

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/AROM/22</i>	Course title: <i>Roma anthropology</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>5</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Evaluation includes: active participation in lectures (40%) with a tolerance of three justified absences, elaboration of a seminar paper (30%) and passing a knowledge test (30%). In case of larger non-participation, the substitute task is assumed to be fulfilled. To obtain the final grade A (excellent) the student must obtain at least 90%, to obtain the grade B 80%, for the grade C at least 70%, for the grade D 60%, for the grade E at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is the average of the evaluation of active participation in lectures, seminar work and the evaluation of the knowledge test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to characterize the basic principles of physical anthropology. Understands the difference between contemporary physical anthropology and eugenics. He knows the physical and anthropological specifics and health situation of the Roma in Slovakia.</i> <i>Skills</i> <i>The student is able to analyze and critically evaluate professional studies related to the health and physical-anthropological specifics of the Roma. He is able to identify and characterize important areas of research and topics present in medical, biometric and genetic research of Roma in Slovakia. The student is able to apply the knowledge of physical anthropology in following the current debates on the health and demography of the Roma.</i> <i>Competences</i>	

The student will gain sensitivity to statements about the physical predispositions and characteristics of the Roma. He is better able to distinguish racist statements from the results of current genetic and biometric research. The student is able to present their own seminar work, professionally substantiate their conclusions for students, laymen and the professional public.

Course content:

Introduction to physical anthropology

Roma as an object of physical anthropology research

Physical anthropology vs. eugenics

The Roma Holocaust

Specifics of physical-anthropological characteristics of Roma

Health and health situation of Roma in Slovakia - governmental and institutional approaches in the past and present

The health situation of the Roma as a result of the social situation vs. genetic predisposition

Specific and rare diseases of the Roma

Biometric and genetic research of Roma - institutions, personalities, work, results

Recommended literature:

AUGUSTÍN ab Hortis, S., 1995. Cigáni v Uhorsku 1775-76. Bratislava: Štúdio -dd-.

BERNASOVSKÁ, J., BERNASOVSKÝ, I., a PAČIN, J., 1998. Anthropometric Studies of Romany (Gypsy) Newborns in East Slovakia Delivered Within 1991-1992. In: Journal of Human Ecology. r. 9, č. 2, s. 131-135.

BERNASOVSKÝ, I., a J. BERNASOVSKÁ, 1997 Anthropology of Romanies (Gypsies). Brno: Nauma.

BOROŇOVÁ, I., BERNASOVSKÝ, I., a J. BERNASOVSKÁ, 2005a: Down syndrome in Romany and non-Romany population of the Prešov region (Slovakia) in 1991-2003. In: Slov. Antropol., r. 8, č. 2, s. 32-36.

BOROŇOVÁ, I., BERNASOVSKÝ, I., a J. BERNASOVSKÁ, 2005b. Detekcia Downovho syndrómu v rómskej a nerómskej populácii spádovej oblasti Prešov za obdobie rokov 1991-2003. Zborník referátov z medzinárodnej vedeckej konferencie 4. Biologické dni, Nitra, s. 85-86.

HAIJOFF, S., a M. McKEE, 2000. The health of the Roma people: a review of the published literature. In: Epidemiol Community Health, 54, s. 864-869.

HORVÁTHOVÁ, E., 1964. Cigáni na Slovensku. Bratislava: SAV.

ROMOVÉ v České republice (1945-1998). 1999. Praha: Socioklub.

LUŽICA, R., 2004. Kapitoly z rómskej kultúry. Trnava: SAP - Slovak Academic Press.

SOUKUPOVÁ, B., at all. 2011. Úvod do antropologie etnických menšin. Praha: Fakulta humanitních studií.

VARGA, I., NEŠČÁKOVÁ, E., DROBNÁ, H., BAUER, F., POSPÍŠILOVÁ, V., a THURZO, M., 2004. Antropometrická charakteristika donosených fyziologických rómskych novorodencov z juhozápadného Slovenska. In: Slovenská antropológia. Bulletin Slovenskej antropologickej spoločnosti pri SAV. r. 7, č. 2, s. 65-68.

VAŠEČKA, M. (Ed.), 2002. Čačipen pal o Roma: Súhrnná správa o Rómoch na Slovensku. Bratislava: Inštitút pre verejné otázky.

Language which is necessary to complete the course:

Slovak, Czech

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušíňka, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušíňka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/DRVCDR89/22</i>	Course title: <i>History of the Roma in Czechoslovakia until 1989</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>2</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>The evaluation includes: active participation in lectures (30%) with a tolerance of three justified absences, and home preparation (70%) consisting in reading mandatory texts and drafting a draft as a basis for active participation in the discussion at lectures. In case of larger non-participation, the substitute task is assumed to be fulfilled. To obtain the final grade A (excellent) the student must obtain at least 90%, to obtain the grade B 80%, for the grade C at least 70%, for the grade D 60%, for the grade E at least 50%. A student who obtains less than 50% will be graded FX.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student has acquired basic knowledge of the history of the Roma in the Czech and Slovak Republics from the arrival of Roma in Europe until 1989 in both areas. Understands the issue of one-sided sources in Romani history. Can characterize important events and processes such as gradual migration, persecution, settlement, discrimination, attempts at violent assimilation in the history of the Roma. He knows and can characterize the state's approaches to the Roma in different periods.</i> <i>Skills</i> <i>The student is able to actively obtain new information about the history of the Roma and can integrate and use it in pedagogical training. He can argue how individual approaches to the Roma still affect this minority. He is able to process a seminar paper using analytical-synthetic ideas and his own opinion on historical issues.</i> <i>Competences</i>	

The student is able to adequately communicate knowledge from Romani history; can lead a cultivated discussion on the fundamental issues of coexistence of the majority and the Roma minority in the past; he can tolerate a different opinion, he can express himself in front of the group and defend his opinion. Can work independently with professional historical literature.

Course content:

Introduction to the issue (historiography, methodology, sources, approaches)

India and migration of Roma to Europe with a special focus on the territory of today's Czech and Slovak Republics

The Wandering of the Roma in Europe and the Gradual Persecution of the Roma in Bohemia and Moravia

Gradual settlement of Roma in Slovakia and Moravia

State assimilation policies and discrimination during the Enlightenment, the work of Samuel Augustíni ab Hortis

Roma in Slovakia at the end of the 19th century according to the list of Roma according to 1893

The interwar Czechoslovak Republic and the Roma

The Roma Holocaust in the Protectorate of Bohemia and Moravia

The Roma Holocaust in Slovakia

Roma in socialist Czechoslovakia - state approach

Roma involvement in socialist Czechoslovakia and the Gypsy-Roma Union

Recommended literature:

AUGUSTINI ab Hortis, S., 1995. Cigáni v Uhorsku 1775 / Zigeuner in Ungarn 1775. Bratislava: Štúdio -d-.

BALOUN, P., 2018. Československá civilizační mise: asimilační praktiky vůči „cikánským“ dětem v letech 1918-1942. In: Dějiny – teorie – kritika, roč. 15, č. 2, s. 175-202.

BALOUN, P., a J. MRŇKA, 2020. „Tábory pro darebáky, povaleče a cikány“: Příspěvek k výzkumu politiky a praxe kriminalizace "práce se štítícího" obyvatelstva za druhé republiky a protektorátu (1938-1942). In: Dějiny - teorie – kritika. Roč. 17, č. 2, s. 191-221.

DANIEL, B., 1994. Dějiny Romů. Olomouc: Pedagogická fakulta Univerzity Palackého.

DŽAMBAZOVIČ, R., 2001. Rómovia v Uhorsku koncom 19. storočia: Výsledky súpisu Rómov z roku 1893. In: Sociológia 33, č. 5, s. 491-506.

FACTSHEETS on Roma History. Project Education of Roma Children in Europe. Council of Europe. Dostupné na <https://www.coe.int/en/web/roma-and-travellers/roma-history-factsheets>.

FOTTA, M., a I. VAGAČOVÁ, 2006. Rómovia a druhá svetová vojna: Čítanka. Bratislava: Nadácia Milana Šimečku.

HANZAL, J., 2004. Cikáni na Moravě v 15. až 18. století: Dějiny etnika na okraji společnosti. Praha: NLN, Nakladatelství Lidové noviny.

HIML, P., 2007. Zrození vagabunda: Neusedlí lidé v Čechách 17. a 18. století. Praha: Argo.

HORVÁTHOVÁ, E., 1964. Cigáni na Slovensku: Historicko-etnografický náčrt. Bratislava : Vydavateľstvo Slovenskej akadémie vied.

HORVÁTHOVÁ, J. a kol., 2021. ...to jsou těžké vzpomínky: Vzpomínky Romů a Sintů na život před válkou a v protektorátu. I. sv. Brno: Větrné mlýny.

HORVÁTHOVÁ-HOLOMKOVÁ, J., 1994. Možnosti integrace na příkladu moravských Romů. In: *Romano džaniben* č. 1.

HÜBSCHMANNOVÁ, M., 2005. *Po Židoch Cigáni: Svědectví Romů ze Slovenska 1939-1945*. Praha: Triáda.

JUROVÁ, A., 1993. *Vývoj rómskej problematiky na Slovensku po roku 1945*. Bratislava, Goldpress publishers.

LACKOVÁ, E., 2010. *Narodila jsem se pod šťastnou hvězdou*. Praha: Triáda.

LHOTKA P., 2009. Svaz Cikánů-Romů 1969-1973. In: *Svaz Cikánů Romů (1969-1973) - doprovodná publikace k výstavě Svaz Cikánů-Romů 1969-1973 Muzea romské kultury*. Brno: Muzeum romské kultury, s. 5-23.

MANN, A., B., 2000. *Rómsky dejepis*. Bratislava: Kalligram.

NEČAS, C., 2005. *Romové na Moravě a ve Slezsku (1740-1945)*. Brno: Matice moravská.

NEČAS, C., 1999. *Holocaust českých Romů*. Praha: Prostor.

NEČAS, C., 1994. *Českoslovenští Romové v letech 1938-1945*. Brno: Masarykova univerzita.

NEČAS, C., 1993. *Romové v České republice včera a dnes*. Olomouc: Vydavatelství Univerzity Palackého.

PAVELČÍKOVÁ, N., 2004. *Romové v českých zemích v letech 1945-1989*. Praha : Úřad dokumentace a vyšetřování zločinů komunismu PČR.

ROMOVÉ v České republice 1945-1998. 1999. Praha: Socioklub.

SADÍLKOVÁ, H., SLÁČKA, D., a ZÁVODSKÁ, M., 2018. *Aby bylo s námi počítáno: Společensko-politická angažovanost Romů a snahy o založení romské organizace v poválečném Československu*. Brno: Muzeum romské kultury.

SPURNÝ, M., 2011. *Nejsou jako my: Česká společnost a menšiny v pohraničí (1945-1960)*. Praha: Antikomplex.

TESAŘ, J., 2016. *Česká cikánská rapsodie. I-III. Sv.* Praha: Triáda.

Language which is necessary to complete the course:

Slovak, Czech

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: Doc. PhDr. Marek Lukáč, PhD.; Mgr. Lucia Segřlová, PhD.

Date of last change: 1.9.2021

Approved by: Doc. PhDr. Marek Lukáč, PhD.

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/DRVCP89/22</i>	Course title: <i>History of the Roma in the Czech Republic and Slovakia after 1989</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>3</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>The evaluation includes: active participation in lectures (30%) with a tolerance of three justified absences, and home preparation (70%) consisting in reading mandatory texts and drafting a draft as a basis for active participation in the discussion at lectures. In case of larger non-participation, the substitute task is assumed to be fulfilled. To obtain the final grade A (excellent) the student must obtain at least 90%, to obtain the grade B 80%, for the grade C at least 70%, for the grade D 60%, for the grade E at least 50%. A student who obtains less than 50% will be graded FX.</i>	
Learning outcomes: Knowledge <i>The student has acquired basic knowledge of the history of the Roma in Czechoslovakia and in the Slovak Republic after 1989. He is able to identify important topics and processes in the recent history of the Roma and in the present. He is able to characterize the ethnoemancipation movement in the Roma community as well as the development of its political representation. He is able to characterize the state's approaches to the Roma in various areas such as employment, housing, education and health.</i> Skills <i>The student is able to apply the acquired knowledge in monitoring reports concerning the Roma in Slovakia. Can analyze and evaluate current discussions in and about the Roma community. He can argue how individual approaches still affect this minority as well as its external image</i>	

to the majority. He is able to process a seminar paper using analytical-synthetic ideas and his own opinion on the issue of the Roma over the past 30 years.

Competences

The student is able to work independently with professional literature on the Roma minority. Can adequately communicate knowledge from the latest Roma history and compare the current situation of Roma with other groups. He can responsibly and eruditely argue his own professional opinions on the issues of coexistence of the Roma minority with the majority. He is independent and autonomous in creating and cultivating his own views on the current position of the Roma minority in Slovakia.

Course content:

Introduction to the issue (historiography, methodology, sources, approaches)

The position of the Roma in society after 1989, the recognition of the Roma as a national minority, the establishment of Roma civic associations and institutions - their activities.

