forms of approaches to individual issues in different historical epochs - a systematic overview of historical topics can present in a didactic form.*
- Study context: *The student will gain a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing and existence, forms of bliss, etc.)*
- Independence: *The student is able to independently write a critical text based on the studied literature.*
- Criticality: *The student is able to apply and develop critical thinking in the personal and public spheres.*

Course content:

The course called Greek Cynicism deals with the basic topics of the historical development of the most popular school of the Socratics - cynicism. The founder of the cynical movement is Diogenes of Sinopa, and cynicism has been developing throughout the ancient time. During the course, the student becomes acquainted with:

- (1.) the main protagonists of the cynicism movement (Diogenes and his inclination to Antisthenes, Kratés and Hypparchia, Dion of Prusa, Emperor Julian, Epictetus);*
- (2.) the main themes of cynicism (freedom of speech and freedom from conventions, eudaimonia, aretes, ways of acting, self-sufficiency, etc.);*
- (3.) the most important texts of cynicism literature, which question the basic issues (choice of the good life, relationship to the community and the law, simple life, etc.). Part of the course is a historical sketch of the development of cynicism thinking, which has its successors in modern thinkers.*

Recommended literature:**Primary texts in Slovak and Czech translations:**

Cepko, J. – Kalaš, A. – Suvák, V.: *Diogenis fragmenta / Diogenove zlomky*. Bratislava: Vydavateľstvo Univerzity Komenského, 2016.

Diogenés Laertios, *Životopisy slávnych filozofov*. Vydavateľstvo spolku slovenských spisovateľov, Bratislava 2007.

Epiktétos, *Rukojeť*. Rozpravy. Prel. R. Kuthan. Praha, Svoboda 1971.

Kalaš, A. – Suvák, V.: *Antisthenis fragmenta / Antisthenove zlomky*. Preklad zlomkov A. Kalaš. Úvodná štúdia, edícia gréckeho a latinského textu, komentár k zlomkom, bibliografia V. Suvák. Bratislava: Vydavateľstvo Univerzity Komenského, 2013.

Platón, *Obrana Sókrata*. Prel. F. Novotný. In: Platón, Svazek I. Oikoymenh, Praha 2003.

Plutarchos, *Životopisy slávnych Grékov a Rimanov*. Kalligram. Bratislava 2008. s. 311-353.

Thukydides, *Dejiny peloponézskej vojny*. Prel. P. Kuklica. Bratislava, Tatran 1985.

Interpretation literature:

Billerbeck, M. (ed.) *Die Kyniker in der modernen Forschung. Aufsätze mit Einführung und Bibliographie*. (Bochumer Studien zur Philosophie, zv. 15.) Amsterdam: Grüner, 1991.

Branham, B., Goulet-Cazé, M.-O., (eds.), *The Cynics: The Cynic Movement from Antiquity and Its Legacy*. Berkeley and Los Angeles, University of California Press.

Cepko, J.: *Antisthenés a paideia. K sókratovskému modelu výchovy*. *Filozofia*, 2011, 66, č. 6, s. 535 – 544.

Cepko, J.: *Diogenés v otroctve – Kto je pán a kto je otrok?* In: Sucharek, P. (ed.): *Sloboda a jej projekcie*. Prešov: Filozofická fakulta Prešovskej univerzity, 2012, s. 80 – 85.

Cepko, J.: „Všetko patrí múdрым.“ *Blasfémia, alebo utópia?* *Filozofia*, 2016, 71, č. 2, s. 131 – 140.

Desmond, W., *Cynics*. University of California Press. Berkeley and Los Angeles 2008.

Detel, W., *Foucault and Classical Antiquity (Power, Ethics and Knowledge)*. Transl. David Wigg-Wolf. Cambridge University Press. Cambridge 2005.

Engberg-Pedersen, T., *Philosophy of the Self in the Apostle Paul*. In: REMES, P., SIHVOLA, J., (eds.), *Ancient philosophy of the Self*. Springer Science+Business Media B.V. 2008. s. 179-194.

Fischerová, S.: *Odyseus aneb hérós jako literární postava I*. *Souvislosti*, 2006, 3, s. 27 – 44.

Fischerová, S.: *Odyseus aneb hérós jako literární postava II*. *Souvislosti*, 2006, 4, s. 48 – 63.

Flachbartová, L.: *Vzťah medzi kynizmom a cynizmom*. *Filozofia*, 2011, roč. 66, č. 6, s. 522 – 534.

Flachbartová, L.: *Diogenes of Sinope as Socrates mainomenos*. In: Suvák, V. (ed.): *Antisthenica Cynica Socratica*. Praha: OIKOYMENH, 2014, s. 308 – 350.

Flachbartová, L.: *Kynické parrhesiastické praktiky*. *Diogenova performatívna múdrosť*. *Filozofia*, 2014, 69, 10, 835 – 846.

Flachbartová, L.: *Kynizmus ako umenie života*. In: Sucharek, P. – Šťáhel, R. (eds.): *Filozofia a umenie žiť*. Bratislava – Nitra: Slovenské filozofické združenie pri Slovenskej akadémii vied, Filozofická fakulta Univerzity Konštantína Filozofa v Nitre, 2014, s. 20 – 26.

Flachbartová, L.: *Diogenovský kynizmus ako spôsob života*. Prešov: Filozofická fakulta Prešovskej univerzity, 2015.

Foucault, M., *Fearless Speech*. Ed. J. Pearson. Los Angeles, Semiotext(e). Los Angeles 2001.

Foucault, M., *O genealogii etiky*. In: FOUCAULT, M., *Myšlení vnějšku*. Herrmann & Synové. Praha 2003. s. 265-298.

Foucault, M., *The Courage of the Truth (The Government of Self and Others II) – Lectures at the Collège de France 1983-1984*. Transl. Graham Burchell. Palgrave Macmillan. New York 2011.

Foucault, M., *The Hermeneutics of the Subject – Lecture at the Collège de France 1981-1982*. Transl. Graham Burchell. Picador. New York 2005.

Geuss, R., *Public Goods, Private Goods*. Princeton University Press. New Jersey 2001.

Goulet-Cazé, M.-O. – Goulet, R. (eds.) (1993): *Le Cynisme ancien et ses prolongements: Actes du Colloque International du CNRS (Paris 22 – 25 juillet 1991)*. Paris: CNRS, s. 359 – 381.

Goulet-Cazé, M.-O. (1986): *L'Ascèse Cynique: Un commentaire de Diogene Laërce VI 70 – 71. (Histoire des doctrines de l'antiquité classique, zv. 10.)* Paris: Vrin.

Husson, S., „Hl'adám človeka“: kynik a druhý. In: Karul, R., (ed.) *Subjektivita/intersubjektivita. Filozofický ústav SAV. Bratislava 2011. s. 160-170.*

Kramoliš, O., Diogenés „šilejícím Sókratem“. In: *Filozofický časopis 58 roč., 2010, č. 4.*

Branham, B., Goulet-Cazé, M.-O., (eds.), *The Cynics: The Cynic Movement from Antiquity and Its Legacy*. Berkeley and Los Angeles, University of California Press.

Branham, B., Goulet-Cazé, M.-O., (eds.), *The Cynics: The Cynic Movement from Antiquity and Its Legacy*. Berkeley and Los Angeles, University of California Press.

Rankin, H. D. (1986): *Anthisthenes Sokratikos*. Amsterdam: Hakkert.

Sayre, F.: *The Greek Cynics*. Baltimore: Furst, 1948.

Shea, L., *The Cynic Enlightenment. Diogenes in the Salon. Parallax: re-visions of culture and society*. The John Hopkins University Press. Baltimore 2010.

Sloterdijk, P., *Critique of Cynical Reason*. Transl. by M. Eldred. University of Minnesota Press. Minneapolis and London, 1987.

Sloterdijk, P. *Regeln für den Menschenpark. Ein Antwortschreiben zu Heideggers Brief über den Humanismus*. Frankfurt: Suhrkamp, 1999.

Sloterdijk, P. *Die Verachtung der Massen. Versuch über Kulturkämpfe in der modernen Gesellschaft*. Frankfurt am Main, 2000.

Sloterdijk, P. *Das Menschentreibhaus. Stichworte zur historischen und prophetischen Anthropologie*. Weimar, 2001.

Škvrnda, F.: *Bol Antisthenés pythagorovec? Filozofia, 2016, 71, č. 2, s. 96 – 106.*

Zelinová, Z.: *Kynická paideia alebo Antisthenés medzi Odyseom a Sókratom. Filozofia, 2016, 71, č. 2, s. 107 – 118.*

Нахов, И. М.: *Философия киников. Москва: Наука, 1982.*

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: Students will have at their disposal primary texts in scanned form.

Course evaluation

Total number of students evaluated: 25

A	B	C	D	E	FX
40%	0%	0%	0%	4%	56%

Lecturers: prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SOKR2/22	Course title: Socratics (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <i>Continuous evaluation: The student's activity in seminars is evaluated (0 - 20 points) and one separate presentation of the assigned topic, which the student prepares for the oral and later completes in writing form (0 - 80 points). The basic criterion for evaluating the written and oral presentation is the student's ability to identify in the primary text the parts that relate to individual problems, analyse these passages and develop their possible interpretation on the basis of the studied literature. The result of analytical and interpretive work should be the student's ability to integrate individual problems into the broader context of ancient thinking focused on the good life.</i> <i>Final evaluation: In total, the student can get a maximum of 100 points. Credits will not be awarded to students who earn less than 50 points.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course:

- *The student will gain an overview of the most important problems and characters of ancient philosophy*
- *The student will gain historical and systematic knowledge of ancient philosophy..*

Basic skills

After completing the course:

- Developing analytical thinking: *The student will learn to work with text, i.e. look for key terms in it, identify individual arguments, put them into context with other problems, etc.*
- Development of critical thinking: *Based on analytical work, the student is able to follow interpretive strategies that are applied by different interpreters to the same primary text.*
- Developing an independent approach: *The student will learn to critically evaluate individual interpretive performances with regard to the primary text and the context in which the individual interpreters incorporate it.*

Basic competences

After completing the course:

- Application of historical topics in the systematic area: *The student will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, thus changing forms of approaches to individual issues in different historical epochs - a systematic overview of historical topics can present in a didactic form.*
- Study context: *The student will gain a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing and existence, forms of bliss, etc.)*
- Independence: *The student is able to independently write a critical text based on the studied literature.*
- Criticality: *The student is able to apply and develop critical thinking in the personal and public spheres.*

Course content:

The course called Socratics is devoted to individual followers of Socrates, t. j. authors who develop Socrates' legacy. These include: Simón, Antisthenés, Aristippos, Aischinés, Platón, Xenofón. The student will get acquainted with the most important topics of Socratic literature, which address the basic issues (choice of life, coping with death, the relationship to the law, etc.). Part of the course is a historical sketch of the development of Socratic thinking.

Recommended literature:**Primary texts in Slovak and Czech translations:**

Aristofanés: Oblaky. Praha: Rezek, 1996.

Aristotelés: Etika Nikomachova. Bratislava: Nakladateľstvo Pravda, 1979.

Cicero, M. T.: Tuskulské rozhovory, Laelius o priateľstve a iné. Prel. E. Šimovičová, J. Bartosiewiczová, D. Škoviera. Bratislava, Tatran 1982.

Diogenes Laertios, Životopisy slávnych filozofov, zv. II. (6. kniha), prel. M. Okál, Bratislava 1954.

Giannantoni, G.: Socratis et Socraticorum Reliquiae. 4 zv. Elenchos 18. Napoli, Bibliopolis 1990 (grécke a latinské texty malých sokratovských škôl s poznámkami a komentárom v taliančine).

Platon: Dialógy. 3 zv. Prel. J. Špaňár. Bratislava, Tatran 1990.

Xenofón: Spomienky na Sokrata. Preklad E. Šimovičová. Bratislava : Tatran, 1970.

Xenofón: Vzpomínky na Sókrata. Prel. V. Bahník. Praha, Svoboda 1972 (ANTICKÁ KNIHOVNA 15).

Zlomky predsokratovských mysliteľů. Prel. Karel Svoboda. Praha, NČSAV 1962 (1944).

Zlomky starých stoikov, usporiadal a preložil M. Okál, Bratislava, Pravda 1983.

Interpretation literature:

Brancacci, A.: Oikeios logos (La filosofia del linguaggio di Antistene). C.N.R., Centro di studio del pensiero antico, Napoli: Bibliopolis, 1990.

Caizzi, F. D.: Antistene. In: Studi Urbinati di Storia, Filosofia e Letteratura, N. S., B. 38 (1/1964)

Canfora, L.: Dějiny řecké literatury. Praha, Koniasch Latin Press 2001.

Conte, G. B.: Dějiny římské literatury. Praha, Koniasch Latin Press 2003.

Dialóg, vědění, orientace. Zost. P. Rezková (alias P. Rezek). Praha, OIKOYMENH 1992.

Dodds, E. R.: Řekové a iracionálno. Prel. Ondřej Prokop. Praha, OIKOYMENH 2000.

Döring, K. Die Megariker. Kommentierte Sammlung der Testimonien (1972).

Ebert, T.: Sókratés jako Pythagorejec. Praha, OIKOYMENH 1999.

Field, G. C.: Plato and His Contemporaries, A Study in Fourth-Century Life and Thought. London: Butler and Tanner Ltd., 1967.

Fischer, J. L.: Příklad Sokrates. Praha, Lidové noviny 1994 (1. vyd.: Sokrates nelegendární. Praha, SPN 1965).

Giannantoni, G. & et all. (ed.): La tradizione socratica. Napoli, Bibliopolis 1995.

Giannantoni, G.: Dialogo e dialettica nei dialoghi giovanili di Platone. Dispensa universitaria, Università degli Studi di Roma, Facoltà di Lettere e filosofia, Anno academico 1962-63, Roma: Edizioni dell'Ateneo, 1963.

Gigon, O.: Sokrates. Sein Bild in Dichtung und Geschichte, Tübingen-Basil 1947.

Goulet-Cazé, Marie-Odile: L'Ascèse Cynique: Un commentaire de Diogene Laërce VI 70-71. (Histoire des doctrines de l'antiquité classique, zv. 10.) Paris, Vrin 1986 (analyzuje klúčové momenty Diogenovho morálneho myslenia).

Graeser, A.: Řecká filosofie klasického období. Prel. M. Petříček. Praha, OIKOYMENH 2000.

Graeser: Řecká filosofie klasického období (Sofisté Sókratés a sokratikové, Platón a Aristotelés). Praha: OIKOYMENH, 2000.

Guthrie, W. K. C.: Socrates. Cambridge, Cambridge University Press 1971.

Hegel, G. W. F.: Dějiny filosofie. zv. II. Prel. J. Cibulka & M. Sobotka. Praha 1961.

Idea, hypotéza a otázka. Pomfil 1. Zost. P. Rezek. Praha, OIKOYMENH 1991.

Irwin, Terence H.: Plato's Ethics. Oxford, Oxford University Press 1995.

Joël, K., *Der echte and der xenophontische Sokrates*. 3 zv. Berlin, Vol I, 1893; Vol. 2 a 3, 1901.

Kahn, Charles H.: *Plato and the Socratic Dialogue*. Cambridge, Cambridge University Press 1996.

Kalaš, A.; Suvák, V.: *Antisthenés*. Bratislava: Kalligram, 2010.

Kerferd, G. B.: *The Sophistic Movement*. Cambridge, Cambridge University Press 1981.

Kube, J.: *TECHNE und ARETE*. Berlin, de Gruyter 1969.

Mittelstrass, J.: *Pokus o výklad sókratovského dialogu*. In: *Dialog, vědění, orientace*. Zost. P. Rezek. Praha, OIKOYMENH 1992.

Montiglio, S.: *From Villain to Hero (Odysseus in Ancient Thought)*. Ann Arbor: The University of Michigan Press, 2011.

Navia, Luis E.: *Antisthenes of Athens: Setting the World Aright*. Westport & London, Greenwood Press 2000.

Nehamas, A.: *The art of living. Socratic reflections from Plato to Foucault*, Sather Classical Lecture 61, Berkeley/Los Angeles/London, University of California Press 1998.

Nemumann, F.: „Zdatnosť a techné v Platónových raných dialožiach.“ In: *Dialog, vědění, orientace*. Zost. P. Rezek. Praha, OIKOYMENH 1992.

Neumann, F.: *Über das Lachen und Studien über platonischen Sokrates*. Der Haag, Nijhoff 1971, str. 38 – 61 (interpretácia k Hippiovi Menšiemu).

Nikulin, D.: *Dialectic and Dialogue*. Stanford, Stanford University Press, 2011.

