

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: <i>1FI/TFSTO/22</i>	Course title: Texts of 20th century Philosophy (Profile 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: 2.	
Prerequisites: -	
Conditions for passing the course: <i>Attendance at lectures and seminars is mandatory.</i> <u>Continuous evaluation:</u> <i>The student's activity in seminars is evaluated (0 - 10 points) and one separate presentation on the assigned topic, which the student prepares orally and later completes in writing (0 - 20 points). The course ends with an oral exam, for which the student prepares 3 topics, i.e. 3 separate presentations of your choice with a specified minimum number of home (2) and foreign (1) interpretation literature for each of the three primary texts. The student can get 0 - 70 points from the oral exam. The basic criterion for evaluating the written and oral presentation is the student's ability to find in the primary text 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 20th century philosophy.</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 do not obtain at least 20 points from the 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 familiar with the most important problems and characters of the 20th c. philosophy
- understands historical and systematical knowledge about the 20th c. philosophy.

Skills

After the course the student:

- develops analytical thinking: working with the text – search for key terms, identify particular arguments, put them into the context with other problems, etc.
- develops critical thinking: (based on the analytical working with the text) follows interpretation strategies which various interpreters used at the same primary text,
- develops independent student approach: the student critically evaluates 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: the student 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: 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, the question of the meaning of being, the end of metaphysics, the ontology of ourselves, 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 *Texts of 20th Century Philosophy* focuses on selected figures of 20th century philosophy (Nietzsche, Heidegger, Foucault), or more precisely on the works that provoked wide discussions in the thinking of the 20th century, and on the topics that these works presented (our relationship to the history of thinking, traditional questions of philosophy in the context of modern thinking, possible forms of historical work, the question of truth, ways of self-formation, etc.).

Recommended literature:

Benyovszky, L., *Náhlost : myšlení bytí z času*. Praha: OIKOYMENH, 2006.

Biemel, W., *Martin Heidegger*. Praha: Mladá fronta, 1995.

Buren, John van, *The Young Heidegger: Rumor of the Hidden King*. Bloomington 1994.

Dasturová, F., *Čas a druhý u Husserla a Heideggera*. Praha: Filozofický ústav ČSAV, 1992.

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

Ettingerová, E., *Hannah Arendtová a Martin Heidegger*. Praha: Academia, 2004.

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

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

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., *Péče o sebe. Dějiny sexuality III*. Prekl. M. Petříček, L. Šerý 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.

Foucault, M., *Užívání slastí. Dějiny sexuality II*. Prekl. K. Thein, N. Darnadyová a J. Fulka. Praha: Herrmann & synové 2003.

Heidegger, M., *Anaximandřův výrok*. Praha: OIKOYMENH, 2012.

Heidegger, M., *Aristotelova Metafyzika IX,1-3: o bytí a skutečnosti síly: přednáškový cyklus z letního semestru 1931 na universitě ve Freiburgu*. Praha: OIKOYMENH, 2001.

Heidegger, M., *Básnický bydlí člověk*. Praha: OIKOYMENH, 2006.

Heidegger, M., *Bytí a čas*. Praha: OIKOYMENH, 2002.

Heidegger, M., *Co je metafyzika?* Praha: OIKOYMENH 2006.

Heidegger, M., *Kant a problém metafyziky*. Praha: Filosofie.

Heidegger, M., *Konec filosofie a úkol myšlení*. Praha: OIKOYMENH, 2006.

Heidegger, M., *O pravdě a Bytí*. Praha: Mladá fronta, 1993.

Heidegger, M., *Rozvrh fenomenologické interpretace Aristotela*. Praha: OIKOYMENH, 2008.

Heidegger, M., *Věda, technika a zamyšlení*. Praha: OIKOYMENH, 2004.

Kouba, P., *Smysl konečnosti*. Praha: OIKOYMENH, 2001.

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.

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

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

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

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

Pöggeler, O., *Martin Heidegger's Path of Thinking*, Humanities Press, 1987.

Suvák, V., *Ars vivendi: Umenie žiť medzi Sókratom a Foucaultom*. Bratislava: VSSS 2020.

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

Suvák, V., *Koniec metafyziky a Platón*, FF PU, Prešov 2002.

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.

Course evaluation

Total number of students evaluated: 11

A	B	C	D	E	FX
36%	55%	9%	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: <i>1IFI/SUET1/22</i>	Course title: Contemporary Ethical Theories (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 1 seminar lesson a week Method: combined	
Number of credits: <i>4</i>	
Recommended semester: <i>1st, 1st year</i>	
Study grade: <i>2.</i>	
Prerequisites: -	
Conditions for passing the course: <i>Exam.</i> <i>The course ends with an exam (s) and obtaining 4 credits. The evaluation of the exam is based on mastering the written part of the exam (34% of the evaluation), as well as on the overall work of the student during the semester (66% of the evaluation). The overall 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. The condition for participation in the exam is to obtain at least 20 points. Points can be obtained by activity in lectures and seminars, by successfully passing a written test on the topic of the seminar, by elaborating an introductory word on the topic of the seminar, or by writing one original seminar paper. Conditions and number of points are given in the syllabi of the course.</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 is able to:

- describe the basic ethical theories in philosophical and ethical thinking of recent decades.*
- reproduce their main characters, ideas and representatives.*
- name the basic differences and developmental features of individual ethical theories and recognize their impact on the development of ethical thinking at home and abroad.*
- use selected ethical theories to analyse specific ethical issues and dilemmas and gradually define the basic content orientation of individual theories.*
- categorize and systematically organize individual ethical theories into larger units with respect to their content focus and the methodological approaches they use.*

Basic skills

After the course the student is able to:

- pay attention to individual aspects of ethical theories, observe their development and notice their interconnections, similarities and differences.*
- reproduce their focus, goals and applications*
- propose new possibilities for examining current ethical theories in order to adapt them to the current problems of the time.*
- combine individual aspects and methodological procedures and seek synergies in improving individual aspects of these theories.*

Basic competences

After the course the student is able to:

- communicate appropriately in a discussion with others and express his / her agreement or disagreement with the attitudes of others in a cultured way.*
- take responsibility for his / her opinions and argue on the basis of relevant information.*
- defend his / her opinions and, by giving examples, encourage them to take their full place in a free and critical debate.*

Course content:

The course introduces current ethical theories and their most important representatives.

Analytical ethics and metaethics.

Contemporary ethics of virtue.

Psychological and biological ethics.

Theory of justice of the 20th century.

A critical look at John Rawls' theory of justice.

Contemporary consequentialism in the works of P. Pettit, P. Singer and A. Sen.

Contemporary Slovak consequentialism - ethics of social consequences.

Existentialist ethics.

Ethics of pragmatism.

Discursive ethics.

Ethics in the postmodern period.

Feminist ethics.

Recommended literature:

Fromm, E., 2001. *Mít, nebo být? Praha, Aurora.*

Gluchman, V., 1995. *Etika konzekvencializmu. Prešov, Manacon, s. 41-50.*

Gluchman, V., 2010. *Teória spravodlivosti Johna Rawlsa. In: Gluchman a kol.: Etické teórie súčasnosti (Etika II). Prešov, Grafotlač, s. 143-157*

Gluchman, V., 2008. *Utilitarizmus a neutilitaristický konzekvencializmus. In: Remišová, A. a kol. : Dejiny etického myslenia v Európe a USA. Bratislava: Kalligram, s. 626-655.*

Gluchman, V., 2010. *Utilitarizmus a konzekvencializmus. In: Gluchman a kol.: Etické teórie súčasnosti (Etika II). Prešov: Grafotlač.*

Kalajtšidis, J., 2012. *Etika sociálnych dôsledkov a hospodárska etika (so zameraním na finančný sektor). Brno: Tribun EU.*

Kuna, M., 2010: *Etika a politika v perspektíve Alasdaira MacIntyra. Ružomberok: Katolícka univerzita.*

Kuna, M., 2010: *Úvod do etiky cnosti. Ružomberok: Katolícka univerzita, 2010.*

Milgram, S., 1963. *Behavioral study of obedience. In: Journal of Abnormal and social psychology, r. 67, č. 4, s. 371-378*

Remišová, A. a kol., 2008. : *Dejiny etického myslenia v Európe a USA. Bratislava, Kalligram*

SEN, A., 2009. *The idea of justice. Cambridge: Harvard university press.*

Singer, P., 2007. *Famine, affluence and morality. In: Landu-Shefer, R. (ed.): Ethical theory. Oxford: Blackwell publishing.*

Sartre, J. P., 2004. *Existencializmus je humanizmus. Praha: Vyšehrad.*

Sisáková, O., 2010. *Feministická etika. In: Gluchman a kol.: Etické teórie súčasnosti (Etika II). Prešov: Grafotlač.*

Višňovský, E., 2008. *Etika pragmatizmu. In: In: Remišová, A. a kol. : Dejiny etického myslenia v Európe a USA. Bratislava, Kalligram, s. 595-625*

Višňovský, E., 2008. *Východiská koncepcie dobrého života v etike klasického pragmatizmu. In: Filozofia, r. 63, č. 4, s. 328-335.*

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 20

A	B	C	D	E	FX
25%	20%	25%	15%	10%	5%

Lecturers: Mgr. Lukáš Švaňa, 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: <i>1IFI/FID02/22</i>	Course title: History as a Philosophical Problem (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lesson a week Method: combined	
Number of credits: 5	
Recommended semester: 1 st , 1 st year	
Study grade: 2.	
Prerequisites: The Philosophy of History	
Conditions for passing the course: <i>Exam.</i> • <i>Evaluation is based on the overall work of the student during the semester (10 points), seminar work (10 points) and the oral exam (30 points). The final 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> <i>Classification:</i> 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 situation of philosophy of history in the period after Hegel and Marx*
- *define a critique of historical culture.*

Basic skills

After the course the student is able to:

- *present the content of the concept of historical reconstruction*
- *clarify new sketches of universal history*
- *evaluate the legitimacy of the critique of the philosophy of history.*

Basic competences

After the course the student is able to:

- *analyse the topic of philosophy of history after the end of philosophy of history*
- *actively discuss and adequately present his / her opinion in written and oral form.*

Course content:

*Postclassical philosophy of history as a discipline of polycentric character and many theories.
Questions of adequate philosophical reflection on history and a possible new conception of history*

Exploring continuity, factuality, wholeness, diversity, individuality, narrative, memories in analysing the shift in perspective of philosophical thinking

A historical crisis following the great philosophy of history

Philosophy of history after Hegel and Marx

Burckhardt's Critique of the Philosophy of History

The program of the historian Johann Gustav Droysen

Nietzsche's critique of historical culture

Spengler and Toynbee - Civilization and philosophy of history

Critique of Historical Reason (W. Dilthey)

Philosophy of history versus W. Benjamin's historicism

Western Rationalism and the Unity of History (K. Jaspers)

Postmodern critique of the philosophy of history

The End of History - Francis Fukuyama

Recommended literature:

Anderson-Gold, S., 2001. *Unnecessary Evil: History and Moral Progress in the Philosophy of Immanuel Kant*. Albany: State University New York Press.

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

Angehrn, E., 1996. Ursprungsmythos und Geschichtsdenken. In: *Der Sinn des Historischen. Geschichtsphilosophische Debatten*. Eds. Herta Nagl-Docekal. Frankfurt am Main: Fischer Taschenbuch Verlag, s. 305-332.

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

Bodnár, J., 1999. *Filozofia dejín a problém zmysluplnosti dejinného procesu*. In: *Filozofia* 54, (10).

Burckhardt, J., 1996. *Úvahy o světových dějinách*. Olomouc.

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

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

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

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

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

Nagl-Docekal, H. (ed.), 1996. *Der Sinn des Historischen. Geschichtsphilosophische Debatten*. Frankfurt am Main.

Rohbeck, J., 1987. *Die Fortschrittstheorie der Aufklärung*. Frankfurt am Main: Campus Verlag.

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

Sagnol, M., 2003. Walter Benjamin – archeológ moderny. In: *Filozofia*, 58, (4).

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

Sviták, I., 1990. *Nesnesitelné břemeno dějin. Novosvětská symfonie*. Praha: Orbis.

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 “Philosophy of History 2”.

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: <i>1IFI/ESTU1/22</i>	Course title: Aesthetics of art (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lesson a week Method: combined	
Number of credits: 5	
Recommended semester: 1 st , 1 st year	
Study grade: 2.	
Prerequisites: The Philosophy of History	
Conditions for passing the course: <i>The form of completion of the course is an exam.</i> <i>To successfully complete the course, it is necessary to complete three components:</i> 1. <i>Writing of two continuous papers (6th and 13 week semester) - max 30 points</i> 2. <i>Submission of semester work - max 20 points.</i> <i>To successfully complete the course, the student in the 12th week of the semester will submit a seminar paper which will include the application analysis and critical assessment (or comparison) of the methods and theoretical approaches, including citations and paraphrases in the range of 5 standard pages.</i> 3. <i>Oral exam - max 50 points.</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:

- *identify methodological principles and theoretical foundations of contemporary aesthetics,*
- *show the aesthetic potential of art;*
- *apply an appropriate method to describe and explain the aesthetic potential of the work of art;*

Basic skills

After the course the student is able to:

- *interpret the work of art from an aesthetic point of view;*
- *identify and critically re-evaluate the basic properties of the aesthetic potential of the work;*
- *critically evaluate and compare aesthetic methods and approaches, in relation to the specifics of a particular work of art and art type;*

Basic competences

After the course the student is able to:

- *use the acquired knowledge and skills from the subject Aesthetics of Art to examine new contexts of a work of art and the development of the art world;*
- *choose the correct terminology to express current attitudes;*

The educational outcomes of knowledge are verified in a written work on theory in the 6th and 13th week of the semester. The educational outcomes of skill and competence are verified in the written work practical part - seminar reflection in the 12th week of the semester.

Course content:

1. *Art of the 20th and 21st century as an aesthetic problem;*
2. *Art of the 20th and 21st century as a definition problem;*
3. *Art of the 20th and 21st century as an interpretation problem;*
4. *The problem of ontological status of a work of art in the age of reproductive technologies;*
5. *The problem of axiological evaluation of a work of art in the age of reproductive technologies, globalism, multiculturalism ...*
6. *Visual culture and the problem of changing the perception of contemporary and classical art;*
7. *Mass media as an aesthetic problem;*
8. *The problem of "art without aesthetics";*
9. *Art as a means in the 20th century (neopragmatism);*
10. *The problem of the concept of the end of art by A. C. Dant and the end of the history of art by H. Belting;*
11. *The problem of art history in the conception of G. Didi - Huberman, A. Warburg, W. Benjamin, C. Einstein and the impact of this concept on the aesthetics of the 20th century;*
12. *Possibilities of inclusion of 20th century art in art history and anachronism of art paintings*

Recommended literature:

- Adorno, Th., W., 2020. *Estetické teórie*. Panglos.
- Adorno, Th., W., 2009. *Schéma masové kultúry*. Praha: OIKOYMENH.
- Benjamin, W., 2013. *Aura a stopa*. Bratislava: Kalligram.
- Ciporanov, D., Kulka, T., eds., 2010. *Co je umění? Texty angloamerické estetiky 20. století*. Praha: Pavel Mervart.
- Danto, A., C., 2021. *Po konci umění*. Praha: Academia
- Danto, A. C., 2004. *Zneužitie krásy*. Bratislava: Kalligram.
- Davis, W., 2005. *Symboly v dejinách a jejích objavovaní*. In: L. Kesner (ed.): *Vizuální teórie: Současné anglo-americké myšlení o výtvarných dílech*. Jinočany: H&H, s. 73 – 90
- Didi-Huberman, G., 2006. *Před časom*. Bratislava: Kalligram.
- Eco, U., 2009. *Meze interpretace*. Praha: Karolinum.
- Foucault, M., 2010. *Toto nie je fajka*. Bratislava: Kalligram
- Goodman, N., 2007. *Jazyky umění a teórie symbolů*. Praha: Academia.
- Kanda, R., (2016): *Umění na cestě z postmodernismu: angažované nebo radikální?* In: Kanda, R., et. all. *Podzim postmodernismu: Teoretické výzvy súčasnosti*. Praha: Filosofia, s. 137–158.
- Kopčáková, S., 2020. *Aktuálne otázky hudobnej estetiky 20. a 21. storočia*. Prešov: FF PU v Prešove.
- Levinson, J., 2010. *Definovat umění historicky*. In: T. Kulka – D. Ciporanov (zost.): *Co je umění? Texty angloamerické estetiky 20. století*. Praha: Pavel Mervart, s. 133–160.
- Levinson, J., 2016. *Aesthetic Pursuits: Essays in Philosophy of Art*. Oxford: Oxford University Press.
- Makky, L., 2019. *Od začiatku po koniec a ešte ďalej. Umenie v definičných súradniciach*. Prešov: FF PU v Prešove.
- Makky, L., 2021. *Osudy umenia v 20. a 21. storočí: Kapitoly z estetiky*. Prešov: FF PU v Prešove.
- Manovich, L., 2018. *Jazyk nových médií*. Praha: Karolinum
- Owens, C., 2005. *Reprezentace, přivlastnění a moc*. In: : L. Kesner (ed.): *Vizuální teórie: Současné anglo-americké myšlení o výtvarných dílech*. Jinočany: H&H, s. 189–220.
- Pariláková, E., 2021. *Nádej umenia v dobe hyperestetiky. Antropologické aspekty súčasného umenia*. Červený Kostelec: Pavel Mervart.
- Perniola, M., 2000. *Estetika XX. Století*, Praha: Karolinum.
- Rorty, R., 2000. *Filozofia a zrkadlo prírody*. Bratislava: Kalligram.
- Rorty, R., 2006. *Filozofické orchidey*. Bratislava: Kalligram.
- Shusterman, S., 2003. *Estetika pragmatizmu: Krása a umenie života*. Bratislava: Kalligram.
- Sošková, J., 2008.. *Filozoficko-estetické reflexie posthistorického umenia*. Prešov: FF PU v Prešove.
- Sošková, J., eds., 2009. *Studia Aesthetica, XI.: Súčasné umenie v medzidisciplinárnej komunikácii*. Prešov: AFPhUP.
- Welsch, W., 1993. *Estetické myslenie*. Bratislava: Archa.