Approaches of the state to the Roma national minority, origin, position and activity of the Office of the Plenipotentiary of the Government of the Slovak Republic for Roma Communities

Political representation of Roma at various levels

The most important representatives of the Roma after 1989

Roma social exclusion, economic situation in Roma communities, Roma migration

Anti-Gypsyism and various manifestations of discrimination against the Roma

Segregation and inclusion in Roma education

Roma health and housing

Recommended literature:

BENČ, V., HRUSTIČ, T., KARDOS, T., a MUŠINKA, A., (eds.), 2013. *Teoretické a praktické otázky politickej participácie Rómov na lokálnej úrovni. Prešov: Slovenská spoločnosť pre zahraničnú politiku.*

DRÁL, P., 2009. *Lenivosť ako „esencia“ rómskej etnickej identity: kritická analýza diskurzu slovenskej sociálnej politiky. In: Drál, P., a A. Findor (eds.), Ako skúmať národ: deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU, s. 189-224.*

HOJSÍK, M., 2010. *Rómovia a my: kam priaznivé zmeny nedorazili. In: Bútorá, M., Kollár, M., Mesežnikov, G., a Z. Bútorová (eds.), Kde sme? Mentálne mapy Slovenska. Bratislava: Inštitút pre verejné otázky, Kalligram, s. 225-240.*

HUTTOVÁ, J., GYARFÁŠOVÁ, O., a SEKULOVÁ, M., 2012. *Segregácia alebo inklúzia Rómov vo vzdelávaní: Voľba pre školy? Bratislava: Nadácia otvorenej spoločnosti – Open Society Foundation.*

JUROVÁ, A., 1999. *Pokus o pohľad na niektoré problémy vývoja Rómov na Slovensku v 90. rokoch. In: Človek a spoločnosť roč. 2, č. 3.*

KOTVANOVÁ, A., SZÉP, A., a ŠEBESTA, M., 2003. *Vládna politika a Rómovia 1948-2002. Slovenský inštitút medzinárodných štúdií.*

LAJČÁKOVÁ, J., RAFAEL, V., ZÁLEŠÁK, M., MIŠKOLCI, J., a PETRASOVÁ, A., 2017. *Školy proti segregácii: Metodická príručka na prevenciu a odstraňovanie segregácie rómskych žiakov. Bratislava: Oz eduRoma – Roma Education Project.*

LENCZOVÁ, M. a kol., 2002. Slovensko: Projekty pre Rómov 1993-2000: Zistenia, odporúčania a príklady. Bratislava.

MANN, A., B., 1994. Rómovia a voľby 1992. In: Romano džaniben, č. 1-2, s. 19-24.

MAREC, S., a PRUŠOVÁ, V., 2021. Roky bezprávia: Neuveriteľný príbeh razie v Moldave. Bratislava: N Press, s. r. o.

MOJŽIŠOVÁ, K., 2020. Rómovia 30 rokov po ... Košice: Rozhlas a televízia Slovenska.

PODOLINSKÁ, T., a HRUSTIČ, T., (ed.), 2015. Čierno-biele svety: Rómovia v majoritnej spoločnosti na Slovensku. Bratislava: VEDA.

RADIČOVÁ, I., 2001. Hic sunt Romales. Bratislava.

RAFAEL, V. (ed.), 2020. Rómovia 30 rokov po revolúcii: Úvahy a reflexie na ceste za slobodou. Bratislava: eduRoma.

ROMOVÉ v České republice 1945-1998. 1999. Praha: Socioklub.

SLOVENSKO 1996-2010: Súhrnná správa o stave spoločnosti. Bratislava: IVO, 2011.

SPRÁVA o životných podmienkach rómskych domácností na Slovensku 2010. Bratislava: Regionálne centrum Rozvojového programu OSN pre Európu a Spoločenstvo nezávislých štátov v Bratislave, 2012.

ŠČUKA, E., 2019. Cikánský baron jsem já. Praha: Knihovna Václava Havla.

VAŠEČKA, M., JURÁSKOVÁ, M., KRIGLEROVÁ, E., PULIŠ, P., a RYBOVÁ, E., 2002. Rómske hlasy: Rómovia a ich politická participácia v transformačnom období. Bratislava: Inštitút pre verejné otázky.

VAŠEČKA, M., 2003. Čačipen pal o Roma: Súhrnná správa o Rómoch na Slovensku. Bratislava: IVO.

DOKUMENTY, ČLÁNKY, PRÍSPEVKY Úradu splnomocnenca vlády pre rómske komunity a neziskových mimovládnych organizácií IVO, Nadácia M. Šimečku, NDI, OSF, CVEK, Ľudia a demokracia.

Language which is necessary to complete the course:

Slovak, Czech

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: Doc. PhDr. Marek Lukáč, PhD.; Mgr. Lucia Segľová, PhD.

Date of last change: 1.9.2021

Approved by: Doc. PhDr. Marek Lukáč, PhD.

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/DRVE/22</i>	Course title: <i>History of the Roma in Europe</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture</i> • <i>1/0 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>5</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>The evaluation includes: active participation in lectures (30%) with a tolerance of three justified absences, and home preparation (70%) consisting in reading mandatory texts and drafting a draft as a basis for active participation in the discussion at lectures. In case of larger non-participation, the substitute task is assumed to be fulfilled. To obtain the final grade A (excellent) the student must obtain at least 90%, to obtain the grade B 80%, for the grade C at least 70%, for the grade D 60%, for the grade E at least 50%. A student who obtains less than 50% will be graded FX.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student has acquired basic knowledge about India - the realm of the Roma and the arrival of Roma in Europe. The student is able to orientate in the history of the Roma in individual regions of Europe as well as in the international Roma movement in the 20th century. He can identify important events and processes such as the major waves of migration, repressive and assimilation measures in the history of the Roma in various European countries. He can characterize the most difficult periods in the history of the Roma, such as slavery in the principalities of Wallachia and Moldova or genocide during the Second World War.</i> <i>Skills</i> <i>The student is able to argue factually and professionally how individual approaches to the Roma still affect this largest European minority. Can analytically compare the impacts and</i>	

diversity of approaches to Roma in different regions of Europe. He is able to process a seminar paper using analytical-synthetic ideas and his own opinion on historical issues.

Competences

The student is able to critically evaluate and synthetically process professional and popular literature on the history of the Roma and the position of the Roma minority at the European level. The student is aware of the moral attitudes associated with anti-Gypsyism, persecution, marginalization and discrimination of the Roma, past and present. It is independent and autonomous in forming and cultivating its own views on the historical situation of Roma groups in Europe. It focuses on developing empathy for diversity and working consciously with one's own attitudes toward diversity. He can responsibly and eruditely argue his own professional opinions on the issues of coexistence of the Roma minority with the majority.

Course content:

Introduction to the issue (possibilities of classification of Roma groups, possibilities of approaches to the topic of Roma history, migration of Roma)

India and the arrival of Roma in Europe

Roma in Byzantium and migration in the Balkans

Roma in the Ottoman Empire

Roma in Wallachia and Moldova (until the 19th century)

Roma in the Russian Empire

The arrival of Roma in Western Europe and the transformation of attitudes towards Roma

A large anti-Roma raid in Spain as an example of repressive policies

The fate of the Roma in Europe during World War II. The process of recognizing and compensating Roma Holocaust victims

International Roma Movement (with an emphasis on developments since the 1960s)

Recommended literature:

ACHIM, V., 2004. *The Roma in Romanian History*. Budapest: Central European University press.

ALFARO, A. G., 1999. *Velký proticikánský zátah: Španělsko: všeobecné uvěznění cikánů v roce 1749*. Olomouc: Univerzita Palackého.

BAKKER, P., a KYUCHUKOV, H., (Eds.), 2000. *What is the Romani Language?* Hatfield: University of Hertfordshire Press.

BARTOSZ, A., 2004. *Neboj sa Cigána. Sobrance: Romani vodži*.

BEREZNAY, A., 2021. *Historical atlas of the Gypsies: Romani history in maps*. Debrecen: Méry Ratio Kiadó&Kisebbségért.

FACTSHEETS on Roma History. Project Education of Roma Children in Europe. Council of Europe. Dostupné na <https://www.coe.int/en/web/roma-and-travellers/roma-history-factsheets>

FRASER, A., 2002. *Cikáni*. Praha: Nakladatelství Lidové noviny.

GUY, W. (Ed.), 2001. *Between Past and Future: The Roma of Central and Eastern Europe*. Hatfield: University of Hertfordshire Press.

HANCOCK, I., 2001. *Země utrpení*. Praha: Signeta.

HANCOCK, I., 2005. *My rómsky národ: Ame sam e Rromane džene*. Bratislava: Petrus.

- KENRICK, D., a PUXON, G., 2000. *Cikáni pod hákovým křížem*. Olomouc: Univerzita Palackého v Olomouci.
- KLIMOVA-ALEXANDER, I., 2005. *The Romani Voice in World Politics: The United Nations and Non-State Actors*. Hants: Ashgate.
- LIÉGEOIS, J.-P., 1995. *Rómovia, Cigáni, kočovníci*. Bratislava: Informačné a dokumentačné stredisko o Rade Európy, Academia Istropolitana.
- MARUSHIAKOVA, E., a POPOV, V., 2001. *Gypsies in the Ottoman Empire*. Hertfordshire: University of Hertfordshire Press.
- MARUSHIAKOVA, E. a POPOV, V., (eds.), 2021. *Roma Voices in History: A Sourcebook: Roma Civic Emancipation in Central, South-Eastern and Eastern Europe from the 19th Century until World War II*. Brill, Ferdinand Schöningh.
- MATRAS, Y., 2002. *Romani. A Linguistic Introduction*. Cambridge: Cambridge University Press.
- ROMOVÉ v Byzanci. 1999. Praha: Signeta.
- TEBUTT, S., 1998. *Sinti and Roma: Gypsies in German Speaking Society and Literature*. New York, Oxford: Berhahn Books.
- THURNER, E., 2009. *Pomníky a památníky pro Romy a Sinty ("Cikány")*. In: *Romano džaniben, ňilaj*, s. 94-117.
- TCHERENKOV, L., a LAEDERICH, S., 2004. *The Roma. Otherwise known as Gypsies, Gitanos, Tsiganes, Ĵigani, Ĵingene, Zigeuner, Bohémiens, Travellers, Fahrende, etc.* Vol. 1. History, Language, and Groups. Vol. 2. Traditions and Texts. Basel: Schwabe Verlag.
- VERMEERSCH, P., 2006. *The Romani Movement. Minority Politics & Ethnic Mobilization in Contemporary Central Europe*. New York & Oxford: Berhahn Books.
- WILLEMS, W., 2007. *In search of the true Gypsy: From enlightenment to final solution*. London and New York: Routledge.

Language which is necessary to complete the course:

Slovak, Czech, partly English

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušinka, Ph.D.;*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/DES/22</i>	Course title: <i>History of Slovakia</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2.-5.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>During the semester, the student actively participates in lectures and seminars (20%), tolerating 3 justified absences, which will be replaced by consultations and substitute work, processes and submits one seminar paper (40%) and presents it at the seminar in the form of PP- presentations (40%). To obtain an rating A (excellent) must obtain at least 90%, points, to obtain a rating B at least 80%, to obtain a rating C at least 70%, to obtain a rating D at least 60%, to obtain an rating E at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of the seminar work, its PP-presentation and seminar activities.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student knows the basic topics, concepts and processes in Slovak history. Can classify individual events and processes of Slovak history into the broader historical context of Central Europe. He knows the periodization of Slovak history and can name and characterize the personalities of Slovak history. He knows the historical conditions of the origin and development of the Slovak national movement.</i> <i>Skills</i> <i>The student is able to include important historical processes, events and personalities on the timeline as well as in space. The student is able to interpret how individual personalities and events still affect the people of Slovakia.</i>	

Competences

The student is oriented and critically works with basic historical literature. The student is able to independently and adequately search for information on historical processes in Slovak history and is able to search for connections between Slovak history and the history of the Roma in Slovakia.