Nussbaum, Martha C.: *The fragility of goodness, Luck and ethics in Greek tragedy and philosophy*. Cambridge, Cambridge University Press 1986.

Patočka, J.: „Platón a popularizace.“ In: *Péče o duši I: Sebrané spisy Jana Patočky*. Zv 1. Praha, OIKOYMENH 1996.

Patočka, J.: *Negativní platonismus*. Praha, Československý spisovatel 1990.

Patočka, J.: *Platón*. Praha, SPN 1993.

Patočka, J.: *Sókratés*. Praha, SPN 1990.

Patzer, A.: *Antisthenes der Sokratiker*. Heidelberg (Dissertation), Marburg, 1970.

Rankin, H. D.: “Irony and Logic: The ἀντιλέγειν paradox and Antisthenes’ Purpose.” *L’Antiquité Classique*, Vol 43, Belgium: Imprimerie Marcel Istas, 1974, pp. 316-320.

Rankin, Herbert D.: *Antisthenes Sokratikos*. Amsterdam, Hakkert 1986.

Rombach, H.: *O pôvodu a bytnosti otázky*. In: *Idea a tretí muž*. Pomfil 10. Zost. P. Rezek. Praha, OIKOYMENH 1993.

Romeyer Dherbey, Gilbert (ed.): *Socrate et les socratiques. Études sous la dir. de Gilbert Romeyer Dherbey réunies et ed. par Jean-Baptiste Gourinat*. (Bibliothèque d'histoire de la philosophie : Nouvelle série.) Paris, Libr. Philos. Vrin 2001.

Roochnik, D.: *Of Art and Wisdom: Plato’s Understanding of Techne*. University Park, Pennsylvania State University Press 1996.

Suvák, V.: *Dejiny antickej etiky*. In: Gluchman, V. (zost.): *Dejiny etiky I. (Starovek až začiatok novoveku)*. Prešov, Acta Facultatis Philosophicae Universitatis Prešovensis 2003.

Suvák, V.: *Sofisti o spoločnosti*. In: Novosád, F., Smreková, D.: *Dejiny sociálneho a politického myslenia*. Bratislava: Kalligram, 2013, s. 44-55.

Suvák, V.: *Sokrates a sokratika I*. Prešov: FF PU 2017.

Vander Waerdt, P. A. (ed.): *The Socratic Movement*. Cornell University Press, Ithaca 1994.

Vlastos, G.: *Socrates: Ironist and Moral Philosopher*. Ithaca, Cornell University Press 1991.

Vlastos, G.: *Socratic Studies*. Cambridge, Cambridge University Press 1994.

Zeller, E.: *Die Philosophie der Griechen*. Zv. II., 1. časť: *Sokrates und die Sokratiker*. 5. vyd. Leipzig 1922.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: Students will have at their disposal primary texts in scanned form.

Course evaluation

Total number of students evaluated: 24

A	B	C	D	E	FX
42%	0%	0%	0%	4%	54%

Lecturers: prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/KYMOD/22	Course title: Modern Cynicism (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>The student's activity in seminars is evaluated (0 - 20 points) and one separate presentation of the assigned topic, which the student prepares for the oral and later completes in writing form (0 - 80 points). The basic criterion for evaluating the written and oral presentation is the student's ability to identify in the primary text the parts that relate to individual problems, analyse these passages and develop their possible interpretation on the basis of the studied literature. The result of analytical and interpretive work should be the student's ability to integrate individual problems into the broader context of ancient thinking focused on the good life.</i> <u>Final evaluation:</u> <i>In total, the student can get a maximum of 100 points. Credits will not be awarded to students who earn less than 50 points.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course:

- *The student will gain an overview of the most important problems and characters of ancient philosophy*
- *The student will gain historical and systematic knowledge of modern cynicism.*

Basic skills

After completing the course:

- Developing analytical thinking: *The student will learn to work with text, i.e. look for key terms in it, identify individual arguments, put them into context with other problems, etc.*
- Development of critical thinking: *Based on analytical work, the student is able to follow interpretive strategies that are applied by different interpreters to the same primary text.*
- Developing an independent approach: *The student will learn to critically evaluate individual interpretive performances with regard to the primary text and the context in which the individual interpreters incorporate it.*

Basic competences

After completing the course:

- Application of historical topics in the systematic area: *The student will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, thus changing forms of approaches to individual issues in different historical epochs - a systematic overview of historical topics can present in a didactic form.*
- Study context: *The student will gain a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing and existence, forms of bliss, etc.)*
- Independence: *The student is able to independently write a critical text based on the studied literature.*
- Criticality: *The student is able to apply and develop critical thinking in the personal and public spheres.*

Course content:

The course called Modern Cynicism deals with the basic topics of the historical development of the most popular school of the Socratics - cynicism - modernism and modern thinking. Among the basic protagonists of modern and modern cynicism: French Enlightenment (Diderot, Rousseau), Nietzsche, Foucault, Sloterdijk. All these authors return to the work of Diogenes, Kratett and other ancient cynics, and put the individual themes of cynicism into context with their own times (possibilities of freedom, criticism of politics, autonomy and self-sufficiency, possibilities of resistance, etc.). The course includes a historical sketch of the development of cynical thinking from antiquity to the present.

Recommended literature:

- Billerbeck, M. (ed.) *Die Kyniker in der modernen Forschung. Aufsätze mit Einführung und Bibliographie.* (Bochumer Studien zur Philosophie, zv. 15.) Amsterdam: Grüner, 1991.
- Branham, B., Goulet-Cazé, M.-O., (eds.), *The Cynics: The Cynic Movement from Antiquity and Its Legacy.* Berkeley and Los Angeles, University of California Press.
- Cepko, J. – Kalaš, A. – Suvák, V.: *Diogenis fragmenta / Diogenove zlomky.* Bratislava: Vydavateľstvo Univerzity Komenského, 2016.
- Cepko, J.: *Antisthenés a paideia. K sókratovskému modelu výchovy.* *Filozofia*, 2011, 66, č. 6, s. 535 – 544.
- Cepko, J.: *Diogenés v otroctve – Kto je pán a kto je otrok?* In: Sucharek, P. (ed.): *Sloboda a jej projekcie.* Prešov: Filozofická fakulta Prešovskej univerzity, 2012, s. 80 – 85.
- Cepko, J.: „Všetko patrí múdрым.“ *Blasfémia, alebo utópia?* *Filozofia*, 2016, 71, č. 2, s. 131 – 140.
- Desmond, W., *Cynics.* University of California Press. Berkeley and Los Angeles
- Detel, W., *Foucault and Classical Antiquity (Power, Ethics and Knowledge).* Transl.
- Diderot, D. *Rameauov synovec.* Bratislava: Slovenský spisovateľ 2012.
- Diogenés Laertios, *Životopisy slávnych filozofov.* Vydavateľstvo spolku slovenských spisovateľov, Bratislava 2007.
- Engberg-Pedersen, T., *Philosophy of the Self in the Apostle Paul.* In: REMES, P., Fischerová, S.: *Odyseus aneb hérós jako literární postava I. Souvislosti,* 2006, 3, s. 27 – 44.
- Fischerová, S.: *Odyseus aneb hérós jako literární postava II. Souvislosti,* 2006, 4, s. 48 – 63.
- Flachbartová, L.: *Vzťah medzi kynizmom a cynizmom.* *Filozofia*, 2011, roč. 66, č. 6, s. 522 – 534.
- Flachbartová, L.: *Diogenes of Sinope as Socrates mainomenos.* In: Suvák, V. (ed.): *Antisthenica Cynica Socratica.* Praha: OIKOYMENH, 2014, s. 308 – 350.
- Flachbartová, L.: *Kynické parrhesiastické praktiky. Diogenova performatívna múdrosť.* *Filozofia*, 2014, 69, 10, 835 – 846.
- Flachbartová, L.: *Kynizmus ako umenie života.* In: Sucharek, P. – Stáhel, R. (eds.): *Filozofia a umenie žiť.* Bratislava – Nitra: Slovenské filozofické združenie pri Slovenskej akadémii vied, Filozofická fakulta Univerzity Konštantína Filozofa v Nitre, 2014, s. 20 – 26.
- Flachbartová, L.: *Diogenovský kynizmus ako spôsob života.* Prešov: Filozofická fakulta Prešovskej univerzity, 2015.
- Foucault, M. *The Hermeneutics of the Subject – Lecture at the Collège de France 1981- 1982.* Transl. Graham Burchell. Picador. New York, 2005.
- Foucault, M. *On the Genealogy of Ethics: An Overview of Work in Progress.* In: *The Foucault Reader.* P. Rabinow (ed.) London: Penguin, 1991, 340 – 372.
- Foucault, M. *Dits et écrits (1954–1988).* Tome IV: 1980–1988. D. Defert – F. Ewald (eds.). Paris: Gallimard, 1994.
- Foucault, M. *Fearless Speech.* Ed. J. Pearson. Los Angeles, Semiotext(e). Los Angeles, 2001.
- Foucault, M. *L'Herméneutique du sujet: Cours au Collège de France, 1981–1982.* F. Gros (ed.). Paris: Seuil, 2001.
- Foucault, M. *Le courage de la vérité. Le gouvernement de soi et des autres II. Cours au Collège de France (1983–1984).* Paris: Gallimard/Seuil, 2002.
- Foucault, M. *O genealogii etiky* In: Foucault, M., *Myšlení vnějšku.* Herrmann & Synové. Praha, 2003. s. 265-298.
- Foucault, M. *Péče o sebe. Dějiny sexuality III.* Prekl. M. Petříček, L. Šerý a J. Fulka. Praha: Herrmann & synové, 2003.
- Foucault, M. *Užívání slasti. Dějiny sexuality II.* Prekl. K. Thein, N. Darnadyová a J. Fulka. Praha: Herrmann & synové, 2003.

Foucault, M. *The Courage of the Truth (The Government of Self and Others II) – Lectures at the Collège de France 1983-1984*. Transl. Graham Burchell. Palgrave Macmillan. New York, 2011.

Geuss, R. *Public Goods, Private Goods*. Princeton University Press. New Jersey, 2001.

Goulet-Cazé, M.-O. – Goulet, R. (eds.). *Le Cynisme ancien et ses prolongements: Actes du Colloque International du CNRS (Paris 22 – 25 juillet 1991)*. Paris: CNRS, 1993, s. 359 – 381.

Goulet-Cazé, M.-O. *L'Ascèse Cynique: Un commentaire de Diogene Laërce VI 70 – 71. (Histoire des doctrines de l'antiquité classique, zv. 10.)* Paris: Vrin, 1986.

Husson, S. „Hľadáť človeka“: kynik a druhý. In: Karul, R., (ed.)

Subjektivita/intersubjektivita. Filozofický ústav SAV. Bratislava. 2011, s. 160-170.

Nietzsche, F. *Fragmenty o nihilismu*. Prel. P. Kouba. *Filosofický časopis*, 1992, roč. 40, č. 4, s. 626–637.

Nietzsche, F. *Kritische Studienausgabe*. G. Colli – M. Montinari (eds.) Berlin: De Gruyter / München: Deutscher Taschenbuch Verlag, 1999.

Nietzsche, F. *Ecce homo. Jak se stát, čím kdo jsme*. Prel. O. Fischer. Olomouc: J. W. Hill, 2001.

Nietzsche, F. *Radostná věda*. Prel. V. Koubová. Praha: Aurora, 2001.

Rankin, H. D. *Anthisthenes Sokratikos*. Amsterdam: Hakkert, 1986.

Sayre, F. *The Greek Cynics*. Baltimore: Furst, 1948.

Shea, L. *The Cynic Enlightenment. Diogenes in the Salon. Parallax: re-visions of culture and society*. The John Hopkins University Press. Baltimore, 2010.

Škvrnda, F. *Bol Antisthenés pýthagorovec?* *Filozofia*, 2016, 71, č. 2, s. 96 – 106.

Sloterdijk, P. *Critique of Cynical Reason*. Transl. by M. Eldred. University of Minnesota Press. Minneapolis and London, 1987.

Sloterdijk, P. *Regeln für den Menschenpark. Ein Antwortschreiben zu Heideggers Brief über den Humanismus*. Frankfurt: Suhrkamp, 1999.

Sloterdijk, P. *Die Verachtung der Massen. Versuch über Kulturkämpfe in der modernen Gesellschaft*. Frankfurt am Main, 2000.

Sloterdijk, P. *Das Menschentreibhaus. Stichworte zur historischen und prophetischen Anthropologie*. Weimar, 2001.

Suvák, V. *Foucault: Od starosti o seba k estetike existencie a ešte d'alej*. Bratislava: Petrus, 2021.

Zelinová, Z. *Kynická paideia alebo Antisthenés medzi Odysseom a Sókratom*. *Filozofia*, 2016, 71, č. 2, s. 107 – 118.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: Students will have at their disposal primary texts in scanned form.

Course evaluation

Total number of students evaluated: 25

A	B	C	D	E	FX
40%	0%	0%	0%	4%	56%

Lecturers: prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF12/22	Course title: Aristotle, Nicomachean Ethics (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd , 1 th year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <i>Continuous evaluation: The student's activity in seminars is evaluated (0 - 20 points) and one separate presentation of the assigned topic, which the student prepares for the oral and later completes in writing form (0 - 80 points). The basic criterion for evaluating the written and oral presentation is the student's ability to identify in the primary text the parts that relate to individual problems, analyse these passages and develop their possible interpretation on the basis of the studied literature. The result of analytical and interpretive work should be the student's ability to integrate individual problems into the broader context of ancient thinking focused on the good life.</i> <i>Final evaluation: In total, the student can get a maximum of 100 points. Credits will not be awarded to students who earn less than 50 points.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course:

- *The student will gain an overview of the most important problems and characters of ancient philosophy*
- *The student will gain historical and systematic knowledge of ancient philosophy.*

Basic skills

After completing the course:

- Developing analytical thinking: *The student will learn to work with text, i.e. look for key terms in it, identify individual arguments, put them into context with other problems, etc.*
- Development of critical thinking: *Based on analytical work, the student is able to follow interpretive strategies that are applied by different interpreters to the same primary text.*
- Developing an independent approach: *The student will learn to critically evaluate individual interpretive performances with regard to the primary text and the context in which the individual interpreters incorporate it.*

Basic competences

After completing the course:

- Application of historical topics in the systematic area: *The student will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, thus changing forms of approaches to individual issues in different historical epochs - a systematic overview of historical topics can present in a didactic form.*
- Study context: *The student will gain a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing and existence, forms of bliss, etc.)*
- Independence: *The student is able to independently write a critical text based on the studied literature.*
- Criticality: *The student is able to apply and develop critical thinking in the personal and public spheres.*

Course content:

The course focuses on reading and interpreting the key themes of Aristotle's Nicomachean Ethics. The basic areas of the course are: critique of Plato's ideas, definition of eudaimony, understanding of ethics and dianoetics, three ways of life, problematization of pleasures, friendship.

Recommended literature:**Primary texts in Czech and Slovak translations:**

Antológia z diel filozofov. Zv. II. Od Aristotela po Plotina. Zost. J. Martinka. Bratislava, Pravda 1972.

Aristoteles: Etika Nikomachova. Prel. J. Špaňár. Bratislava, Pravda 1979.

Aristotelés: Metafysika. Prel. A. Kříž. Praha, J. Laichter 1946.

Diogenes Laertios: Životopisy slávnych filozofov. 2 zv. Prel. M. Okál. Bratislava, VSAV 1954.

Platon: Dialógy. 3 zv. Prel. J. Špaňár. Bratislava, Tatran 1990.

Interpretation literature:

Armstrong, A. H. (ed.): Filosofie pozdní antiky. Praha, OIKOYMENH 2002 (k novoplatonizmu, ranej patristike a Augustínovi).

Barnes, J.: Aristotelés. In: Hare & Barnes & Chadwick: Zakladatelé myšlení. Prel. K. Berka. Praha, Svoboda 1994.

Broadi, S. & Rowe C.: Aristotle's Nicomachean Ethics. Oxford: Oxford University Press 2002.

Graeser, A.: Řecká filosofie klasického období. Prel. M. Petříček. Praha, OIKOYMENH 2000.

Hutchinson, D. S. – Johnson, M. R.: Protreptic Aspects of Aristotle's Nicomachean Ethics. In: Polansky, R. (ed.): The Cambridge Companion to Aristotle's Nicomachean Ethics. Cambridge: Cambridge University Press, 2014, s. 383 – 409.

Jaeger, W., Aristotle: Fundamentals of the history of his development. Oxford, Clarendon Press 1948

Kraut (ed), The Blackwell Guide to Aristotle's Nicomachean Ethics. London: Routledge 2003.