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: *doc. Mgr. Lukáš Makky, PhD., 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: <i>1IFI/FVPOS/22</i>	Course title: Philosophy in the Postmodern Situation (Profile 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: 2.	
Prerequisites:	
Conditions for passing the course: <i>Attendance at lectures and seminars is mandatory.</i> <u>Continous conditions:</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:

- *define and interpret in his / her own words basic concepts from the context of postmodern philosophy;*
- *identify 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 in the philosophy of postmodernism;*
- *name and justify the importance of studying this philosophy in its transgressions to the present in shaping European and world culture;*
- *reproduce examples of the application of postmodern moral and ethical values;*
- *name the critical and conservative attitudes of Russian origin that oppose the radical pluralism of postmodernism;*
- *identify the starting points of the conservative opposition, which is forming in contact with postmodern values in the Russian intellectual environment;*

Basic skills

After the course the student is able to:

- *formulate in his / her own words the contemporary contexts of shaping thinking in a postmodern situation;*
- *determine the starting points and specifics of shaping the thinking of the provenance in question and the reaction of Russian conservative thinking to it;*
- *regulates, organizes behaviour in connection with research practice;*
- *demonstrate the effects of postmodern change on philosophical thinking and wider social and political life;*
- *clarify a new understanding of the art of living in a new situation, a postmodern situation;*
- *justify the effects of postmodern thinking on the formation of Russian philosophy;*

Basic competences

After the course the student is able to:

- *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;*
- *work with different technologies;*

Course content:

The course *Philosophy in the Postmodern Situation* focuses its attention from the historical and thematic point of view on the most current tendencies in the formation of philosophical thinking, which is often referred to as postmodern thinking. Part of the course is the identification of critical positions in relation to radical postmodern pluralism. The course introduces selected positions of conservative thinking in the Russian intellectual environment. The basic areas of the course are:

- *genealogy of the term postmodern*
- *the relationship of modernity and thinking of the 20th century to postmodern (Grenz),*
- *language as a space for shaping radical plurality,*
- *critique of metanarrations (Lyotard)*
- *the problem of plurality in the context of postmodernism (Derrida)*

- hypertension (Baudrillard),
- weak nature of the postmodern (Vattimo)
- postmodernism and the problem of the quality of education
- the plurality of postmodernism as a subject of conservative critique of the Russian philosophical environment.

Recommended literature:

- Badiou, A., 2014. *Manifest za filosofii a jiné texty*. Praha: Herman & synové.
- Badiou, A., 2012. *Chvála lásky*. Bratislava: Vydavateľstvo Inaque.sk.
- Bartes, R., 2018. *Mytologie*. Praha: Dokořán.
- Baudrillard, J., 2000. *Amerika*. Praha: Dauphin.
- Baudrillard, J., 2016. *Heslá*. Bratislava: Hronka.
- Derrida, J., 2003. *Co prinese zítřek?* Praha: Karolinum.
- Derrida, J., 2002. *Násilí a metafyzika*. Praha: Filosofia.
- Nitsche, M. a P. Sousedik a M. Šimsa eds., 2005. *Schizma filosofie 20. století*. Praha: Filosofia.
- Welsch, W., 1994. *Naše postmoderní moderna*. Praha: Zvon.
- Grenz, S. J., 1997. *Úvod do postmodernizmu*. Praha: Návrat domů.
- Lanier, J., 2014. *Jak přemýšlet o soukromí? Hledání smyslu v jedné z nejpálčivějších otázek elektronického věku*. In: *Scientific American*. Leden-Únor. s. 33-39.
- Lyotard, J. F., 2001. *Putování a jiné eseje*. Praha: Herman & synové.
- Vattimo, G. a R. Rorty a S. Zabala, 2007. *Budoucnost náboženství*. Praha: Karolinum.
- Lyotard, J. F., 1999. *O postmodernismu*. Praha: Filosofia.
- 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 Szlávík'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.
- Мархевски, О., 2021. *Кантана Вопросы философии*. In: *Вопросы философии*. № 8, с. 197- 209.
- Степанянц, М. Т., 2020. *Межкультурная философия как эпоха, схвачена в мысли*. In: *Философский полилог*. № 1. с. 11-25.
- Малинов, А. В., 2020. *Исследования и статьи по русской философии*. Санкт-Петербург: РХГА.
- Смирнов, А. В. а Ю. В. Синеокая, eds. 2020. *Философия во множественном числе*. Москва: Академический проект.
- Лагунов, А. В. а С. А. Нижников, 2012. *ФИЛ – и – СОФ. Беседы о Вечном и бренном*. Москва: Инфра-М.
- Варава, В. В., 2014. *Адвокат философии*. Москва: Этерна.
- Пружинин, Б. И. ed. 2010. *Российская философия продолжается: из XX века в XXI*. Москва: Росспен.

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: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: <i>1IFI/FIETI/22</i>	Course title: Philosophical Ethics (Profile 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: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation</i> • <i>The student needs to obtain a credit assessment and an exam during the semester for at least 25 points for 6 credits.</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> <i>Classification:</i> 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:

- *acquire orientation in ethical concepts and approaches to the study of reality;*
- *concisely and clearly define paradigmatic changes in ethical thinking from antiquity to the present (ancient, medieval, modern, modern optics);*
- *recognize, identify and reproduce specific terminology, principles, rules and general knowledge, independently interpret the most important problems and characters of philosophical ethics.*
- *gain historical and systematic knowledge of philosophical ethics.*

Basic skills

After the course the student is able to:

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

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 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: *gain a basic awareness of related systematic disciplines (noetics, psychology and theology, etc.), which are based on different historical forms of solving individual problems (forms of love, compassion, forgiveness, violence, corruption, mental health, concern for the soul, etc.)*
- Independence: *independently write a critical text based on the studied literature;*
- *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 of their application in research work;*
- Criticality: *apply and develop critical thinking in the personal and public spheres;*
- *has the prerequisites for further (self) study and development of knowledge;*

Course content:

- *defining a pair of love and friendship*
- *metaphysical paradoxes of the problem of forgiveness;*
- *morality as a concern for the soul;*
- *corruption as the basic structure of social relations;*
- *how to deal with various forms of violence;*
- *the art of rest;*
- *compassion as the ultimate form of love;*
- *freedom and / as responsibility;*
- *religion and / as ethics*

Recommended literature:

Aurelius, M., 1948. Hovory k sobě. Praha: Toužinský a Moravec.

Kierkegaard, S., 1993. Bázeň a chvění. Praha: Svoboda.

Cicero, 1970. O povinnostech. Praha: Svoboda.

Gros, F., 2018. Filozofia chôdze. Bratislava: OZ Hronka.

Weischeidel, W., 1999. Skeptická etika. Praha: OIKOYMENH.

Patočka, J., 1996. Péče o duši I. Praha, OIKOYMENH.

Bergson, H., 1936. Dvojí pramen mravnosti a náboženství. Praha: Jan Laichter.

Jaspers, K., 1991. Otázka viny. Praha: Mladá Fronta.

Spinoza, B., 2001. Etika. Praha: Dybbuk.

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: 11

A	B	C	D	E	FX
27%	55%	0%	18%	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: <i>1IFI/SVKOZ/22</i>	Course title: From World Citizenship to Cosmopolitanism (Profile 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: 2.	
Prerequisites:	
Conditions for passing the course: <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 on the studied literature (evaluation in the range of 0-2 points for each seminar, a maximum of 20 points in total).</i> <i>The course is completed by 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**

After the course the student is able to:

- *characterize the concepts of world citizenship, hospitality, international law, world civil law, nationalism, cosmopolitanism*
- *describe in detail Kant's idea of world citizenship*
- *introduce the basic theories of cosmopolitanism*
- *present current concepts of cosmopolitanism.*

Basic skills

After the course the student is able to:

- *on the basis of theoretical knowledge interpret in a broader context the phenomenon of world citizenship in the 18th century*
- *characterize and compare some current interpretations of Kant's idea of world citizenship*
- *discuss the strengths and weaknesses of the Enlightenment concept of world citizenship in the context of today*
- *comprehensively explain the meaning and value of Kant's philosophical legacy and its relevance in contemporary political philosophy*
- *prepare a thorough analysis of current concepts of cosmopolitanism with a critical evaluation of these theories*
- *prepare a written work, which will include the analysis of primary texts and comparison of interpretations (including the 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 scientific practice*

Course content:

Kant's theory of world citizenship and its historical and political background (French Revolution, Seven Years' War, Kingdom of Prussia, American Revolution).

A shift from Kant's theory to later theories of cosmopolitanism.

Elaboration of the issue of world citizenship in philosophical literature and in scientific and political discourse from the 19th century to the present.

Critical analysis of forms of Kant's cosmopolitanism.

Assessment of the current "cosmopolitan" situation, i. j., its acute and current issues (reflecting on the issues of equality, justice and human dignity from a cosmopolitan point of view in the field of morality, politics, law, culture and education).

Different forms of cosmopolitanism in contemporary thinking.

Recommended literature:

- Anderson-Gold, S., 2003. *Progress and Prophecy. The Case for a Cosmopolitan History*. In: Rohbeck, J. – Nagl-Docekal, H. (eds.) *Geschichtsphilosophie und Kulturkritik*. Darmstadt: Wissenschaftliche Buchgesellschaft, s. 263 – 278.
- Brock, G. – Brighouse, H. (eds.), 2005. *The Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press.
- Cavallar, G., 2015. *Kant's Embedded Cosmopolitanism: History, Philosophy and Education for World Citizens*. Berlin, München, Boston: De Gruyter.
- Cheah, P., 2006. *Cosmopolitanism*. In: *Theory, Culture & Society*, 23(2-3), s. 486–496.
- Doyle, M. W., 1993. *Liberalism and International Relations*. In: Beiner, R. – Booth, W. J. (eds.) *Kant and Political Philosophy – The Contemporary Legacy*. New Haven and London: Yale University Press, s. 173 – 203.
- Fine, R., 2011. *Kosmopolitismus. Základní ideje globálního uspořádání*. Praha: Filosofia.
- Ferrara, A., 2007. *Nedostatek soudnosti: Evropská a kosmopolitní otázka*. Praha: Filosofia.
- Kleingeld, P., 1998. *Kant's Cosmopolitan Law: World Citizenship for a Global Order*. In: *Kantian Review*. č. 2, s. 72 – 90.
- Kyslan P.: *Kantova kozmopolitná výchova ako reakcia na multikulturalizmus*. In: *Filozofia, vzdelanie a kultúra vo výzvach súčasnosti*. Bratislava: Slovenské filozofické združenie, 2020, pp. 27-34.
- Nussbaum, M. C., 1997. *Cultivating humanity: A classical defense of reform in liberal education*. Cambridge, MA: Harvard University Press.
- Pinar, W. F., 2010. *Hand in Hand: Multiculturalism, Nationality, Cosmopolitanism*. In: *Multicultural Education Review*, 2(1), s. 25–53.
- Rasmussen, D., 2010. *Kant, Rawls a kritika kosmopolitizmu*. In: *Filosofický časopis*, roč. 58, č. 2, s. 229 – 244.
- Rendtorff, J. D., 2009. *Enlightened Cosmopolitism – Kant as a Mediator in the Debate Between Communitarianism and Liberalism*. In: *Jahrbuch für Recht und Ethik (Berlin)* 17, s. 171-181.
- Ruffing, M., 2012. *Moralische Bildung und Kosmopolitismus bei Kant*. In: *Studia Philosophica Kantiana*. č. 1, s. 9-21.
- Sheffler, S. 1999. *Conceptions of Cosmopolitanism*. In: *Utilitas*. Volume 11, Issue 3, s. 255 – 276.
- Zácutná, S., 2013. *Kantova idea svetoobčianstva v kontexte politického myslenia Európy 18. storočia*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.
- Zácutná, S. 2021. *Kant on Teaching Philosophy and Education in a Cosmopolitan Manner*. In: Himmelfmann, B. and Serck-Hanssen, C. eds. *The Court of Reason: Proceedings of the 13th International Kant Congress*. Berlin, Boston: De Gruyter, s. 1661-1666.
- Zelizňaková, E., 2020. *Súčasná kríza medzinárodného práva vo svetle Kantovej právnej filozofie*. In: *Studia Philosophica Kantiana*. Roč. 9, č. 1, s. 43-52.

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
27%	55%	0%	18%	0%	0%

Lecturers: doc. Mgr. Sandra Zácutná, 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: <i>1IFI/AXI01/22</i>	Course title: Axiology (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 2 nd , 1 st year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Exam.</i> <i>Attendance at lectures and seminars is mandatory. A student can apply 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 ends with a written exam, in which it is necessary to obtain at least 50%.</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 is able to:

- *name various approaches to the issue of values from neo-Kantian through phenomenological to current approaches, e.g. in postmodernist concepts.*
- *recognize the most current and acute problems of the philosophy of values - from plurality through relativity and incommensurability to conflicts of values.*
- *define the characteristics of different types of values from aesthetic through ethical to cognitive and spiritual.*

Basic skills

After the course the student is able to:

- *independently formulate differentiated opinions on the most current axiological problems.*
- *engage in professional discussions about values in the wider field of science, technology and society.*
- *compare the differences between concepts and approaches to the problem of values in historical and systematic-philosophical perspective.*
- *apply the acquired knowledge in shaping and transforming their individual existence, as well as in influencing social events.*
- *conceive and justify axiological hierarchies and transpose them into practical life.*

Basic competences

After the course the student is able to:

- *present the acquired knowledge and acquired 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 value awareness in personal and social life.*

Course content:

- *Philosophical-theoretical and cultural context of axiology formation - value inclinations of modern culture.*
- *Axiology as a philosophy of values and as a general theory of values and evaluation.*
- *The problem of the ontological status of a value.*
- *Basic philosophical concepts of values in the history of axiology.*
- *Nietzsche, neo-Kantians, phenomenologists.*
- *Heidegger's critique of categorical axiology.*
- *Theoretical problems of axiology: axiological monism and pluralism.*
- *Conflict of values.*
- *Incommensurability of values.*
- *Relativity of values.*
- *Axiological subject.*
- *Values in a changing world.*

Recommended literature:

Bauman, Z., 1993. *Postmodern Ethics*. Oxford: Blackwell.

Bourdieu, P., 2010. *Pravidla umění*. Brno: Host.

Dupkala, R., 2018. *Fantóm imigrácie. Konflikt alebo dialóg kultúr v kontextoch axiologického pluralizmu*. Prešov: Expres Print.

Dupkala, R., 2020. *Vplyv kresťanstva na kultúru islamskej civilizácie (k problematike medzináboženského dialógu z hľadiska axiologického pluralizmu)*. In: *Acta Patristica* (11), 22, s. 50–69.

Dupkala, R., 2020. *Pohľady do dejín etického myslenia*. Prešov: Expres Print.

Featherstone, M., 1994. *Consumer Culture and Postmodernism*. London: Sage.

Hart, J.G. – Embree, L., eds., 1997. *Phenomenology of Value and Valuing*. Dordrecht – Boston – London: Springer.

Hrušovský, I., Zigo, M., eds., 1967. *Antológia z diel filozofov: Pozitivismus, voluntarizmus, novokantovstvo*. Bratislava: Vydavateľstvo politickej literatúry.