Course content:

*Before the arrival of the Slavs, the Old Slavs and Great Moravia
The formation of the Kingdom of Hungary and the power struggle in the Kingdom of Hungary
Slovakia as part of the Habsburg Monarchy and the Turkish invasion
Reformation and counter-reformation
Enlightenment century
The emergence of the modern Slovak nation
Gradual alienation of the Slovak national movement from the Hungarian state
First World War
Interwar Czechoslovakia
The Slovak state as Hitler's satellite
Years of ruled democracy and communist dictatorship
From the attempted reform in 1968 to the velvet revolution*

Recommended literature:

DOKUMENTY slovenskej národnej identity a štátnosti. 1998. Zv. 1 a 2. Bratislava: Národné literárne centrum – Dom slovenskej literatúry.
GÁSPÁR, Zsuzsa, 2016. Rakúsko-Uhorsko: Habsburská ríša v rokoch 1867-1918. Bratislava: Slovart.
KOL., 2015. Slovenské dejiny od úsvitu po súčasnosti. Bratislava: Perfekt.
KÓNYA, Peter, (Ed.). 2013. Dejiny Uhorska. Prešov: Vydavateľstvo PU v Prešove.
KOVÁČ, Dušan, 1998. Dejiny Slovenska. Bratislava: NLN.
KRONIKA Slovenska. 1998. Zv. 1. Od najstarších čias do konca 19. storočia. Bratislava: Fortuna Print.
KRONIKA Slovenska. 1999. Zv. 2. Slovensko v dvadsiatom storočí. Bratislava: Fortuna Print.
LEXIKÓN slovenských dejín. 1999. Bratislava: SPN.
LIPTÁK, Ľubomír, 1999. Storočie dlhšie ako sto rokov. Bratislava: Kalligram.
LIPTÁK, Ľubomír, 2011. Slovensko v dvadsiatom storočí. Bratislava: Kalligram.
MANNOVÁ, Elena, (Zost.). 2003. Krátke dejiny Slovenska. Bratislava: AEP.
NA ZAČIATKU storočia (1901-1914). 2004. Bratislava: Veda.
TIGRID, Pavel, 1990. Kapesní průvodce inteligentní ženy po vlastním osudu. Praha: Odeon.
ZEMKO, Milan, BYSTRICKÝ, Valerián (ed.), 2004. Slovensko v Československu (1918-1938). Bratislava: Veda.

Language which is necessary to complete the course:

Slovak, Czech

Notes: optional subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.; Mgr. Lucia Segl'ová, PhD.***Date of last change:** *1.9.2021***Approved by:** *Mgr. Alexander Mušinka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/DSZNRJ/22</i>	Course title: <i>Dialectology with measurement on the Roma language</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture/seminar</i> • <i>0/1 per week- full-time studies</i> • <i>Combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Participation in seminars is obligatory (max. 3. Excused absences are allowed). During the semester, the student prepares and presents a seminar paper at the seminar. In the last week of teaching, students will take a written test and take an oral exam (max. 60 points, minimum. 31 points).</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX – the current PU Study Regulations in Prešov.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student can identify the specifics of the dialectal variability of northern central Roma.</i> <i>The student is able to expand and supplement the basic subject of the language – Communication skills in the Roma language.</i> <i>Skills</i> <i>In the verbal plane, the student practically distinguishes the dialectal diversity of Romani.</i> <i>The student is able to find and describe dialectological definition features in the language material and assign the material and selected phenomena to the respective dialects.</i> <i>Competences</i> <i>The student is independent in solving tasks related to Roma dialectology.</i> <i>The student is able to communicate about the information obtained and present it in written and oral form.</i>	

Course content:

Dialectology of North-Central Roma.

Basic concepts and general as well as Roma history of dialectology.

Roma dialects of Central and Eastern Slovakia.

Gemer's Roma dialects.

Western dialects of north-central Roma.

Transitional and hungarized dialects.

Related Roma dialects of Moravia, Bohemia, Poland and Ukraine.

Other Roma dialects in the world – basic overview and mutual relations.

Recommended literature:

BENÍŠEK, M., 2013. *Central Romani lidža-/ ledž-: a Vestige of an Indo-Aryan Compound Verb and its Cross-Dialectal Variability.* *Acta Orientalia Academiae Scientiarum Hungaricae* r. 66 č. 4, s. 471–486.

BENÍŠEK, M., 2013. *Serednye Romani: a North Central Romani dialect of Transcarpathian Ukraine.* In: Schrammel-Leber, Barbara & Tiefenbacher, Barbara. 2013. *Romani V. Papers from the Annual Meeting of the Gypsy Lore Society, Graz 2011. Grazer Romani Publikationen 2. Grazer Linguistische Monographien: Graz.*

BORETZKY, N., 1999. *Die Gliederung der Zentralen Dialekte und die Beziehungen zwischen Südlichen Zentralen Dialekten (Romungro) und Südbalkanischen Romani-Dialekten.* In: Halwachs, D. W. – Menz, F. (eds.) *Die Sprache der Roma. Perspektiven der Romani-Forschung in Österreich im interdisziplinären und internationalen Kontext.* s. 210–276. Klagenfurt, Drava.

BORETZKY, N., 2007. *The classification of the Romani dialects.* *Sprachtypologie und Universalienforschung* r. 60, č.4, s. 314–336.

BORETZKY, N., a IGLA, B., 2004. *Kommentierter Dialektatlas des Romani. Teil 1. Vergleich der Dialekte.* Wiesbaden: Harrassowitz Verlag.

ČERVENKA, J., 2004. *Některá specifika morfologie substantiv v subdialektech severocentrální romštiny ve slovenských regionech Kysuce, Turiec a Liptov.* *Romano džaniben, jevend 2004*, s. 177-185.

ČERVENKA, J., 2006. *Dialektní specifika severocentrální romštiny ve středoslovenských oblastech Kysuce, Turiec a Liptov.* Praha: Signeta.

HÜBSCHMANNOVÁ, M. et al., 1991. *Romsko-český a česko-romský kapesní slovník.* Praha: Státní pedagogické nakladatelství.

LESNÝ, V., 1917. *Cikáni v Čechách a na Moravě.* *Národopisný věstník československý*, zv. XII, s. 57-63.

LÍPA, J., 1963. *Příručka cikánštiny.* Praha: Státní pedagogické nakladatelství.

LÍPA, J., 1965. *Cikánština v jazykovém prostředí slovenském a českém: k otázkám starých a novějších složek v její gramatice a lexiku.* Praha: ČSAV.

MATRAS, Y., 2002. *Romani: A Linguistic Introduction.* Cambridge: Cambridge University Press.

MATRAS, Y., 2005. *The classification of Romani dialects: a geographic-historical perspective.* In: Schrammel, B. – Halwachs, D. W. – Ambrosch, G. (eds.) *General and applied Romani*

linguistics. Proceedings from the 6th International conference on Romani linguistics. s. 7–22. München, LINCOM.

PUCHMAYER, A. J., 1821. Románi čib, das ist: Grammatik und Wörterbuch der Zigeuner Sprache, nebst einigen Fabeln in derselben. Dazu als Anhang die Hantýrka oder die čechische Diebessprache. Prag: Fürst-erzbischöflichen Buchdruckerey.

SOWA, R. von., 1893. Die Mährische Mundart der Romsprache. In: Xenia Austriaca: Festschrift der österreichischen Mittelschulen zur 42. Versammlung deutscher Philologen und Schulmänner in Wien, s. 50-51.

SOWA, R. von., 1887. Die Mundart der slovakischen Zigeuner. Göttingen: Vandenhoeck und Ruprecht.

Language required for the course: *Slovak, Roma, partly English*

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
A	B	c	d	e	f

Lecturers: *doc. Anna Orsós, PhD.; Mgr. Lenka Goroľová*

Date of last change: *1.9.2021*

Approved by: *doc. Anna Orsós, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/GROM/22</i>	Course title: <i>Geography of the Roma</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>6</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Evaluation includes: active participation in lectures (40%) with a tolerance of three justified absences, elaboration of a seminar paper (30%) and passing a written test (30%). In case of larger non-participation, the substitute task is assumed to be fulfilled. To obtain the final grade A (excellent) the student must obtain at least 90%, to obtain the grade B 80%, for the grade C at least 70%, for the grade D 60%, for the grade E at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is the average of the evaluation of active participation in lectures, seminar work and the evaluation of the written test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to characterize the course of Roma settlement and its consequences for the spatial representation of Roma in Slovakia. The student knows the basic censuses and records of Roma as well as statistical indicators characterizing the Roma population in Slovakia. Can characterize Roma populations in the context of population statics and dynamics.</i> <i>Skills</i> <i>The student is familiar with the issues of settlement characteristics of Roma communities. Can characterize and critically evaluate data for individual censuses and records of Roma in Slovakia.</i> <i>Competences</i>	

The student is familiar with and independently works with statistical and geographical literature and other information sources. The student is able to interpret and communicate the acquired knowledge to professional and lay audiences. The student is able to independently and autonomously search for information and, based on it, argue in the current debates about the demographic behavior of the Roma and their settlement.

Course content:

Introduction to the issue

History of Roma settlement in Slovakia

History of administrative approach to Roma - census and records

Roma in the context of population dynamics - natural movement of the Roma population, Roma migration

Roma in the context of population statics - population structure by sex and age, educational, social, economic and religious structure of the Roma population

Spatial aspects of Roma settlement in Slovakia

The economic situation of the Roma in Slovakia.

The international movement in the context of the administrative approach to the Roma

Atlas of Roma communities

Privacy

Recommended literature:

DAVIDOVÁ, E., 2004. Cesty Romů 1945-1990. Olomouc: Univerzita Palackého.

DUBAYOVÁ, M., 2001. Rómovia v procesoch kultúrnej zmeny: Kultúrnoantropologická štúdia. Prešov: FF PU.

HORVÁTHOVÁ, E., 1964. Cigáni na Slovensku: Historicko-etnografický náčrt. Bratislava: Vydavateľstvo SAV.

JUROVÁ, A., 1993. Vývoj rómskej problematiky na Slovensku po r. 1945. Bratislava: Goldpress Publishers.

MANN, A., B., 2000. Rómsky dejepis. Bratislava: Kalligram.

MATLOVIČ, R., 2005. Geografia obyvateľstva Slovenska so zreteľom na Rómsku minoritu. Prešov: FHPV PU.

SCHEFFEL, D., 2009. Svinia v čierno bielom. Prešov: CAV.

STEWART, M., 2005. Čas cikanů. Olomouc: Univerzita Palackého.

VAŠEČKA, M. (ed.), 2002. Čačipen pal o Roma. Súhrnná správa o Rómoch na Slovensku. Bratislava: IVO.

MUŠINKA, A., ŠKOBLA, D., HURRLE, J., MATLOVIČOVÁ, K., a KLING, J., 2014. Atlas rómskych komunit na Slovensku 2013. Bratislava: UNDP.

MUŠINKA, A. a MATLOVIČOVÁ, K., 2015. Atlas rómskych komunit na Slovensku 2013 ako pramenná databáza pre analýzu situácie Rómov na Slovensku a jeho potenciál pre ďalšie výskumy a analýzy. In: PODOLINSKÁ T., a T. HRUSTIČ (eds). Čierno-biele svety: Rómovia v majoritnej spoločnosti na Slovensku. Bratislava: VEDA, Ústav etnológie Slovenskej akadémie vied.

Language which is necessary to complete the course:

Slovak, Czech

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušinka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/KZVRJ5/22</i>	Course title: <i>Communication skills in the Roma language V.</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture, seminars</i> • <i>1/2- weekly</i> • <i>Combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>5</i>	
Degree of study: <i>1.</i>	
Prerequisites: <i>Communication skills in the Roma language IV</i>	
Conditions for passing the course: <i>exam</i> <i>The condition for granting credits is active participation in seminars with a tolerance of 3 abstentions, which will be replaced by consultations and additional work, handing over all completed tasks (a total of 5 tasks of 10 points – 50%) and passing the oral exam (50%).</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX – the current PU Study Regulations in Prešov.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student masters the eastern macrodialect of northern central Roma. It can characterize stylistics, socio-stylistics, text linguistics, style-forming factors, stylistic-pragmatic tendencies and individual language styles. He can describe the history of stylistics to the present.</i> <i>Skills</i> <i>The student is able to communicate independently in the Roma language at B2 level and manages more extensive communications. Is able to style texts according to the assignment. He can use stylistic grammatical means and lexis in a specific communication situation, he can classify language styles in Roma texts. He is able to interpret texts in written and oral form on the basis of the knowledge he has acquired on this subject.</i> <i>Competences</i> <i>The student is able to think more comprehensively when using stylistic means in communication and chooses them not randomly, but according to the intention. Knows how to interpret texts in intertextual relations and is able to participate in the selection of tasks from which he is subsequently evaluated.</i>	

Course content:

Definition of the subject of stylistics, interactive stylistics and subject stylistics.

The history of stylistics to the present.

Methods of stylistic research.

Socio-stylistics.

Stylistics and text linguistics.

Stylistic – pragmatic tendencies.

A mike expression style concept.

Dynamics of text stylization, intertextuality and stylistics.

Stylistics and language culture

Conversational analysis.

Style-forming agents, classifying styles.

Educational style.

Administrative style.

Publicist style.

Speaking style.

Essay style.

Colloquial style.

Stylistic use of grammatical means and lexis.

Stylistic interpretation of the text.

Summary: system style and discussion; secondary styles.

Recommended literature:

HÜBSCHMANNOVÁ, M., ŠEBKOVÁ, H., ŽIGOVÁ, A. 1991. *Romsko-český a česko-romský kapesní slovník*. Praha: Státní pedagogické nakladatelství.

Kolektiv. 2006. *Pravidlá rómskeho pravopisu*. Bratislava: Štátny pedagogický ústav.