Natali, C.: Aristotle: His life and school. Princeton: Princeton University Press, 2013.

Patočka, J.: Aristotelés. Praha, SPN 1992.

Politis, V.: Routledge Philosophy Guidebook to Aristotle and the Metaphysics. London: Routledge, 2004.

Ricken, F.: Antická filosofie. Olomouc, Nakladatelství Olomouc 1999.

Rowe, C. J.: The Eudemian and Nicomachean Ethics: A Study in the Development of Aristotle's Thought. Cambridge: Cambridge Philological Society 1971.

Stewart, J.: Notes on the Nicomachean Ethics of Aristotle. Oxford: Oxford University Press, 1892.

Suvák, V.: Dejiny etiky. In: Gluchman, V. (zost.): Dejiny etiky I. (Starovek až začiatok novoveku). Prešov, Acta Facultatis Philosophicae Universitatis Prešovensis 2003.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: Students will have at their disposal primary texts in scanned form.

Course evaluation

Total number of students evaluated: 35

A	B	C	D	E	FX
0%	0%	0%	0%	4%	56%

Lecturers: prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022
Approved by: <i>prof. Mgr. Vladislav Suvák, PhD.</i>

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSF13/22	Course title: Epicurus (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 1 th and 3 rd , 1 th and 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <i>Continuous evaluation: The student's activity in seminars is evaluated (0 - 20 points) and one separate presentation of the assigned topic, which the student prepares for the oral and later completes in writing form (0 - 80 points). The basic criterion for evaluating the written and oral presentation is the student's ability to identify in the primary text the parts that relate to individual problems, analyse these passages and develop their possible interpretation on the basis of the studied literature. The result of analytical and interpretive work should be the student's ability to integrate individual problems into the broader context of ancient thinking focused on the good life.</i> <i>Final evaluation: In total, the student can get a maximum of 100 points. Credits will not be awarded to students who earn less than 50 points.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course:

- *The student will gain an overview of the most important problems and characters of ancient philosophy*
- *The student will gain historical and systematic knowledge of ancient philosophy.*

Basic skills

After completing the course:

- Developing analytical thinking: *The student will learn to work with text, i.e. look for key terms in it, identify individual arguments, put them into context with other problems, etc.*
- Development of critical thinking: *Based on analytical work, the student is able to follow interpretive strategies that are applied by different interpreters to the same primary text.*
- Developing an independent approach: *The student will learn to critically evaluate individual interpretive performances with regard to the primary text and the context in which the individual interpreters incorporate it.*

Basic competences

After completing the course:

- Application of historical topics in the systematic area: *The student will gain a systematic view of historically accepted problems and a general overview of historical changes in thinking, thus changing forms of approaches to individual issues in different historical epochs - a systematic overview of historical topics can present in a didactic form.*
- Study context: *The student will gain a basic awareness of systematic disciplines (theory of knowledge, metaphysics, ethics, etc.), which are based on different historical forms of solving individual problems (understanding the truth, approaches to the difference of existing and existence, forms of bliss, etc.)*
- Independence: *The student is able to independently write a critical text based on the studied literature.*
- Criticality: *The student is able to apply and develop critical thinking in the personal and public spheres.*

Course content:

The course focuses on reading and interpreting the preserved fragments of Epicurus and his school. The basic areas of the course are: Epicurus physics, Epicurus gods, Epicurus canonics, understanding ethics in relation to the physics and canonics, definition of eudaimony, problematization of pleasure and pain, classification of pleasures, friendship.

Recommended literature:**Primary texts in Czech and Slovak translations:**

Antológia z diel filozofov. Zv. II. Od Aristotela po Plotina. Zost. J. Martinka. Bratislava, Pravda 1972.

Diogenes Laertios: Životopisy slávnych filozofov. 2 zv. Prel. M. Okál. Bratislava, VSAV 1954.
Epikuros: O šťastnom živote. Podľa Usenerovej zbierky prel. M. Okál. Bratislava, Pravda 1989.

Interpretation literature:

Bailey, C. *Epicurus: The Extant Remains*, Oxford, 1926.

Castner, C. J. *A Prosopography of Roman Epicureans*, Frankfurt, 1988.

Gillespie, S. & Hardie, P. (eds) (2007) *The Cambridge Companion to Lucretius*, Cambridge

Jones, H. *The Epicurean Tradition*, London, 1989.

Long, A. A.: *Hellénistická filosofie. Prel. P. Kolev. Praha, OIKOYMENH, 2003.*

Mitsis, P. *Epicurus' Ethical Theory: the Pleasures of Invulnerability*, Ithaca and London, 1988.

O'Keefe, T. *Epicurus on Freedom*, Cambridge, 2005.

Preuss, P. *Epicurean Ethics: Katastematic Hedonism*, Lewiston, 1994.

Rist, J. M. *Epicurus. An Introduction*, Cambridge, 1972.

Suvák, V.: *Dejiny etiky. In: Gluchman, V. (zost.): Dejiny etiky I. (Starovek až začiatok novoveku). Prešov, Acta Facultatis Philosophicae Universitatis Prešovensis, 2003.*

Usener, H. *Epicurea*, Leipzig. Repr. Stuttgart 1966

Warren, J.: *The Cambridge Companion to Epicureanism*. Cambridge: Cambridge University Press, 2009.

Language which is necessary to complete the course: Slovak, Czech, one world language (English, German, French or Russian)

Notes: Students will have at their disposal primary texts in scanned form.

Course evaluation

Total number of students evaluated: 35

A	B	C	D	E	FX
0%	0%	0%	0%	4%	56%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.; prof. Mgr. Vladislav Suvák, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/VPF09/22	Course title: Kant's Philosophy of Man and History in the Context of 18 th Century Thinking (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th and 6 th , 2 nd and 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Course is ended with continuous evaluation. During the semester, the student will present an oral presentation on the assigned topic, which will be evaluated (evaluation in the range of 0-25 points). At the end of the semester, he / she submits a seminar paper in written form according to the criteria set out in the syllabi (assessment in the range of 0-30 points). Activity at seminars is also evaluated (evaluation in the range of 0-25 points). For each seminar, the student submits written notes to the studied literature (evaluation in the range of 0-2 points for each seminar, a maximum of 20 points in total).</i> Classification: <i>A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- *characterize the broader historical, cultural and social context of the 18th century.*

Basic skills

After completing the course the student is able to:

- *compare Kant's philosophy of man and history with the concepts of Enlightenment philosophers in France and Great Britain*
- *present an understanding approach to the various initiatives of philosophers of the 18th century, especially to their practical views*
- *define the theory of progress and its main representatives*
- *prepare a written work, which will include the analysis of source texts and comparison of basic interpretations (including the ones written in a foreign language).*

Basic competences

After completing the course the student is able to:

- *present the acquired knowledge and gained experience in a verbal form.*
- *process the acquired knowledge into a professional philosophical text.*
- *independently obtain other relevant information in favor of the growth of his / her philosophical competencies.*
- *develop critical thinking in personal and social life as well as scientific practice.*

Course content:

- *The concept of philosophy of history during the Enlightenment.*
- *French and Scottish Enlightenment (Hume, Ferguson, Smith).*
- *Theory of progress.*
- *Kant's model of philosophy of history and its place in the whole of philosophizing.*
- *The principle of human self-creation as a fundamental starting point for his thoughts.*
- *Metaphysics of history - a new direction of Kant's criticism.*
- *Historical process - cultivation, civilization and moralization.*
- *Civil society. Good man vs. good citizen.*
- *The goal of history - general world civil status as a regulatory principle of reason.*

Recommended literature:

Anderson-Gold, S., 2000. *Unnecessary Evil: History and Moral Progress in the Philosophy of Immanuel Kant*. New York: State University of New York Press.

Belás, L., 2006. *Dejiny a politika. Príspevok ku Kantovmu filozofickému vývoju*. Prešov: Filozofická fakulta PU.

Belás, L., 1998. *Dejinný rozmer filozofie osvietenstva*. Prešov: MANACON.

Belás, L. - Andreanský, E. - Zákutná, S. (eds.), 2011. *Návraty ku Kantovi*. Prešov: Filozofická fakulta PU.

Cassirer, E., 1973. *Die Philosophie der Aufklärung*. Tübingen.

Deligiorgi, K., 2005. *Kant and the Culture of Enlightenment*. New York: State University of New York Press.

Ferguson, A., 1995. *An Essay on the History of Civil Society*. Cambridge University Press.

Hume, D., 1987. *Essays Moral, Political, Literary*. Indianapolis: Liberty Fund.

Im Hof, U., 2001. *Evropa a osvícenství*. Praha: Nakladatelství Lidové noviny.

Kant, I., 1996. *K večnému mieru*. Bratislava: Archa.

Kant, I., 2013. *Studie k dějinám a politice*. Eds. Sobotka M. a Novotný, K. Praha: OYKOYMENH.

Klemme, H. E. (ed.), 2000. *Reception of the Scottish Enlightenment in Germany. Six Significant Translations, 1755-1782*. Bristol: Thoemmes Press.

Koslowski, P., 2005. *The Discovery of Historicity in German Idealism and Historicism*. Berlin, Heidelberg: Springer-Verlag.

Oz-Salzberger, F. 2008. *Ferguson's Politics of Action*. In: Heath E. – Merolle V. (eds.) *Adam Ferguson: History, Progress and Human Nature*. London: Pickering & Chatto 2008, s. 147 – 156.

Rousseau, J. J., 1989. *Rozpravy*. Praha: Svoboda.

Smith, A., 1984. *The Theory of Moral Sentiments*. Indianapolis: Liberty Fund.

Smith, A., 2001. *Pojednání o podstatě a původu bohatství národů*. Praha: Liberální institut.

Yovel, Y., 1980. *Kant and the Philosophy of History*. Princeton, New Jersey: Princeton University Press.

Zákutná, S., 2013. *Kantova idea svetoobčianstva v kontexte politického myslenia Európy 18. storočia*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.

Zákutná, S., 2014. *Kapitoly z dejín filozofie. Škótske osvietenstvo*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.

Language which is necessary to complete the course: Slovak and one world language

Notes: Students will have at their disposal primary texts in scanned form.

Course evaluation

Total number of students evaluated: 10

A	B	C	D	E	FX
50%	20%	10%	0%	0%	20%

Lecturers: doc. Mgr. Sandra Zákutná, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/VPFX52/22	Course title: Models of man and society in Renaissance philosophy (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 3 rd and 5 th , 2 nd and 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Continuous evaluation</i> • <i>Evaluation is based on the overall work of the student during the semester (20 points) and on the seminar work (30 points). The overall evaluation contains the sum of points from both mentioned areas of the student's activities.</i> • <i>To be awarded a continuous evaluation (ph), the student needs to obtain at least 25 points during the semester for 3 credits.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, define the issue, compare, assess and propose a solution to the issue; independent work is expected in the choice of methodology, approach and method of solution.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- gain a basic overview of the cultural and political history of the Italian Renaissance
- characterize the types of Renaissance characters and their specific characteristics and thinking.

Basic skills

After completing the course the student is able to:

- acquire the ability to monitor the formation and change of individual models of Renaissance man;
- identify the fundamental differences between the medieval and renaissance man.
- define which specific Renaissance specifics in cultural, political and everyday life have survived in the forms to date.

Basic competences

After completing the course the student is able to:

- identify the renaissance elements in the area of civilization
- understand the complexity of the Renaissance man as a new model
- actively discuss and present his / her opinion in written and oral form.

Course content:

Renaissance man

Ruler

Hall

Cardinal

Philosopher and mage

Buyer and banker

Artist

Woman in the renaissance

Recommended literature:

Campanella, T., 1979. *Sluneční stát*. Praha: MLADÁ FRONTA.

Garin, E. a kol., 2003. *Renesanční člověk a jeho svět*. Praha: Vyšehrad.

Hankins, J., (vyd.). 2021. *Renesanční filosofie*. Praha: OIKOYMENH.

Machiavelli, N., 2012. *Florentské dejiny*. Martin: TESTIS.

Machiavelli, N., 1992. *Vladár. Úvahy o prvej dekáde Tita Livia. Vojenské umenie*. Bratislava: TATRAN.

Montaigne de, M., 2007. *Eseje*. Bratislava: Vydavateľstvo SSS.

Rotterdamský, E., 1986. *Chvála bláznivosti*. Praha: MLADÁ FRONTA,

Seilerová, B., 1999. *O dôstojnosti človeka. Odkaz Giovanniho Pica della Mirandola*. Bratislava: IRIS.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide the primary and interpretive literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 5

A	B	C	D	E	FX
60%	20%	0%	0%	0%	0%

Lecturers: *doc. Mgr. Peter Kyslan, PhD.*

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/VPFX51/22	Course title: Man, the world and culture in the embodiment of modern philosophy (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th and 6 th , 2 nd and 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <i>The course is completed by an evaluated credit. During the semester, the student processes, presents at the seminar and submits a seminar paper selected on the basis of suggestions from one work, which will be the subject of reading during seminar meetings. Range of 10 standard pages.</i> <u>Evaluation of seminar papers:</u> 1) Stylization + reasoned division of the text (syllabus) 1-2-3 points; 2) Correspondence of the topic and content of the work 1-2-3 points; 3) Clarification of basic concepts 1-2-3 points .; 4) Scope of work + correct citation 1-2-3 points; 5) Analytical approach used 1-2-3 points. Maximum number of points 15, minimum 5. At 10 points and more the student does not have to rework the seminar paper. At 5-9 points the student must rework the seminar paper due to critical remarks. The student is obliged to submit the reworked work no later than the end of the teaching part of the semester. Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- *characterize the modern human model as an active and active being who builds his second home by leaving nature;*
- *describe the fact that in the 18th century the concepts of culture and history, in which man introduces himself as a creator of himself, are gradually being created and subsequently codified;*
- *recognize the tendencies of shaping the discourse in question in another European intellectual space (e.g. Russian);*
- *explain and justify in his / her own words the importance of the study of this philosophy in its transcendences to the present in the formation of European and world culture;*

Basic skills

After completing the course the student is able to:

- *explain in his / her own words the main theses in grasping man by modern thinking;*
- *generalize modern human models;*
- *evaluate the effects of modern conceptualizations on the further formation of philosophical thinking;*
- *evaluate and justify the issue of criticism of culture in the context of the study of the historical-philosophical process;*

Basic competences

After completing the course the student is able to:

- *organize, plan and allocate resources;*
- *work with other people;*
- *formulate his / her opinion on the considered issue, which is based on the line of evaluation of the philosophical relationship between the thinkers of this period*
- *evaluate information;*
- *work with data and prepare information;*

Course content:

The course presents human-world interaction frameworks in a noetic version. It represents a modern emancipation project in the grasp of culture, state and law. It deals with the socio - theoretical and general - civilization project of the modern age and also its reception in the Russian environment. It presents a new conception of man as well as history and culture as new concepts of self-determination and self-interpretation of man. It focuses on the beginnings of philosophical critique of culture.

Recommended literature:

Bacon, F., 1974. *Nové organon*. Praha: Nakladatelství Svoboda.
 Descartes, R., 1992. *Rozprava o metodě*. Praha: Nakladatelství Svoboda.
 Hobbes, T., 2010. *O člověku*. Bratislava: Kalligram.
 Hobbes, T., 2011. *Leviatan*. Bratislava: Kalligram.
 Guardini, R., 1992. *Konec novověku*. Praha: Vyšehrad.
 Huizinga, J., 2000. *V stínech zítřka*. Praha: Paseka.
 Sobotka, M. a K. Novotný eds. 2013. *Studie k dějinám a politice*. Praha: Oikymenh.
 Kant, I., 2004. *Základy Metafyziky mravov*. Bratislava: Kalligram.
 Röd, W., 2004a. *Novověká filosofie. I*. Praha: Oikymenh.
 Röd, W., 2004b. *Novověká filosofie. II*. Praha: Oikymenh.
 Simmel, G., 2003. *O podstatě kultúry*. Bratislava: Kalligram.
 Spinoza, B., 1986. *Etika*. Bratislava: Pravda.
 Florovskij, G. V., 2015. *Cesty ruské teologie*. Olomouc: Refugium Velehrad-Roma.
 Meň, A. I., 2005. *Ruská náboženská filozofia*. Bratislava: Kalligram.
 Šafin, J., 2005. *Sofia v dejinách: fragmenty z dejín učenia o Sofii*. Prešov: Pravoslávna bohoslovecká fakulta.
 Walicki, A., 2005. *An outline of the Russian Thought from the Enlightenment to the Religious and Philosophical Renaissance*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
 Марчевски, О., 2021. *Кантана Вопросы философии*. In: *Вопросы философии*. № 8, с. 197- 209.
 Marchevský, O., 2020. *Kant v Rusku (ne) milovaný*. Červený Kostelec: Pavel Mervart.
 Marchevský, O., 2017. *Otázky ruskej filozofie*. Prešov: Prešovská univerzita v Prešove.
 Marchevský, O., 2019. *Myslenie osvietenstva a ruská intelektuálna identita*. In: *Annales Scientia Politica*. No. 2. s. 6-27.
 Zeňkovskij, V. V. 2011. *Pravoslávie a ruská kultúra*. In: Komorovský, J. ed. *Vladimír Sergejevič Solovjov a ruská náboženská filozofia*. Košice: Byzant 2011, s. 343 – 364.