Kekes, J., 1993. *The Morality of Pluralism*. Princeton – New Jersey: Princeton University Press.

Nussbaum, M., 2003. *Křehkost dobra*. Praha: OIKOYMENH.

Randová, A., 2018. *Objektivistická etika*. In: *Cnost sobectví. Nové pojetí egoismu*. Praha: Jiří Kinkor/Dauphin.

Rescher, N., 1993. *Hranice kognitívneho relativizmu*. In: *Filozofia* (48), 4.

Rorty, R. 2006., *Objektivita hodnôt*. In: *Filozofické orchidey*. Bratislava: Kalligram.

Rorty, R. 1997. *Relativizmus: Nachádzať a vytvárať*. In: *Filozofia* (52), 6.

Rorty, R., 1996. *Nahodilosť, ironie, solidarita*. Praha: PF UK.

Scheler, M., 1971. *Ordo amoris*. In: *Řád lásky*. Praha: Vyšehrad.

Sisáková, O., 2001. *Filozofia hodnôt medzi modernou a postmodernou*. Prešov: FF PU.

Švihura, L., 2018. *Od plurality individuí k pluralitnému individuu. Variant estetiky existencie*. In: O. Sisáková, ed.: *Umenie života vo filozofickej reflexii*. Prešov: FF PU, s. 111–123.

Švihura, L., 2019. *Umenie života a liberálna kultúra*. Prešov: FF PU.

Švihura, L., 2021. *Postmoderná morálka a Kantova etika*. In: *Studia Philosophica Kantiana: Filozofický časopis pre kriticko-rekonštrukčné uvažovanie* (10), 2, s. 21–41.

Welsch, W., 1993. *Pluralita jako etická a politická hodnota*. Praha: KLP.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 12

A	B	C	D	E	FX
50%	17%	25%	8%	0%	0%

Lecturers: dr. h. c. prof. PhDr. Rudolf Dupkala, CSc. (prednášky)
Mgr. Lukáš Arthur Švihura, PhD. (semináre).

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: <i>1IFI/FMCK/22</i>	Course title: Philosophy of a modern man (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester: 2 nd , 1 st year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Exam</i> • Evaluation is based on the overall work of the student during the semester (10 points), seminar work (10 points) and the oral exam (30 points). The final evaluation contains the sum of points from both mentioned areas of the student's activities. • The student needs to obtain at least 25 points during the semester in order to be awarded the assessment. • 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 % 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:

- *acquire knowledge to assess the mentioned issues of modern man as a part and at the same time a result seen in a broader framework of important processes of emancipation, modernization, rationalization, industrialization and technology of human life, which subsequently determine a new way of life.*

Basic skills

After the course the student is able to:

- *characterize the problem of modern man against the background of a dynamic session: genesis and diagnosis*

Basic competences

After the course the student is able to:

- *present the interdisciplinary nature of the study of this issue, which is assessed from a variety of disciplines and areas.*

Course content:

Man, nature, science, technology

The advent of machines - a great revolution in history

Mechanization and calculation in human life

The Renaissance as the beginning of the journey of modern man

Alienation as a disease of modern man

Emancipation, individualization, self-formation, self-determination of man

The mass as a new social structure of human existence.

Mass culture

Recommended literature:

Berd'ajev, N., 1990. Človek a stroj (Problém sociológie a metafyziky techniky). In: Filozofia, 45, (4), s. 430-445.

Berd'ajev, N., 1995. Smysl dějin. Praha: OIKOYMENH.

Bonhoeffer, D., 2001. Dedičstvo a rozklad. In: Filozofia, 56, (4), s. 266-275.

Fromm, E., 1993. Strach ze svobody. Praha: Naše Vojsko.

Fromm, E., 2001. Humanizmus ako šanca prežiť. In: Filozofia, 56 (2), s. 109-116.

Guardini, R., 1992. Konec novověku. Praha: Vyšehrad.

Guénon, R., 2002. Krize moderního světa. Praha: Herrmann & Synové.

Lipovetsky, G. a Juvín, H., 2012. Globalizovaný Západ. Polemika o planetární kultuře. Praha: PROSTOR.

Lipovetsky, G., 2007. Paradoxní štěstí. Esej o hyperkonzumní společnosti. Praha: Prostor.

Lipovetsky, G., 2008. Éra prázdnoty. Úvahy o současném individualismu. Praha: Prostor.

Marcuse, H., 1991. Jednorozměrný člověk. Praha: Naše Vojsko.

Sisáková, O. a kol., 2013. Človek v pluralite perspektív súčasnej filozofie. Prešov: Filozofická fakulta PU.

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: 12

A	B	C	D	E	FX
58%	27%	17%	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: <i>1IFI/FKKF/22</i>	Course title: Philosophy of Culture (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: 2.	
Prerequisites:	
Conditions for passing the course: <u>Continuous evaluation</u> • <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 6 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 the course the student is able to:

- *define the basic concepts of philosophy of culture: culture, civilization, acculturation, multiculturalism, cosmopolitanism, globalization, critique of culture*
- *know the basic historical philosophical concepts of philosophy of culture*
- *define the content and meaning differences of the terms culture and cultures, civilization and civilizations and others.*

Basic skills

After the course the student is able to:

- *characterize culture as a specific human activity, which can be called the humanization of the world and man*
- *identify the relationships and differences between the concepts of culture and civilization*
- *define the philosophy of culture as a philosophical-critical study of the phenomenon of culture*
- *describe the philosophical foundations of the phenomenon of multiculturalism.*

Basic competences

After the course the student is able to:

- *interpret his / her own culture*
- *philosophically and critically interpret contemporary culture*
- *actively discuss and adequately present his / her opinion in written and oral form.*

Course content:

The phenomenon of culture in the history of philosophy

Semantic history of the concept of culture

The problem of defining the concept of culture

Modern understanding of culture

The relationship between culture, anthropology and philosophy of history

Culture and civilization

Critique of culture

E. Cassirer's culture concept

Critique of S. Freud's culture

Culture as a Game (J. Huizinga)

R. Girard's mimetic theory of culture

Culture in the 21st century and anti-culture

Recommended literature:

Benczeová, B., 2014. Postmoderná filozofia kultúry. Bratislava: UK v Bratislave.

Csontos, L., 1996. Úvod do filozofie kultúry. Bratislava: Aloisianum.

Černý, V., 1991. O povaze naší kultury. Praha: Atlantis.

Eagleton, T., 2001. Idea kultury. Host, Brno.

Fobelová, D., 2004. Tri rozmery kultúry. Bratislava: Iris.

Freud, S., 2014. O človeku, kultúre a náboženstve. Bratislava: Európa.

Geertz, C., 2000. Interpretace kultur. Praha: Sociologické nakladatelství.

Girard, R., 2008. O pôvodu kultury. Hovory s Pierpaolem Antonellem a Joãem Cezarem de Castro Rocha. Brno: Centrum pro studium demokracie a kultury.

Jakubovská, V., 2015. Niekoľko myšlienok o kultúre z hľadiska filozofie kultúry S. Freuda. In: D. Špirko, ed. Filozofia, kultúra, environment. Zborník príspevkov z vedeckého kolokvia. Nitra: UKF v Nitre, s. 25-34.

Konersmann, R., 2010. Kulturphilosophie zur Einführung. Hamburg: Junius.

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

Novosád, F., 2016. V zrkadle kultúry. Bratislava: Iris.

Simmel, G., 2003. O podstate kultúry. 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: 11

A	B	C	D	E	FX
55%	36%	9%	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: <i>1IFI/FPORAD/22</i>	Course title: Philosophical Counselling (Compulsory course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 5	
Recommended semester:	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation</i> • <i>The student needs to obtain a credit assessment and an exam during the semester for at least 25 points for 5 credits.</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 the course the student is able to:

- *acquire orientation in philosophical concepts and approaches to the study of everyday reality from the perspective of counseling practice abroad;*
- *concisely and clearly define the basic assumptions of individual streams of philosophical counselling;*
- *recognize, identify and reproduce specific terminology, principles, rules and general knowledge, independently interpret the most important problems and figures of philosophical ethics.*
- *gain historical and systematic knowledge of philosophical counselling.*

Basic skills

After the course the student is able to:

- Developing analytical thinking: *work with the text, i.e.. look for key terms in it, identify individual arguments, put them into context with other problems, etc.*
- Developing critical thinking: *Based on analytical work with the text, the student is able to follow the interpretive strategies that the counsellors apply 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 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: *gain a basic awareness of related systematic disciplines (psychotherapy, psychology and sociology, ethics, social work, etc.), which are based on different historical forms of solving individual problems (euthanasia, abortion, divorce, social phobias, career counselling, functional addictions, sense issues, etc.)*
- *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 of their application in research work;*
- Criticality: *apply and develop critical thinking in the personal and public spheres;*
- *has the prerequisites for further (self) study and development of knowledge.*

Course content:

- *Philosophy and psychotherapy - mutual connections, explicit and implicit philosophical starting points of contemporary psychotherapy;*
- *Socratic conversation in cognitive-behavioral therapy and philosophy;*
- *Systemic psychotherapy - family psychotherapy - integrated psychotherapy and philosophical counselling;*
- *Psychoanalysis and philosophical counselling;*
- *Group work and individual therapy;*
- *Therapeutic potential of philosophy;*
- *Ran Lahav and the essence of philosophical counselling*

Recommended literature:**Primary texts:**

Višňovský, E., 2004. Philosophy as a problem? Bratislava: Kalligram.

Horák, O., 2015. Philosophical consulting. Criticism. Olomouc, Palacký University.

Marinoff, L., 1999. Plato, Not Prozac !: Applying Eternal Wisdom to Everyday Problems. Harpercollins.

Šulavíková, B., 2011. Questions for philosophical counseling. Bratislava, Album.

Šulavík, J., 2001. Metaphilosophical implications of psychotherapy. Bratislava: Album.

Lahav, R. - Tillmanns, E., 1995. Essays on Philosophical Counseling. Columbia: University Press of America.

Botton, A., 2011. Religion for atheists. Zlín: The Book of Zlín.

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

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

Course evaluation

Total number of students evaluated: 10

A	B	C	D	E	FX
30%	60%	0%	10%	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: <i>1IFI/SOF02/22</i>	Course title: Political 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: 3 rd , 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <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 on the studied literature (evaluation in the range of 0-2 points for each seminar, a maximum of 20 points in total).</i> <i>The course is completed by 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**

After the course the student is able to:

- *characterize the concepts and principles of social and political philosophy with emphasis on their current concepts*
- *characterize and assess problems related to society - issues of politics, citizenship, law, responsibility, equality, justice, morality, etc.*

Basic skills

After the course the student is able to:

- *apply practical interpretive and analytical skills in working with philosophical texts related to political philosophy*
- *characterize and compare current theories in the field of political and social philosophy*
- *assess the strengths and weaknesses of individual theories*
- *comprehensively explain the significance of Kant's philosophy for the foundations of liberalism*
- *thoroughly analyse and compare the ideas of liberalism and communitarianism*
- *prepare a written work, which will include the analysis of primary texts and comparison of interpretations (including the ones written in 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 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 as well as scientific practice.*

Course content:

Relation of social and political philosophy to other philosophical disciplines - political sociology, political science, state philosophy, philosophy of law, philosophy of history, history of philosophy, philosophical anthropology, sociology.

Equality theory - types of equality, inequality.

Theory of justice - concept, role and principles of justice.

Rawls, Popper, Dahrendorf, Huntington.

Contemporary socio-ethical concepts - liberalism, conservatism, communitarianism, socialism.

Current issues and problems of social philosophy.

Recommended literature:

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

Balestrem, K., Ottmann, H., 1993. *Politická filosofie 20. století*. Praha: OIKOYMENH.

Beck, U., 1993. *Vynalézání politiky*. Praha: SLON.

Berlin, I. et al., 1993. *O slobode a spravodlivosti: liberalizmus dnes*. Bratislava.

Berlin, I., 1999. *Čtyři eseje o slobodě*. Praha

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.

Hayek, F., 2011. *Právo, zákonodárství a svoboda: nový výklad liberálních principů spravedlnosti a politické ekonomie*. Praha.

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.

Müller, K. B., 2008. *Politická sociologie*. Praha: Portál.

Nozick, R., 2015. *Anarchie, stát a utopie*. Praha.

Ranciere, J., 2011. *Neshoda. Politika a filosofie*. Praha: SOK.

Rawls, J., 2007. *Spravodlivosť ako férovosť*. Bratislava.

Rawls, J., 1995. *Teorie spravedlnosti*. Praha.

Rawls, J., 2013. *Právo národov*. Bratislava.

Weber, M., 1990. *Politika ako povolanie*. Bratislava: Nakladateľstvo SPEKTRUM.

Zácutná, S., 2017. *A priori principles of freedom, equality and independence in Kant's philosophy of history*. In: *Kant e o a priori*. Marília: Oficina Universitária, s. 303-311.

Zácutná, 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 and one world language

Notes: The subject has so far been implemented under the title “Social Philosophy 2 (Philosophy of Politics)”.

Course evaluation

Total number of students evaluated: 10

A	B	C	D	E	FX
50%	20%	20%	10%	0%	13%

Lecturers: doc. Mgr. Sandra Zácutná, 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: <i>1IFI/DSF01/22</i>	Course title: Seminar to the Diploma Thesis 1 (Compulsory course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 2	
Recommended semester: 3 rd , 2 nd year	
Study grade: 2.	
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 every week and relate to his / her topic of the diploma 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 pre-prepared and processed list of primary and secondary literature, abstract of the thesis in Slovak and English, introduction and proposed content of individual chapters.</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 diploma thesis, describe and characterize the content structure of the diploma 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 diploma thesis and the methods of their processing.
- explain the concept of potential, actual text, name the basic requirements for the author of the scientific 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, 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 diploma 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 / her student as well as future professional life.
- act academically in accordance with the rules of social behaviour,
- adhere to the ethics of citation.
- express his / her 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 diploma thesis. Assignment, structure and time schedule of the diploma work. Working with literature.
- Theoretical background and basic concepts.
- Basic methods of data collection in the diploma thesis. Methods of quantitative and qualitative processing of diploma thesis' results.
- General principles and construction of the text. Diploma 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 diploma 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: -

Course evaluation

Total number of students evaluated: 11

A	B	C	D	E	FX
82%	0%	18%	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: <i>1IFI/DSF02/22</i>	Course title: Seminar to the Diploma Thesis 2 (Compulsory course)
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 2	
Recommended semester: 4 th , 2 nd year	
Study grade: 2.	
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 every week and relate to his / her topic of the diploma 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 pre-prepared and processed list of primary and secondary literature, abstract of the thesis in Slovak and English, introduction and proposed content of individual chapters.</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 essence of the diploma thesis, its importance and tasks in terms of graduating from university*
- *describe the procedure of choosing the topic of the diploma thesis and interpret in his / her own words the principles of cooperation with the thesis supervisor*
- *describe the stages of diploma thesis creation*
- *name and describe different types of information sources and work with them*
- *describe the basic requirements of the formal arrangement of the work and follow them when writing it*
- *describe ways of citing sources and follow ethics and citation techniques.*

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*
- *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*
- *define the essence of the methods of writing a thesis and determine the methods that he / she plans to use in writing his / her own diploma thesis with regard to the specified topic*
- *work with the obtained information sources, select relevant documents in relation to the topic of his / her thesis*
- *perform scanning of the text for initial orientation in the text*
- *make records of documents, make statements, quotes, summaries, paraphrases*
- *describe and apply the general principles of writing a thesis (division of the text, internal references, procedure of writing chapters, way of expression, accuracy and sophistication of language expression, stylization)*
- *describe the main parts of the diploma thesis, process the abstract, the initial version of the introduction*
- *process the content of the diploma thesis*
- *develop theoretical background of the work*
- *write a framework project of the research part.*

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 / her student as well as future professional life.*
- *act academically in accordance with the rules of social behaviour,*
- *adhere to the ethics of citation.*
- *express his / her 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:

1. Diploma thesis as a part of the state exam, its role, basic characteristics, choice of diploma thesis topic, cooperation of graduate and diploma thesis supervisor.
2. Preparation of diploma thesis, time schedule.
3. Collection and processing of material, types of resources, methods of work.
4. Information research, bibliographic research, libraries.
5. Processing of survey results, study of literature, excerpting.
6. General principles of writing a thesis.
7. Diploma thesis structure. Abstract, introduction, theoretical basis of the work.
8. Working with text. Text, professional text, scanning of ideas, reading of supplementary material, comprehension of the text, critical thinking in reading.
9. Research, problem limitation, elaboration of hypotheses, determination of research methodology, goals and tasks of research, research plan, implementation, research, recording of results, conclusions, illustrations, tables.
10. Formal arrangement of the diploma thesis. Formal editing of the page, numbering, division of the text. Punctuation and abbreviations, illustrations, tables.
11. Methods of indicating sources. Citation and its components, citation methods, basic schemes of bibliographic references, general rules of writing bibliographic references.