ŠEBKOVÁ, H., ŽLNOYOVÁ, E. 1998. *Nástin mluvnice slovenské romštiny (pro pedagogické účely)*. Ústí nad Labem: Univerzita Jana Evangelisty Purkyně v Ústí nad Labem.

MISTRÍK, J. 1997. *Štylistika*. Bratislava: SPN.

SLANČOVÁ, D. 1996. *Praktická štylistika*. Prešov: SLOVACONTRACT.

DOLNÍK, J., a BAJZÍKOVÁ, E. 1998. *Textová lingvistika*. Bratislava: STIMUL.

HOFFMANNOVÁ, J. 1997. *Štylistika a ...*. Praha: Trizonia.

MLACEK, J. 1997. *Popularizácia vedeckých poznatkov a popularizačný štýl*. In: SAS. 25. Red. J. MLACEK. Bratislava: Stimul, s. 134-144.

ŠKVARENINOVÁ, O. 1994. *Rečová komunikácia*. Bratislava: SPN.

HAUSENBLAS, K. 1996. *Vysoký, strední a nízky styl a diferenciace stylů dnes*. In: *Od tvaru k smyslu textu. Stylistické reflexe a interpretace*. Praha, s. 87-93.

KRAUS, J. 1997. *Jazyk hospodářských dokumentů a písemností*. In: *Daneš, František a kol.: Český jazyk na přelomu tisíciletí*. Praha: ACADEMIA, s. 92-96.

STICH, A. 1992. *Publicistický styl v soustavě stylů funkčních*. In: *Stylistyka Opole*, s. 98 – 105.

HORECKÝ, J. 1989. *Povaha a miesto rečníckeho štýlu*. In: *Textika a štylistika*. Red. J. Mistrík. Bratislava: UK, s. 123-126.

UHLÍKOVÁ, K. 2004. *Čet – chaos alebo osobitný štýl*. In: *Kultúra slova*, roč. 38, č. 3, s. 143-150.

DOLNÍK, J. 2003. Lexikológia. Bratislava: UK, s. 169-216.

Periodiká:

Romano džaniben

Romano nevo ľil

Language which is necessary to complete the course:

Roma, Slovak

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
A	b	c	d	e	f

Lecturers: *doc. Anna Orsós, PhD.Mgr.; Lenka Goroľová*

Date of last change: *1.9.2021*

Approved by: *doc. Anna Orsós, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/KZVRJ1/22</i>	Course title: <i>Communication skills in the Roma language I.</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture, seminar</i> • <i>1/1 - weekly</i> • <i>Combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>1</i>	
Study grade: <i>1.</i>	
Prerequisites: <i>Communication skills in the Roma language I</i>	
Conditions for passing the course: <i>continuous evaluation</i> <i>The condition for granting credits is active participation in seminars (20%) with a tolerance of 3 abstentions, which will be replaced by consultations and additional work, handing over all completed tasks (a total of 8 tasks of 5 points – 40%), passing the final evaluation test (40%).</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX – the current PU Study Regulations in Prešov.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student can name and characterize the basic linguistic features of the Roma language (elementary grammar, basics of dialectological differentiation, forms of language: spoken-written, spelling, etc.). He can list the grammatical structures of the eastern dialects of North-Central Roma. It can distinguish the spelling and phonetic level of language in specific Roma texts.</i> <i>Skills</i> <i>The student is able to read basic texts in the Romani language fluently and with understanding, and is able to communicate at the elementary level in the Romani language in written and oral form. They can practically solve assigned tasks in the Roma language.</i> <i>Competences</i> <i>Students are able to grasp the Roma language analytically and are able to work actively with the Roma language. They can also work independently outside the classroom with primary sources (Roma texts, recordings, conversations).</i>	
Course content: <i>Introduction, pronunciation, spelling, opposing phonetics and phonology.</i> <i>Name genus, pin verb, member.</i>	

Changes, base numbers, plural names.

Present tense of the clip verb, preposition.

The present tense gives an indication and imperative of verbs 1 and 2. Classes

Couplings, crumbs.

The other numbers, the vocation.

Irregular verbs and irregular verb shapes, indirect fall.

Indirect strain, accusative noun.

Indirect strain, accusative of other currencies.

Reflection, the future time of verbs 1 and 2. Classes

The perfection of 1st and 2nd class verbs and a pin verb.

Clutches, particles.

Recommended literature:

HÜBSCHMANNOVÁ, M., ŠEBKOVÁ, H., ŽIGOVÁ, A, 1991. *Romsko-český a česko-romský kapesní slovník*. Praha: Státní pedagogické nakladatelství.

KOLEKTÍV., 2006. *Pravidlá rómskeho pravopisu*. Bratislava: Štátny pedagogický ústav.

ŠEBKOVÁ, H. a ŽLNAYOVÁ, E., 1999. *Romaňi čhib – Učebnice slovenské romštiny*. Praha: Fortuna.

ČERVENKA, J., 1997–2000. *Pal e romaňi čhib /O jazyce. Amaro gendalos*.

GAŠPAROVÁ, E., – Koptová, A. – Lukáčová, I. 2007. *Romaňi čhib – učebnica rómskeho jazyka*. Bratislava: Štátny pedagogický ústav.

HÜBSCHMANNOVÁ, M., 1972. *Základy romštiny*. Praha: Academia.

LÍPA, J., 1963. *Příručka cikánštiny*. Praha: Státní pedagogické nakladatelství.

LÍPA, J., 1965. *Cikánština v jazykovém prostředí slovenském a českém*. Praha: Academia.

MATRAS, Y., 2002. *Romani: A Linguistic Introduction*. Cambridge: Cambridge University Press.

ŠEBKOVÁ, H., ŽLNAYOVÁ, E., 1998. *Nástin mluvnice slovenské romštiny (pro pedagogické účely)*. Ústí nad Labem: Univerzita Jana Evangelisty Purkyně v Ústí nad Labem.

Language which is necessary to complete the course:

Slovak, Roma

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
and	b	c	d	e	f

Lecturers: doc. Anna Orsós, PhD.; Mgr. Lenka Goroľová

Date of last change: 1.9.2021

Approved by: doc. Anna Orsós, PhD.

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/KZVRJ2/22</i>	Course title: <i>Communication skills in the Roma language II.</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture, seminar</i> • <i>1/2- weekly</i> • <i>Combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>2</i>	
Study grade: <i>1.</i>	
Prerequisites: <i>Communication skills in the Roma language I</i>	
Conditions for passing the course: <i>continuous evaluation</i> <i>The condition for granting credits is active participation in seminars (20%) with a tolerance of 3 abstentions, which will be replaced by consultations and additional work, handing over all completed tasks (a total of 8 tasks of 5 points – 40%), passing the final evaluation test (40%).</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX – the current PU Study Regulations in Prešov.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student knows the verb categories of North-Central Romani, can list the falls of North-Central Romani, and knows the leaning of the Romani language. He masters verb tenses and can determine them in sentences, and masters the issue of transient and non-transitory verb derivatives.</i> <i>He can name and identify the adverbial modifiers of northern central Romani.</i> <i>Skills</i> <i>The student is able to communicate in oral and written form at approximately A2 level. He is able to read more complex texts in the Romani language fluently and with understanding, he is able to communicate continuously in the Romani language in written and oral form. It can practically solve more demanding tasks in the Roma language.</i> <i>Competences</i> <i>Students can think analytically when working with Roma sources, are able to present and interpret the acquired knowledge and knowledge from this subject in professional discussion and in the teaching process.</i>	
Course content: <i>Adverbial modifiers</i>	

Dative

Particulates

Perfect past tense

Locative

Verb-named and impersonal ties

Class 3 Verbs

Ablative

Transitory and non-transitory verb derivatives

Instrumental.

Conditioner irrealis

Genitive.

Revision.

Recommended literature:

HÜBSCHMANNOVÁ, M., ŠEBKOVÁ, H., ŽIGOVÁ, A., 1991. *Romsko-český a česko-romský kapesní slovník*. Praha: Státní pedagogické nakladatelství.

KKOLEKTÍV., 2006. *Pravidlá rómskeho pravopisu*. Bratislava: Štátny pedagogický ústav.

ŠEBKOVÁ, H., ŽLNAYOVÁ, E., 1999. *Romaňi čhib – Učebnice slovenské romštiny*. Praha: Fortuna.

ČERVENKA, J., 1997–2000. *Pal e romaňi čhib /O jazyce. Amaro gendalos*.

GAŠPAROVÁ, E. – KOPTOVÁ, A. – LUKÁČOVÁ, I., 2007. *Romaňi čhib – učebnica rómskeho jazyka*. Bratislava: Štátny pedagogický ústav.

HÜBSCHMANNOVÁ, M., 1972. *Základy romštiny*. Praha: Academia.

LÍPA, J., 1963. *Příručka cikánštiny*. Praha: Státní pedagogické nakladatelství.

LÍPA, J., 1965. *Cikánština v jazykovém prostředí slovenském a českém*. Praha: Academia.

MATRAS, Y., 2002. *Romani: A Linguistic Introduction*. Cambridge: Cambridge University Press.

ŠEBKOVÁ, H., Žlnayová, E., 1998. *Nástin mluvnice slovenské romštiny (pro pedagogické účely)*. Ústí nad Labem: Univerzita Jana Evangelisty Purkyně v Ústí nad Labem.

Language which is necessary to complete the course:

Slovak, Roma

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
and	b	c	d	e	f

Lecturers: doc. Anna Orsós, PhD.; Mgr. Lenka Goroľová

Date of last change: 1.9.2021

Approved by: doc. Anna Orsós, PhD.

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Faculty of Humanities and Natural Sciences</i>	
Course code: <i>9UROS/KZVRJ3/22</i>	Course title: <i>Communication skills in Roma III.</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture/seminar</i> • <i>1/2- weekly</i> • <i>Combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>3</i>	
Degree of study: <i>1.</i>	
Prerequisites: <i>Communication skills in the Roma language II</i>	
Conditions for passing the course: <i>The condition for granting credits is active participation in seminars (20%) with a tolerance of 3 abstentions, which will be replaced by consultations and additional work, handing over all completed tasks (a total of 8 tasks of 5 points – 30%), passing the final evaluation test (20%) and passing the oral exam (30%, maximum. 60 points, minimum. 31 points).</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX – the current PU Study Regulations in Prešov.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student knows the representatives of the Roma language and can talk about them in the Roma language. It can list the basic features of the Roma culture, characterize historical events that are important for the Roma. She has a new vocabulary of northern central Roma.</i> <i>Skills</i> <i>The student is able to communicate in the Roma language at B1 level and in common communication situations in the Roma language environment. He is able to link topics with non-linguistic subjects of the field of study, primarily literary, historical and pedagogical. He can work with authentic audio and video recordings that capture narratives or interactions in Romani, he can interpret and translate various texts in the Romani language. He can write essays according to the given topic.</i> <i>Competences</i> <i>The student is able to react naturally in a conversation in the Roma language. When writing essays, he can independently create texts and choose appropriate linguistic and stylistic</i>	

means to express ideas. He has developed coherent thinking in the expression and creation of ideas in the Roma language.

Course content:

Communication in the Roma language on representatives of the Roma language .
Communication in the Roma language about representatives in the Roma literature.
Thinking and communicating in Roma about film Roma.
Communication in the Roma community on Roma culture.
Communication in the Roma community about historical events significant for the Roma.
Rehearsing conversational situations.
Writing simple genres in the Roma language (reflection, description, speaking, letter, etc.)
Comprehensive grammar practice.
Analysis and analysis of Roma texts.
Transcription and translation of authentic audio and video recordings.

Recommended literature:

DANIEL, B., 1984. Dějiny Romů. Olomouc: Pedagogická fakulta Univerzity Palackého.
DVORSKÁ, F., 2010. Filmy s romským přízvukem. Diplomová práce na oboru romistika. Praha: FF UK v Praze.
GATLIF, T., Latcho drom (film – Francie 1990) a další filmy od tohto autora.
HÜBSCHMANNOVÁ, M., Šaj pes dovakeras. Univerzita Palackého, Olomouc, rôzne vydania.
HÜBSCHMANNOVÁ, M., ŠEBKOVÁ, H., ŽIGOVÁ, A., 1991. Romsko-český a česko-romský kapesní slovník. Praha: Státní pedagogické nakladatelství.
KOLEKTÍV., 2006. Pravidlá rómskeho pravopisu. Bratislava: Štátny pedagogický ústav.
LACKOVÁ, E., 2010. Narodila jsem se pod šťastnou hvězdou. Praha : Triáda.
MOJŽIŠOVÁ Z., 2014. Premýšľanie o filmových Rómoch. Bratislava: VŠMÚ.
SADÍLKOVÁ H.a KRAMÁŘOVÁ J., 2007. Čalo Vodí. Sýte duše - Antologie prozaických textů romských autorů z ČR. Brno: Múzeum rómskej kultúry.
ŠEBKOVÁ, H., ŽLNAYOVÁ E., 1998. Nástin slovenské romštiny (pro pedagogické účely).
ŠEBKOVÁ, H., ŽLNAYOVÁ E., 1999. Romaňi čhib- Učebnice slovenské romštiny. Praha: Fortuna.
Periodiká: Romano džaniben, Romano nevo ľil

Language which is necessary to complete the course:

Roma, Slovak

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: doc. Anna Orsós, PhD.; Mgr. Lenka Goroľová

Date of last change: 1.9.2021

Approved by: doc. Anna Orsós, PhD.