Language which is necessary to complete the course: Slovak, Czech

Notes: -

Course evaluation

Total number of students evaluated: 3

A	B	C	D	E	FX
75%	25%	0%	0%	0%	0%

Lecturers: doc. Mgr. Ondrej Marchevský, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSDFSC/22	Course title: Text Seminar on the History of Philosophy in Slovakia and the Czech Republic (Compulsory optional subject)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course ends with an evaluated credit. During the semester, the student performs in seminars with his interpretation of the selected philosophical text from the field of Slovak or Czech philosophy and presents selected philosophical personalities.</i> Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	
Learning outcomes: Basic knowledge <i>After completing the course the student is able to:</i> • <i>define the basic periods of philosophical thinking in Slovakia and the Czech Republic</i> • <i>characterize the most important characters of Slovak and Czech philosophy</i> • <i>characterize the receptions of European philosophy in Slovakia and the Czech Republic.</i> Basic competences <i>After completing the course the student is able to:</i> • <i>present his / her abilities of creative interpretation of source philosophical literature.</i>	

Course content:

The beginnings of religious-philosophical thinking in literary monuments from the period of Great Moravia.

Philosophical thinking in Slovakia and the Czech Republic in the period of Reformation and Counter-Reformation.

"Prešovská škola" and "Trnava University" in the 17th and 18th centuries.

Enlightenment philosophy in Slovakia and the Czech Republic.

Response of Herder's and Kant's philosophy in Slovakia.

Slovak and Czech Hegelianism and antihegelianism.

Response to Nietzsche's philosophy in Slovakia and the Czech Republic.

Positivism in Slovakia and the Czech Republic.

Religious philosophy in Slovakia and the Czech Republic.

Philosophy of Ján Patočka.

Recommended literature:

Kolektív, 1987. Dejiny filozofického myslenia na Slovensku I. Bratislava: VEDA.

Kolektív, 1998. Dejiny filozofie na Slovensku v XX. storočí. Bratislava: INFOPRESS.

KRAL, J., 1937. Československá filozofie. Praha.

BEDNÁŘ, M, 1996. České (filozofické) myšlení. Praha..

DUPKALA, R., 2001. Reflexie európskej filozofie na Slovensku. Michalovce: Media Group.

DUPKALA, R., 1999. Prešovská škola. Filozofia na ev. kolégiu v Prešove. Prešov.

DUPKALA, R., 2000. Štúrovci a Hegel. Prešov, II. vydanie.

Antologie z dějin českého a slovenského filozofického myšlení. (Do r. 1848). Praha 1981.

Antologie z dějin českého a slovenského filozofického myšlení. (Po r. 1848). Praha 1989.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 1

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

Lecturers: Dr. h. c. prof. PhDr. Rudolf Dupkala, CSc.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/ETPDF/22	Course title: Ethical issues in the history of philosophy (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 3 rd and 5 th , 2 nd and 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <i>The course is completed by an evaluated credit. During the semester, the student processes, presents at the seminar and submits a seminar paper selected on the basis of suggestions from one work, which will be the subject of reading during seminar meetings. Range of 10 standard pages.</i> <u>Evaluation of seminar papers:</u> 1) Stylization + reasoned division of the text (syllabus) 1-2-3 points; 2) Correspondence of the topic and content of the work 1-2-3 points; 3) Clarification of basic concepts 1-2-3 points .; 4) Scope of work + correct citation 1-2-3 points; 5) Analytical approach used 1-2-3 points. Maximum number of points 15, minimum 5. At 10 points and more the student does not have to rework the seminar paper. At 5-9 points the student must rework the seminar paper due to critical remarks. The student is obliged to submit the reworked work no later than the end of the teaching part of the semester. Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- identify basic concepts in the field of ethics and moral philosophy;
- define the process of development of individual ethical issues in the history of philosophy;
- characterize the central problematic positions in selected texts in the context of ethics and moral philosophy;
- describe and classify the argumentation apparatus used by the author;

Basic skills

After completing the course the student is able to:

- clarify and give examples of the application of the principles of ethical and moral evaluation in various areas of human social activity;
- demonstrate and give examples of applied ethical theories;
- appreciate the prospects for the use of text formats;
- state the importance of reflecting the ethical dimension of human action;

Basic competences

After completing the course the student is able to:

- process and format bibliographic data according to standardized standards
- plan and allocate resources;
- organize work with resources;
- respect and understand the conditionality of the use of the formats in question;
- work with technologies in functional modalities;

Course content:

Epicurean ethics.

Sv. Augustine as a representative of medieval moral philosophy.

Machiavelli and Machiavellism as problems of the history of ethical thinking.

Renaissance thinking in matters of human freedom.

The difference of morals in the work of T. Hobbes.

Immanuel Kant and the Problem of Moral Politics and Political Moralism.

Dostoevsky in reflections on spirituality and faith as ethical categories.

Philosophy and its confrontation with political power and the power of public opinion.

Ethical issues from the perspective of analytical philosophy.

Man, body, nature as problems of applied ethics.

Recommended literature:

Augustinus, A., 1977. Vyznania. Bratislava: Lúč.

Machiavelli, N., 1968. Vladár. Bratislava: Tatran.

Hobbes, T., 2011. Leviatan. Bratislava: Kalligram.

Kant, I., 1996. K večnému mieru. Bratislava: Archa.

Dostojevskij, F. M., 2004. Bratři Karamazovi. Praha: Academia.

Berlin, I. ed. 1993. O slobode a spravodlivosti. Liberalizmus dnes. Bratislava: Archa.

Borneman, E., 1993. Encyklopedie sexuality. Praha: Victoria publishing.

Marchevský, O., 2020. Kant v Rusku (ne) milovaný. Červený Kostelec: Pavel Mervart.

Marchevský, O., 2017. Otázky ruskej filozofie. Prešov: Prešovská univerzita v Prešove.

Marchevský, O., 2016. Matej Szlávik's analysis of Kant's moral philosophy. In: Con-Textos Kantianos: international journal of philosophy. No. 4. p. 147-157.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: *doc. Mgr. Ondrej Marchevský, PhD.*

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/OTRUF/22	Course title: Questions of Russian philosophy (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd and 4 th , 1 th and 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <i>The course is completed by an evaluated credit. During the semester, the student processes, presents at the seminar and submits a seminar paper selected on the basis of suggestions from one work, which will be the subject of reading during seminar meetings. Range of 10 standard pages.</i> <u>Evaluation of seminar papers:</u> 1) Stylization + reasoned division of the text (syllabus) 1-2-3 points; 2) Correspondence of the topic and content of the work 1-2-3 points; 3) Clarification of basic concepts 1-2-3 points .; 4) Scope of work + correct citation 1-2-3 points; 5) Analytical approach used 1-2-3 points. Maximum number of points 15, minimum 5. At 10 points and more the student does not have to rework the seminar paper. At 5-9 points the student must rework the seminar paper due to critical remarks. The student is obliged to submit the reworked work no later than the end of the teaching part of the semester. Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- *characterize the peculiarities of the Russian philosophical and intellectual space in comparison with the contemporary context of the philosophy of European provenance;*
- *gain an overview of the most important topics of Russian philosophy;*
- *define and interpret in his / her own words the basic concepts of Russian philosophical discourse;*
- *characterize, classify and give examples of selected problematic issues related to individual schools, currents and dominant tendencies of the Russian philosophy;*
- *reproduce the importance of the study of Russian philosophy and thought in the present;*
- *recognize evaluative opinions in relation to selected problems and motives that Russian thinkers capture in their works;*

Basic skills

After completing the course the student is able to:

- *formulate in his / her own words the contemporary contexts of the formation of Russian philosophy;*
- *determine the starting points and specifics of shaping the thinking of the provenance in question;*
- *clarify the reasons for resignation for translating certain terms of Russian philosophy itself into foreign languages;*
- *can justify the key issues of current research in the history of Russian philosophy;*
- *determine the starting points and specify the relations between selected motifs of Russian philosophy and its interaction with other European thinking;*

Basic competences

After completing the course the student is able to:

- *work with text, t. j. look for key terms in it, identify individual arguments, put them into context with other problems;*
- *evaluate information;*
- *understand the complexity of relationships within broader contemporary contexts and their metamorphoses;*
- *respect the diversity of attitudes;*
- *obtain information;*
- *present the results of their critical reading of selected works at seminar meetings.*

Course content:

The course *Questions of Russian Philosophy* as a course of propaedeutic character in the study of Russian philosophy maps the place of Russian philosophy in the context of philosophical thinking in Europe. It presents Russian philosophical thinking as an expression of the difference of reasoning in form, foundations and content. It deals with the characteristics of the basic systematically comprehensible attributes of this thinking, such as its religiosity, anthropocentrism, literary nature, ontologism, focus on issues of philosophy of history, non-academic or inseparability of philosophical considerations from real social practice. It also focuses on the peculiarities of Russian thinking, such as the phenomenon of so-called intellectual duplicates or difficult-to-translate expressions such as “sobornost” (соборность), “obščestvennaja mysle” (общественная мысль).

Recommended literature:

Cassin, B., 2014. *Dictionary of untranslatables a philosophical lexicon*. Princeton: Princeton University Press.

Čaadajev, P. J., 1987. *Filozofické listy. Apologie bláznova*. Praha: Odeon.

Frank, S. L., 2010. *Člověk a realita. Metafyzika lidského bytí*. Olomouc: Refugium Velehrad-Roma.

Florovskij, G. V., 2015. *Cesty ruské teologie*. Olomouc: Refugium Velehrad-Roma.

Dostojevskij, F. M., 1994. *Dvojník*. Bratislava: Citadela.

Dudinský, V., 2002. *Antropokozmické motívy ruskej filozofii*. Prešov: ManaCon.

Gajewski, A., 1997. *Rusko a kříž*. Praha: Česká křesťanská akademie.

Losskij, N. O., 2000. *Filozofia intuitivizmu*. Poprad: Christiania.

Marchevsky, O., 2020. *Problem of Intellectual Doubles in contemporary research of Russian history of philosophy (an example of Russian narodism)*. In: *RUDN journal of philosophy*. No. 2, p. 181-185.

Meň, A. I., 2005. *Ruská náboženská filozofia*. Bratislava: Kalligram.

Šafin, J., 2005. *Sofia v dejinách: fragmenty z dejín učenia o Sofii*. Prešov: Pravoslávna bohoslovecká fakulta.

Walicki, A., 2005. *An outline of the Russian Thought from the Enlightenment to the Religious and Philosophical Renaissance*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.

Андреевский, А. П. ed. 2004. *Всенирная философия*. Минск: Харвест.

Маслин, М. А., 2013. *Русская философия как диалог мировоззрений*. In: *Вопросы философии*. № 1, с. 5-42.

Мархевски, О., 2021. *Кантана Вопросов философии*. In: *Вопросы философии*. № 8, с. 197-209.

Marchevský, O., 2020. *Kant v Rusku (ne) milovaný*. Červený Kostelec: Pavel Mervart.

Marchevský, O., 2017. *Otázky ruskej filozofie*. Prešov: Prešovská univerzita v Prešove.

Zeňkovskij, V. V., 2011. *Pravoslávie a ruská kultúra*. In: Komorovský, J. ed. *Vladimír Sergejevič Solovjov a ruská náboženská filozofia*. Košice: Byzant, s. 343 – 364.

Бурлака, Д. К., 2012. *Серия «Русский Путь: pro et contra» как метод систематизации и распространения гуманитарного знания*. In: *Вестник Российского гуманитарного научного фонда*. №. 3, с. 212 – 218.

Егоров, В. Ф., 2007. *Российские утопии: исторический путеводитель*. Санкт-Петербург: Искусство-СПБ.

Language which is necessary to complete the course: Slovak, Czech and one world language (English, German, French or Russian).

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: doc. Mgr. Ondrej Marchevský, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/NETFI/22	Course title: Netflix and Philosophy (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>continuous evaluation</i> • <i>The student needs to obtain at least 25 points to be awarded a credit evaluation and an exam.</i> • <i>Evaluation is based on the overall work of the student during the semester (20 points) and on the seminar work (30 points). The final evaluation contains the sum of min points from both mentioned areas of the student's activities.</i> <i>The task of the seminar work is to demonstrate the ability to work independently with literature, definition of methodological issues, comparison, assessment and proposals for solving the problem; a separate choice of approach methodology and solution is envisaged; work is presented at the seminar.</i>	
Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student:

- *acquires orientation in philosophical problems and approaches to the study of everyday reality from the perspective of contemporary serial production (Netflix, HBO);*
- *acquires the ability to concisely and clearly define the basic assumptions of the ideological currents of consumer society;*

Basic skills

After completing the course:

- Developing analytical thinking: *The student will learn to work with video and text, t. j. identify key problems, identify individual arguments, put them in context with other problems, etc.*
- Developing critical thinking: *Based on the analytical work with the image, the student is able to follow the interpretive strategies that the creators of the series apply to a specific problem.*

Basic competences

After completing the course the student:

- Application of historical topics in the systematic area: *will gain a systematic view of the problems and a general overview of historical changes in thinking, i.e. on the changing forms of approaches to individual issues in different historical epochs - a systematic overview of historical topics can be presented in a didactic form.*
- Study context: *will gain a basic awareness of the related application strategies of philosophical study.*
- *The student is able to evaluate the central themes of contemporary serial production (concentrating on these issues is the most effective way to focus on the critical vocabulary used in social theory and criticism);*
- Criticality: *is able to apply and develop critical thinking in the personal and public spheres;*
- *has the prerequisites for further (self) study and development of knowledge.*

Course content:

- *forms of love and sexuality;*
- *Was Mr. Orwell right about everything?;*
- *where are the boundaries between dream and reality ?;*
- *(impossible) revolution and corporate America;*
- *hacking and possible worlds;*
- *what can horror teach us?;*
- *what can science fiction teach us?;*
- *what can the criminal scenario teach us?;*
- *Can Netflix series and movies be seen as new, non-text philosophical material?*

Recommended literature:

Sucharek, P. Bricolage 44. Levoča: Modrý Peter 2020.

Pattel, R.K. Cyrus, 2021. Lucasfilm: Filmmaking, Philosophy, and the Star Wars Universe. London: Bloomsbury Academic;

Anderson, W., 2021. Film, Philosophy and Religion. Vernon Press;

Karofsky, A., 2014. Philosophy through Film. NY: Routledge;

Deleuze, G., 2006. Film 2. Obraz-čas. Praha: Národní filmový archiv;

Tarkowski, A., 2009. Zapečetěný čas. Příbram, Světá hora: Camera obscura;

Hastings, R., 2020. No Rules Rules: Netflix and the Culture of Reinvention. Boston: Penguin Books

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide primary and interpretation literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: doc. Mgr. Pavol Sucharek, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/ORIFI/22	Course title: Oriental Philosophy (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 3 rd and 5 th , 2 nd and 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>continuous evaluation</i> • <i>The student needs to obtain at least 25 points during the semester to pass the exam.</i> • <i>Evaluation is based on the overall work of the student during the semester (20 points) and on the seminar work (30 points). The final evaluation contains the sum of min points from both mentioned areas of the student's activities.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, definition of methodological issues, comparison, assessment and proposals for solving the problem; a separate choice of approach methodology and solution is envisaged; work is presented at the seminar.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student:

- gains a clear idea of the structural problems in the field of oriental philosophy;
- gains basic historical and systematic knowledge about the philosophical background of canonical texts of oriental thinking.

Basic skills

After completing the course:

- Developing analytical thinking: The student is able to distinguish between Chinese, Indian, Japanese, Korean, Tibetan and Islamic philosophies.
- The student is able to evaluate the central paradigms and the resulting problems of Eastern thinking (concentrating on these problems is the most effective way to focus on the critical vocabulary used in current interpretive approaches).

Basic competences

After completing the course the student is able to:

- explain and functionally use the basic concepts of oriental philosophy in the commentary
- explain the actuality of oriental philosophy for contemporary thinking
- analyse the basic writings of India and China (Tao-te-Ting - Confucius Conversations, Bhagavad Gita - I-ting - Diamond Sutra - Tibetan Book of the Dead).