Recommended literature:

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

Gonda, V., 2012. *Ako napísať a úspešne obhájiť diplomovú prácu*. Bratislava: Iura Edition.

Kahn, N. B., 2001. *Jak efektivně studovat a pracovat s informacemi*. Praha: Portal.

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: 11

A	B	C	D	E	FX
55%	18%	9%	9%	9%	0%

Lecturers: doc. Mgr. Sandra Zácutná, 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: <i>1IFI/DPFIL/22</i>	Course title: Diploma Thesis Defence (Compulsory course)
Type, scope and method of educational activity:	
Number of credits: <i>15</i>	
Recommended semester: <i>4th, 2nd year</i>	
Study grade: <i>2.</i>	
Prerequisites:	
Conditions for passing the course: • <i>When preparing the diploma thesis, the student follows the instructions of his / her supervisor and the Directive on the requisites of 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 (from introduction to conclusion, inclusive) is 50 to 70 standard pages (90,000 to 126,000 characters). The structure of the work and the formal arrangement of the work are determined in agreement with the Directive, article 6.</i> • <i>The final variant of the diploma thesis bound in hardcover will be handed over by the graduate at the department that announced the topic of the thesis. The deadline for submission of diploma theses is set in the schedule of the relevant academic year.</i> • <i>The diploma 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 thesis between the author and the Slovak Republic on behalf of the university. After entering the thesis 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 diploma thesis is assessed by the thesis supervisor and the opponent, who prepares the assessments according to the set criteria.</i> • <i>The supervisor of the diploma thesis assesses in particular:</i> ☐ <i>fulfilment of the goal of the diploma thesis,</i> ☐ <i>degree of independence and initiative of the graduate in elaboration of the topic, cooperation with the supervisor,</i> ☐ <i>logical structure of the diploma thesis,</i>	

- ☐ adequacy of used methods, methodology,
- ☐ professional level of work, depth, and quality of processing the topic,
- ☐ contribution of work, possibility to use results,
- ☐ work with literature, relevance of used sources in relation to the topic and goal of the work,
- ☐ formal side of the work.

• *The opponent of the diploma thesis assesses in particular:*

- ☐ topicality and suitability of the topic of work,
- ☐ setting the goal of the work and its fulfilment,
- ☐ logical structure of the diploma thesis, continuity of chapters, their proportionality,
- ☐ adherence and suitability of the methods used, methodology,
- ☐ professional level of work, depth, and quality of processing the topic,
- ☐ benefits of work,
- ☐ work with scientific literature,
- ☐ formal side of the work.

The State Examination Commission will evaluate the course of the defence in a closed session and decide on the classification. During the classification, it comprehensively assesses the quality of the diploma thesis 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 or 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 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:

- ☐ *use professional sources independently and creatively,*
- ☐ *analyse and evaluate the current state of the problem in his / her field,*
- ☐ *synthesize and apply the acquired theoretical knowledge in practical educational activities,*
- ☐ *adequately choose research procedures and apply them functionally,*
- ☐ *present and defend their expert opinion on the problems of educational work and look for ways to solve them,*
- ☐ *express his / her language and professional culture and his / her own attitude to the professional problems of his / her studies.*

Course content:

The defence of the diploma 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 opinions of the trainer and the opponent.*
- 3. Answer of the graduate to the questions of the supervisor and the opponent.*
- 4. Expert discussion on the diploma thesis with questions for the graduate.*

The diploma thesis is available to the commission during the defence. The introductory word of the graduate should contain in particular the following points:

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

During the presentation, the graduate has his / her own copy of the diploma thesis, or an introductory presentation prepared in writing. He / She will deliver the speech independently. He / She 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.

Gonda, V., 2012. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava: Iura Edition.

Kahn, N. B., 2001. Jak efektivně studovat a pracovat s informacemi. Praha: Portal.

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

Notes: -

Course evaluation

Total number of students evaluated: 13

A	B	C	D	E	FX
15%	15%	38%	8%	0%	23%

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: <i>1IFI/SSFIL2/22</i>	Course title: State Final Exam 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: 5	
Recommended semester: 4 th , 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Qualified answers to two set questions, having a complex historical-philosophical and systematic character.</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: <i>After completing the course the student is able to:</i> - <i>define the conceptual-thematic framework of the history of philosophy</i> - <i>describe the basic problematic aspects of systematic philosophizing</i> - <i>establish fundamental connections and connections between the two subject areas of philosophical-theoretical interest.</i>	

Course content:

history of philosophy, theory and methodology of the historical-philosophical process, historical formations of philosophy, contemporary philosophy, social philosophy and its current forms, theory of knowledge, theory of values.

Recommended literature:

- Anderson-Gold, S., 2003. *Progress and Prophecy. The Case for a Cosmopolitan History*. In: Rohbeck, J. – Nagl-Docekal, H. (eds.) *Geschichtsphilosophie und Kulturkritik*. Darmstadt: Wissenschaftliche Buchgesellschaft, s. 263 – 278.
- Aurelius, M., 1948. *Hovory k sobě*. Praha: Toužinský a Moravec.
- Badiou, A., 2012. *Chvála lásky*. Bratislava: Vydavateľstvo Inaque.sk.
- Badiou, A., 2014. *Manifest za filosofii a jiné texty*. Praha: Herman & synové.
- Bartes, R., 2018. *Mytologie*. Praha: Dokořán.
- Baudrillard, J., 2000. *Amerika*. Praha: Dauphin.
- Baudrillard, J., 2016. *Heslá*. Bratislava: Hronka.
- Bencezová, B., 2014. *Postmoderná filozofia kultúry*. Bratislava: UK v Bratislave.
- Benyovszky, L., *Náhlost : myšlení bytí z času*. Praha: OIKOYMENH, 2006.
- Bergson, H., 1936. *Dvoji pramen mravnosti a náboženství*. Praha: Jan Laichter.
- Biemel, W., *Martin Heidegger*. Praha: Mladá fronta, 1995.
- Brock, G. – Brighouse, H. (eds.), 2005. *The Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press.
- Buren, John van, *The Young Heidegger: Rumor of the Hidden King*. Bloomington 1994.
- Cavallar, G., 2015. *Kant's Embedded Cosmopolitanism: History, Philosophy and Education for World Citizens*, Berlin, München, Boston: De Gruyter.
- Cicero, 1970. *O povinnostech*. Praha: Svoboda.
- Csontos, L., 1996. *Úvod do filozofie kultúry*. Bratislava: Aloisianum.
- Černý, V., 1991. *O povaze naší kultury*. Praha: Atlantis.
- Dasturová, F., *Čas a druhý u Husserla a Heideggera*. Praha: Filozofický ústav ČSAV, 1992.
- Derrida, J., 2002. *Násilí a metafyzika*. Praha: Filosofia.
- Derrida, J., 2003. *Co prinese zítřek?* Praha: Karolinum.
- Detel, W., *Foucault and Classical Antiquity (Power, Ethics and Knowledge)*. Transl. David Wigg-Wolf. Cambridge University Press. Cambridge 2005.
- Doyle, M. W., 1993. *Liberalism and International Relations*. In: Beiner, R. – Booth, W. J. (eds.) *Kant and Political Philosophy – The Contemporary Legacy*. New Haven and London: Yale University Press, s. 173 – 203.
- Eagleton, T., 2001. *Idea kultury*. Host, Brno.
- Ettingerová, E., *Hannah Arendtová a Martin Heidegger*. Praha: Academia, 2004.
- Ferrara, A., 2007. *Nedostatek soudnosti: Evropská a kosmopolitní otázka*. Praha: Filosofia.
- Fine, R., 2011. *Kosmopolitismus. Základní ideje globálního uspořádání*. Praha: Filosofia.
- Fobelová, D., 2004. *Tri rozmery kultúry*. Bratislava: Iris.
- Foucault, M., *The Hermeneutics of the Subject – Lecture at the Collège de France 1981-1982*. Transl. Graham Burchell. Picador. New York 2005.
- 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., *O genealogii etiky* In: FOUCAULT, M., *Myšlení vnějšku*. Herrmann & Synové. Praha 2003. s. 265-298.

- 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., *Péče o sebe. Dějiny sexuality III*. Prekl. M. Petříček, L. Šerý 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.
- Foucault, M., *Užívání slasti. Dějiny sexuality II*. Prekl. K. Thein, N. Darnadyová a J. Fulka. Praha: Herrmann & synové 2003.
- Freud, S., 2014. *O člověku, kultúre a náboženstve*. Bratislava: Európa.
- Geertz, C., 2000. *Interpretace kultur*. Praha: Sociologické nakladatelství.
- Girard, R., 2008. *O původu kultury. Hovory s Pierpaolem Antonellem a Joãem Cezarem de Castro Rocha*. Brno: Centrum pro studium demokracie a kultury.
- Grenz, S. J., 1997. *Úvod do postmodernizmu*. Praha: Návrat domů.
- Gros, F., 2018. *Filozofia chôdze*. Bratislava: OZ Hronka.
- Heidegger, M., *Anaximandriův výrok*. Praha: OIKOYMENH, 2012.
- Heidegger, M., *Aristotelova Metafyzika IX,1-3: o bytí a skutečnosti síly: přednáškový cyklus z letního semestru 1931 na universitě ve Freiburgu*. Praha: OIKOYMENH, 2001.
- Heidegger, M., *Básnický bydlí člověk*. Praha: OIKOYMENH, 2006.
- Heidegger, M., *Bytí a čas*. Praha: OIKOYMENH, 2002.
- Heidegger, M., *Co je metafyzika?* Praha: OIKOYMENH 2006.
- Heidegger, M., *Kant a problém metafyziky*. Praha: Filosofie.
- Heidegger, M., *Konec filosofie a úkol myšlení*. Praha: OIKOYMENH, 2006.
- Heidegger, M., *O pravdě a Bytí*. Praha: Mladá fronta, 1993.
- Heidegger, M., *Rozvrh fenomenologické interpretace Aristotela*. Praha: OIKOYMENH, 2008.
- Heidegger, M., *Věda, technika a zamyšlení*. Praha: OIKOYMENH, 2004.
- Cheah, P., 2006. *Cosmopolitanism*. In: *Theory, Culture & Society*, 23(2-3), s. 486–496.
- Jakubovská, V., 2015. *Niekoľko myšlienok o kultúre z hľadiska filozofie kultúry S. Freuda*. In: D. Špirko, ed. *Filozofia, kultúra, environment*. Zborník príspevkov z vedeckého kolokvia. Nitra: UKF v Nitre, s. 25-34.
- Jaspers, K., 1991. *Otázka viny*. Praha: Mladá Fronta.
- Kierkegaard, S., 1993. *Bázeň a chvění*. Praha: Svoboda.
- Kleingeld, P., 1998. *Kant's Cosmopolitan Law: World Citizenship for a Global Order*. In: *Kantian Review*. č. 2, s. 72 – 90.
- Konersmann, R., 2010. *Kulturphilosophie zur Einführung*. Hamburg: Junius.
- Kouba, P., *Smysl konečnosti*. Praha: OIKOYMENH, 2001.
- Kyslan P.: *Kantova kozmopolitná výchova ako reakcia na multikulturalizmus*. In: *Filozofia, vzdelanie a kultúra vo výzvach súčasnosti*. Bratislava: Slovenské filozofické združenie, 2020, pp. 27-34.
- Kyslan, P., 2020. *Filozofia kultúry I*. Prešov: FF PU.
- Lanier, J., 2014. *Jak přemýšlet o soukromí? Hledání smyslu v jedné z nejpálčivějších otázek elektronického věku*. In: *Scientific American*. Leden-Únor. s. 33-39.
- Lyotard, J. F., 1999. *O postmodernismu*. Praha: Filosofie.
- Lyotard, J. F., 2001. *Putování a jiné eseje*. Praha: Herman & synové.
- 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.
- Marchevský, O., 2016. *Matej Szlávík's analysis of Kant's moral philosophy*. In: *Con-Textos Kantianos: international journal of philosophy*. No. 4. p. 147-157.

Marchevský, O., 2017. *Otázky ruskej filozofie*. Prešov: Prešovská univerzita v Prešove.
 Marchevský, O., 2020. *Kant v Rusku (ne) milovaný*. Červený Kostelec: Pavel Mervart.
 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.
 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.
 Nietzsche, F., *Ecce homo. Jak se stát, čím kdo jsme*. Prel. O. Fischer. Olomouc: J. W. Hill 2001.
 Nietzsche, F., *Fragmenty o nihilismu*. Prel. P. Kouba. *Filosofický časopis*, roč. 40, 1992, č. 4, s. 626–637.
 Nietzsche, F., *Kritische Studienausgabe*. G. Colli – M. Montinari (eds.) Berlin: De Gruyter / München: Deutscher Taschenbuch Verlag 1999.
 Nietzsche, F., *Radostná věda*. Prel. V. Koubová. Praha: Aurora 2001.
 Nitsche, M. a P. Sousedík a M. Šimsa eds., 2005. *Schizma filosofie 20. století*. Praha: Filosofia.
 Novosád, F., 2016. *V zrkadle kultúry*. Bratislava: Iris.
 Nussbaum, M. C., 1997. *Cultivating humanity: A classical defense of reform in liberal education*. Cambridge, MA: Harvard University Press.
 Patočka, J., 1996. *Péče o duši I*. Praha, OIKOYMENH.
 Pinar, W. F., 2010. Hand in Hand: Multiculturalism, Nationality, Cosmopolitanism. In: *Multicultural Education Review*, 2(1), s. 25–53.
 Pöggeler, O., *Martin Heidegger's Path of Thinking*, Humanities Press, 1987.
 Rasmussen, D., 2010. Kant, Rawls a kritika kosmopolitismu. In: *Filosofický časopis*, roč. 58, č. 2, s. 229 – 244.
 Rendtorff, J. D., 2009. Enlightened Cosmopolitism – Kant as a Mediator in the Debate Between Communitarianism and Liberalism. In: *Jahrbuch für Recht und Ethik (Berlin)* 17, s. 171-181.
 Ruffing, M., 2012. *Moralische Bildung und Kosmopolitismus bei Kant*. In: *Studia Philosophica Kantiana*. č. 1, s. 9-21.
 Sheffler, S. 1999. Conceptions of Cosmopolitanism. In: *Utilitas*. Volume 11, Issue 3, s. 255 – 276.
 Simmel, G., 2003. *O podstate kultúry*. Bratislava: Kalligram.
 Spinoza, B., 2001. *Etika*. Praha: Dybbuk.
 Suvák, V., *Ars vivendi: Umenie žiť medzi Sókratom a Foucaultom*. Bratislava: VSSS 2020.
 Suvák, V., *Foucault: Od starosti o seba k estetike existencie a ešte ďalej*. Bratislava: Petrus, 2021.
 Suvák, V., *Koniec metafyziky a Platón*, FF PU, Prešov 2002.
 Vattimo, G. a R. Rorty a S. Zabala, 2007. *Budoucnost náboženství*. Praha: Karolinum.
 Weisheid, W., 1999. *Skeptická etika*. Praha: OIKOYMENH.
 Welsch, W., 1994. *Naše postmoderní moderna*. Praha: Zvon.
 Zákutná, S. 2021. Kant on Teaching Philosophy and Education in a Cosmopolitan Manner. In: Himmelman, B. and Serck-Hanssen, C. eds. *The Court of Reason: Proceedings of the 13th International Kant Congress*. Berlin, Boston: De Gruyter, s. 1661-1666.
 Zákutná, S., 2013. *Kantova idea svetoobčianstva v kontexte politického myslenia Európy 18. storočia*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.
 Zelížňáková, E., 2020. *Súčasná kríza medzinárodného práva vo svetle Kantovej právnej filozofie*. In: *Studia Philosophica Kantiana*. Roč. 9, č. 1, s. 43-52.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 11

A	B	C	D	E	FX
18%	0%	18%	18%	36%	9%

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: <i>1IFI/UFEN/22</i>	Course title: Introduction to Phenomenology (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 and 3 rd , 1 st and 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation</i> • <i>The student needs to obtain a credit assessment and an exam during the semester for at least 25 points for 3 credits.</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> <i>Classification:</i> 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:***

- *acquire orientation in phenomenological disciplines and approaches to the study of phenomena from the perspective of classical and non-classical phenomenological practice abroad;*
- *the ability to concisely and clearly define the basic assumptions of individual currents of phenomenology and the development of phenomenology from E. Husserl to J.-L. Marion;*
- *evaluate the importance of phenomenological research for the field of scientific practice.*