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/KZVRJ4/22</i>	Course title: <i>Communication skills in the Roma language IV.</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture/seminar</i> • <i>1/2- weekly</i> • <i>Combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>4</i>	
Degree of study: <i>1.</i>	
Prerequisites: <i>Communication skills in Roma III</i>	
Conditions for passing the course: <i>continuous evaluation</i> <i>The condition for granting credits is active participation in seminars (20%) with a tolerance of 3 abstentions, which will be replaced by consultations and additional work, handing over all completed tasks (40%), passing the final evaluation test (40%).</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX – the current PU Study Regulations in Prešov.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student masters the eastern macrodialect of northern central Roma and consolidates his knowledge of grammar. He broadens his knowledge by working with literary texts (vocabulary development, translations into Slovak).</i> <i>Skills</i> <i>Students can communicate in the Roma language at a level close to B2. He is able to prepare and present a separate text in the Roma language, he is able to conduct an interview in the field in the Roma language environment. It is able to conduct direct discussions with Romani guests for whom the mother tongue is Romani.</i> <i>Competences</i> <i>The student is able to perceive literary texts as linguistic material not only in artificial literature. He is able to choose the topic of the presented text during the lesson, he is able to decide for himself where to conduct the interview in the field and with whom.</i>	
Course content: <i>Demeter, G.: The dead are among us</i>	

Demeterová, H.: Roma will find their way to Roma

Fabiánová, T.: *When I went to school*

Fabiánová, T.: Wanderer

Hübschmannová, M. (ed.): *Black rose.*

Hübschmannová, M. (ed.): *After Jews Gypsies.*

Lacková, I.: Roma fairy tales

Reiznerová, M.: *Black women.*

Discussion paper in the Roma language.

Discussion with the guest in the Roma language.

Implementation of the field interview in the Roma language.

Preparation and presentation of the text in the Roma language.

Recommended literature:

HÜBSCHMANNOVÁ, M., 1972. *Základy romštiny.* Praha: Academia.

HÜBSCHMANNOVÁ, M., ŠEBKOVÁ, H., ŽIGOVÁ, A., 1991. *Romsko-český a česko-romský kapesní slovník.* Praha: Státní pedagogické nakladatelství.

Kolektív, 2006. *Pravidlá rómskeho pravopisu.* Bratislava: Štátny pedagogický ústav.

ŠEBKOVÁ, H., ŽLNAYOVÁ E., 1999. *Romaňi čhib- Učebnice slovenské romštiny.* Praha: Fortuna.

Periodiká: Romano džaniben, Romano nevo ľil

Literary works in Romani:

- DEMETER, G. *O mule maškar amende* Praha 1993

- DEMETEROVÁ, H. *Rom ke Romeste o drom arakhel* Praha 1996

- FABIÁNOVÁ, T. *Sar me phiravas andre škola - Jak jsem chodila do školy Č. Budějovice* 1992

- FABIÁNOVÁ, T. *Čavargoš - Tulák* Praha 1992

- HÜBSCHMANNOVÁ, M. (ed.). *Kale ruži.* Hradec Králové 1990

- HÜBSCHMANNOVÁ, M. (ed.). *Po Židoch Cigáni.*

- LACKOVÁ, I. *Romane paramisa - Rómske rozprávky* Košice 1996

- REIZNEROVÁ, M. *Kalí* Praha 1993

Language which is necessary to complete the course:

Slovak, Roma

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: doc. Anna Orsós, PhD.; Mgr. Lenka Goroľová

Date of last change:: 1.9.2021

Approved by: doc. Anna Orsós, PhD.

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/LKRVCANS/22</i>	Course title: <i>Folk culture of the Roma in the Czech Republic and Slovakia</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>2</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Evaluation includes: active participation in lectures (40%) with a tolerance of three justified absences, elaboration of a seminar paper (30%) and passing a knowledge test (30%). In case of larger non-participation, the substitute task is assumed to be fulfilled. To obtain the final grade A (excellent) the student must obtain at least 90%, to obtain the grade B 80%, for the grade C at least 70%, for the grade D 60%, for the grade E at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is the average of the evaluation of active participation in lectures, seminar work and the evaluation of the knowledge test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student knows the basic categories for the description of individual phenomena of material and spiritual culture of the Roma. Understands the process of functioning of culture and can explain basic concepts related to the Roma family and kinship; gender roles; religiosity; ritual purity; Roma and social control.</i> <i>Skills</i> <i>The student is able to apply the acquired knowledge in interpreting individual cultural phenomena of Romani culture. Can explain and respond meaningfully to stereotypes about Roma culture present in the media and in lay discourse.</i> <i>Competences</i>	

The student is able to work independently with professional ethnographic and anthropological literature on Roma culture. Can adequately communicate knowledge about individual phenomena of Roma folk culture. He is independent in creating and cultivating his own views on traditional manifestations in Roma folk culture.

Course content:

Introductory lesson (acquaintance with topics, lesson structure, basic concepts, etc.)

Residences and dwellings (settlement, ghetto; housing)

Romani folklore (language acquisition)

Employment - crafts and services (traditional livelihoods)

Food and dining (traditional meals; food preparation; unclean food; food handling)

Family, demography, status (fajta vs. famelija; demographic characteristics; innate, attributed and acquired status)

Childbirth, marriage and parenthood (birth of a child; status changes; status and roles of man / father and woman / mother; godparenthood)

Death and burial (concern for the dying; burial; graves and cemeteries, notions of the afterlife)

Education and upbringing

Romani clothing and jewelry

Annual cycle holidays (Christmas, Easter, Kermeše)

Roma religiosity

Stereotypes about Roma, Roma in the majority of folklore

Recommended literature:

DAVIDOVÁ, E., 2004. Romano drom: Cesty Romů 1945-1990: změny v postavení a způsobu života Romů v Čechách, na Moravě a na Slovensku. Olomouc: Univerzita Palackého.

HORVÁTHOVÁ, E., 1964. Cigáni na Slovensku. Bratislava: Vydavateľstvo SAV.

HÜBSCHMANNOVÁ, M., 1993. Šaj pes dovakeras. 1. vyd. Olomouc: Pedagogická fakulta UP.

KOVÁČ, M., MANN, A. B., (eds.), 2003. Boh všetko vidí: duchovný svet Rómov na Slovensku. Vyd. 1. Bratislava: Chronos.

KUŽEL, S., (ed.), 2000. Terénny výzkum integrace a segregace. Praha: Cargo.

LISÁ, H., (ed.), 1999. Romové v České republice (1945-1998). Praha: Socioklub.

MANN, A. B., (ed.), 1992. Neznámi Rómovia: zo života a kultúry Cigánov-Rómov na Slovensku. Bratislava: Ister Science Press.

NEČAS, C., 1995. Romové v České republice včera a dnes. Olomouc: Univerzita Palackého.

RADIČOVÁ, I., (ed.), 2001. Hic Sunt Romales. Bratislava: Fulbrightova komisia.

VAŠEČKA M., (ed.), 2002. Čačipen pal o Roma: súhrnná správa o Rómoch na Slovensku. Bratislava: Inštitút pre verejné otázky.

Periodiká:

Romano džaniben. o.s. Romano džaniben, Praha, ČR.

Človek a spoločnosť. Spoločenskovedný ústav SAV, Košice, SK.

Etnologické rozpravy. Ústav etnológie SAV, Etnografické múzeum SNM v Martine, Národopisná spoločnosť Slovenska, Bratislava.

Slovenský národopis. Ústav etnológie, SAV, Bratislava, SK.

Bulletin Muzea romské kultury. Brno, ČR.

Language which is necessary to complete the course: <i>Slovak, Czech</i>																	
Notes: <i>compulsory optional subject</i>																	
Course evaluation Total number of students evaluated: <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>FX</td> </tr> <tr> <td>a</td> <td>b</td> <td>c</td> <td>d</td> <td>e</td> <td>f</td> </tr> </table>						A	B	C	D	E	FX	a	b	c	d	e	f
A	B	C	D	E	FX												
a	b	c	d	e	f												
Lecturers: <i>Mgr. Alexander Mušinka, Ph.D.; Mgr. Lucia Segl'ová, PhD.</i>																	
Date of last change: <i>1.9.2021</i>																	
Approved by: <i>Mgr. Alexander Mušinka, Ph.D.</i>																	

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/MATTV/22</i>	Course title: <i>Field research methods</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>6</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>The evaluation includes: active participation in lectures (40%) with a tolerance of three justified absences, elaboration of a seminar paper (30%) and completion of field research (30%). In case of larger non-participation, the substitute task is assumed to be fulfilled. To obtain the final grade A (excellent) the student must obtain at least 90%, to obtain the grade B 80%, for the grade C at least 70%, for the grade D 60%, for the grade E at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is the average of the evaluation of active participation in lectures, seminar work and evaluation of field research.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to name and characterize the basic research techniques in the field typical of anthropological and partly also sociological research with emphasis on various types of interview, observation and questionnaire.</i> <i>Skills</i> <i>The student is able to independently prepare and implement a project of their own field research. He is able to professionally and ethically prepare and conduct an interview, participatory observation or a simple questionnaire survey.</i> <i>Competences</i>	

The student has a more comprehensive knowledge of how socially oriented knowledge is formed and is able to orientate oneself in the differences between the methods used in individual research.

Course content:

Historical and material interpretations of social phenomena

Interpretive social analysis

French School of Sociology

British functionalism

Structural analysis

Interpretive social analysis

Theory of social action

Anthropology and culture; anthropological research cycle;

Localization of the social situation;

Participatory observation; ethnographic record; descriptive observations;

Targeted observations; taxonomic analysis; selective observations;

Discovery of cultural topics; creation of cultural inventories

Preparation of the publication

Recommended literature:

BERNARD, Russel B., 2001. Research Methods in Anthropology: Qualitative and Quantitative Approaches. New York: Altamira Press.

BOURDIEU, Pierre, 2000. Teorie jednání. Praha: Karolinum.

DISMAN, Miroslav, 2008. Jak se vyrábí sociologická znalost. Praha: Karolinum.

DURKHEIM, Emile, 2002. Elementární formy náboženského života. Praha: OIKOUMENE.

GEERTZ, Clifford, 2002. Interpretace kultur. Praha: SLON.

HENDL, Jan, 1997. Úvod do kvalitativního výzkumu. Praha: Karolinum.

LÉVI-STRAUSS, Claude, 1999. Totemismus. Bratislava: Chronos.

MAUSS, Marcel, 1997. Esej o daru. Praha: SLON.

SILVERMAN, David, 2005. Ako robiť kvalitatívny výskum. Bratislava: Ikar.

SPRADLEY, James P., 1980. Participant Observation. London: Wadsworth.

TUŽINSKÁ, Helena, 2010. Otázky opisu a prekladu. Bratislava: Stimul.

WEBER, Max, 1971. Economy and Society II. New York: Basic Books.

Language which is necessary to complete the course:

Slovak, Czech

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušínska, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: 1.9.2021

Approved by: *Mgr. Alexander Mušinka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution:: <i>University of Presov</i>	
Name of the faculty/university workplace:: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/MSZNRJ/22</i>	Course title: <i>Morphology with a focus on the Roma language</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture/seminar</i> • <i>0/1- weekly</i> • <i>Combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester : <i>3</i>	
Degree of study:: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>The evaluation includes: active participation in seminars (20%) with a tolerance of three excused absences, elaboration of a seminar paper (20%), passing a knowledge test (30%) and taking an oral exam (20%, maximum. 60 points, minimum. 31 points). Major non-participation is expected to result in the completion of a substitute task.</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX – the current PU Study Regulations in Prešov.</i>	
Learning outcomes: Knowledge <i>The student can characterize the theory of the complex classification of verbal species,</i> <i>The student can describe the issues of morphological categories, morphological meanings and morphological shapes.</i> <i>The student can determine the specifics of Roma nominal, numerical, pronominal and verbal morphology.</i> <i>The student can recognize - in addition to the specifics of autosemantic word species - the functioning of synsemantic word species – adverbs, transitions, particles and interjections.</i> <i>The student can determine the specifics of Roma nominal, numerical, pronominal and verbal morphology.</i> Skills <i>The student can apply theoretical knowledge to practical tasks according to the assignment.</i> <i>The student can do a morphological analysis of sentences.</i> Competences	

The student can independently work on the assigned tasks.
The student is able to acquire new information and knowledge on the given issue.
The student is able to interpret his knowledge of the morphology of the Roma language.

Course content:

Functional-semantic and formal morphology as part of grammar in the system of linguistic disciplines.

Morphological typology.

Overview of morphological (flexible and derivative) categories.

Morphological classes and ooclis vs. xenoclis.

Morphologic allomorphs.

Category of fall and fall syntax.