Course content:

- Hinduism - Vedas and sastras
- Hinduism - Mahabharatha and Bhagavadgita, Puranas
- Jainism and Buddhism - Suttapitaka
- Indian and Chinese Buddhism - Jataky, I-ting
- Buddhism - Diamond Sutra
- Buddhism - Sutra of the heart
- Japanese and Korean Buddhism - Zen Buddhism in the West (Kodó Sawaki and D.T. Suzuki)
- Taoism - Lao'ce - Zhuangzi
- Meditation and / as metaphysical practice and current neuroscientific research (Dalai Lama)

Recommended literature:

- Král, O., 2005. *Čínská filozofie. Pohled z dějin*. Lásenice: Maxima;
- Cheng, A., 2006. *Dějiny čínského myšlení*. Praha: DharmaGaia;
- I-ting, 1995. *Kniha proměn*. Lásenice: Maxima;
- Král, O., 1994. *Kniha mlčení. Texty staré Číny*. Praha: Mladá fronta;
- Mistr Zhuang., 1995. *Sebrané spisy*. Lásenice: Maxima;
- Konfucius, 1995. *Rozpravy*. Praha: Mladá fronta;
- Knipe, D. M., 1998. *Hinduismus*. Praha: Prostor;
- Herrigel, E., 1996. *Zen*. Olomouc: Votobia;
- Hempel, H., 2001. *Heidegger a zen*. Praha: Mladá fronta;
- Zbavitel, D., 1993. *Hinduismus a jeho cesty k dokonalosti*. Praha: Dharma Gaia;
- Bondy, E., 1992. *Indická filosofie*. Praha: Vokno;
- Laumakis, S. J., 2008. *An introduction to buddhist philosophy*. Cambridge University Press.
- Zbavitel, D., 2007. *Základní texty východních náboženství*. Hinduismus. Praha: Argo.

Zbavitel, D., 2008. Základní texty východních náboženství. Raný indický buddhismus. Praha: Argo.

Zbavitel, D., 2007. Základní texty východních náboženství. Čínský, japonský a korejský buddhismus. Praha: Argo.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide primary and interpretation literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: *doc. Mgr. Pavol Sucharek, PhD.*

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/VPFX40/22	Course title: Philosophy of spiritual sciences (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd and 4 th , 1 th and 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Continuous evaluation.</i> <i>Attendance at seminars is mandatory. It is evaluated:</i> • <i>Continuous student's activity at seminars (0 - 20%).</i> • <i>At least one separate presentation on the given problem (0 - 25%).</i> • <i>At the end of the semester the student submits a seminar paper (0 - 25%).</i> • <i>At the end of the semester, they pass a knowledge test (0-30%). Credits will not be awarded to a student who does not obtain at least 50% from the knowledge test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: • <i>The graduate of the course can:</i> • <i>explain the fundamental problems of the dispute over the method of spiritual sciences in philosophy.</i> • <i>characterize the views of the main participants in this dispute (Dilthey, neo-Kantians of the Baden school, Gadamer).</i> • <i>identify the specifics of the spiritual approach in the texts of Simmel, Gadamer.</i>	

Course content:

Historical and philosophical context of the problem of the method of spiritual sciences (Dilthey, Simmel, neo-Kantians, Gadamer).

Methodological specificity of spiritual sciences.

The status of hermeneutics in the spiritual sciences.

Anthropological variable in the spiritual and social sciences.

Aesthetic aspects in the methodology of spiritual and social sciences.

Axiological problems of spiritual and social sciences: evaluation and normativity.

Science as a social activity and communication.

Recommended literature:

Dilthey, W., 1967. Úvod do duchovných vied. In: Pozitivismus, voluntarizmus, novokantovstvo. Antológia z diel filozofov. Bratislava.

Dilthey, W., 1980. Život a dejinné vedomie. Bratislava.

Simmel, G., 2003. O podstate kultúry. Bratislava: Kalligram.

Weber, M., 1983. K metodológii sociálnych vied. Bratislava.

Gadamer, H.-G., 1994. Problém dějinného vědomí. Praha.

Gadamer, H.-G., 2010. Pravda a metoda. Praha.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 5

A	B	C	D	E	FX
40%	40%	0%	0%	0%	20%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/FIREV/22	Course title: Philosophical thinking as a revolutionary act (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th and 6 th , 2 nd and 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at seminars is mandatory.</i> <i>The course is completed by an evaluated credit. During the semester, the student processes, presents at the seminar and submits a seminar paper selected on the basis of suggestions from one work, which will be the subject of reading during seminar meetings. Range of 10 standard pages.</i> <u><i>Evaluation of seminar papers:</i></u> 1) Stylization + reasoned division of the text (syllabus) 1-2-3 points; 2) Correspondence of the topic and content of the work 1-2-3 points; 3) Clarification of basic concepts 1-2-3 points .; 4) Scope of work + correct citation 1-2-3 points; 5) Analytical approach used 1-2-3 points. Maximum number of points 15, minimum 5. At 10 points and more the student does not have to rework the seminar paper. At 5-9 points the student must rework the seminar paper due to critical remarks. The student is obliged to submit the reworked work no later than the end of the teaching part of the semester. Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- *characterize the forms of the relationship between the philosophy and revolutionary changes in the history of mankind;*
- *describe the forms of interactions of revolutionary changes at the level of social, political as well as scientific, cultural, artistic and moral;*
- *formulate his / her opinion on the assessed issue, which is based on the line of evaluation of the philosophical relationship between philosophical thinking and forms of revolutionary changes in individual periods;*
- *reproduce aspects of the revolution in the context of the study of the historical-philosophical process;*
- *discuss and expose an argumentative statement in a given interaction context.*

Basic skills

After completing the course the student is able to:

- *formulate in his / her own words the contemporary contexts of the formation of revolutionary change;*
- *determine the starting points and specifics of shaping the thinking of the provenance in question;*
- *regulates, organizes behavior in connection with research practice;*
- *substantiate the key problems of current research into the aspect of revolution in the history of philosophy.*

Basic competences

After completing the course the student is able to:

- *obtain information;*
- *work with other people;*
- *organize, plan and allocate resources;*
- *respect the diversity of attitudes;*
- *understand the complexity of relationships within broader contemporary contexts and their metamorphoses;*
- *evaluate information;*

Course content:

The course presents the interactions between philosophy and evolutionary changes in the history of mankind. It presents projects that stood on the basis of great revolutionary changes in the social and political area (Great French Revolution, national emancipation movements, revolutionary events in Russia at the beginning of the 20th century, etc.) but also in the scientific-paradigmatic area (e.g. W. Heisenberg, A. Einstein, T. Kuhn), literary and artistic (L. Fiedler). It deals with projects and their reception in various areas of human activity. It focuses on the forms of the philosophical critique of the revolution.

Recommended literature:

Bohun, M., 2014. *Ruský komunizmus a duch prvej svetovej vojny*. In: *Annales Scientia Politica*. No. 2. s. 5-11.

Bohun, M., 2008. *Oczyszczenie przez burzę*. Kraków: Wydawnictwo UJ.

Bakunin, M. A., 1996. *Zpověď caru Mikuláši I*. Praha: Aurora.

Gercen, A. I., 1971. *Před bouří*. In: Gercen, A. I. *Dopisy budoucímu příteli*. Praha: Melantrich. s. 16 – 35.

Kuhn, T., 1997. *Struktura vědeckých revolucí*. Praha: Oikoymenh.

Voltaire F. M. A., 1976. *Filozofický slovník*. Bratislava: Pravda.

Fiedler, L., 1972. *Cross the Border-Close The Gap*. NY: Stein & Day Pub.

Tolstoj, L. N., 2004. *Novely o ruskej duši*. Bratislava: Vydavateľstvo SLOVART.

La Boétie, É. de, 2011. *Rozprava o dobrovolném otroctví*. Praha: Rybka Publishers.

Rousseau, J.J., 2010. *O spoločenskej zmluve, alebo, O princípoch politického práva*. Bratislava: Kalligram.

Štúr, L., 1993. *Slovanstvo a svet budúcnosti*. Bratislava: Slovenský inštitút medzinárodných štúdií.

Masaryk, T. G., 1990. *Ideály humanitní*. Praha: Melantrich.

Kuklík, J. a J. Němeček, eds. 1999. *Hodža versus Beneš*. Praha: Karolinum.

Krejčí, O., 2014. *Sametová revoluce*. Praha: Profesional Publishing.

Chmielewski, A., 2001. *Walc wiedeński i walec europejski*. Wrocław: Alta.

Hobbes, T., 2011. *Leviatan*. Bratislava: Kalligram.

Walicki, A., 2005. *An outline of the Russian Thought from the Enlightenment to the Religious and Philosophical Renaissance*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.

Мархевски, О., 2021. *Кантана Вопросы философии*. In: *Вопросы философии*. № 8, с. 197- 209.

Marchevský, O., 2020. *Kant v Rusku (ne) milovaný*. Červený Kostelec: Pavel Mervart.

Marchevský, O., 2017. *Otázky ruskej filozofie*. Prešov: Prešovská univerzita v Prešove.

Marchevský, O., 2019. *Myslenie osvietenstva a ruská intelektuálna identita*. In: *Annales Scientia Politica*. No. 2. s. 6-27.

Marchevský, O., 2016. *Filozofia i rewolucja. Piotr Tkaczow o roli filozofii w zmienianiu świata*. In: *Studia z historii filozofii*. No. 4, s. 127-140.

Marchevsky, O., 2020. *P. N. Tkachev, el predecesor de Lenin con (sin) impacto*. In: *Estudios: filosofía historia letras*. No. 132, s. 7-45.

Language which is necessary to complete the course: Slovak, Czech

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: doc. Mgr. Ondrej Marchevský, PhD.

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/REFSD/22	Course title: Reflections on Slovak history of the 20th century (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th and 6 th , 2 nd and 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>continuous evaluation</i> • <i>Evaluation is based on the overall work of the student during the semester (20 points) and on the seminar work (30 points). The final evaluation contains the sum of points from both mentioned areas of the student's activities.</i> • <i>To be awarded a continuous evaluation (ph), the student needs to obtain at least 25 points during the semester for 3 credits.</i> • <i>The task of the seminar work is to demonstrate the ability to work independently with literature, define the issue, compare, assess and propose a solution to the issue; independent work is expected in the choice of methodology, approach and method of solution.</i> Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- *obtain a basic overview of cultural and political history of the 20th century in Slovakia and in the Czech Republic*
- *characterize the historical centres of our history.*

Basic skills

After completing the course the student is able to:

- *gain the ability to monitor changes in history and know their significance for future events;*
- *distinguish between political and non-political interpretation of individual historical figures of audiences.*
- *recognize erroneous and biased historical interpretations*
- *identify the ethical, political, cultural and scientific dimension of individual historical figures of audiences.*

Basic competences

After completing the course the student is able to:

- *understand the philosophy of history as an orientation to responsible action*
- *understand the philosophical interpretation of our history in terms of real historical processes as well as in terms of the form of consciousness*
- *understand history for current events*
- *actively discuss and present his / her opinion in written and oral form.*

Course content:

A brief overview of the history of the 20th century (Slovakia, Czechoslovakia)

Philosophy of history as a method of approaching history

Czech question and Slovak question

"Current non-presentities"

Historical centres of Slovak history

T. G. Masaryk and the Czech Question

Humanist K. Vorovka

Heretical essays by J. Patočka

V. Mináč and non-historical Slovakia

Kundera and Havel: The Prague Spring Dispute

Small and big history of Milan Šimečka

V. Havel and history

Recommended literature:

- Angehrn, E., 1991. *Geschichtsphilosophie*. Stuttgart; Berlin, Köln: Verlag W. Kohlhammer.
- Bělohradský, V., 2014. *Disidenti – pokus o definici*. Novinky [online] In. <https://www.novinky.cz/kultura/salon/clanek/vaclav-belohradsky-disidenti-pokus-o-definici-37514> [cit. 15. 8. 2021].
- Burckhardt, J., 1996. *Úvahy o světových dějinách*. Olomouc: Votobia.
- Čapek, K., 2018. [online] *Hovory s T. G. Masarykem*. In. https://web2.mlp.cz/koweb/00/04/34/55/07/hovory_s_tgm.pdf [cit. 15. 8. 2021].
- Ferko, A., 2009. *Filozofia dejín a štátna myšlienka*. In. *Česko-slovenské reflexe: 1968: (jazyk - literatura - kultura)*. Brno: Tribun EU, s. 73-85.
- Havel, V., 1968. *Český úděl?*. In. *Tvář*, č. 2/1968.
- Havelka, M., 2010. *Ideje-dějiny-společnost. Studie k historické sociologii vědění*. Brno: CDK, 2010. 414 s.
- Havelka, M., 2004. *Úvod do filozofie dějin: tradice, možnosti, koncepty*. In. *Filozofie dějin: problémy a perspektivy*. Brno: Masarykova univerzita v Brně, s. 29-69.
- Horák, P., 2004. *Jaká filozofie dějin pro naši dobu? Několik poznámek*. In. *Filozofie dějin: problémy a perspektivy*. Brno: Masarykova univerzita v Brně, s. 9-18.
- Chmel, R., 2007. *Slovensko v strednej Európe mimo Visegrádu alebo vo Visegráde mimo strednej Európy*. In. *Slovenská otázka dnes*. Bratislava: Kalligram.
- Kováč, L., 1989. *Premýšľanie o vede a našich dejinách*. In. *Slovenské pohľady*, č. 3/1989.
- Kšňan, M., 2021. *Milan Rastislav Štefánik. Muž, ktorý sa rozprával s hviezdami*. Bratislava: Slovart.
- Kundera, M., 1968. *Český úděl*. In. *Listy*, č. 7–8/1968.
- Kusý, M., *Texty Miroslava Kusého*. In. *Charta 77 na Slovensku aneb Slovensko a Charta 77* [online] http://www.csds.cz/cs/g6/3361-DS.html#dsy3361-DS_D1a [cit. 15. 8. 2021].
- Marek, J., 1992. *O historismu a dějepisectví*. Praha: Academia.
- Marquardt, O., 1973. *Schwierigkeiten mit der Geschichtsphilosophie. Aufsätze*. Frankfurt am Main.
- Masaryk, T. G., 1990. *Česká otázka*. Praha: Svoboda.
- Mináč, V., 1982. *Tu žije národ*. Bratislava: Smena.
- Mináč, V., 2014. *Dúchanie do pahrieb / Návraty k prevratu*. Martin: Matica Slovenská.
- Novosad, F., 2004. *Alchýmia dejín*. Bratislava: Iris.
- Patočka, J., 2006. *Dvě studie o Masarykovi. Pokus o českou národní filosofii a jeho nezdar*. Praha: Oikymenh.
- Patočka, J., 2007. *Platón a Evropa*. Praha: Filosofia.
- Pavlinová, H., 2010. *Karel Vorovka: Cesta matematika k filosofii*. Praha: Filosofie.
- Popelová, J., 1940. *Dějiny a hodnoty*. Praha.
- Popper, K. R., 1994. *Bída historicizmu*. Praha: Oikymenh.
- Rohbeck, J. 2008. *Geschichtsphilosophie*. Hamburg : Junius Verlag.
- Sviták, I., 1990. *Nesnesitelné břemeno dějin. Novosvětská symfonie*. Praha: Orbis.
- Vorovka, K., 1926. *Polemos. Spory v české filosofii v letech 1919–1925*. Praha: Sfinx.
- Vorovka, K., 1929. *Americká filosofie*. Praha: Sfinx.

Language which is necessary to complete the course: Slovak

Notes: The teacher will provide the primary and interpretation literature to the students in a scanned form.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: *doc. Mgr. Peter Kyslan, PhD.***Date of last change:** 9. 2. 2022**Approved by:** *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/FILZS/22	Course title: Philosophy as a lifestyle (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd and 4 th , 1 st and 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Continuous evaluation.</i> <i>Attendance at seminars is mandatory. It is evaluated:</i> • <i>Continuous student activity at seminars (0 - 20%).</i> • <i>At least one separate presentation on the given problem (0 - 25%).</i> • <i>At the end of the semester the student submits a seminar paper (0 - 25%).</i> • <i>At the end of the semester, he / she passes a knowledge test (0-30%). Credits will not be awarded to a student who does not obtain at least 50% from the knowledge test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- *name historical models of philosophy as the art of living.*
- *recognize current philosophical versions of the lifestyle.*
- *define the connection between theoretical philosophical knowledge and everyday life practice.*

Basic skills

After completing the course the student is able to:

- *independently formulate his / her own lifestyle philosophy.*
- *compare the differences between lifestyle, art of life and aesthetics of existence.*
- *apply mental and somatic practices in their own lives for the benefit of self-development.*
- *demonstrate the acquired knowledge on the example of his / her own life.*

Basic competences

After completing the course the student is able to:

- *present the acquired knowledge and gained experience in a verbal form.*
- *process the acquired knowledge into a professional philosophical text.*
- *independently obtain other relevant information in favor of the growth of their philosophical competencies.*
- *actively develop his / her personal identity actively.*

Course content:

- *Philosophy as a practical discipline.*
- *Philosophy of everyday life.*
- *Examples of the history of philosophy: from the Stoics to Montaigne.*
- *Examples from contemporary philosophy: from Foucault to Shusterman.*
- *Lifestyle, art of life or aesthetics of existence?*
- *The usefulness of philosophy as a lifestyle for the individual.*
- *The usefulness of philosophy as a lifestyle for the development of society.*

Recommended literature:

Foucault, M., 2000. Moc, subjekt a sexualita. Bratislava: Kalligram.