Basic skills***After the course the student:***

- *Developing analytical thinking:* *can participate in a reasonable dialogue on basic phenomenological issues.*
- *Development of critical thinking:* *Based on analytical work with the text, the student is able to follow interpretive strategies that phenomenologists apply to a specific problem.*

Basic competencies

- *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 phenomenology, i.e. on the changing forms of approaches to individual issues during the 20th century.*
- *Study context:* *The student acquires a basic awareness of related systematic disciplines (psychotherapy, psychology and sociology, ethics, aesthetics, etc.), which are based on different forms of solving individual problems (by defining the concept of experience, intentionality, reduction, the natural world - the relationship vision / knowledge - by the boundaries of phenomenology - by the relationship of subjectivity / objectivity and critique of transcendental subjectivity in E. Husserl (M. Heidegger, E. Levinas, M. Henry, J.-L. Marion, M. Richir) - by the question: 'What is a phenomenon?', etc.)*
- *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:

- Basic schedule of the phenomenological project:
- *psychologism, F. Brentano and E. Husserl* - project of phenomenology as a strict science - intentionality - 3 reductions - reworking and extension of the concept of experience - M. Heidegger and the project of fundamental ontology - basic concepts of Being and time (ontological difference - Dasein, finiteness, authenticity - anxiety - Worry - temporality), critique of the phenomenology of consciousness, the end of metaphysics and the role of thinking;
- *J. Patočka and the problem of the natural world* - the concept of existence - critique of Husserl's transcendental phenomenology - subject-object structure through the eyes of phenomenology - paradox of intra-temporal consciousness and limits of phenomenology of time - 3 movements of existence - negative Platonism;
- *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 texts:**

- 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.*
- Novotný, K. (2010): Co je fenomén? Husserl a fenomenologie ve Francii. Červený Kostelec: Pavel Mervart/Praha.*
- Husserl, E., (2001). Idea fenomenologie a dva texty Jana Patočky k problému fenomenologie. Praha: OIKOYMENH.*
- Blecha, I., (1996). Husserl. Olomouc.*
- Levinas, E., 1997. Totalita a nekonečno. 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 fenomenológie 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 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: 10

A	B	C	D	E	FX
90%	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: <i>1IFI/VPF07/22</i>	Course title: On the Difference between Theoretical and Practical Status of Thinking (Compulsory optional course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd , 1 st year	
Study grade: 2.	
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 on the assigned topic, which the student prepares orally 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 his / her 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**

- *The student will gain an overview of the most important issues of the relationship between theoretical thinking and practical action*
- *The student will gain the ability to link historical and systematic knowledge.*

Basic skills

- *Developing analytical thinking:* *The student will learn to work with the 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 with the text, 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 integrate it.*

Basic competences

- *Application of historical topics in the systematic area:* *The student will gain a systematic view of the problems discussed in history and a general overview and 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:* *The student will gain a basic awareness of systematic disciplines (knowledge theory, metaphysics, ethics, etc.), which are based on various historical forms of solving the relationship between theoretical and practical*
- *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 On the Difference between Theoretical and Practical Status of Thinking focuses on historical forms of the relationship between theoretical thinking and practical action. It is based on Aristotle's distinction between “epistémé theóretiké” and “epistémé praktiké”, which relates to modern forms of understanding this relationship. The practical or applied use of philosophical thinking is becoming more and more urgent, so the aim of the course is its problematization in contemporary thinking.

Recommended literature:

Aristoteles: Etika Nikomachova. Prel. J. Špaňár. Bratislava, Pravda 1979.
Broadi, S. & Rowe C.: Aristotle's Nicomachean Ethics. Oxford: Oxford University Press 2002.
Buren, John van, The Young Heidegger: Rumor of the Hidden King. Bloomington 1994.
Detel, W., Foucault and Classical Antiquity (Power, Ethics and Knowledge). Transl. David Wigg-Wolf. Cambridge University Press. Cambridge 2005.
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., O genealogii etiky In: FOUCAULT, M., Myšlení vnějšku . Herrmann & Synové. Praha 2003. s. 265-298.
Graeser, A.: Řecká filosofie klasického období. Prel. M. Petříček. Praha, OIKOYMENH 2000.
Hadot, P.: Co je antická filosofie, Praha: Vyšehrad 2017.
Heidegger, M., Bytí a čas. Praha: OIKOYMENH, 2002.
Heidegger, M., Konec filosofie a úkol myšlení. Praha: OIKOYMENH, 2006.
Kraut (ed), The Blackwell Guide to Aristotle's Nicomachean Ethics. London: Routledge 2003.
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.
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.
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.
Suvák, V. (ed.), K diferencii teoretického a praktického, zv. I. – III. Prešov: FF PU 2002-2004.
Suvák, V. Foucault: Od starosti o seba k estetice existence a ešte d'alej. Bratislava: Petrus, 2021.
Suvák, V., Koniec metafyziky a Platón, FF PU, Prešov 2002.
Švihura, L.. Umenie života a liberálna kultúra. Prešov: FF PU, 2019.

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

Notes: Students will have access to primary texts in scanned form.

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., 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: <i>1IFI/TSF29/22</i>	Course title: Foucault, The History of Sexuality (Compulsory optional course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 2 nd , 1 st year	
Study grade: 2.	
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 on the assigned topic, which the student prepares orally 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 his / her 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> <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**

- The student will gain an overview of the basic topics dealt by Michel Foucault in *The History of Sexuality*
- The student will gain the ability to link historical and systematic knowledge.

Basic skills

- Developing analytical thinking: The student will learn to work with the 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 with the text, 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 integrate it.

Basic competences

- Application of historical topics in the systematic area: The student will gain a systematic view of the problems discussed in history and a general overview and 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: The student will gain a basic awareness of systematic disciplines (knowledge theory, metaphysics, ethics, etc.), which are based on various historical forms of solving the relationship between theoretical and practical
- 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 dedicated to reading Foucault's *History of Sexuality* acquaints students with the basic topics that Foucault discusses in four volumes of his work: *scientia sexualis* vs. *ars erotica*, the institution of confession, the problematization of pleasures in ancient ethics, the concern for oneself in the Hellenistic culture of oneself, the Christian problematization of the relationship to the body, etc.

Recommended literature:

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

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., *Histoire de la sexualité 4: Les aveux de la chair*. F. Gros (ed.). Paris: Editions Gallimard 2018.

Foucault, M., *L'Herméneutique du sujet: Cours au Collège de France, 1981–1982*. F. Gros (ed.). Paris: Seuil 2001.

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.

Hadot, P.: *Co je antická filosofie*, Praha: Vyšehrad 2017.

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.

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

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

Notes: Students will have access to primary texts in scanned form.

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: <i>1IFI/VPF08/22</i>	Course title: Foucault as Parrhesiast (Compulsory optional course)
Type, scope and method of educational activity: 1 lecture / 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 3 rd , 2 nd year	
Study grade: 2.	
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 on the assigned topic, which the student prepares orally 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 his / her 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**

*The student will gain an overview of the basic topics covered by Michel Foucault in the last lecture course at the Collège de France called *Le courage de la vérité*.*

- The student will gain the ability to link historical and systematic knowledge.

Basic skills

- Developing analytical thinking: The student will learn to work with the 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 with the text, 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 integrate it.

Basic competences

- Application of historical topics in the systematic area: The student will gain a systematic view of the problems discussed in history and a general overview and 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: The student will gain a basic awareness of systematic disciplines (knowledge theory, metaphysics, ethics, etc.), which are based on various historical forms of solving the relationship between theoretical and practical

- 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 deals with Michel Foucault's last lecture course at the Collège de France, which has the title *Le courage de la vérité*. The starting point of the course is the ancient understanding of true speech (*parrhêsia*), which allows a person to change his mode of life. The aim of the course is, among other things, to point out Foucault's work as a philosopher and activist, which was accompanied by the pursuit of *parrhesia*, and also the question of whether we can apply ethical *parrhesia* when we want to work in the field of ethics and politics.*

Recommended literature:

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.

Hadot, P.: Co je antická filosofie, Praha: Vyšehrad 2017.

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.

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

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

Notes: Students will have access to primary texts in scanned form.

Course evaluation

Total number of students evaluated: 10

A	B	C	D	E	FX
60%	20%	10%	0%	10%	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: <i>1IFI/FIPR/22</i>	Course title: Philosophy of Law (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: 2.	
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), seminar work (30 points). The final 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:

- gain an overview of the history of reflections on power, political organization, the rule of law and illegal normative systems
- gain systematic knowledge of key characters and fundamental ideas of legal-philosophical thinking

Basic skills

After the course the student is able to:

- acquire the ability to follow the development of political and legal categories, institutes and debates on the state, law and justice in a broad context;

Basic competences

After the course the student is able to:

- form an open worldview attitude
- understand the complexity of law in the analysis of legal dilemmas
- actively discuss and adequately present his / her opinion in written and oral form.

Course content:

Key methodological approaches to law

Contradiction of naturalism (iusnaturalismus?) and legal positivism

The idea of the state, the idea and typology of justice in ancient philosophy

Christian legal philosophy

Classical theories of the law of the beginning of the modern age

Enlightenment concepts of law

Power division theory

Current concepts of legal theory

Philosophical aspects of the rule of law theory

Social justice and law

Recommended literature:

Akvinský T., 2011. *Suma teologická (Pojednanie o rôznosti zákonov)*, In: Hrdina, I. A. a Masopust, Z.: *Chrestomatie ke studiu filosofie práva*. Praha: Leges, s. 80-85.

Aristoteles, 2008. *Etika Nikomachova – Spravodlivosť a právo*. In: Chovancová, J.: *Antológia z politickej a právnej filozofie*, s. 34-37.

Austin, J., 2011. *Providence of Jurisrudence Determined*. In: Hrdina, I. A. a Masopust, Z., (eds.) *Chrestomatie ke studiu filosofie práva*. Praha: Leges, s. 194-198.

Brörtl, A., 2009. *Frontisterion*. Bratislava: Kalligram.

Horster, D., 2002. *Rechtsphilosophie zur Einführung*. Junius Verlag.

Grotius, H., 2014. *Komentár k textu Huga Grotia „Prolegomena ke ,Třem knihám o právu válečném a mírovém‘*. In: *Filosofický časopis*, 62, (4), s. 500-505.

Hart, H. L. A., 1997. *The Concept of Law*. Oxford: Oxford University Press.

Hegel, G. W. F. 2011. *Základy filozofie práva*. In: Hrdina, I. A. a Masopust, Z.: *Chrestomatie ke studiu filosofie práva*. Praha: Leges, s. 235-239.

Holländer, P., 2006. *Filosofie práva*. Praha 2006.

Hrdina, I. A. a Masopust, Z., 2011. *Chrestomatie ke studiu filosofie práva*. Praha: Leges.

Knapp, V., 1995. *Teorie práva*. Praha: C. H. Beck.

Knapp, V., 1996. *Velké právní systémy. Úvod do srovnávací právní vědy*. Praha: C. H. Beck.

Novosad, F. (ed.), 1993. *O slobode a spravodlivosti*. Bratislava: Archa.

Novosad, F., 1993. Dohodnúť sa o spravodlivosti. In: O slobode a spravodlivosti. Bratislava 1993. s. 7-18.

Pfordten, von der, D., 2013. Rechtsphilosophie: Eine Einführung. C. H. Beck.

Radbruch, G. 1990. Fünf Minuten Rechtsphilosophie, Gesamtausgabe. Hrsg. von Arthur Kaufmann. Heidelberg: Müller, Juristischer Verlag. Band 3. Rechtsphilosophie, 1990, s. 78-79.

Rousseau, J.-J., 1967. Spoločenská zmluva, In: Antológia z diel filozofov (Novoveká empirická a osvietenská filozofia) Bratislava: Pravda, s. 431-437.

Weinberger, O., 1993. Filozofie, právo, morálka. Brno: Masarykova univerzita.

Weinberger, O., 1995. Norma a inštitúcie. Úvod do teórie práva. Brno: Masarykova univerzita.

Language which is necessary to complete the course: Slovak

Notes: Students will have access to primary texts and interpretation literature in a scanned form.

Course evaluation

Total number of students evaluated: 7

A	B	C	D	E	FX
43%	43%	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: <i>1IFI/SOSAS/22</i>	Course title: Self-care: Ancient Problematizations of Life and Contemporary Thinking (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: 2.	
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 on the assigned topic, which the student prepares orally 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 his / her 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 the course the student is able to:

- gain knowledge about the ancient understanding of "self-concern" (*Epimeleia heautú*) and about the problems of self-care in contemporary thinking
- gain the ability to link historical and systematic knowledge.

Basic skills

After the course the student:

- Developing analytical thinking: will learn to work with the 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 with the text, 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 integrate it.

Basic competences

After the course the student:

- Application of historical topics in the systematic area: will gain a systematic view of the problems discussed in history and a general overview and 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 systematic disciplines (knowledge theory, metaphysics, ethics, etc.), which are based on various historical forms of solving the relationship between theoretical and practical
- Independence: is able to independently write a critical text based on the studied literature.
- Criticality: is able to apply and develop critical thinking in the personal and public spheres.

Course content:

The course deals with the ancient understanding of "self-concern" (*Epimeleia heautú*) and its problematizations in modern thinking (Nietzsche, Foucault, Sloterdijk). Students will get acquainted on the one hand with the basic texts of Socratic literature, which deals with "self-concern" (Plato, Xenophon, Aischines, Antisthenes, cynical chreie, Epiktétos, Seneka). On the other hand, students become acquainted with Michel Foucault's late lectures at the Collège de France, which return to the ancient understanding of self-care (the subject's hermeneutics) and later to its developments in cynicism and stoicism (Courage to the Truth).

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.

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

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

Flachbartová, L., Sisáková, O., Suvák, V. *Starosť o seba: Antické problematizácie života a súčasné myslenie.* Prešov: Vydavateľstvo Prešovskej univerzity, 2016.

Foucault, M. *Dits et écrits (1954–1988).* Tome IV: 1980–1988. D. Defert – F. Ewald (eds.). Paris: Gallimard, 1994.

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.

Hadot, P.: *Co je antická filosofie,* Praha: Vyšehrad 2017.

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.

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.

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

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 ďalej.* Bratislava: Petrus, 2021.

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

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

Notes: Students will have access to primary texts in a scanned form.

Course evaluation

Total number of students evaluated: 10

A	B	C	D	E	FX
90%	0%	10%	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: <i>1IFI/VKOSP/22</i>	Course title: The Public as a Category of Civil Society and its Transformations (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 and 3 rd , 1 st and 2 nd year	
Study grade: 2.	
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), seminar work (30 points). The final 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 three 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 the course the student is able to:

- *gain an overview of the historical development of institutions such as the public and civil society*
- *get to know the cultural-historical framework in which, over time, a new social entity is formed, delimiting itself against the existing traditional authorities of power.*

Basic skills

After the course the student is able to:

- *describe the origin and later transformation of civil society institutions (audience, readers' association, bourgeois family, media, etc.).*
- *analyse the basic topics, methods, tools and interests of public discussion in historical and current sense.*

Basic competences

After the course the student is able to:

- *form one's own civic attitude*
- *understand the practical role of the public in political life*
- *actively discuss and adequately present his / her opinion in written and oral form.*

Course content:

Basic definition and typology of terms: public, private, community, public opinion, civil society, genesis of the civil public

Civil society and its institutions

The bourgeois family and the audience

Literary and political public

Public development models

Topos of public opinion

Publicity, politics and morality - Kant

Dialectics of the Public - Hegel, Marx

The public in the concepts of liberalism

Structural transformation of the public

Recommended literature:

Habermas, J., 1990. Státní občanství a národní identita. In: Filosofický časopis, 2004, roč. 52, (2), s. 185-205.

Habermas, J., 1995. Communication and the Evolution of Society. Cambridge: Polity Press.

Habermas, J., 1999. Dobiehajúca revolúcia. Bratislava: Kalligram.

Habermas, J., 2000. Problémy legitimacy v pozdním kapitalizmu. Praha: Filosofia.

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

Habermas, J., 2000. The Inclusion of the Other: Studies in Political Theory. Cambridge: MIT Press.

Habermas, J., 2000. Tri normatívne modely demokracie. In: Filozofia, 55, (1), s. 39-46.

Habermas, J., 2011. Teória jazyka a východiská sociálnych vied. Úvodné štúdie a dodatky k teórii komunikatívneho konania. Bratislava: Kalligram.

HABERMAS, J., 2012. K ústave Európy. Bratislava: Kalligram.