Positive construction.

Additionally constructed.

Local adverbial, anaphoric adverbial and so-called koverbia.

A demonstrative and a spacious deixis.

Quantification.

Causative agents and causative constructs.

Modality and modal constructions.

Coordination and coordination.

Classification of parts of speech.

Grammatical category, grammatical meaning and shape.

Paradigmatics, morphology.

Morphine, typology, morphine.

Nominal morphology.

Numerical morphology.

Prenominal morphology.

Verb and verbal categories, their peculiarities compared to other languages.

Specifics of synsemantic word species of the Roma language.

Recommended literature:

MATRAS, Y., 2002. Romani: A linguistic introduction. Cambridge: Cambridge University Press.

BAKKER, P., 1997. Athematic morphology in Romani: The borrowing of a borrowing pattern.

In: Matras, Yaron & Bakker Peter & Hristo Kyuchukov (eds.) The typology and dialectology of Romani. Amsterdam: John Benjamins. s. 1–21.

BORETZKY, N., 1989. Zum Interferenzverhalten des Romani. (Verbreitete und ungewöhnliche Phänomene). Zeitschrift für Phonetik, Sprachwissenschaft und Kommunikationsforschung č. 42, s. 357–374.

BORETZKY, N., 1992. Zum Erbwortschatz des Romani. Zeitschrift für Phonetik, Sprachwissenschaft und Kommunikationsforschung č. 45, s. 227–251.

BORETZKY, N., 1996. The “new infinitive” in Romani. Journal of the Gypsy Lore Society, Fifth Series, č. 6, s. 1–51.

BORETZKY, N., 2007. The differentiation of the Romani dialects. Sprachtypologie und Universalienforschung (STUF) č. 60, s. 314–336.

<p>BORETZKY, N. & BIRGIT I., 2004. <i>Kommentierter Dialektatlas des Romani</i>. Wiesbaden: Harrassowitz.</p> <p>ELŠÍK, V., 2000. <i>Romani nominal paradigms: their structure, diversity, and development</i>. In: Elšík, Viktor & Yaron Matras (eds.) <i>Grammatical relations in Romani: The noun phrase</i>. Amsterdam: John Benjamins. s. 9–30.</p> <p>ELŠÍK, V., 2001. <i>Word-form borrowing in indefinites: Romani evidence</i>. <i>Sprachtypologie und Universalienforschung</i> 54, s. 126–147.</p> <p>ELŠÍK, V., 2007. <i>Grammatical borrowing in Hungarian Rumungro</i>. In: Matras, Yaron & Jeanette Sakel (eds.) <i>Grammatical borrowing in cross-linguistic perspective</i>. Berlin: Mouton de Gruyter. s. 261–282.</p> <p>ELŠÍK, V., 2006. Recenze [Boretzky, Norbert & Birgit Igla. <i>Kommentierter Dialektatlas des Romani</i>. Wiesbaden: Harrassowitz 2004]. <i>Romani Studies</i> č. 5, s. 105–111.</p> <p>ELŠÍK, V., 2009. <i>Loanwords in Selice Romani, an Indo-Aryan language of Slovakia</i>. In: Haspelmath, Martin & Uri Tadmor (eds.) <i>Loanwords in the world's languages: A comparative handbook</i>. De Gruyter Mouton. s. 260–303.</p> <p>ELŠÍK, V. & YARON, M., 2006. <i>Markedness and language change: The Romani sample</i>. Berlin: Mouton de Gruyter.</p> <p>ELŠÍK, V. & YARON, M., 2009. <i>Modality in Romani</i>. In: Hansen, Björn & Ferdinand de Haan (eds.) <i>Modals in the languages of Europe: A reference work</i>. Berlin & New York: Mouton de Gruyter. s. 267–322.</p> <p>FRIEDMAN, V. A., 2000. <i>Romani in the Balkan Linguistic League</i>. In: Tzitzilis, Ch. & Symeonides, Kh. Valkanikē (eds.) <i>Glossologia: Sygkhronia kai diakhronia – Balkanlinguistik: Synchronie und Diachronie</i>. Thessaloniki: University of Thessaloniki. s. 95–105.</p> <p>MATRAS, Y., 1994. <i>Structural Balkanisms in Romani</i>. In: Reiter, Norbert, Uwe Hinrichs & Jiřina van Leeuwen-Turnovcová (eds.) <i>Sprachlicher Standard und Substandard in Südosteuropa und Osteuropa. Beiträge zum Symposium vom 12.-16. Oktober 1992 in Berlin</i>. Wiesbaden: Harrassowitz. s. 195–210.</p> <p>MATRAS, Y., 2001. <i>Tense, aspect, and modality categories in Romani</i>. <i>Sprachtypologie und Universalienforschung</i> č. 53, s. 162–180.</p> <p>MATRAS, Y., 2005. <i>The classification of Romani dialects: A geographic-historical perspective</i>. In: Halwachs, Dieter, Barbara Schrammel & Gerd Ambrosch. <i>General and applied Romani linguistics</i>. Munich: Lincom Europa. s. 7–26.</p> <p>SCHRAMMEL, B., 2005. <i>Borrowed verbal particles and prefixes in Romani: A comparative approach</i>. In: Halwachs, Dieter, Barbara Schrammel & Gerd Ambrosch. <i>General and applied Romani linguistics</i>. Munich: Lincom Europa. s. 99–113.</p>	<p>Language which is necessary to complete the course: Slovak, Roma, partly Czech, partly English</p>
<p>Comments: compulsory subject</p>	

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *doc. Anna Orsós, PhD.Mgr. Lenka Goroľová***Date of last change:** *1.9.20221***Approved by:** *doc. Anna Orsós, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/MKUV/22</i>	Course title: <i>Multicultural education</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>2</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>The course ends with an exam. During the semester, the student prepares and presents a seminar paper (40%, max. 40 points, min. 21 points) and passes an oral exam (60%, max. 60 points, min. 31 points).</i> <i>Classification scale: A (100 % – 91 %), B (90 % – 81 %), C (80 % – 71 %), D (70 % – 61 %), E (60 % – 52 %), FX (51 % and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to define the basic principles of multicultural education. Understands the process of functioning of culture and intercultural exchange. He knows the basic categories for the description of cultural phenomena. He knows the goals of multicultural education and can name the basic standards of multicultural education in primary and secondary education. It has an overview of the basic methods of multicultural education aimed at developing students' intercultural competencies.</i> <i>Skills</i> <i>Based on the goals of multicultural education, student can apply appropriate methods of multicultural education in the teaching process. Student is able to apply creative ideas for the development of multicultural and emotional intelligence of Roma and non-Roma students in</i>	

project teaching. He/she can select appropriate methods of multicultural education and apply them in the teaching process in order to strengthen tolerance and respect for otherness.

Competences

The student is able to develop tolerant attitudes of students to different cultures and other people in general. He is able to apply and enforce the principles of intercultural communication within the framework of normal communication between the pupil and the teacher and the pupils to each other. Student can organize group activities of students in project teaching. The student is able to present his/her own seminar work, professionally substantiate conclusions and possibilities of application of the proposed procedures in educational practice.

Course content:

Multicultural education, multiculturalism (general and historical definition).

Ethnicity, ethnicity, ethnicity and related concepts.

Culture. Definition features of culture. Cultural plurality, cultural patterns.

Functions of culture, stratification of culture, cultural tradition, cultural identity, cultural exchange.

Race and racism. Prejudices, stereotypes, discrimination.

Possible approaches to multicultural education. The four pillars of multicultural education.

Current trends in multicultural education. Transculturality.

Objectives and standards of multicultural education.

Basic strategies and methods of multicultural education.

Multicultural teacher competencies. Culturally sensitive teacher.

Suggestions for project activities of the cross-sectional topic multicultural education in teaching.

Recommended literature:

ŽURIGOVÁ, N., 2004. Medzikultúrna komunikácia. Bratislava: FF UK.

GOLEMAN, D., 1997. Emoční inteligence. Praha: Columbus.

KOMINAREC, I., a E. KOMINARECOVÁ, 2005. Multikulturalita a edukácia. Prešov: FHV PU.

KLEIN, V., 2008. Multikultúrna výchova a Rómovia. Nitra: UKF.

ĽUPTÁKOVÁ – VANČÍKOVÁ, K., 2008. Učíme sa žiť v pestrom svete alebo interkultúrna výchova v primárnej edukácii. Prešov: Metodicko-pedagogické centrum.

MISTRÍK, E. a kol., 1999. Kultúra a multikultúrna výchova. Bratislava: Iris.

MISTRÍK, E., 2012. Ciele a obsah multikultúrnej výchovy a vzdelávania pre Štátny vzdelávací program ISCED 2 a ISCED 3A.

PETRASOVÁ, A. a kol., 2010. Model profesijných štandardov multikultúrnej výchovy pre učiteľov ZŠ. Bratislava: Nadácia OSF.

PRŮCHA, J., 2006. Multikulturní výchova. Příručka (nejen) pro učitele. Praha: Triton.

ROSINSKÝ, R., 2011, Multikultúrna výchova v základných školách. Nitra: UKF.

SHAPIRO, L. E., 2004. Emoční inteligence dítěte a její rozvoj. Praha: Portál.

VANČÍKOVÁ, K. a kol., 2013. Multikultúrna výchova – jej miesto v príprave učiteľa. Banská Bystrica: Pedagogická fakulta UMB.

ZELINA, M., 1996. Stratégie a metódy rozvoja osobnosti žiaka. Bratislava: Iris.

Language which is necessary to complete the course:

slovak

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *doc. PhDr. Marek Lukáč, PhD.*

Date of last change: *1.9.2021*

Approved by: *doc. PhDr. Marek Lukáč, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/NANVE/22</i>	Course title: <i>Nations and nationalities in Europe</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2.-5.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Attendance at lectures and seminars is mandatory (max. 3 justified absences are allowed). During the semester, the student prepares, presents at the seminar and submits a seminar paper on a selected topic (50%). In the last week of teaching, students will pass a written test (50%). To obtain an A rating (excellent) he must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of the seminar work and the knowledge test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to define and explain basic concepts such as nation, nationality, ethnic group, citizen, immigration, integration and assimilation. Can characterize the basic historical contexts associated with nations, nationalities and migration. He knows the ethnic composition of Europe.</i> <i>Skills</i> <i>The student is able to apply theoretical approaches to the study of nationalism and ethnic identity to the current and historical status and characteristics of nations and nationalities in Europe.</i> <i>Competences</i>	

The student is able to orientate and work independently with relevant literature and other information sources. He is sensitive to manifestations of nationalism or cultural relativism towards individual groups. The student is able to interpret and communicate the acquired knowledge to professional and lay audiences.

Course content:

Nationality and ethnic identity as a cultural construct.

Population movements and migrations in Europe

Overview of national development in Czechoslovakia

Individual nations and ethnic groups. Their linguistic division and a brief history of the ethnic processes of Europe with an emphasis on the period from the 2nd half. 20th century until now
Hungarians and Hungary

Romania and Moldova

Poland and the Baltics

Ukraine, Belarus, Russian Federation

The Balkans

Germany, Benelux and Scandinavia.

Western and southwestern Europe.

Great Britain and Ireland, the consequences of colonialism for colonial states.

Nations and ethnic groups that do not have a state.

Modern migration.

Recommended literature:

HANN, Ch., 1995. Intellectuals, Ethnic Groups and Nations: Two Late-twentieth-century Cases. In Notions of nationalism.

HOBBSBAWM, E., J., 2000. Národy a nacionalismus od roku 1780. Program, mýtus, realita. Brno: Centrum pro studium demokracie a kultury.

HOENSCH, J., K., a BIMAN, S., a LIPTÁK, L., 1999. Emancipácie Židov – antisemitizmus prenasledovanie v Nemecku, Rakúsko-Uhorsku, v českých zemiach a na Slovensku. Bratislava: SAV.

HROCH, M., 1999. V národním zájmu. Praha: Nakladatelství LN.

MAGOCSI, P., R., 1995. Historical Atlas of East Central Europe. Seattle & London: University of Washington Press.

ŠATAVA, L., 2000: Národnostní menšiny v Evropě. Praha: Vyd. Ivo Železný.

ŠATAVA, L., 2001. Jazyk a identita etnických menšin, Možnosti zachování a revitalizace. Praha: Cargo Publishers.

WANDYCZ, P., 1998. Střední Evropa v dějinách. Od středověku až do současnosti. Cena Svobody. Academia.