Hadot, P., 1999. Philosophy as a Way of Life. Spiritual Exercises from Socrates to Foucault. Oxford: Blackwell.

Irvine, W. B., 2020. Jak žít dobrý život. Starověké umění stoické radosti. Praha: Blue vision.

Kierkegaard, S. A., 2007. Bud' – alebo. Bratislava: Kalligram.

Liessmann, K. P., 2012. Univerzum věcí. K estetice každodennosti. Praha: Academia.

Montaigne, M. de., 1999. Eseje. Bratislava: Nestor.

Natta, M. V., 2020. Stoicizmus pre začiatčníkov. Ako získať emocionálnu odolnosť a pozitívny prístup k životu. Bratislava: Eastone Books.

Suvák, V., 2020. Ars vivendi alebo Umenie žiť medzi Sókratom a Foucaultom. Bratislava: Vydavateľstvo spolku slovenských spisovateľov.

Shusterman, R., 2012. Thinking through the Body. Essays in Somaesthetics. New York: Cambridge University Press.

Švihura, L., 2017. Etika ako estetika existencie v prieniku súčasnej kultúry a filozofie. In: Umenie života vo filozofickej reflexii. Prešov: FF PU, s. 57–78.

Švihura, L., 2017. Od plurality individuí k pluralitnému individu: Variant estetiky existencie. In: Umenie života vo filozofickej reflexii. Prešov: FF PU, s. 111–123.

Švihura, L., 2019. Umenie života a liberálna kultúra. Prešov: FF PU.

Švihura, L., 2019. Musíš sa stať umeleckým dielom. In: Filozofia (74), 3, s. 223–237.

Švihura, L., 2021. Umenie života ako estetika inakosti. In: Gáliková Tolnaiová, S., O. Marcheviský a P. Kyslan, eds.: Myslieť inak – iné v myslení. Bratislava: SFZ, s. 197–207.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/PPVSS/22	Course title: The nature, problems and challenges of today's society (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd and 4 th , 1 st and 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Continuous evaluation.</i> <i>Attendance at seminars is mandatory. It is evaluated:</i> • <i>Continuous student activity at seminars (0 - 20%).</i> • <i>At least one separate presentation on the given problem (0 - 25%).</i> • <i>At the end of the semester the student submits a seminar paper (0 - 25%).</i> • <i>At the end of the semester, he / she passes a knowledge test (0-30%). Credits will not be awarded to a student who does not obtain at least 50% from the knowledge test.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- *name the characteristic features and defining features of contemporary society.*
- *recognize the current problems of contemporary society, their causes and manifestations, as well as the challenges of contemporary society.*
- *define the basic sociological philosophical theories of contemporary society.*

Basic skills

After completing the course the student is able to:

- *independently formulate and argumentatively substantiate proposals for solving the problems of today's society.*
- *compare the differences between the concepts and approaches to the social problem of contemporary philosophers and sociologists.*
- *apply the acquired theoretical knowledge to practical life in relation to solving real social problems.*

Basic competences

After completing the course the student is able to:

- *present the acquired knowledge and experience in a verbal form.*
- *process the acquired knowledge into a scientific philosophical text.*
- *independently obtain other relevant information in favor of the growth of his / her philosophical competencies.*
- *develop critical thinking in personal and social life.*

Course content:

- *Characteristics of contemporary society in the concepts of philosophers and sociologists.*
- *Theories of contemporary society.*
- *Current problems of today's society and proposals for their solutions:*
 - o *Consumption and consumer lifestyle.*
 - o *Globalization and world culture.*
 - o *4th Industrial Revolution.*
 - o *Changes in the labor market.*
 - o *Transformations in educational processes.*
 - o *Metamorphoses of family and partnerships.*
 - o *Modifications of social morality.*
 - o *The influence of the media and the Internet on social events.*

Recommended literature:

Bauman, Z., 2019. *44 dopisu z tekutého moderního světa*. Praha: Sociologické nakladatelství.

Bauman, Z., 2017. *Retrotópia*. Bratislava: Artforum.

Beck, U. – Beck-Gernsheim, E., 2014. *Dálková láska: Životní formy v globálním věku*. Praha: Sociologické nakladatelství.

Giddens, A. – Sutton, P. W., 2021. *Sociology*. New Jersey: Wiley Blackwell.

Harari, Y. N., 2019. *Homo Deus – stručná história zajtrajška*. Bratislava: Aktuell.

Lipovetsky, G., 2010. *Říše pomíjivosti. Móda a její úděl v moderních společnostech*. Praha: Prostor.

Lipovetsky, G., 2011. *Soumrak povinnosti. Bezbolestná etika nových demokratických časů*. Praha: Prostor.

Sedláček, T., 2016. *2036: Jak budeme žít za 20 let?* Praha: 65. pole.

Simmel, G., 2003. *O podstate kultúry*. Bratislava: Kalligram.

Švihura, L., 2016. *Načo sú nám humanitné vedy?* In: *Posolstvo Jána Pavla II. 2016. „Súčasný výzvy a trendy v...“: zborník z medzinárodnej vedeckej konferencie konanej v dňoch 21. – 22. apríla 2016 v Poprade. Ružomberok: Verbum, s. 908–912.*

Švihura, L., 2017. *Etika ako estetika existencie v prieniku súčasnej kultúry a filozofie*. In: *Sisáková, O., ed.: Umenie života vo filozofickej reflexii*. Prešov: FF PU, s. 57–78.

Švihura, L., 2021. *Postmoderná morálka a Kantova etika*. In: *Studia Philosophica Kantiana: Filozofický časopis pre kriticko-rekonštrukčné uvažovanie (10), 2, s. 21–41.*

Zakaria, F., 2017. *Obrana liberálneho vzdelání*. Praha: Academia.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: Mgr. Lukáš Arthur Švihura, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IEB/VPE1F/22	Course title: Current Issues of Contemporary Ethics (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 3 rd and 5 th , 2 nd and 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course ends with a continuous evaluation (ph) and obtaining 3 credits. Evaluation depends on the level of written work submitted at the end of the semester (66% of evaluation) as well as on the overall work of the student / semester during the semester (34% of evaluation). The final evaluation of the course is the sum of both of the above conditions, but in both parts the student must meet at least the minimum requirements.</i> Classification: <i>A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- evaluate the importance of the ethics of immorality for the knowledge of historical reality and presence,
- analyse the ethical and moral dimension of goodness in history, including their educational potential.

Basic skills

After completing the course the student is able to:

- identify the most significant manifestations of goodness in the past and present.

Basic competences

After completing the course the student is able to:

- ethically analyse, compare and evaluate historical events in the history of mankind.

Course content:

Methodological issues of the relationship between ethics and history;

Ethical reflections on selected periods of human history (antiquity, the Middle Ages, the Modern Age, the 19th and 20th centuries);

Examining manifestations of violence in human history.

Recommended literature:

BAUMAN, Z. (2002): *Modernosť a holokaust*. Bratislava: Kalligram.

BROOKE, Ch. (2006): *Evropa stredoveku v letech 962-1154*. Praha: Vyšehrad.

GLUCHMAN, V. (2017): *Kresťanstvo a politika v dejinách Veľkej Moravy*. In: V. Gluchman (ed.): *Dejiny etického myslenia na Slovensku I. (do začiatku 19. storočia)*. Prešov: FF PU, s. 14-25.

KAMENEC, I. (2013): *Tragédia politika, kňaza a človeka (Dr. Jozef Tiso 1887-1947)*. Bratislava: Premedia.

LE GOFF, J. (1999): *Středověký člověk*. In: J. Le Goff (ed.): *Středověký člověk a jeho svět*. Praha: Vyšehrad, s. 9-37.

MORRISOVÁ, H. (2018): *Tetovač z Auschwitzu*. Bratislava: Ikar.

NYISZLI, M. (2012): *Byl jsem Mengeleho asistentem*. Praha: Academia.

OTIS-COUR, L. (2002): *Rozkoš a láska. Dějiny partnerských vztahů ve středověku*. Praha: Vyšehrad.

ŠAFIN, J. (2014): *Cyrilometodské dedičstvo a Európa*. Prešov: VPU.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: <i>prof. PhDr. Vasil Gluchman, CSc.</i>
Date of last change: 9. 2. 2022
Approved by: <i>prof. Mgr. Vladislav Suvák, PhD.</i>

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TSBIF/22	Course title: Text seminar on Bioethics (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 6 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course ends with a continuous evaluation (ph) of 3 credits.</i> Minimum credit and credit requirements: <i>The student must obtain at least 20 points during the semester, which corresponds to the grade E of which at least 5 points (25%) must be obtained by the student for active participation in classes. Attendance at seminars is mandatory. The remaining points can be obtained e.g. by increased activity in classes (possibility to get 1p – 5p for a weekly teaching), by submitting an original seminar paper on a specific topic related to the subject (possibility to get 40p – 60p), or by giving an introductory word on the topic of the seminar, the so-called "Main speaker" (possibility to get 10p – 20p).</i> <i>An FX grade will be awarded if a student scores less than 20 points. Success criteria (percentage expression of results in the evaluation of the course) are for the classification levels as follows:</i> Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- explain (define) the terms of the category: bioethics, transplant ethics, medical ethics, transplantation, respect for life, value of life, humanity, (human) dignity, health, quality of life, informed consent, presumed consent (with donation), solidarity, altruism, human instrumentalization in medicine, health commercialization, organ trafficking, etc.
- describe and discuss the current state of the legal regulation of organ donation in Slovakia, in EU.
- discuss and give examples of ethically controversial situations in transplant medicine; understands, can explain and apply the principles of bioethics (nonmaleficencia, beneficencia, autonomy, justice) in the analysis of selected bioethical problems in the field of transplant medicine;
- propose solutions to selected ethically controversial situations.
- name and explain the philosophical-ontological and axiological dimensions of organ donation.

Basic skills

After completing the course the student strengthen his / her

- bioethical sensitivity and health literacy;
- competence of professional critical reflection on immoral phenomena and problems in the field of transplant medicine and organ donation;
- communication and communication skills, organizational (work organization) and presentation (self-presentation, public speaking) skills;
- creative thinking (in the context of finding solutions to bioethical problems and dilemmas).

Basic competences

After completing the course the student strengthen his / her:

- personal competencies - conscientiousness, honesty and responsibility at work, openness and communication;
- professional competencies, especially the competence to perform professional (philosophical) advisory and consulting activities,
- mastering the principles of scientific work.

Course content:

Content analysis of fiction with emphasis on bioethical contexts of the story - RÁKAY, A. 2000. *A život budeš ďalej*. Martin: Matica slovenská. 136p.

- Analysis of professional bioethical literature on ethical and legal aspects of transplants
- Transplant ethics - the axiological dimension of donation
- Transplants - philosophical-ontological dimension of donation
- What is death? - medical philosophical reflection
- Are genetic engineering techniques the solution to xenotransplantation?
- Documentary film analysis - ethical amoral issues of organ trade
- Commercialization of organ donation

Recommended literature:

Cífra, A. 2005. Transplantácie a určovanie momentu smrti [online]. In: *Psychiatria* (12), 1, s. 41-46, Dostupné na: <http://www.psychiatria-casopis.sk/files/psychiatria/1-2005/psy1-2005-cla6.pdf>

Člověk na prodej / Human Harvest - China's Illegal Organ Trade 2014. Leon Lee (rež.) Kanada. Dokumentárny film. 52 min.

Doležal, A. 2014. Transplantace orgánů – etické a právní aspekty [online]. In: *Časopis zdravotnického práva a bioetiky / Journal of Medical Law and Bioethics* (4), 1, pp. 30-47. Dostupné na <http://medlawjournal.ilaw.cas.cz/index.php/medlawjournal/article/view/63> internete:

Kraft, H. 2006. Tabu. Magie a sociální skutečnost. Praha: Mladá fronta, s. 41 – 50.

Lešková Blahová, A. 2010. Bioetika v kontextoch etiky sociálnych dôsledkov. Aplikácia zvolenej paradigmy na vybrané bioetické problémy. Prešov: FFPU.

Munzarová, M. 2002. Xenotransplantace a lékařská etika. In: *Praktický lékař* (82), 5, s. 352-354.

Ondriová, I. a kol. 2014. Vybrané kapitoly z ošetrovateľskej etiky. Prešov: PU, s. 101 – 108.

Pařko, P. 2018. Etické problémy transplantace. In: Bartůněk, P. – R. Ptáček, eds. *Můžeme to, co umíme? Kontroverzní témata mezi současnou medicínou a etikou*. Praha: Mladá fronta, s. 75 – 80.

Palenčár, M. – Oreško, Š. a K. Komenská, 2019. Reflexia teoreticko-metodologických východísk bioetických skúmaní smrti a umierania v medicíne a zdravotníctve. In: M. Palenčár, ed. *Problém smrti a umierania v medicíne a zdravotníctve [print, elektronický dokument] : (reflexia teoreticko-metodologických východísk súčasných bioetických diskusií)*. Prešov: Prešovská Univerzita v Prešove, s. 88-179.

Rákay, A. 2000. *A žít budeš d'alej*. Martin: Matica slovenská.

Sýkora, P. 2012. Rekonceptualizácia altruizmu v biomedicínskom darcovstve. In: *Filozofia* (67), 1, s. 1 – 14.

Tomašovičová, J. 2012. Transplantácia orgánov z pohľadu fenomenológie telesnosti. In: *Filozofia* (67), 1, s. 15 – 25.

Trizuljaková, J. a kol. 2016. *Medicínska etika. Vybrané kapitoly. 1. časť*. Bratislava: UK v Bratislave, s. 125 – 136.

Zákon č. 317/2016 Z. z. o požiadavkách a postupoch pri odbere a transplantácii ľudského orgánu, ľudského tkaniva a ľudských buniek a o zmene a doplnení niektorých zákonov (transplantačný zákon) (v znení č. 32/2017 Z. z.) (2016). [online].

Bratislava: NR SR. Dostupné na internete: https://www.slovlex.sk/static/pdf/2016/317/ZZ_2016_317_20170429.pdf

Language which is necessary to complete the course: Slovak, Czech

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: <i>Mgr. Adela Lešková Blahová, PhD.</i> <i>Doc. Mgr. Marián Palenčár, CSc.</i>
Date of last change: 9. 2. 2022
Approved by: <i>prof. Mgr. Vladislav Suvák, PhD.</i>

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IPS/PSYNAB/22	Course title: Psychology of Religion (Compulsory optional course)
Type, scope and method of educational activity: 1 lecture / 1 seminar lesson a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by continuous evaluation. The condition for obtaining the evaluation is the elaboration, presentation and submission of the seminar paper during the semester. After fulfilling this condition, the student can proceed to the final evaluation, which consists in developing a concept map for one of the subject topics and developing a short proposal for applying knowledge of religious psychology in psychological practice or applying knowledge of religious psychology in the context of pastoral service. Students will submit a developed concept map and a short proposal for the application of knowledge no later than in the credit week.</i>	
Classification: <i>A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- understand the professional terminology of the subject and is acquainted with current research findings in the field of Psychology of Religion.
- link the acquired knowledge and understand the relationship between them.

Basic skills

After completing the course the student is able to:

- analyse situations related to the topics of Psychology of Religion and assess them.

Basic competences

After completing the course the student is able to:

- formulate proposals for the use of knowledge of the Psychology of Religion in psychological practice or pastoral service and apply them in practice.

Course content:

Introduction to the Psychology of Religion. Definition of basic terms.

Related disciplines of the Psychology of Religion

Religion and spirituality in a psychological perspective

Soul, body and religion

Prominent psychologists in the psychology of religion

Development of religiosity, spirituality

Forms of spiritual survival

Ethical-spiritual experience

Personality, health, psychopathology and religion

Sects. Conversion

Measuring instruments in the field of psychology of religion

Religion, spirituality and psychotherapy

Recommended literature:

Halama, P., Adamovová, L., Hatoková, M., Stríženec, M. (2006). *Religiozita, spiritualita a osobnosť. Vybrané kapitoly z psychológie náboženstva*. Bratislava: ÚEPs SAV.