Gross, A. G., 2006. Habermas, Systematically Distorted Communication, and the Public Sphere. In: Rhetoric Society Quarterly. Minesota: University of Minesota, pp. 309-330.

Finlayson, J. G., 2005. Habermas: A very short Introduction. New York: Oxford University Press.

Borradori, G., 2005. Filosofie v době teroru: rozhovory s Jürgenem Habermasem a Jacquesem Derridou. Praha: Karolinum

Language which is necessary to complete the course: Slovak

Notes: Students will have access to primary texts and interpretation literature in a scanned form.

Course evaluation

Total number of students evaluated: 11

A	B	C	D	E	FX
36%	55%	9%	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: <i>1IFI/FSFORM/22</i>	Course title: Philosophy of Symbolic Forms (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 and 3 rd , 1 st and 2 nd year	
Study grade: 2.	
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), seminar work (30 points). The final 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 three 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 the course the student is able to:

- identify Cassirer's philosophy of symbolic forms
- recognize symbolic forms and their significance for the philosophy of culture and anthropology
- define the basics of semiosis, semiotics and semiotic anthropology.

Basic skills

After the course the student is able to:

- explain in his / her own words the nature, meaning and content of symbolization in Cassirer's theory
- determine the relationships between individual symbolic forms.
- evaluate and understand culture through the philosophy of symbolic forms
- interpret his / her own culture through the philosophy of symbolic forms.

Basic competences

After the course the student is able to:

- use information in formulating conclusions
- understand the complexity of interrelationships in language
- actively discuss and adequately present his / her opinion in written and oral form.

Course content:

Symbol - the key to the essence of man

Language as a symbolic form

Man and culture

Myth and religion as symbolic forms

Language - art - science

Definition of man in cultural categories

Recommended literature:**Primary texts:**

Cassirer, E., 1977. *Esej o človeku*. Bratislava: Pravda

Cassirer, E., 1996a. *Filosofie symbolických forem I*. Praha: OIKOYMENH.

Cassirer, E., 1996b. *Filosofie symbolických forem II*. Praha: OIKOYMENH.

Interpretation literature:

Maco, R., 2001. K pojmu symbolickej formy u E. Cassirera. In: *Filozofia* (56), 1, s. 25-41.

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

Tyler Friedman, J. a S. Luft, eds. 2015. *The Philosophy of Ernst Cassirer*. Berlin/Boston: De Gruyter.

Profant, M., 2011. *Myslet uprostřed dějin: K pojetí dějin a dějinnosti ve filosofii symbolických forem Ernsta Cassirera*. Praha: Epocha.

Language which is necessary to complete the course: Slovak

Notes: Students will have access to primary texts and interpretation literature in a scanned form.

Course evaluation

Total number of students evaluated: 10

A	B	C	D	E	FX
60%	20%	20%	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: <i>1IFI/VPF39/22</i>	Course title: <i>The Aesthetic Imperative of the Present (Compulsory optional course)</i>
Type, scope and method of educational activity: 2 seminar lessons a week Method: combined	
Number of credits: 3	
Recommended semester: 1 st and 3 rd , 1 st and 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation</i> <i>Attendance at seminars is compulsory. The following are assessed:</i> - <i>Student's continuous activity in seminars (0 - 20%).</i> - <i>At least one independent presentation on the assigned problem (0 - 25 %).</i> - <i>At the end of the semester, the student will submit a seminar paper (0 - 25 %).</i> - <i>At the end of the semester, a knowledge test (0 - 30 %). Credit will not be awarded to a student who does not obtain at least 50% in 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 the course the student is able to:

- *name the current forms of aestheticization in culture and philosophy.*
- *recognize the importance and value of aesthetic phenomena in connection with various areas of culture - morality, marketing, ideology, etc.*
- *define the characteristics of aestheticization projects in concepts from the history of philosophy.*

Basic skills

After the course the student is able to:

- *independently formulate original concepts of aestheticization in various areas of life.*
- *compare differences in the understanding of aesthetics in the spheres of philosophy, art, morality, culture, etc.*
- *apply the acquired knowledge in individual and social life practice.*
- *demonstrate the acquired knowledge on the example of his / her own, ethically-aesthetically guided life.*

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 scientific philosophical text.*
- *independently obtain other relevant information in favor of the growth of his / her philosophical competencies.*
- *actively and creatively develop his personal morals as an element of aestheticization of existence.*

Course content:

- *Analysis of philosophical and aesthetic-artistic sources of self-reflection of modern culture (Kant, Kierkegaard, Nietzsche, Simmel, Weber, Adorno, Baudelaire, Benjamin)*
- *Modernity between "detabuization" and "re-enchantment".*
- *Aesthetic programs of modernity.*
- *Aesthetic and ethical penetrations.*
- *Forms of ethos aestheticization (Rorty, Foucault, Gadamer, Nussbaum).*
- *Aesthetic principle in social theory (Bourdieu).*
- *Aesthetic imperative of contemporary culture - criticism. (Sloterdijk).*
- *Aesthetics of existence and consumer culture.*
- *Meaningful frameworks of aestheticization of contemporary reflexivity.*

Recommended literature:

- Bourdieu, P., 2010. *Pravidla umění*. Brno: Host.
- Frucht, J. 1996. *Ästhetische Erfahrung und moralisches Urteil*. Frankfurt am M.: Suhrkamp.
- Kierkegaard, S. A., 2007. *Bud' – alebo*. Bratislava: Kalligram.
- Liessmann, K. P., 2012. *Univerzum věcí: k estetice každodennosti*. Praha: Academia.
- McGinn, C., 2001. *Das Gute, das Böse und das Schöne. Über moderne Ethik*. Stuttgart: Klett-Cotta.
- Nussbaum, M., 2003. *Křehkost dobra*. Praha: OIKOYMENH.
- Rorty, R., 1996. *Nahodilost, ironie, solidarita*. Praha: PF UK.
- Shusterman, R., 2003. *Estetika pragmatizmu. Krása a umenie života*. Bratislava: Kalligram.
- Sisáková, O., 2011. Kant a Bourdieu – kritika súdnosti. In: L. Belás a E. Andreanský, eds.: 8. kantovský vedecký zborník. Prešov: FF PU.
- Sisáková, O., 2016. *Estetika existencie: umenie, či étos individuálneho života?* In: *Filozofia* (71), 6, s. 437–449.
- Sisáková, O., 2017. *Projekty estetizácie existencie v súčasnej filozofii a kultúre*. Prešov: FF PU.
- Sisáková, O., ed. 2017. *Umenie života vo filozofickej reflexii*. Prešov: FF PU.
- Sloterdijk, P., 2007. *Der ästhetische Imperativ*. Hamburg: Suhrkamp.
- Sošková, J., 1996. *Estetizácia etických a etizácia estetických hodnôt*. In: V. Gluchman, ed.: *Hodnoty a súčasné etické teórie*. Prešov: Filozofická fakulta v Prešove Univerzity P. J. Šafárika v Košiciach, s. 115–121.
- Švihura, L., 2021. *Postmoderná morálka a Kantova etika*. In: *Studia Philosophica Kantiana: filozofický časopis pre kriticko-rekonštrukčné uvažovanie* (10), 2, s. 21–41.
- Švihura, L., 2021. *Umenie života ako estetika inakosti*. In: *Myslieť inak – iné v myslení*. Bratislava: SFZ.
- Švihura, L., 2019. *Musíš sa stať umeleckým dielom*. In: *Filozofia* (74), 3, s. 223–237.
- Švihura, L., 2018. *K tradícii kantovského filozofovania v Prešove: Etika Andreja Vandraka*. In: *Studia Philosophica Kantiana: filozofický časopis pre kriticko-rekonštrukčné uvažovanie* (7), 2, s. 36–63.
- 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 indivíduí k pluralitnému indivíduu: variant estetiky existencie*. In: *Umenie života vo filozofickej reflexii*. Prešov: FF PU, s. 111–123.
- Švihura, L., 2017. *Byť Európanom. Estetizácia etiky Andreja Vandraka*. In: *Etické myslenie minulosti a súčasnosti*. Prešov: FF PU, s. 129–148.
- Welsch, W., 1997. *Estetika za estetikou*. In: *Filozofia* (52), 5, s. 318–336.
- Welsch, W., 1993. *Postmoderna. Pluralita jako etická a politická hodnota*. Praha: KLP.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 9

A	B	C	D	E	FX
67%	11%	22%	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: <i>1IFI/FFFIL/22</i>	Course title: Photography, Movie 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: 2 nd and 4 th , 1 st and 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation</i> • <i>The student needs to obtain an exam during the semester for at least 25 points for 3 credits.</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 the course the student is able to:

- gain a clear idea of the structural problems in the field of philosophy of film and photography;
- acquire basic historical and systematic knowledge about the philosophical background of canonical films.

Basic skills

After the course the student is able to:

- Developing analytical thinking: work with images and text, i.e. look for key terms in it, identify individual arguments, put them into context with other problems, etc.
- evaluate the central themes of film and photographic art (concentrating on these issues is the most effective way to focus on the critical vocabulary used in film theory and criticism).

Basic competences

After the course the student is able to:

- explain and functionally use the basic concepts of film criticism in the commentary

Course content:

- What is a movie? What is photography?;
- What is the relationship of film / photography to reality?;
- What distinguishes fiction from a documentary, an art image from a gossip? (The problem of the uniqueness of a work of art);
- Why do people watch psychological horror and apocalyptic films with suspense, as long as these films only disgust the viewer and put him depressed?;
- Can film / photography harm us morally?;
- What is the significance of censorship? Does censorship in the arts make sense at all?;
- Why are some movies / photos better than others?

Recommended literature:

Barthes, R., 2005. *Světlá komora*. Praha: Agite / Fra.

Bordwell, D. – Thopsonová, K., 2011. *Umění filmu. Úvod do studia formy a stylu*. Praha: AMU.

Císař, K., 2004. *Co je fotografie?* Praha: Hermann & synové.

Deleuze, G., 2000. *Film 1. Obraz-pohyb*. Praha: Národní filmový archiv.

Deleuze, G., (2006). *Film 2. Obraz-čas*. Praha: Národní filmový archiv.

Tarkowski, A., (2009). *Zapečetěný čas*. Příbram, Světá hora: Camera obscura.

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

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

Course evaluation

Total number of students evaluated: 10

A	B	C	D	E	FX
100%	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: <i>1IFI/RURAH/22</i>	Course title: The Russian Radical Movement (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: 2.	
Prerequisites:	
Conditions for passing the course: <u>Continuous evaluation:</u> <i>During the semester, the student actively participates in seminars, is acquainted in advance with the text, which is analysed at the seminar, and participates in the discussion. During the semester, the student presents one pre-assigned topic and submits a seminar paper (10 standard pages). The final evaluation is the average of the evaluation of preparations for seminars, presentations of a pre-assigned topic and seminar work.</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 able to:

- *characterize the forms of Russian radical thinking;*
- *define historically and socially determined modalities of Russian radical thinking;*
- *characterize, classify and give examples of selected problematic issues associated with individual thinkers who participated in the formation of this type of thinking and ideological starting points of the revolutionary movement;*
- *name and justify the importance of studying this philosophy in its overlaps in shaping European and world culture;*
- *define anarchism as a form of radical philosophically based thinking;*

Basic skills

After the course the student is able to:

- *formulate the contexts of contemporary Russian radicalism in his / her own words;*
- *apply the acquired knowledge to the formation of conservatively oriented thinking in Russia;*
- *demonstrate the effects of the changes brought about by this way of grasping social and political change;*
- *determine the specifics of Russian radicalism;*

Basic competences

After the course the student is able to:

- *prepare and discuss the main issues;*
- *work analytically with a philosophical text;*
- *develop notes;*
- *work with texts in the broader historical, social and cultural contexts inherent in the Russian philosophical environment;*
- *take an active part in the discussions and present his / her views accordingly;*

Course content:

Through selected texts and additional explanations, the course provides an insight into the issue of shaping Russian radical thinking. It maps the manifestations of the cell and defiance against self-righteousness, beginning in the Catharist period in Russia, reflecting on decabristic ideological foundations, while focusing its attention on the national movement of the second half of the 19th century and the beginning of the 20th century. This secular current of Russian thought is often perceived as an ideological source of Russian revolutionarism in general. The course presents the current state of research into the issue of (in) finiteness of nationality and its connection to the revolutionary events of the early 20th century and the impact on V. I. Lenin. It is the position of this figure in Russian thought that is becoming the subject of current critical historical-philosophical research, to which the course also focuses its attention.

Recommended literature:

- Berlin, I., 2003. *Rosyjscy myśliciele*. Warszawa: Prószyński i S-ka.
- Кантор, В. К., 2016. *Срубленное древо жизни. Судьбы Николая Чернышевского*. Санкт-Петербург: Центр гуманитарных инициатив.
- Блохин, В. В., 2019. *Жандарм литературной республики*. Н. К. Михайловский. Москва: Весь мир.
- Зверев, В. В., 2009. *Русское народничество*. Москва: Издательство РАСТ.
- Зверев, В. В., 2003. *Народники в истории России*. Москва: Просвещение.
- Broda, M., 2003. *Narodnickie ambiwalencje. Między apoteozą ludu a terorem*. Łódź: Ibidem.
- Briusov, V. J. 2005: *Posledné stránky denníka*. Bratislava: Ikar.
- Černyševskij, N. G., 1976: *Čo robiť?* Bratislava: Pravda.
- Gercen, A. I., 1971. *Dopisy budoucímu příteli*. Praha: Melantrich.
- Gercen, A. N., 1954. *Pamäti a dumy*. Zv.I,II,III. Bratislava: Slovenské vydavateľstvo krásnej literatúry.
- Jerofejev, V. J., 2005. *Dobrý Stalin*. Bratislava: Kalligram.
- Jerofejev, V. J., 2011. *Encyklopédia ruskej duše*. Bratislava: Artforum.
- Kołakowski, L., 2009: *Główne nurty marksizmu*. T 1,2,3. Warszawa: Wydawnictwo Naukowe PWN SA.
- Kucharzewski, J., 1988. *Od białego do czerwonego caratu*. Warszawa: Krąg.
- Marchevský, O., 20017, *Otázky ruskej filozofie*. Prešov: Prešovská univerzita v Prešove.
- Marchevský, O., 2016. *Matej Szlávík'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.
- Pipes, R., 2004. *Rusko za starého režimu*. Praha: Argo.
- Pomper, P., 1993. *The Russian revolutionary intelligentsia*. Wheeling: Harlan Davidson.
- Рудницкая, Е. Л., 2007. *Лику русской интеллигенции*. Москва: Канон+ РООИ.
- Rydzewski, W. a W. Ochotnicka, A., eds. 2004. *Między reformą a rewolucją*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
- Solženicyn, A. I., 2020. *Lenin v Zürichu*. Bratislava: Premedia.
- Walicki, A., 2000. *Idea wolności u myślicieli rosyjskich*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.

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: <i>1IFI/FIOTR/22</i>	Course title: Philosophical Questions of Transhumanism (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: 2.	
Prerequisites:	
Conditions for passing the course: <u>Continuous evaluation</u> • <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: 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:

- *obtain information on transhumanism, the transhumanist movement and transhumanist areas (nanotechnology, cryonics, uploading, biotechnology, genetic engineering and others)*
- *get to know the basic framework of philosophical analysis of transhumanism.*

Basic skills

After the course the student is able to:

- *identify primarily historical philosophical, ethical, social, legal and other issues of transhumanism*
- *distinguish between real scientific transhumanistic activities and unrealistic ones sci-fi fiction*

Basic competences

After the course the student is able to:

- *form his / her own attitude to transhumanism (expectations, criticism, rejection)*
- *think philosophically-futuristically*
- *actively discuss and adequately present his / her opinion in written and oral form.*

Course content:

History of philosophy and transhumanism

Biotechnology

Genetic engineering

Nanotechnology

Cryonics

Uploading

Ethical issues of transhumanism

Utopia and dystopia

The dispute between bioconservatism and transhumanism

Recommended literature:

Appleyard, B., 2008. *How to live forever or die trying: on the new immortality*. London: Pocket Books.

Bostrom, N., 2005. *A History of Transhumanist Thought*. In: *Journal of Evolution and Technology*, 14, (1), pp. 1-25.

Condorcet, J. A., 1968. *Náčrt historického obrazu pokroků lidského ducha*. Praha: Academia.

Ettinger, R., 1964. *The Prospect of Immortality*. New York: Doubleday.

La Mettrie, J. O. de, 1958. *Člověk stroj*. Praha: Nakladatelství Československé akademie věd.

Merkle, R. C., 1992. *The Technical Feasibility of Cryonics*. In: *Medical Hypotheses*, Vol. 39, pp. 6-16.