Language which is necessary to complete the course:

Slovak, Czech

Notes: optional subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.***Date of last change:** *1.9.2021***Approved by:** *Mgr. Alexander Mušinka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/SKBP2/22</i>	Course title: <i>Defence of Bachelor Thesis</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>colloquium exam</i> 	
Number of credits: <i>8</i>	
Recommended semester: <i>6.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Obtaining a sufficient number of credits in the bachelor's degree. The student can also defend the thesis with one assessment with insufficient evaluation (4, FX). To obtain an A rating (excellent) he/she must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be classified FX. The evaluation of the subject is calculated as an average of the evaluation stated in the opinions of the supervisor and the opponent and the actual defense of the student's work during the state exam.</i>	
Learning outcomes: <i>Knowledge</i> <i>The graduate of the course is able to formulate relevant conclusions and recommendations for the theory and practice of education on the basis of theoretical or theoretical-empirical elaboration of the issue. During the defense of the thesis student demonstrates comprehensive knowledge of the field studied in relation to the topic of He/she uses relevant terminology during the defense. He/she knows and uses the basic standard scientific methods in the text of the final work.</i> <i>Skills</i> <i>The graduate demonstrates the ability of independent professional work on a selected topic in the context of content and formal criteria for the bachelor's thesis. He/she is able to apply theoretical background in the context of the specifics of the selected issue. He/she is able to discuss the current state in the field of analyzed issues and professionally argues his own opinions.</i> <i>Competences</i>	

In the text of the thesis and during the defense, students demonstrate the ability to work independently and creatively with professional literature, present the knowledge and skills acquired during undergraduate preparation, defend their own opinions and respond to relevant comments. He/she is ready to further develop his/her knowledge and competencies in the system of lifelong learning.

Course content:

Presenting the process of the bachelor's thesis elaboration.

Presentation of selected problems, conclusions and recommendations.

Responses to the opinions of the supervisor and the opponent of the bachelor's thesis.

Relevant answers to the commission members' questions and comments.

Discussion.

Recommended literature:

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol., 2005. Akademická príručka. Martin: Osveta.

SKUTIL, M. a kol., 2011. Základy pedagogicko-psychologického výzkumu pro studenty učitelství. Praha: Portál.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní, 2016. Prešov: Prešovská univerzita v Prešove. Dostupné na: <http://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2016.pdf>

ŠANDEROVÁ, J., 2009. Jak číst a psát odborný text ve společenských vědách. Praha: Slon.

UMBERTO, E., 1997. Jak napsat diplomovou práci. Olomouc: Votobia.

Relevant professional literature on the topic of the final bachelor thesis.

Language which is necessary to complete the course:

slovak, romani

Notes:

The subject is part of the state exam

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Doc. Anna Orsós, PhD., Doc. PhDr. Marek Lukáč, PhD., Mgr. Alexander Mušínska, PhD., Mgr. Lucia Segľová, PhD., Mgr. Lenka Goroľová, Mgr. Jana Gáborová Kroková*

Date of last change: *1.9.2021*

Approved by: *Doc. Anna Orsós, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/ORAZOR/22</i>	Course title: <i>Vlax Roma and basics of vlax language</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • lecture, seminar • <i>1/1 per week- full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>6</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: exam Assessment includes: active participation in lectures and seminars (20%) with a tolerance of three justified absences, elaboration of a seminar paper (40%) and passing a knowledge test and an oral exam (60%, maximum 60 points, minimum 31 points). In case of larger non-participation, the substitute task is assumed to be fulfilled. Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX - the current PU Study Regulations in Prešov.	
Learning outcomes: <i>The student will gain an overview of the sub-ethnic group of Olašské Roma in Czechoslovakia, their history, culture, specifics, etc.</i> <i>The student knows the basics of Olaš Romani</i> <i>The student can identify this group in the field</i>	
Course content: <i>History of Vlax Roma, arrival in our territory.</i> <i>Etymology and use of the terms vlax.</i> <i>Cultural specifics of the Vlax romani.</i> <i>Language styles and language situations of Vlax Romani.</i> <i>Marital endogamy and closedness of Vlax communities.</i> <i>Vlax Roma in the Czech Republic and Slovakia.</i> <i>Vlax Roma in Europe and other related groups</i>	

Music and songwriting of Vlach Roma
 The culture of the Vlach Roma in the mass media
 Literature of the Vlach Roma
 Image in literature and in the media

Recommended literature:

DAVIDOVÁ, E., JURKOVÁ, Z., 1999. *Hudba a písňový folklór Romů*. Brno: Moravské zemské muzeum.

HANCOCK, I., 2001. *Země utrpení. Dějiny otroctví a pronásledování Romů*. Praha: Signeta.

HORVÁTHOVÁ, J., 2001. *Olaši a Rumungri. Romano hangos*, č. 3, s. 7.

HÜBSCHMANNOVÁ, M., 1996. *Co napovídá o romské rodině tradiční seznamovací ceremoniál. Romano džaniben*, č. 1-2, s. 19-24.

JURKOVÁ, Z., (ed.), 2001. *Vlachická Djila. Nejstarší terénní nahrávky hudebního folkloru olašských Romů z České a Slovenské republiky*. Praha: Academia.

KOVALCSIK, K., 1985. *Vlach Gypsy Folk Songs in Slovakia (= Gypsy Folk Music of Europe 1)*. Budapest: Institute for Musicology of the Hungarian Academy of Sciences.

LAKATOŠOVÁ, M., 1994. *Některé zvyklosti Olašských Romů. Romano džaniben*, č. 3, s. 1-13.

MATRAS, Y., 2002. *Romani. A Linguistic Introduction*, Cambridge: Cambridge University Press.

MARUŠIAKOVÁ, E., 1985. *K problematike cigánskej skupiny. Slovenský národopis*, r. 33, č. 4, s. 694-708.

STOJKA, P., 1996. *Soudci a soudy u Olašských Romů. Romano džaniben*, č. 1-2, s. 120-128.

STEWART, M., 2005. *Čas Cikánů*. Brno: Barrister & Principal.

STOJKA, C., 1992. *Reisende auf dieser Welt (Aus dem Leben einer Rom-Zigeunerin)*. Wien: Herausgegeben von Karin Berger, Picus Verlag.

STOJKA, P., PIVOŇ, R., 2003. *Náš život – Amáro Trajo*. Bratislava: SD studio.

STOJKA, P., DAVIDOVÁ, E., HÜBSCHMANNOVÁ, M., (2000) *Dúral me avilem / Z dálky jsem přišel*. Praha: Nakladatelství Karel Holub Ars Bohemica.

ŠUSTEROVÁ, I., 2015. *Život olašských žien*. Bratislava, VEDA

TOKÁR, R., 2001. *Sociálna kultúra valašských Rómov na Slovensku. Etnologické rozpravy*, č. 2, s. 107-114.

WÁGNER, P., WÁGNEROVÁ, M.: *Vlaxika Rom/ Olaši*. Council of Europe. Online dostupné: <http://romafacts.uni-graz.at/index.php/culture/culture-3/vlaxika-rom-olai>.

Language which is necessary to complete the course:

Slovak, Roma

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: doc. Anna Orsós, PhD.; Mgr. Lenka Goroľová; Mgr. Jana Gáborová Kroková

Date of last change: <i>1.9.2021</i>
Approved by: <i>doc. Anna Orsós, PhD.</i>

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/RAE/22</i>	Course title: <i>Roma and ethnicity</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>3</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Attendance at lectures and seminars is mandatory (max. 3 justified absences are allowed) (20%). During the semester, the student prepares, presents at the seminar and submits a seminar paper on a selected topic (40%). In the last week of teaching, students will pass a written test (40%). To obtain an A rating (excellent) he must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of the seminar work and the knowledge test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is familiar with theories of ethnic identity and nationalism. Can characterize the concepts of ethnicity, ethnic groups, nationalism, folk models, primordialism, constructivism. He knows the researches of ethnic identity and nationalism and its main representatives.</i> <i>Skills</i> <i>The student is able to apply the acquired theoretical knowledge not only to the Roma emancipation movement but also to other national emancipation movements in the past and present. The student is able to combine theoretical knowledge about marginalized and stigmatized groups with current discussions and portrayals of Roma and other groups.</i> <i>Competences</i>	

The student is able to work independently with professional literature, the acquired information can be adequately analyzed and interpreted. Practically and theoretically, it focuses on how the cognitive differentiation of groups affects the power position of individual nations and ethnic groups.

Course content:

Defining ethnicity and interpretation of definitions

Ethnicity, identity and culture: why and how people define groups

Primordialism, situationism, modernism, constructivism - perception and main representatives

Fredrik Barth and the theory of ethnic boundaries

Nationalism, the relationship between nation and ethnicity

Social institutions reproducing ethnocultural information (religious organizations, family, age groups, state)

Ethnic indifference, ethnicity of stigmatized and marginalized groups

Indigenous people movement

Roma migration and the issue of identity change

Social diversity, national emancipation movement today

Recommended literature:

BANKS, M., 1996. Ethnicity: Anthropological Constructions. London: Routledge.

BARTH, F. (ed.), 1998. Ethnic Groups and Boundaries. Long Grove: Waveland Press Inc.

BARŠA, P., a STRMISKA, M., 1999. Národní stát a etnický konflikt. Brno: CDK..

ERIKSEN, T., H., 1993. Ethnicity and Nationalism. Anthropological Perspectives. Pluto Press.

GUY, W., a UHEREK, Z., a WEINEROVÁ, R., (eds), 2004. Roma Migration in Europe: Case studies. Münster: LIT Verlag/Institute of Ethnology of the Academy of Sciences of the Czech Republic.

UHEREK, Z., 2007. Romske migrace ze Slovenska v kontextu evropských migračních trendů. In: Sociologický časopis r. 43, č. 4, s. 747-774.

VERMELEUEN, H., a GOVERS, C., (eds), 1994. The Anthropology of Ethnicity. Beyond „Ethnic Groups and Boundaries. Amsterdam, Spinhuis.

Language which is necessary to complete the course:

Slovak, Czech

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušínska, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušinka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/RAF/22</i>	Course title: <i>Roma and film</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture</i> • <i>2/0 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>3</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>The evaluation includes: active participation in lectures (40%) with a tolerance of three justified absences, elaboration of a seminar paper (30%) and passing a knowledge test (30%). In case of larger non-participation, the substitute task is assumed to be fulfilled. To obtain the final grade A (excellent) the student must obtain at least 90%, to obtain the grade B 80%, for the grade C at least 70%, for the grade D 60%, for the grade E at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is the average of the evaluation of active participation in lectures, seminar work and the evaluation of the knowledge test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student knows the basic developmental characteristics of the history of the Slovak resp. Czechoslovak film. The student is familiar with Romani-themed filmmaking in Slovakia and Czechoslovakia, as well as beginning documentary filmmaking by Romani authors. The student is able to identify important themes and images present in Roma film depictions. Can characterize and interpret recurring stereotypes present in filmmaking.</i> <i>Skills</i> <i>The student is able to apply the acquired knowledge in watching documentary films depicting minorities.</i> <i>Competences</i>	

The student will gain some sensitivity to the traditional portrayal of Roma in film and the media in general. The student is able to critically question and discuss stereotypical depictions present in film, the media as well as more generally in the fine arts.

Course content:

The course acquaints students with the basics of the history of Slovak (Czechoslovak) film, the theory of interpretation of film works, etc. Within the individual lectures, they will get acquainted with filmmaking in relation to Roma issues, the image of Roma in filmmaking, documentary production with Roma themes and, last but not least, with the beginning of Romani authors in the field of (documentary) film. This wide-ranging approach will be interpreted not only within the Slovak resp. Czechoslovak context, but in a broader European context. Interpretation is primarily focused on the context of Romani studies.

History of Czechoslovak film

History of Slovak film

The Roma as a Theme of Film in the Interwar Period (K. H. Mácha - Gypsies ...)

Roma and Roma Themes in Czechoslovak Film after the Second World War (My Friend Fabián, Who's Afraid to Run Away ...)

Roma in feature film in Slovakia and the Czech Republic after 1989

Documentary and Roma (Children of the Wind)

Stereotypes and Roma in the film

Foreign Filmmaking and the Roma - T. Gatlif. E. Kusturica.

Recommended literature:

BAZIN, A., 1979. Co je to film? Praha: Čs. filmový ústav.

MUKAŘOVSKÝ, J., 1966. Studie z estetiky. Praha: Odeon.

DVORSKÁ, F., 2010. Filmy s romským přízvukem. Diplomová práce na oboru romistika, FF UK v Praze.

GATLIF, T., Latcho drom (film – Francie 1990) a ďalšie filmy autora

BILÍK, P., 2013. Československá kinematografie 50. a 60. let (mimo „novou vlnu“). Olomouc: Univerzita Palackého v Olomouci.

MACEK, V., a PAŠTÉKOVÁ, J., 2017. Dejiny slovenskej kinematografie 1896-1969. Bratislava: Slovenský filmový ústav.

MOJŽIŠOVÁ, Z., 2014. Premýšľanie o filmových Rómoch. Bratislava: Vysoká škola múzických umení.

CIEL, M., 2017. Film a politika: Ideológia a propaganda v slovenskom filme 1939-1989. Bratislava: Občianske združenie Vlna.

PALÚCH, M., 2015. Autorský dokumentárny film na Slovensku po roku 1989. Bratislava: Občianske združenie Vlna.

Kolektív autorov, 2014. Film a kultúrna pamäť. Bratislava: Asociácia slovenských filmových klubov.