Hvozdík, S. et al. (2004). *Rámce a roviny pastorálnej psychológie*. Košice: Seminár sv. Karola Boromejského v Košiciach.

Pechová, O. (2011). *Psychologie náboženství*. Olomouc: Univerzita Palackého v Olomouci.

Říčan, P. (2007). *Psychologie náboženství a spirituality*. Praha: Portál.

Stríženec, M. (1996). *Psychológia náboženstva*. Bratislava: Veda.

Vicenová, M. (2014). *Kristoterapia: Kresťanská psychoterapia pre zranenú dušu a ducha*. Nitra: Oáza Michala Archanjela.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 54

A	B	C	D	E	FX
80%	17%	4%	0%	0%	0%

Lecturers: *PhDr. Jaroslava Babjáková, PhD.*

Date of last change: 9. 2. 2022

Approved by: *prof. PhDr. Jozef Džuka, CSc.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IPS/PSMOR/22	Course title: Psychology of Morality (Compulsory optional course)
Type, scope and method of educational activity: 1 lecture / 1 seminar lesson a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by continuous evaluation.</i> <i>The condition for passing the course is an elaborated and presented seminar work.</i> <i>The evaluation takes the form of a written examination.</i> Classification: A: 100 – 90 % B: 89 – 80 % C: 79 – 70 % D: 69 – 60 % E: 59 – 50 % FX: 49 and less %	
Learning outcomes: <i>Within the course of Psychology of Morality the student will acquire basic knowledge related to morality from the perspective of psychological sciences, based primarily on the basis of cognitive, developmental and social psychology, but also other psychological disciplines. At the same time, he / she is able to integrate knowledge of social and natural sciences related to moral issues. Based on them, the student is able to "transcend" the purely psychological perspective of morality. The expected result is the student's competence to use the acquired knowledge and skills in research, educational and psychological practice.</i>	

Course content:

Introduction to the issue. Psychology's approach to the study of morality. Basic terms.

Functions of morality.

Sociology's view of morality.

Cognitivist theories. Development of reasoning and morality according to Piaget.

Kohlberg's theory of the development of moral reasoning.

Male and female morality according to C. Gilligan.

Applications of cognitivist theories in education. Taking a social perspective - Selman.

Erikson's theory of development in relation to the development of moral reasoning.

Written exam.

The morality of everyday life by D. Krebs. Types of moral dilemmas.

D.Krebs - continued; taking into account the consequences of the acting. Social Convention - Turiel.

Social standards. Standard focus theory. Standards activation process.

The issue of morality in "big" psychological theories.

Possibilities of stimulating moral development. Alternative topics: Moral intelligence.

Psychopathology of morality.

Recommended literature:

Babinčák, P., Ráczová, B. (2021). Základy psychológie morálky. Druhé prepracované a doplnené vydanie. Prešov: FF PU. Dostupné na:

<http://www.pulib.sk/web/kniznica/elpub/dokument/Babincak5>

Heidbrink, H. (1997). Psychológie morálneho vývoje. Praha: Portál.

Lajčiaková, P. (2008). Psychológia morálky. Brno: CERM.

Lajčiaková, P. (2020). Morálne dilemy v psychologických súvislostiach. Ružomberok: Verbum.

Vacek, P. (2005). Průhledy do psychologie morálky. Hradec Králové: Gaudeamus.

Vacek, P. (2008). Rozvoj morálního vědomí žáků. Praha: Portál.

Vacek, P. (2013). Psychologie morálky a výchova charakteru žáků. Hradec Králové: Gaudeamus.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 132

A	B	C	D	E	FX
97%	2%	4%	0%	0%	1%

Lecturers: doc. Mgr. Peter Babinčák, PhD.

Date of last change: 9. 2. 2022

Approved by: prof. PhDr. Jozef Džuka, CSc.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UDK/IT1/22	Course title: Information technologies (Compulsory optional course)
Type, scope and method of educational activity: 2 practise lessons a week Method: combined	
Number of credits: 3	
Recommended semester:	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>Continuous evaluation.</i> Conditions: <i>Attendance at seminars is mandatory.</i> <i>Take the test from the ECDL certification program (AM3).</i> <i>Take the test from the ECDL certification program (AM4).</i> <i>The student must pass the certification test at least 75%.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After completing the course the student is able to:

- control of concepts and basic terminology of the application program MS Word and MS Excel.

Basic skills

After completing the course the student is able to:

- master the work at an advanced level with the application program MS Word and MS Excel and on this basis process any task within the sample assignments.

Basic competences

After completing the course the student is able to:

- acquire digital literacy .

Course content:

Advanced Word Processing

Formatting: apply advanced text, paragraph, column and table formatting, convert text to table and vice versa.

Referencing: working with link elements such as footnotes, endnotes and description (legend), creating content, indexes (registers) and cross-references.

Increasing work productivity: using fields, forms and templates.

Increasing labor productivity: using advanced mail merge techniques and working with automated elements such as macros.

Increasing labor productivity: using interconnection elements and inserting objects for data integration.

Document revision: concurrent collaboration (online) on documents, their revision, work with parent documents and nested documents, application of security elements to documents.

Document printing preparation: working with watermarks in the document, working with sections, headers and footers.

Advanced Spreadsheets

Formatting: Apply advanced formatting options such as conditional formatting, custom number formatting, and advanced worksheet handling.

Functions and formulas: use of functions related to logical, statistical, financial and mathematical actions (operations).

Graphs: Create graphs and use advanced graph formatting techniques.

Analysis: working with tables and lists to analyse, filter, and sort data. creating and using scenarios.

Verification and control: verification and control of the data in the workbook.

Increasing labor productivity: using named ranges (areas) of cells, macros and templates.

Increasing labor productivity: using link, embed, and import elements to integrate data.

Workbook revision: concurrent (on-line) cooperation when working with workbooks, performing control (revision) of workbooks, application of workbook security elements.

Recommended literature:

Ms Office 2013 (Word) – e-Book (Pdf príručka)

Ms Office 2013 (Excel) – e-Book (Pdf príručka)

Language which is necessary to complete the course: Slovak

Notes:

Student workload: 150 h

7.50 pm - work at school

130.50 h - individual work of the student

- Work at school consists of completing prescribed exercises, continuous tests and a final test.

- The student's independent work consists of continuous preparation for teaching and the elaboration of an IT project and its presentation.

This subject has so far been taught under the name "Information Technology 1".

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: *Ing. Oleg Tkáč, PhD.*

Date of last change: 9. 2. 2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UJK/CJEM1/22	Course title: Foreign Language 1 (English, French, Latin, German), (FIL) (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 1 st , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by the continuous evaluation "PH".</i> <u>Seminar:</u> <i>In the credit week, students take a written test of the curriculum.</i> <i>Student success must be at least 50.00% of the test. Overall, the student is evaluated on the basis of an oral presentation on a selected topic from the field and the calculation of the percentage average of the final test as follows:</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

After getting acquainted with the basic information, the student has an adequate level of understanding and skills at a declarative level.

- *Uses words, phrases and grammatical phenomena as a basis for creating basic sentence models.*
- *Is able to provide basic information about himself and his life in the target foreign language.*
- *Defines general knowledge that serves as a basis for active communication in a foreign language.*
- *Conducts communication requiring a simple and direct exchange of information in a foreign language.*
- *Is able to demonstrate social competencies in a foreign language environment.*
- *Uses his / her knowledge to solve basic communication problems.*
- *He / She has basic skills to obtain and interpret basic data in the target language.*
- *Can make the right decisions and act responsibly based on the information obtained.*
- *Is able to demonstrate critical and creative thinking in predictable and unpredictable situations that he / she may encounter in professional practice.*
- *Can identify and creatively solve problems in new or unknown environments.*
- *Has developed self-learning skills, which he / she uses for self-study in a foreign language.*

Course content:

The content of the course is based on the principles of communication approach and activities based on teaching and learning. The content of teaching in the subject includes the following topics:

1. Man and society

Subjects of everyday life. Life with family and friends. Self-introduction and description of the person. Familiarization.

Grammar: *Present tenses. Word order in questions. Verbal connections.*

Conversation topics: *Expressions of respect and courtesy. A greeting. Thanks. Request. Praise.*

Apology.

Monitoring vs. human privacy (Ethics and the right to privacy.)

2. Nutrition and diet

Food and drinks. Types of food. Eating habits. Public catering. The world's most famous cuisines. Food preparation.

Nutrition. Water and the human body. Water in human life. Healthy lifestyle. Civilization diseases.

Grammar: *Countability of nouns. Expression of quantity. Infinitive.*

Conversation topics: *Dining etiquette. Different nations - different customs.*

Presentation on a selected topic from the field.

Latin language: *Latin alphabet, pronunciation. Verbs I. - IV. conjugation, personal suffixes, present, imperative, imperfect. Substantives I. - III. declension. Adjectives I. and II. declension.*

Verb "esse" and compounds - present, imperfect, future. Adverbs. Translation technique.

Recommended literature:

CLANDFIELD, L., 2010. *GLOBAL Pre-Intermediate Course book*, Macmillan. ISBN: 9780230033122.

MURPHY, R., 2004. *English Grammar in Use*. Cambridge: Cambridge University Press. ISBN: 0-521-28723-5.

HORNBY, A. S., 2001. *Advanced Learner's Dictionary*. Oxford: Oxford University Press. ISBN: 0-19-431564-9.

LEMCKE, Ch., ROHRMANN, L., 2013. *Berliner Platz 1 neu. Deutsch im Alltag*. München: Klett – Langenscheidt. ISBN 978-3-12-606025-7.

LEMCKE, Ch., ROHRMANN, L., SCHERLING, T., 2013. *Berliner Platz 1 neu. Deutsch im Alltag. Intensivtrainer*. München: Klett – Langenscheidt. ISBN 978-3-12-606029-5.

RODI, M., 2013. *Berliner Platz 1 neu. Deutsch im Alltag. Testheft*. München: Klett – Langenscheidt. ISBN 978-3-12-606031-8.

SPRAKE, D. a HARRISON, S., 2001. *FRANCOSCOPE pour AQA*, Oxford University Press, ISBN: 0-19-912309-8.

BAYLON, Ch., 2000. *FORUM 1, Méthode de français*, Hachette, ISBN: 2-01-15-5085-8.

MINÁRIKOVÁ, H. a LIŠČÁKOVÁ, I., 2004. *Francúzsko-slovenský, slovensko-francúzsky slovník*, Slovenské pedagogické nakladateľstvo, ISBN: 80-10-006-72-6.

ŠPAŇÁR, J. a KETTNER, E., 1968. *Latinčina*. Bratislava: SPN.

ŠPAŇÁR, J. a HRABOVSKÝ, J., 1962. *Latinsko-slovenský, slovensko-latinský slovník*. Bratislava: SPN.

SEINEROVÁ, V., 2000. *Cvičebnice latiny pro střední školy, především gymnáziá*. Praha: Fortuna.

Current internet resources and online dictionaries.

Language which is necessary to complete the course: none, for English language (A1, A2)

Notes: The course is provided by ÚJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: PaedDr. Erika Kofritová, PhD., PaedDr. Zdenka Uherová, PhD., Mgr. Barbora Olejárová, PhD., Mgr. Slavka Oriňáková, PhD.

Date of last change: 9. 2. 2022

Approved by: Mgr. Lenka Gogová, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UJK/CJEM2/22	Course title: Foreign Language 2 (English, French, Latin, German), (FIL) (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd , 1 st year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by the continuous evaluation "PH".</i> <u>Seminar:</u> <i>In the credit week, students take a written test of the curriculum.</i> <i>Student success must be at least 50.00% of the test. Overall, the student is evaluated on the basis of an oral presentation on a selected topic from the field and the calculation of the percentage average of the final test as follows:</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

After getting acquainted with the basic information, the student has an adequate level of understanding and skills at a declarative level.

Student is able to:

- use words, phrases and grammatical phenomena as a basis for creating basic sentence models.*
- understand and interpret information in short audio recordings.*
- provide basic information about himself and his life in the target foreign language and understand the meaning of some unknown words from the context of the text read.*
- define general knowledge that serves as a basis for active communication in a foreign language.*
- conduct communication requiring a simple and direct exchange of information in a foreign language.*
- demonstrate social competencies in a foreign language environment.*
- use his knowledge to solve basic communication problems.*
- dispose basic skills to obtain and interpret basic data in the target language.*
- make the right decisions and act responsibly based on the information obtained.*
- demonstrate critical and creative thinking in predictable and unpredictable situations that he / she may encounter in professional practice.*
- identify and creatively solve problems in new or unknown environments.*
- dispose developed self-learning skills, which he / she uses for self-study in a foreign language.*

Course content:

The content of the course is based on the principles of communication approach and activities based on teaching and learning. The content of teaching in the subject includes the following topics:

1. Culture and the city

Definitions of culture. Kinds of art. Works of art. Philosophy of culture. Media. Orientation in the city and means of transport.

Expressions of agreement and disagreement. Past simple. Past continuous time.

Conversation topics: Philosophy in culture and media.

Dance as an art form in human life.

2. Hopes and fears

Future plans. Helping countries in need. Concerns for the future - previews from world bestsellers. Ecological problems.

Forms of expressing the future.

Conversation topics: Ethics and morality. Good and evil.

The dignity of the human person. Man in need.

Humanitarian and charitable organizations vs. celebrity.

Presentation on a selected topic from the field.

Latin language: *Latin verb, repetition of imperfect, futurum of 1st - 4th conjugation. Latin noun, 4th and 5th declension. Adjectives III. declension, regular and irregular gradation. Adverbs, formation and gradation. Personal and possessive pronouns. Numerals - basic and serial 1 - 20, creation of tens, hundreds, thousands.*

Recommended literature:

CLANDFIELD, L., 2010. *GLOBAL Pre-Intermediate Course book*, Macmillan. ISBN: 9780230033122.

MURPHY, R., 2004. *English Grammar in Use*. Cambridge: Cambridge University Press. ISBN: 0-521-28723-5.

CERAMELLA, N. a LEE, E., 2008. *Cambridge English for the Media*, Cambridge: Cambridge University Press. ISBN 978-0-521-72457-9.

HORNBY, A. S., 2001. *Advanced Learner's Dictionary*. Oxford: Oxford University Press. ISBN: 0-19-431564-9.

LEMCKE, Ch., ROHRMANN, L., 2013. *Berliner Platz 1 neu. Deutsch im Alltag*. München: Klett – Langenscheidt. ISBN 978-3-12-606025-7.

LEMCKE, Ch., ROHRMANN, L., SCHERLING, T., 2013. *Berliner Platz 1 neu. Deutsch im Alltag. Intensivtrainer*. München: Klett – Langenscheidt. ISBN 978-3-12-606029-5.

RODI, M., 2013. *Berliner Platz 1 neu. Deutsch im Alltag. Testheft*. München: Klett – Langenscheidt. ISBN 978-3-12-606031-8.

SPRAKE, D. a HARRISON, S., 2001. *FRANCOSCOPE pour AQA*, Oxford University Press, ISBN: 0-19-912309-8.

BAYLON, Ch., 2000. *FORUM 1, Méthode de français*, Hachette, ISBN: 2-01-15-5085-8.

MINÁRIKOVÁ, H. a LIŠČÁKOVÁ, I., 2004. *Francúzsko-slovenský, slovensko-francúzsky slovník*, Slovenské pedagogické nakladateľstvo, ISBN: 80-10-006-72-6.

ŠPAŇÁR, J. a KETTNER, E., 1968. *Latínčina*. Bratislava: SPN.

ŠPAŇÁR, J. a HRABOVSKÝ, J., 1962. *Latinsko-slovenský, slovensko-latinský slovník*. Bratislava: SPN.

SEINEROVÁ, V., 2000. *Cvičebnice latiny pro střední školy, především gymnáziá*. Praha: Fortuna.

Current internet resources and online dictionaries.

Language which is necessary to complete the course: A1, English- level A2/B1

Notes: The course is provided by ÚJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: PaedDr. Erika Kofritová, PhD., PaedDr. Zdenka Uherová, PhD., Mgr. Barbora Olejárová, PhD., Mgr. Slavka Oriňáková, PhD.