Merkle, R. C., 1994. *The Molecular Repair of the Brain*. In: *Cryonics Magazine*, 15, (1-2), pp. 16-30.

Moravec, H., 1998. *Robot: mere machine to transcendent mind*. Oxford: Oxford University Press.

Moravec, H., 1999. *Rise of the Robots*. In: *Scientific American*, 281, (6), pp. 124-135

More, M., 2013. *The Philosophy of Transhumanism*. Oxford: John Wiley & Sons. [online] [Retrieved November 22, 2018]. Available at: http://media.johnwiley.com.au/product_data/excerpt/10/11183343/1118334310-109.pdf

Odorčák, J., 2010. *Kritika transhumanistickej kritiky Friedricha Nietzscheho*. In: *Filozofia*, 65, (6), s. 552-563.

Odorčák, J., 2015. *Kopírovanie zabíja identitu osoby*. In: *Filozofia*, 70, (5), s. 367-377.

Sandberg, A., 2014. *Ethics of Brain Emulation*. In: *Journal of Experimental & Theoretical Artificial Intelligence* 26, (3). [online] [Retrieved November 22, 2018]. Available at: <http://www.aleph.se/papers/Ethics%20of%20brain%20emulations%20draft.pdf>

Shaw, D. M., 2009. *Cryoethics: seeking life after death*. In: *Bioethics*, 23, (9), pp. 515-521.

Sitarčíková, Z., 2012. *O šľachtení človeka: nanotechnológie, transhumanizmus a ľudská prirodzenosť*. Bratislava: Veda.

Sorgner, L., 2009. *Nietzsche, the Overhuman, and Transhumanism*. In: *The Journal of Evolution and Technology*, 20, (1), pp. 29-42.

Sýkora, P., 2014. *Kritika teologicko-teleologickej koncepcie ľudskej prirodzenosti ako dôvodu odmietnutia transhumanizmu*. In: *Filozofia*, 69, (6), s. 514-525.

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.

Turchin, V., 1991. *Cybernetics and Philosophy*. In: F. Geyer (ed.), *Proc. 8th Int. Conf. of Cybernetics and Systems*. Salinas: Intersystems.

Walker, M. A., 2002. *Prolegomena to Any Future Philosophy*. In: *Journal of Evolution and Technology*, 10. [online] [Retrieved November 22, 2018]. Available at: <http://jetpress.org/volume10/prolegomena.html>

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. 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/FILAR/22	Course title: The Philosophy of Ayn Rand (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 and 3 rd , 1 st and 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation</i> <i>Attendance at seminars is compulsory. The following are assessed:</i> - <i>Student's continuous activity in seminars (0 - 20%).</i> - <i>At least one independent presentation on the assigned problem (0 - 25 %).</i> - <i>At the end of the semester, the student will submit a seminar paper (0 - 25 %).</i> - <i>At the end of the semester, a knowledge test (0 - 30 %). Credit will not be awarded to a student who does not obtain at least 50% in 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 the course the student is able to:

- *name the basic principles of objectivist philosophy.*
- *recognize the most important works and ideas of Ayn Rand.*
- *define the meaning of values in objectivist philosophy.*

Basic skills

After the course the student is able to:

- *independently formulate differentiated opinions in relation to objectivist argumentation.*
- *compare the differences between the principles of Rand's philosophy and the principles of the philosophies of other, similarly thinking thinkers.*
- *apply objectivist argumentation to reveal hidden assumptions in the background of discussions about social and ethical issues.*
- *demonstrate the acquired knowledge on the example of his / her own life.*

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 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:

History of philosophy and transhumanism

Biotechnology

Genetic engineering

Nanotechnology

Cryonics

Uploading

Ethical issues of transhumanism

Utopia and dystopia

The dispute between bioconservatism and transhumanism

Recommended literature:

Randová, A., 2014. Atlasova vzpoura. Praha: Argo/Dokořán.

Randová, A., 2000. Zdroj. Praha: Berlet.

Randová, A., 2018. Cnost sobectví. Nové pojetí egoismu. Praha: Jiří Kinkor/Dauphin.

Rand, A., 1984. Philosophy: Who Needs It? New York: Signet.

Rand, A., 1963. For the New Intellectual. New York: Signet.

Peikoff, L., 2001. Objektivismus: Filozofie Ayn Randové. Praha: Berlet.

Švihura, L., 2017. Od plurality individuí k pluralitnému individuu: 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.

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/PRFPZ/22	Course title: Pragmatism as a Way of Life (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 and 3 rd , 1 st and 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation</i> <i>Attendance at seminars is compulsory. The following are assessed:</i> - <i>Student's continuous activity in seminars (0 - 20%).</i> - <i>At least one independent presentation on the assigned problem (0 - 25 %).</i> - <i>At the end of the semester, the student will submit a seminar paper (0 - 25 %).</i> - <i>At the end of the semester, a knowledge test (0 - 30 %). Credit will not be awarded to a student who does not obtain at least 50% in the knowledge test.</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 is able to:

- *name the connection between theoretical and practical representation of pragmatism in everyday life.*
- *recognize real life situations in which it is appropriate to use the interpretive potential of the philosophy of pragmatism.*
- *define key aspects of the philosophy of selected figures of pragmatism and neopragmatism (W. James, J. Dewey, R. Rorty, R. Shusterman).*

Basic skills

After the course the student is able to:

- *independently formulate a proposal for solving a specific problem as a pragmatist.*
- *compare the differences between concepts and approaches to philosophical problems in individual pragmatists.*
- *apply the acquired knowledge in shaping his / her individual existence, cultivating social relationships and in his / her own philosophical interpretation of the world.*

Basic competences

After the course the student is able to:

- *present the acquired knowledge and acquired 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.*

Course content:

- *Pragmatism and everyday life.*
- *Ontology of pragmatism.*
- *Contingency and plurality as "ontic" characteristics.*
- *Anthropology of pragmatism.*
- *Pragmatic notion of truth.*
- *Pragmatic understanding of values.*
- *Pragmatism and morality.*
- *Pragmatism and art.*
- *Successful life according to the philosophy of pragmatism.*

Recommended literature:

Dewey, J., 2001. *Rekonštrukcia liberalizmu. Z politickej filozofie klasického pragmatizmu*. Bratislava: Kalligram.

James, W., 2003. *Pragmatismus. Nové jméno pro staré spůsoby myšlení*. Praha: Centrum pro studium demokracie a kultury.

Putnam, H. – Putnam, R. A., 2017. *Pragmatism as a Way of Life. The Lasting Legacy of William James and John Dewey*. Cambridge: The Belknap Press of Harvard University Press.

Rorty, R., 1996. *Nahodilost, ironie, solidarita*. Praha: PF UK.

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

Rorty, R., 2006. *Filozofické orchidey*. Bratislava: Kalligram.

Shusterman, R., 2003. *Estetika pragmatizmu. Krása a umenie života*. Bratislava: Kalligram.

Shusterman, R., 1997. *Practicing Philosophy: Pragmatism and the Philosophical Life*. UK: Routledge.

Švihura, L., 2019. *Umenie života a liberálna kultúra*. Prešov: FF PU.

Švihura, L., 2019. *Richard Rorty a umenie života*. In: *Intuícia a imaginácia vo filozofii a vede*. Bratislava: SAV.

Višňovský, E. – F. Mihina, eds., 1998. *Malá antológia filozofie 20. storočia. Zv. 1. Pragmatizmus*. Bratislava: Iris.

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/POSCZ/22	Course title: Postmodern Situation in Black Mirroring (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: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continous evaluation</i> <i>During the semester, the student actively participates in seminars, is acquainted in advance with the text, which is analyzed at the seminar, and participates in the discussion. During the semester, the student presents one pre-assigned topic and submits a seminar paper (10 standard pages). The final evaluation is the average of the evaluation of preparations for seminars, presentations of a pre-assigned topic and seminar work.</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:

- *identify central concepts of postmodern philosophical discourse;*
- *characterize selected motives that are the subject of critical assessments in the postmodern situation;*
- *name and justify the importance of studying this philosophy in its transgressions to the present in shaping European and world culture;*
- *name the critical and conservative attitudes of Russian origin that oppose the radical pluralism of postmodernism;*

Basic skills

After the course the student is able to:

- *formulate contexts of postmodern thinking;*
- *determine the starting points and specifics of shaping the thinking of the provenance in question and the reaction of Russian conservative thinking to it;*
- *demonstrate the changes brought by postmodern philosophical thinking to the wider social and political life;*
- *determine the relations of postmodern thinking with the formation of philosophical thinking in the Russian environment;*

Basic competences

After the course the student is able to:

- *respect and understand the complexity of mutual relations;*
- *evaluate information;*
- *plan activities to achieve educational goals;*
- *respect the diversity of attitudes;*
- *think critically;*

Course content:

Through selected texts and fragments from the film project Black Mirror (2011-2019), the seminar offers thinking about the forms of postmodernism in people's lives. The seminar creates a space for reflection on the future and possible consequences of the formation of the world and its punishment, which is identifiable through the original work of J. Baudrillard.

Recommended literature:

Baudrillard, J., 2016. Heslá. Bratislava: Hronka.

Baudrillard, J., 1975. The Mirror of Production. St. Louis: Telos Press.

Baudrillard, J., 1994. Simulacra and Simulation. Ann Arbor: University of Michigan Press.

Clover, J., 2007. Matrix. Praha: Casablanca.

Lévy, P., 2000. Kyberkultura. Praha: Karolinum.

Virilio, P., 2004. Informatická bomba. Červený Kostelec: Pavel Mervart.

Lanier, J., 2014. Jak přemýšlet o soukromí? Hledání smyslu v jedné z nejpálčivějších otázek elektronického věku. In: Scientific American. Leden-Únor. s. 33-39.

Doležel, L., 2003. Heterocosmica: fikce a možné světy. Praha: Karolinum.

Pavel, G. T., 2012. Fikční světy. Praha: Academia.

Black Mirror series (2011-2019)

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/TSRUF/22	Course title: Text Seminar on the 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 st and 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continous evaluation.</i> <i>During the semester, the student actively participates in seminars, is acquainted in advance with the text, which is analyzed at the seminar, and participates in the discussion. During the semester, the student presents one pre-assigned topic and submits a seminar paper (5 standard pages). The final evaluation is the average of the evaluation of preparations for seminars, presentations of a pre-assigned topic and seminar work.</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 text formats that are preferred in the Russian philosophical environment (e.g. round table materials, correspondence, interviews, short stories, poems, novels, magazine articles);*
- *reproduce the main positions in the problematic texts;*
- *present the basic characteristics and forms of Russian philosophical discourse of the second half of the 20th and 21st centuries on the examples of primary texts.*
- *distinguish between the constitutive elements of text formats;*

Basic skills

After the course the student is able to:

- *demonstrate the functionality of processing philosophical ideas through selected formats;*
- *draw conclusions from the assessment of the functionality of these formats;*
- *appreciate the prospects of using text formats;*
- *state the advantages of individual formats for the presentation of philosophical ideas;*

Basic competences

After the course the student is able to:

- *organize work with resources;*
- *process and format bibliographic data according to standardized standards;*
- *evaluate information;*
- *respect and understand the conditionality of the use of the formats in question;*
- *present the results of his / her own analysis of the selected issue in the form of a presentation;*
- *elaborate the selected topic in writing, justify its choice, goals and meaning;*

Course content:

Through selected essay texts, the text seminar provides a space for a deeper insight into the nature of Russian philosophical discourse in the second half of the 20th century and the 21st century. It makes it possible to grasp the formation of Russian thinking in a broader historical, cultural and social context. It creates space for grasping the nature of the turbulent changes that have taken place since the 1990s and has provided space for shaping ideological and ideological conservatism in this environment.

Recommended literature:

Berďajev, N. A., 2012. *Prameny a smysl ruského komunismu*. Praha: Prostor.

Bohun, M., 2014. *Ruský komunistický duch prvej svetovej vojny*. In: *Annales Scientia Politica*. č. 3, s. 5 – 11.

Dmitrijev, K., 2006. *Migrácie, nové diaspóry a ruská politika*. In: Goretity, J. ed. *Ruské eseje*. Bratislava: Kalligram, s. 182 – 188.

Grečo, P., 2014. *Revolúcia, demokracia a masová kultúra*. Poprad: Mornár a syn.

Goretity, J. ed. 2006. *Ruské eseje*. Bratislava: Kalligram.

Hrehová, H., 2020. *Transcendentálne hodnoty, reflexie o zle a dráme slobody v ruskej filozofii 19. a 20. storočia*. Bratislava: Post Scriptum.

Kara-Murza, A., 2006. *Idúc do Európy vraciame sa domov*. In: Goretity, J. ed. *Ruské eseje*. Bratislava: Kalligram, s. 329 – 337.

Nižnikov, S. A., 2008. *Transformácia metafyziky v diele I. Kanta v európskej filozofii prvej polovice XX. storočia*. In: Belás, L. a E. Andreanský, eds. *Človek – dejiny – kultúra II*. Prešov: Filozofická fakulta PU v Prešove. s. 171 – 184.

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 Szálavik'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. *Národná 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.

Špidlík, T., 2004. *Spiritualita kresťanského Východu*. Velehrad: Refugium Velehrad-Roma.

Walicki, A., 2020. *Marxizmus a skok do kráľovstva slobody*. Dejiny komunistické utopie. Praha. Argo.

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: 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/MSSRM/22	Course title: Between Symbolism and the Symbols of Russian Thinking (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: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continous evaluation.</i> <i>During the semester, the student actively participates in seminars, is acquainted in advance with the text, which is analyzed at the seminar, and participates in the discussion. During the semester, the student presents one pre-assigned topic and submits a seminar paper (5 standard pages). The final evaluation is the average of the evaluation of preparations for seminars, presentations of a pre-assigned topic and seminar work.</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:

- *identify differences between forms of symbolism in Russian thinking;*
- *define the main features of symbolism as symbolisms in the thinking of the provenance;*
- *characterize, classify and give examples of selected problematic issues associated with individual thinkers, who appear in the form of so-called intellectual symbols (Kant, Hegel ...);*
- *name and justify the importance of studying this philosophy in its overlaps in shaping European and world culture;*
- *name the circumstances of perception of cities as symbols (Moscow, St. Petersburg, Kiev, Kazan);*

Basic skills

After the course the student is able to:

- *formulate the contexts of the formation of symbolism in the thinking of Russian provenance in his / her own words;*
- *determine the specifics of the symbolism used in Russian thinking;;*
- *demonstrate the implications of the changes that this way of grasping thinking has for the wider social and political life with regard to the phenomenon of censorship;*

Basic competences

After the course the student is able to:

- *prepare and discuss the main issues;*
- *work analytically with a philosophical text;*
- *develop notes;*
- *work with texts in the broader historical, social and cultural contexts inherent in the Russian philosophical environment;*
- *work with other people;*
- *obtain information;*
- *evaluate information;*

Course content:

Through selected texts and additional explanations, the seminar provides an insight into the issue of spiritual symbols, symbolism in Russian philosophical thinking (woman, devil, icon, city, etc.). Using the example of the Russian reception of the works of Voltaire, Kant and Hegel, it illustrates the form of perception of European philosophers as symbols personifying the historical forms of philosophizing. The course approaches the perception of symbolism as a literary current called silver age but also another form of symbolism. Symbolism as an expression of the efforts of thinkers, philosophers and writers to suppress the effects of censorship.

Recommended literature:

Belyj, A., 2018. *Strieborný holub*. Bratislava: Európa.

Belyj, A., 1980. *Petrohrad*. Praha: Odeon.

Briusov, V. J., 2005. *Posledné stránky denníka*. Bratislava: Ikar.

Černyševskij, N. G., 1976. *Čo robiť?* Bratislava: Pravda.

Ern, V. F., 2011. *Od Kanta ku Kruppovi*. In: Komorovský, J. ed. *V. S. Solovjov a ruská náboženská filozofia*. Antológia ruskej náboženskej filozofie. Michalovce: Spolok sv. Cyrila a Metoda. s. 161-166.

Fedotov, G. P., 2011. *Svatí staré Rusi*. Červený Kostelec: Pavel Mervart.

Jerofejev, V. J., 2005. *Dobrý Stalin*. Bratislava: Kalligram.

Jerofejev, V. J., 2011. *Encyklopédia ruskej duše*. Bratislava: Artforum.

Maliti Fraňová, E., 2018. *Andrej Belyj: celistvosť (v) mnohosti*. Bratislava: Veda.

Lášek, J. B. a M. Luptáková, M. a M. Řoutil, eds. 2011. *Ikona v ruském myšlení 20. století*. Sborník statí a studií. Červený Kostelec: Pavel Mervart.