Date of last change: 9. 2. 2022

Approved by: Mgr. Lenka Gogová, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UJK/CJEM3/22	Course title: Foreign Language 3 (English, French, Latin, German), (FIL) (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 3 rd , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by the continuous evaluation "PH".</i> <u>Seminar:</u> <i>In the credit week, students take a written test of the curriculum.</i> <i>Student success must be at least 50.00% of the test. Overall, the student is evaluated on the basis of an oral presentation on a selected topic from the field and the calculation of the percentage average of the final test as follows:</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

After getting acquainted with the basic information, the student has an adequate level of understanding and skills at a declarative level.

Student is able to:

- provide basic information about himself / herself and his / her life in the target foreign language.*
- define general knowledge that serves as a basis for active communication in a foreign language.*
- conducts communication requiring a simple and direct exchange of information in a foreign language.*
- demonstrate social competencies in a foreign language environment.*
- use his / her knowledge to solve basic communication problems.*
- dispose basic skills to obtain and interpret basic data in the target language.*
- make the right decisions and act responsibly based on the information obtained.*
- demonstrate critical and creative thinking in predictable and unpredictable situations that he / she may encounter in professional practice.*
- identify and creatively solve problems in new or unknown environments.*
- dispose developed self-learning skills, which he / she uses for self-study in a foreign language.*

Course content:

The content of the course is based on the principles of communication approach and activities based on teaching and learning. The content of teaching in the subject includes the following topics:

2. Work and leisure

Jobs. Advertisement - job search. Free time. Hobbies. The weather.

Conversation topics: *Social problems of young people.*

A functional and non-functional family.

Written work: *Curriculum vitae (Europass: CV).*

3. Science and technology

Happiness in human life. Health and happiness. At the doctor. Healthy lifestyle. Scientific unions. Modern technologies. Computers. The Internet.

Word formation by composing. Grading of adjectives. Phrasal verbs. Sentences. Couplings.

Conversation topics: *The Internet in the life of a young person.*

Facebook - yes or no?

Presentation on a selected topic from the field.

Latin language: *Subjunctive of the present and imperfect verbs “esse” and regular verbs of the 1st - 4th conjugation. Conjunctive in main sentences. Special-purpose subordinate clauses. Depositive verbs. Binding of accusative with infinitive and nominative with infinitive. Indicative pronouns, interrogative, relative and indefinite pronouns. Translation: G. I. Caesar.*

Recommended literature:

CLANDFIELD, L., 2010. *GLOBAL Pre-Intermediate Course book*, Macmillan. ISBN: 9780230033122.

MURPHY, R., 2004. *English Grammar in Use*. Cambridge: Cambridge University Press. ISBN: 0-521-28723-5.

HORNBY, A. S., 2001. *Advanced Learner's Dictionary*. Oxford: Oxford University Press. ISBN: 0-19-431564-9.

LEMCKE, Ch., ROHRMANN, L., 2013. *Berliner Platz 1 neu. Deutsch im Alltag*. München: Klett – Langenscheidt. ISBN 978-3-12-606025-7.

LEMCKE, Ch., ROHRMANN, L., SCHERLING, T., 2013. *Berliner Platz 1 neu. Deutsch im Alltag. Intensivtrainer*. München: Klett – Langenscheidt. ISBN 978-3-12-606029-5.

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ŠPAŇÁR, J. a HRABOVSKÝ, J., 1962. *Latinsko-slovenský, slovensko-latinský slovník*. Bratislava: SPN.

SEINEROVÁ, V., 2000. *Cvičebnice latiny pro střední školy, především gymnáziá*. Praha: Fortuna.

Current internet resources and online dictionaries.

Language which is necessary to complete the course: A1 / A2, English- level B1

Notes: The course is provided by ÚJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: PaedDr. Erika Kofritová, PhD., PaedDr. Zdenka Uherová, PhD., Mgr. Barbora Olejárová, PhD., Mgr. Slavka Oriňáková, PhD.

Date of last change: 9. 2. 2022

Approved by: Mgr. Lenka Gogová, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UJK/CJEM4/22	Course title: Foreign Language 4 (English, French, Latin, German), (FIL) (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 4 th , 2 nd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by the continuous evaluation "PH".</i> Seminar: <i>In the credit week, students take a written test of the curriculum.</i> <i>Student success must be at least 50.00% of the test. Overall, the student is evaluated on the basis of an oral presentation on a selected topic from the field and the calculation of the percentage average of the final test as follows:</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

After getting acquainted with the basic information, the student has an adequate level of understanding and skills at a declarative level.

Student is able to:

- uses words, phrases and grammatical phenomena as a basis for creating basic sentence models.*
- provide basic information about himself / herself and his / her life in the target foreign language.*
- define general knowledge that serves as a basis for active communication in a foreign language.*
- conducts communication requiring a simple and direct exchange of information in a foreign language.*
- demonstrate social competencies in a foreign language environment.*
- use his / her knowledge to solve basic communication problems.*
- dispose basic skills to obtain and interpret basic data in the target language.*
- make the right decisions and act responsibly based on the information obtained.*
- demonstrate critical and creative thinking in predictable and unpredictable situations that he / she may encounter in professional practice.*
- identify and creatively solve problems in new or unknown environments.*
- dispose developed self-learning skills, which he / she uses for self-study in a foreign language.*

Course content:

The content of the course is based on the principles of communication approach and activities based on teaching and learning. The content of teaching in the subject includes the following topics:

1. Time and money

Terminology relevant to the topic. Shopping. Time zones. Use of time and various leisure activities. Money and its use.

Grammatical phenomena: Present tense.

Conversation topics: Online shopping - advantages and disadvantages.

Poverty and wealth.

2. Home and abroad

Stay abroad. Types of accommodation facilities and their services. Hotel. Holidays and customs in different countries.

Grammatical phenomena: Passive and conditional sentences.

Conversation topics: Traditions in Slovakia.

Hotel vs. camping.

Presentation on a selected topic from the field.

Latin language: *Indicative perfect, plusquamperfect and future II. assets. Perfect subjunctive and plusquamperfect assets. Cum historicum - time sentences. Indefinite verb forms: particles and supine. Absolute ablative. Translation: G. I. Caesar.*

Recommended literature:

CLANDFIELD, L., 2010. *GLOBAL Pre-Intermediate Course book*, Macmillan. ISBN: 9780230033122.

MURPHY, R., 2004. *English Grammar in Use*. Cambridge: Cambridge University Press. ISBN: 0-521-28723-5.

HORNBY, A. S., 2001. *Advanced Learner's Dictionary*. Oxford: Oxford University Press. ISBN: 0-19-431564-9.

LEMCKE, Ch., ROHRMANN, L., 2013. *Berliner Platz 1 neu. Deutsch im Alltag*. München: Klett – Langenscheidt. ISBN 978-3-12-606025-7.

LEMCKE, Ch., ROHRMANN, L., SCHERLING, T., 2013. *Berliner Platz 1 neu. Deutsch im Alltag. Intensivtrainer*. München: Klett – Langenscheidt. ISBN 978-3-12-606029-5.

RODI, M., 2013. *Berliner Platz 1 neu. Deutsch im Alltag. Testheft*. München: Klett – Langenscheidt. ISBN 978-3-12-606031-8.

SPRAKE, D. a HARRISON, S., 2001. *FRANCOSCOPE pour AQA*, Oxford University Press, ISBN: 0-19-912309-8.

BAYLON, Ch., 2000. *FORUM I, Méthode de français*, Hachette, ISBN: 2-01-15-5085-8.

MINÁRIKOVÁ, H. a LIŠČÁKOVÁ, I., 2004. *Francúzsko-slovenský, slovensko-francúzsky slovník*, Slovenské pedagogické nakladateľstvo, ISBN: 80-10-006-72-6.

ŠPAŇÁR, J. a KETTNER, E., 1968. *Latínčina*. Bratislava: SPN.

ŠPAŇÁR, J. a HRABOVSKÝ, J., 1962. *Latinsko-slovenský, slovensko-latinský slovník*. Bratislava: SPN.

SEINEROVÁ, V., 2000. *Cvičebnice latiny pro střední školy, především gymnáziá*. Praha: Fortuna.

Current internet resources and online dictionaries.

Language which is necessary to complete the course: A1 / A2, English- level B1 / B2

Notes: The course is provided by ÚJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: PaedDr. Erika Kofritová, PhD., PaedDr. Zdenka Uherová, PhD., Mgr. Barbora Olejárová, PhD., Mgr. Slavka Oriňáková, PhD.

Date of last change: 9. 2. 2022

Approved by: Mgr. Lenka Gogová, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UJK/CJEM5/22	Course title: Foreign Language 5 (English, French, Latin, German), (FIL) (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 5 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by the continuous evaluation "PH".</i> Seminar: <i>In the credit week, students take a written test of the curriculum.</i> <i>Student success must be at least 50.00% of the test. Overall, the student is evaluated on the basis of an oral presentation on a selected topic from the field and the calculation of the percentage average of the final test as follows:</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

After getting acquainted with the basic information, the student has an adequate level of understanding and skills at a declarative level.

Student is able to:

- uses words, phrases and grammatical phenomena as a basis for creating basic sentence models.*
- provide basic information about his / her professional life in the target foreign language.*
- define general knowledge that serves as a basis for active communication in a foreign language.*
- show adequate sociolinguistic competencies to present, not only in everyday situations, but also the results of his / her own academic work.*
- develop pragmatic competencies, through which he will be able to meaningful interaction in various situations related to his professional profiling.*
- respond appropriately to inter / multicultural contextual language stimuli.*
- conduct communication requiring a more complex exchange of information in a foreign language.*
- demonstrate social competencies in a foreign language environment.*
- use his/ her knowledge to solve various communication problems at a higher language level.*
- dispose basic skills to obtain and interpret basic data in the target language.*
- make the right decisions and act responsibly based on the information obtained.*
- demonstrate critical and creative thinking in predictable and unpredictable situations that he / she may encounter in professional practice.*
- identify and creatively solve problems in new or unknown environments.*
- dispose developed self-learning skills, which he / she uses for self-study in a foreign language.*
- actively use professional terminology.*

Course content:

The content of the course is based on the principles of communication approach and activities based on teaching and learning. All topics are focused on the development of communication skills needed for everyday communication in a foreign language. The content of teaching in the subject includes the following topics:

1. Current social problems

Social problems in Slovakia and in the world. Generation problems in the past and in the present.

Conditional sentences. Wish sentences. Punctuation.

Conversation topics: "Mama" hotel - advantages and disadvantages.

Social problems of young people.

2. Environment and ways of life

Ecological problems, energy sources, alternative sources, climate, weather. Globalization vs. national specificities.

Reading graphs and tables. Geographical variants of English.

Punctuation. Adjective suffixes.

Conversation topics: Environmental protection.

The impact of our activities on the environment.

Presentation on a selected topic from the field.

Latin language: Indicative perfect, plusquamperfect and future II. passives. Conjunctive perfect and plusquamperfect passive. Infinitives. Question sentences. Translation: Cornelius Nepos.

Recommended literature:

HOLMAN, A. et al., 2006. *Move Upper-Intermediate*. MacMillan. ISBN: 1-4050-8616-5.
HORNBY, A. S., 2001. *Advanced Learner's Dictionary*. Oxford: Oxford University Press. ISBN: 0-19-431564-9.
HORNBY, A. S.: *Advanced Learner's Dictionary*. Oxford: Oxford University Press, 2001. ISBN: 0-19-431564-9.
LEMCKE, Ch., ROHRMANN, L., 2013. *Berliner Platz 1 neu. Deutsch im Alltag*. München: Klett – Langenscheidt. ISBN 978-3-12-606025-7.
LEMCKE, Ch., ROHRMANN, L., SCHERLING, T., 2013. *Berliner Platz 1 neu. Deutsch im Alltag. Intensivtrainer*. München: Klett – Langenscheidt. ISBN 978-3-12-606029-5.
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ŠPAŇÁR, J. a KETTNER, E., 1968. *Latinčina*. Bratislava: SPN.
ŠPAŇÁR, J. a HRABOVSKÝ, J., 1962. *Latinsko-slovenský, slovensko-latinský slovník*. Bratislava: SPN.
SEINEROVÁ, V., 2000. *Cvičebnice latiny pro střední školy, především gymnáziá*. Praha: Fortuna.
Current internet resources and online dictionaries.

Language which is necessary to complete the course: A2 / B1, English- level B2 / C1

Notes: The course is provided by ÚJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: PaedDr. Erika Kofritová, PhD., PaedDr. Zdenka Uherová, PhD., Mgr. Barbora Olejárová, PhD., Mgr. Slavka Oriňáková, PhD.

Date of last change: 9. 2. 2022

Approved by: Mgr. Lenka Gogová, PhD.

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UJK/CJEM6/22	Course title: Foreign Language 6 (English, French, Latin, German), (FIL) (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 6 th , 3 rd year	
Study grade: 1.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by the continuous evaluation "PH".</i> <u>Seminar:</u> <i>In the credit week, students take a written test of the curriculum.</i> <i>Student success must be at least 50.00% of the test. Overall, the student is evaluated on the basis of an oral presentation on a selected topic from the field and the calculation of the percentage average of the final test as follows:</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

After getting acquainted with the basic information, the student has an adequate level of understanding and skills at a declarative level.

Student is able to:

- uses words, phrases and grammatical phenomena as a basis for creating professional sentence models.*
- provide basic information about his / her professional life in the target foreign language.*
- define general knowledge that serves as a basis for active communication in a foreign language.*
- show adequate sociolinguistic competencies to present, not only in everyday situations, but also the results of his / her own academic work.*
- develop pragmatic competencies, through which he will be able to meaningful interaction in various situations related to his professional profiling.*
- respond appropriately to inter / multicultural contextual language stimuli.*
- conduct communication requiring a more complex exchange of information in a foreign language.*
- demonstrate social competencies in a foreign language environment.*
- use his/ her knowledge to solve various communication problems at a higher language level.*
- dispose basic skills to obtain and interpret basic data in the target language.*
- make the right decisions and act responsibly based on the information obtained.*
- demonstrate critical and creative thinking in predictable and unpredictable situations that he / she may encounter in professional practice.*
- identify and creatively solve problems in new or unknown environments.*
- dispose developed self-learning skills, which he / she uses for self-study in a foreign language.*
- actively use professional terminology.*

Course content:

The content of the course is based on the principles of communication approach and activities based on teaching and learning. All topics are focused on the development of communication skills needed for everyday communication in a foreign language. The content of teaching in the subject includes the following topics:

1. Career

Interpersonal relationships in the workplace. Discrimination in the workplace and laws. Personal ambitions. Career vs. personal life.

Key vocabulary: expressions and phrases on the topic. Indirect speech.

Conversation topics: Career or work?

How to deal with various forms of discrimination in the workplace?

2. Work in EU countries

The pros and cons. Conditions of recruitment. Cover letter. Job interview. Formal and informal language.

Courtesy phrases. How to fill in a personal questionnaire. Repetition of grammatical tenses.

Conversation topics: Dream job.

Volunteering in Slovakia and in the world.

Presentation on a selected topic from the field.

Latin language: *Consistency of times. Irregular verbs: ire, ferre, velle, nolle, fieri. Binding of local names. Gerundive. Gerundium. Translation: Titus Livius.*

Recommended literature:

HOLMAN, A. et al., 2006. *Move Upper-Intermediate*. MacMillan. ISBN: 1-4050-8616-5.

HORNBY, A. S., 2001. *Advanced Learner's Dictionary*. Oxford: Oxford University Press. ISBN: 0-19-431564-9.

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SPRAKE, D. a HARRISON, S., 2001. *FRANCOSCOPE pour AQA*, Oxford University Press, ISBN: 0-19-912309-8.

BAYLON, Ch., 2000. *FORUM 1, Méthode de français*, Hachette, ISBN: 2-01-15-5085-8.

MINÁRIKOVÁ, H. a LIŠČÁKOVÁ, I., 2004. *Francúzsko-slovenský, slovensko-francúzsky slovník*, Slovenské pedagogické nakladateľstvo, ISBN: 80-10-006-72-6.

ŠPAŇÁR, J. a KETTNER, E., 1968. *Latinčina*. Bratislava: SPN.

ŠPAŇÁR, J. a HRABOVSKÝ, J., 1962. *Latinsko-slovenský, slovensko-latinský slovník*. Bratislava: SPN.

SEINEROVÁ, V., 2000. *Cvičebnice latiny pro střední školy, především gymnáziá*. Praha: Fortuna.

Current internet resources and online dictionaries.

Language which is necessary to complete the course: B1, English- level B2 / C1

Notes: The course is provided by ÚJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: PaedDr. Erika Kofritová, PhD., PaedDr. Zdenka Uherová, PhD., Mgr. Barbora Olejárová, PhD., Mgr. Slavka Oriňáková, PhD.

Date of last change: 9. 2. 2022

Approved by: Mgr. Lenka Gogová, PhD.