Naldoniová, L., 2012. *Ruská sofiologie a věčné ženství*. Ostrava: Filozofická Fakulta OSU.

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 Szálavik'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.

Ахутин, А. В., 1990. *София и черт (Кант перед лицом русской религиозной метафизики)*. In: *Вопросы философии*. №1. с. 51-69.

Федотов, Г. П., 1926. *Три столицы*. In: *Версты*. №1. с. 49-60.

Гачев, Г. Д., 2004. *Осень с Кантом*. Москва: ИФ РАН.

Голосовкер, Я. Э., 1963. *Достоевский и Кант*. Москва: Издательство Академии Наук СССР.

Калинников, Л. А., 2008. *Иммануил Кант в русской поэзии (философско-исторические этюды)*. Москва: Канон РООИ.

Шаров, К. С., 2007. *Мужчины и женщины: дуэли и партнерства*. Москва: Макс Пресс.

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: 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/TSEEF/22	Course title: Text Seminar on Environmental 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 st year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>The course ends with a continuous evaluation (ph) and the award of 3 credits.</i> <i>Minimum requirements for grading and obtaining credits:</i> <i>The student must obtain at least 20 points during the semester, which corresponds to the grade E. Of which at least 5p (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. 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. The success criteria (percentage expression of results in the evaluation of the subject) for the classification levels are as follows:</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**

The student is able to explain and define the most important moral values and principles, moral categories in the field of environmental ethics and philosophy (e.g. environmental ethics and philosophy, value of nature, the concept of crisis, alienation, anthropocentrism, non-anthropocentrism, ecofeminism, etc.); can name and explain the essence, discuss current environmental issues - their ethical and moral dimension.

Basic skills

Completion of the course strengthens bioethical sensitivity and environmental literacy; competence of professional critical reflection and analysis of immoral phenomena and environmental problems; communication and argumentation skills, organizational (work organization) and presentation (self-presentation, public speaking) skills; creative thinking (in the context of finding solutions to environmental problems and dilemmas).

Basic competences

The subject will strengthen personal competencies - conscientiousness, honesty and responsibility at work, openness and communicativeness; professional competencies, especially the competence to perform professional (philosophical) advisory and consulting activities, mastering the principles of scientific work.

Course content:

Evaluation of the most important environmental ethical and philosophical (with an overlap to politics and economics) problems of the present by reading and interpreting selected texts by contemporary authors (e.g. D. Abram, J. Čejka, B. Devall, Z. Kiczková, J. Šmajš, T. Münz, R. Sťahel et al.) In the field of environmental philosophy and ethics.

Recommended literature:

Abram, D. 2013. *Kouzlo smyslů. Vnímání a jazyk ve více než lidském světě*. Praha : DharmaGaia.

Abram, D. 2009. *Procitnutí do živé země*. Nymburk : OPS.

Čejka, J. ed. 2010. *Zvířata jsou naši bližní. Výbor z děl světových humanistů a křesťanských myslitelů*. Praha: Práh.

Devall, B. a G. Sessions, 1997. *Hlboká ekológia*. Tulčík: ABIES.

Kiczková, Z. 1998. *Príroda: vzor žena!? Hľadanie alternatív v ekofeminizme*. Bratislava: Aspekt.

Münz, T. 2019. *Odchádzame? (Esej o človeku a prírode)*. Bratislava: Petrus.

Picht, G. 2017. *Pojem prírody a jeho dejiny*. Bratislava: Petrus.

Shiva, V. 2016. *Demokracie země (Spravedlnost, udržitelnost a mír)*. Olomouc: Broken Books.

Šmajš, J. a kol. 2012. *Etika, ekonomika, příroda*. Praha: Grada.

Šmajš, J. 2020. *Pes je zakopán v ontologii (Evoluce, informace, rozhovory, články a krátké úvahy)*. Brno: Coprint.

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: *Mgr. Adela Lešková Blahová, 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/VPE13/22	Course title: Teaching Ethics (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: 1 st and 3 rd , 1 st and 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>The student needs to obtain at least 20 points during the semester in order to be awarded a continuous assessment (ph) for 3 credits. An FX grade will be awarded if a student scores less than 20 points.</i> <i>He / She can get points for seminar activity, introductory word, seminar work.</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 a student is able to:

- define and explain ethical principles and standards in the teaching profession,
- describe the methodological basis and concepts of teacher ethics,
- analyze ethical dilemmas and propose solutions.

Basic skills

After the course a student is able to:

- propose ethical standards and principles (in the code of ethics).

Basic competences

The student acquires the competence to recognize ethical dilemmas and problems in the teacher's practice, propose solutions, prepare a program for the implementation of ethics in the teacher's practice.

Course content:

Teaching ethics - place and meaning.

Teaching ethics as a professional and applied ethics.

The position of the teacher in society - ethical aspects and problems.

Staff dimension: the personality of the teacher.

The interpersonal dimension: the relationship between teacher, parents and student.

Normative dimension: teacher's code of ethics - analysis, meaning, creation.

Tools for implementing ethics in teacher practice.

Concepts of teacher ethics. Approaches, methodologies.

Selected negative manifestations in the school environment - ethical analysis.

Recommended literature:

GLUCHMANOVÁ, M., V., GLUCHMAN, 2008. *Učiteľská etika*. Prešov: FF PU.

GLUCHMANOVÁ, M. 2009. *Uplatnenie princípov a hodnôt etiky sociálnych dôsledkov v učiteľskej etike*. Prešov: FF PU.

GLUCHMANOVÁ, M. 2013. *Vývoj učiteľskej etiky na Slovensku*. Prešov: Grafotlač, s.r.o.

KASÁČOVÁ, B. 2003. *Učiteľská profesia a jej dimenzie*. In: *Biodromálne premeny učiteľa – učiteľ v premenách času*. Prešov: FF PU, s. 30-41.

BILASOVÁ, V. 2008. *Výzvy pre etiku*. Prešov: FFPU

BALOGOVÁ, B.- BILASOVÁ, V. 2018. *Sociálne kontexty hodnôt*. Prešov: FFPU

PLATKOVÁ OLEJÁROVÁ, G., K., KOMENSKÁ, J., KLEMBAROVÁ, 2013. *Akademická etika: akademická sloboda a medziľudské vzťahy*. Prešov: Prešovská univerzita v Prešove, Dostupné na: www.pulib.sk

PLATKOVÁ OLEJÁROVÁ, G. 2016. *Význam profesijnej etika a morálky učiteľa*. In: Bilasová, V. *Filozofia etickej výchovy*. Prešov: Filozofická fakulta PU v Prešove, s. 34-54.

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: *doc. PhDr. Gabriela Platková Olejárová, 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/MSZFA/22	Course title: You Must Change Your Life: Philosophical Anthropology of P. Sloterdijk (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lesson a week Method: combine	
Number of credits: 3	
Recommended semester: 1 st and 3 rd , 1 st and 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>If a student enrolls in a course, his / her participation in seminars is mandatory. Its continuous activity at seminars and at least one individual presentation on the assigned problem are evaluated (0 - 25 points); at the end of the semester he / she submits a seminar paper (0 - 25 points); the student completes the final colloquium (0 - 50 points). Together he / she can get 100 points.</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 the course a student is able to:</i> - orientate in philosophical discussions of the second half of the 20th c. focused on the human problem. - recognize and critically analyze philosophical arguments in favor of reformulations of the traditional questioning of man. - masters the main theses of P. Sloterdijk's speeches in anthropological discussions since the turn of the year 20th c. to the present. - critically analyze the main theses of the new concept of philosophical anthropology by P. Sloterdijk, especially the problem of anthropotechnics and the concept of working on oneself.	

Course content:

Discussions on the problem of man in the second half of the 20th c. and the demand for reformulation of the anthropological question.

Sloterdijk's discussion of Heidegger's paper On Humanism and the Problem of Anthropotechnics.

Sloterdijk's critique of post-war human philosophy and the program of historical anthropology.

The problem of "anthropological difference".

"Human acrobat" - anthropological narration by P. Sloterdijk.

Sloterdijk's work You have to change your life.

Programs take care of themselves in contemporary philosophy.

Perspectives of philosophical anthropology.

Recommended literature:

SISÁKOVÁ, O. (Ed.): Reformulácie antropologickej otázky v súčasnej filozofii. Prešov 2007.

SLOTERDIJK, P.: Regeln für den Menschenpark. Ein Antwortschreiben zu Heideggers Brief über den Humanismus. Frankfurt am Main 1999.

SLOTERDIJK, P.: Das Menschentreibhaus. Stichworte zur historischen und prophetischen Anthropologie. Weimar 2001.

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

SLOTERDIJK, P.: Du mußt dein Leben ändern. Frankfurt am Main 2012.

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

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/VPF41/22	Course title: H.-G.Gadamer: Truth and Method (Compulsory optional course)
Type, scope and method of educational activity: 2 seminar lesson a week Method: combined	
Number of credits: 3	
Recommended semester: 1 st and 3 rd , 1 st and 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>If a student enrolls in a course, his / her participation in seminars is mandatory. Its continuous activity at seminars and at least one individual presentation on the assigned problem are evaluated (0 - 25 points); at the end of the semester he / she submits a seminar paper (0 - 25 points); the student completes the final colloquium (0 - 50 points). Together he / she can get 100 points.</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 the course a student is able to:</i> - explain projects of philosophical hermeneutics and hermeneutic philosophy with emphasis on aspects of cultural critique and revision of the "method" of spiritual sciences. - analyze the philosophical sources of 20th century hermeneutics; cultural-historical and historical-philosophical context of the project Truth and Method. - reconstruct the basic categories of Gadamer hermeneutics from the work Truth and Method and from the studies of applied hermeneutics. - critically evaluate the importance of the humanistic tradition for the spiritual sciences. <i>Analyze the problem of truth in hermeneutic experience. Explain Gadamer's theory of hermeneutics: the role of prejudice, authority and tradition; Wirkungsgeschichte principle; hermeneutic primacy of the question, the principle of fronesis, justification of the claim of hermeneutics to universality.</i>	

Course content:

*Cultural-historical and history-philosophical context of the project Truth and Method.
The importance of the humanistic tradition for the spiritual sciences.
The problem of truth in hermeneutic experience.
Gadamer's theory of hermeneutic experience.
An example of concrete hermeneutics: the role of prejudice, authority and tradition;
Wirkungsgeschichte principle; hermeneutic primacy of the question and the principle of
frönesis.
Language as a medium of hermeneutic experience.*

Recommended literature:

*GADAMER, H.-G.: Pravda a metoda. Praha 2010.
GADAMER, H.-G.: Wahrheit und Methode. Grundzüge einer philosophischen Hermeneutik.
Gesammelte Werke. Bd 1. Tübingen 1990. (český překlad, resp. výber
v slovenskom preklade)
GADAMER, H.-G.: Problém dějinného vědomí. Praha 1994.
GRONDIN, J.: Úvod do hermeneutiky. Praha 1997.*

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

Notes: -

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/VPF77/22	Course title: Hegel's Phenomenology of the Spirit - the Concept of the Enlightenment (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: 2.	
Prerequisites:	
Conditions for passing the course: <i>The course is completed by continuous evaluation.</i> <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 on 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 %</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:

- describe the situation in German culture concerning the Enlightenment phenomenon, a debate which, despite a long period of reflection, is still not finished.
- characterize Hegel's philosophy.

Basic skills

After the course the student is able to:

- analyze the work of D. Diderot Rameau's nephew, the ideas used by Hegel in the analysis of the Enlightenment
- analyze the philosophical reasons for the Hegel - Diderot connection
- compare two typical models of the Enlightenment – Kant's and Hegel's
- comprehensively assess the situation in the current debates on the Enlightenment.

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 scientific practice;

Course content:

The concept of the Enlightenment in German philosophical culture.

Hegel's philosophical system and Enlightenment.

Reason and faith as two modalities of pure understanding.

Two sides of faith, prejudice, error and shallowness of the Enlightenment.

Historicalization of the Enlightenment.

Recommended literature:

Belás, L., 2009. Kant a Hegel o osvietenstve. *Filozofia* 54, č. 6.

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.

Diderot, D., 2012. *Rameauov synovec*. Bratislava: Vydavateľstvo SSS.

Hegel, G. W. F., 1976. *Dějiny filosofie III*. Praha: ACADEMIA.

Hegel, G. W. F., 1960. *Fenomenologie ducha*. Praha: ACADEMIA.

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

Sobotka, M., 2007. Co je Fenomenologie? K 200. výročí vydání Hegelovy „Fenomenologie ducha“. In. *Filosofický časopis*. 55, č. 6.

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 and one world language

Notes: -

Course evaluation

Total number of students evaluated: 6

A	B	C	D	E	FX
83%	0%	0%	17%	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/HDDIF/22	Course title: The Borders in Derrida's Différance (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: 1 st – 4 th , 1 st - 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>During the semester, the student takes two expositions on the assigned topic, which will be evaluated in the range (0-25 points); at the end of the semester, submit a seminar paper (evaluation in the range of 0-25 points); activity at seminars will also be evaluated (evaluation in the range of 0-25 points). In total, he / she can get 100 points.</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 <i>After the course the student is able to:</i> - give a systematic explanation of the basic issues of deconstruction, hermeneutics, and postmodern philosophy; - describe and classify the deconstructivist approach; - characterize and give exemplary examples of Derrida's attack on Western metaphysics; - independently reflect the boundaries of Derrida's philosophy and the philosophy of borders; - present the project of his / her seminar work, explain and justify its meaning, goals and content structure.	

Course content:

Outline of the situation in phenomenological and post-phenomenological thinking.

French philosophy of the 60's.

Derrida's text and its interpretation, especially in relation to Heidegger.

Recommended literature:

DERRIDA, J., (1993). „Difärence“, in: Texty k dekonstrukci, Bratislava: Archa; DERRIDA, J., (1999). Gramatológia, Bratislava, Archa; DERRIDA, J., (2002). Násilí a metafyzika. Praha: Filosofia; DESCOMBES, V., (1995). Stejně a jiné, Praha, OIKOYMENH; FRANK, M., (2000). Co je neostrukturalismus?, Praha: Sofis/Pastelka; HEIDEGGER, M., (2002). Bytí a čas, Praha, OIKOYMENH; PECHAR, J., (1995): Být sám sebou. Pojem identity a jeho meze. Praha, Hynek; PETŘÍČEK, M., (1993). „Předmluva, která nechce být návodem ke čtení“, in: J. Derrida Texty k dekonstrukci, Bratislava: Archa; PETŘÍČEK, M., (2009). Myšlení obrazem. Praha, Herrmann & synové.

Language which is necessary to complete the course: Slovak or English

Notes: the course is provided that at least 10 students enroll in it.

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/KMP01/22	Course title: The End of Metaphysics and Plato (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: 1 st – 4 th , 1 st - 2 nd year	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>During the semester, the student completes a presentation on a given topic, which will be evaluated (evaluation in the range of 0-30 points). At the end of the semester, he / she submits a seminar paper in written form according to the set criteria - he / she can defend the seminar paper orally in case of questions about the written form (evaluation in the range of 0-40 points). Activity at seminars will also be evaluated (evaluation in the range of 0-30 points). In total, he / she can get 100 points.</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 the course the student is able to:</i> - orientate in the problem of metaphysics; - ask questions related to the presented problems; - engage in a dialogue on basic philosophical attitudes; - effectively present the results of his / her own study; - analyze and critically evaluate selected issues before the auditorium; - prepare a written work, which will include an analysis of primary texts and a comparison of basic interpretations (including the ones written in foreign languages).	

Course content:

Sketch of the theme of the end of philosophy in 20th century thinking. The problem of "beginning" - Plato as "beginning" - history, thinking of the unthinking, metaphysics and practical thinking ...

Recommended literature:

DERRIDA, J.: „Difřarence“, in: Texty k dekonstrukci, Bratislava: Archa 1993; DERRIDA, J.: Gramatológia, Bratislava, Archa 1999; DESCOMBES, V.: Stejně a jiné, Praha, OIKOYMENH 1995; FRANK, M.: Co je neostrukturalismus?, Praha: Sofis/Pastelka 2000; HEIDEGGER, M. () Bytí a čas, Praha, OIKOYMENH 2002; HEIDEGGER, M.: „Der Spruch des Anaximander“, in: M. Heidegger Holzwege, Frankfurt: Vittorio Klostermann 1957; PETŘIČEK, M.: „Předmluva, která nechce být návodem ke čtení“, in: J. Derrida Texty k dekonstrukci, Bratislava: Archa 1993; Heidegger, M.: Konec metafysiky a úkol myšlení, Praha: OIKOYMENH; Hegel, W.: Fenomenologie ducha. Praha: ČSAV.

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

Notes: -

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.*