Language which is necessary to complete the course:

Slovak, Czech

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
A	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušinka, Ph.D.;*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/RAH/22</i>	Course title: Roma and music
Type, scope and method of educational activity: <ul style="list-style-type: none"> ● lecture, seminar ● 1/0 per week- full-time study ● combined method 	
Number of credits: 2	
Recommended semester: 4	
Degree of study: 1.	
Prerequisites:	
Conditions for passing the course: <i>Ongoing evaluation</i> <i>Assessment includes: active participation in lectures (40%) with a tolerance of three justified absences, elaboration of a thesis (30%) and passing a knowledge test (30%). In case of larger non-participation, the substitute task is assumed to be fulfilled. To obtain the final grade A (excellent) the student must obtain at least 90%, to obtain the grade B 80%, for the grade C at least 70%, for the grade D 60%, for the grade E at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is the average of the evaluation of active participation in lectures, seminar work and the evaluation of the knowledge test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to name basic music styles and works with a Roma theme, characterize the stages of development of Roma music in different regions of Europe with a focus on the regions of Western, Central, Eastern and Southeastern Europe, has an overview of individual Roma music styles, their most important representatives and bands. It has an overview of international and domestic institutions and events focusing on Roma music. He is able to identify the music of the Roma, with its changes and distribution according to individual regions of the world and according to individual Roma groups.</i> <i>Skills</i> <i>The student is able to perceive Roma music as an art, is able to implement the acquired knowledge in the field of music in the educational process in language and literature lessons, multicultural education and music lessons in II. elementary education and secondary schools.</i>	

Competences

The student is able to independently approach the implementation of acquired knowledge in educational plans according to ISCED II and ISCED III, is able to determine individual styles of Romani music, search for specific features of individual genres of Romani music and is able to independently approach the analysis of musical works.

Course content:

Romani music - general introduction to the issue

Music in India

Music of Roma and related groups - Asia

Romani music in the Balkans I

Romani music in the Balkans II

Roma music in Russia

Flamenco and Romani music in Spain

Romani music in Hungary

Music by a Sinto-Manchu Roma group and rom-jazz

Rom-pop in our country and in the world

Post - rompop and fusion

Contemporary Romani world music

Recommended literature:

ADAM, G., 2007. Antológia rómskej hudby. Bratislava: ŠPU.

BELIŠOVÁ, J., 2015. Šun, Devla, šun tu man. Počúvaj ma, Bože, počúvaj. Rómske kresťanské piesne a príbehy. Bratislava: Ústav hudobnej vedy SAV, Žudro.

BELIŠOVÁ, J., MOJŽIŠOVÁ, Z., 2014. O Del dživel. Boh žije. Kresťanské piesne Rómov na Slovensku. Bratislava: Ústav hudobnej vedy SAV, Žudro.

BELIŠOVÁ, J., 2012. Bašav more bašav : o piesňach slovenských Rómov. Bratislava : Žudro : Ústav hudobnej vedy SAV.

BELIŠOVÁ, J., 2011. Neve giľa / Nové rómske piesne / New Roma Songs. Piesňová zbierka a DVD. Bratislava: Žudro v spolupráci s Ústavom hudobnej vedy SAV.

BELIŠOVÁ, J., 2006. Hojna nejna. Phurikane giľa 2. Tanečné rómske piesne. Zborník piesní, CD. Bratislava: Žudro.

BELIŠOVÁ, J., 2002. Phurikane giľa. Starodávne rómske piesne. Kniha, zborník piesní, CD. Bratislava: Žudro.

BELIŠOVÁ, J., (ed.), 2010. After Phurikane. Starodávne rómske piesne inak / Ancient Roma Songs anew. CD, DVD. Bratislava: Žudro.

BELIŠOVÁ, J., (ed.), 1996. Karačoňa. Rómske vianočné piesne. CD. Bratislava : Žudro, 2003.

JURKOVÁ, Z., 2001. Kapitoly z mimoevropskej hudby. Olomouc: Univerzita Palackého.

DAVIDOVÁ, E., ŽIŽKA, J., 1991. Folk Music of the Sedentary Gypsies of Czechoslovakia. Budapest.

HOLUB, K., (ed.), 1999. Čhajori romaňi. Praha: Ars Bohemia.

HOLUB, K., (ed.), 2000. Dúral me ávilem. Praha: Ars Bohemia.

JURKOVÁ, Z., (ed.), 2003. Rómská hudba na přelomu tisíciletí. Praha: Slovo 21.

POLEDŇÁK, I., FUKAČ, J., 2001. Úvod do studia hudební vědy. Olomouc: Univerzita Palackého.

Romano džaniben – statě o hudbě.

SPAUTZ, R., 1983. Django Reinhardt, Mythes et Réalités. Luxembourg.

KOVLACSIK, K., 1985. Vlach Gypsy Folk Songs in Slovakia – Gypsy Folk Music of Europe 1. Budapest: Institute for Musicology of the Hungarian Academy for Sciences

Music material:

CD svetovej rómskej hudby – archív a knižnica URŠ

*Nahrávky na verejných webových prezentáciách (www.youtube.com ,
http://www.romskahudba.cz apod.)*

Language which is necessary to complete the course:

Slovak, Roma

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušíinka, Ph.D., Mgr. Lucia Segľová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušíinka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/ROMNA/22</i>	Course title: <i>Roma and religion</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2.-5.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Attendance at lectures and seminars is mandatory (max. 3 justified absences are allowed). During the semester, the student prepares, presents at the seminar and submits a seminar paper on a selected topic (50%). In the last week of teaching, students will pass a written test (50%). To obtain an A rating (excellent) he must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of the seminar work and the knowledge test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is familiar with the issue of Roma religiosity. He is able to define the basic religious activities of the Roma in the context of family customs. Can name and characterize the activities of individual religious and ecclesiastical congregations that develop their activities in Roma communities. The student is able to characterize and explain the religious activities of the Roma in the past and present.</i> <i>Skills</i> <i>The student is able to explain how the religious life of the Roma can affect other aspects of the lives of Roma individuals and entire communities.</i> <i>Competences</i>	

The student is able to orientate and work independently with relevant literature and other information sources. The student is able to interpret and communicate the acquired knowledge to professional and lay audiences.

Course content:

General overview of the study of Roma religiosity

Living religiosity of the Roma: life cycle ceremonies - Birth, baptism (religious significance of the oath), burial

Lived religiosity of the Roma: magical practices

Romani Christianity: the specifics of the Romani understanding of Christianity

Romani Christianity: The Roman Pilgrimage in Gaboltov, The Cult of the Holy Sarah

The operation of Christian churches in Roma communities in Slovakia

Activities of other churches in Roma communities in Slovakia

Roma Pentecostal Movement in Europe / Origin and Boom

The operation of Pentecostal and charismatic movements in Roma communities in Slovakia

Religious conversions and social change in Roma communities

Recommended literature:

ACTON, T., 1979. *The Gypsy Evangelical Church*. In: Crawford, S. (ed.): *The Ecumenical Review – Journal of the World Council of Churches* r. 31, č. 3, s. 11-17.

DAVIDOVÁ, E., 1988. *Lidové náboženství trebišovských Cikánů-Romů v padesátých letech 20. století, před rozpadem jejich tradiční komunity*, In: *Slovenský národopis*, r. 36, č. 1, s. 92-103.

DIENSTBIEROVÁ, K., 2008. *Vliv letničního hnutí na komunity katalánských Gitanů v jižní Francii*. In: *Romano džaniben, ňilaj*, s. 31-51.

GREŠKOVÁ, L., (ed.), 2009. *Pastorácia Rómov (hľadanie rómskeho Boha)*. Bratislava: Ústav pre vzťahy štátu a cirkví.

HORVÁTHOVÁ, E., 1964. *Cigáni na Slovensku – historicko-etnografický náčrt*. Bratislava: Vydavateľstvo SAV.

HRUSTIČ, T., 2010. *Faktory ovplyvňujúce náboženské konverzie Rómov*. In: *Slovenský národopis*, r. 58, č. 3, s. 306-322.

HRUSTIČOVÁ, L., 2010. *Letničné hnutie medzi Rómami (Na príklade dvoch zborov z východného Slovenska)*. In: *Slovenský národopis*, r. 58, č. 3, s.338

KOVÁČ, M., a MANN, A., B., (eds.), 2003. *Boh všetko vidí – duchovný svet Rómov na Slovensku*. Bratislava: Chronos.

KOVÁČ, M., JURÍK, M., 2002. *Religiozita Rómov a aktivity cirkví vo vzťahu k Rómom*. In: VAŠEČKA, M., (ed.), *Čačipen pal o Roma – Súhrnná správa o Rómoch na Slovensku*. Bratislava: Inštitút pre verejné otázky.

MANN, A., B., 1988. *Obyčaje pri úmrtí Cigánov-Rómov v troch spišských obciach*. *Slovenský národopis* r. 36, č. 1, s. 192-201.

MANN, A., B., 1993. *Vartovanie pri mŕtvych u Rómov na Slovensku*. In: KREKOVIČ, E., (ed.), *Kultové a sociálne aspekty pohrebného rítu od najstarších čias po súčasnosť*. Bratislava: Slovenská archeologická spoločnosť – Slovenská národopisná spoločnosť, s. 81-88.

MANN, A., B., 1994. *Obyčaje pri narodení dieťaťa u Rómov na Slovensku*. In: FEGLOVÁ, V., (ed.), *Tradičná ľudová kultúra a výchova v Európe*. Nitra. s. 132-136.

MANN, A., B., 2002. *Rómovia a viera pohľadom etnológa*. In: *Nové dimenzie* r. VI, č. 3, s. 8-10.

PODOLINSKÁ, T., 2007. *Čokoládová Mária – „rómske kresťanstvo“ na Slovensku*. In: *Etnologické rozpravy*, r. XIV, č. 1, s. 50-77.

PODOLINSKÁ, T., a HRUSTIČ, T., 2010. *Boh Medzi bariérami. Sociálna inklúzia Rómov náboženskou cestou*. ÚEt SAV, Bytča : Coreta.

PODOLINSKÁ, T., a HRUSTIČ, T., 2011. *Vedie náboženská zmena k sociálnej inklúzii Rómov?* In: *Slovenský národopis*, r. 59, č. 4, s. 413-431.

Language which is necessary to complete the course:

Slovak, Czech

Notes: optional subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	C	d	e	f

Lecturers: *Mgr. Alexander Mušíňka, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušíňka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/RAP/22</i>	Course title: <i>Roma and politics</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture</i> • <i>1/0 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>1</i>	
Recommended semester: <i>4</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>During the semester, the student actively participates in lectures (20%), while 3 justified absences are tolerated, which will be replaced by consultations and substitute work, will process and submit one seminar work (40%). At the end of the course the student takes a written test (40%). To obtain a rating A (excellent) must obtain at least 90%, points, to obtain a rating B at least 80%, to obtain a rating C at least 70%, to obtain a rating D at least 60%, to obtain an rating E at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of seminar work, test and seminar activity.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student knows the basic forms of civic and political participation of Roma in Slovakia in connection with historical events in the 20th and 21st centuries. Can provide basic information on the public involvement of Roma.</i> <i>Skills</i> <i>The student is able to orientate in a broader understanding of the obstacles to the involvement of Roma in political activities in Slovakia. Can apply knowledge about the possibilities of active participation of Roma in the creation and implementation of public policies.</i> <i>Competences</i>	

The student is able to orientate himself / herself in the political life in Slovakia with an emphasis on the political participation of the Roma. The student is able to responsibly and eruditely analyze and evaluate the activities of Roma and non-Roma politicians and political parties for the benefit of the Roma community.

Course content:

The aim of the course is to provide students with knowledge about the possibilities and real results of active involvement of Roma in public political life in Slovakia.

Roma participation in the social and public life of society in a broader context.

Possibilities of civic and political participation of Roma before 1989 and after 1989.

Active participation of Roma in public policy making.

Roma and self-government - local and regional.

Roma and state administration - district and national.

Roma participation in elections - passive and active.

Roma political parties - past and present.

Obstacles and opportunities to increase the active participation of Roma in political life.

Politically active and insightful Roma - benefits for the Roma and for society as a whole.

Recommended literature:

BENČ, V., HRUSTIČ, T., KARDOS, T., a MUŠINKA, A., (eds.), 2013. Teoretické a praktické otázky politickej participácie Rómov na lokálnej úrovni. Prešov: Slovenská spoločnosť pre zahraničnú politiku.

KAŠPAROVÁ, I., 2014. Politika romství, romská politika. Praha-Brno: SLON.

KOTVANOVÁ, A., SZÉP, A., a ŠEBESTA, M., 2003. Vládna politika a Rómovia 1948-2002. Slovenský inštitút medzinárodných štúdií.

MANN, A., B., 1994. Rómovia a voľby 1992. In: Romano džaniben, č. 1-2, s. 19-24.

MOJŽIŠOVÁ, K., 2020. Rómovia 30 rokov po ... Košice: Rozhlas a televízia Slovenska.

PEČINKA, P., 2009. Rómské strany a politici v Evropě. Brno: Doplněk.

PODOLINSKÁ, T., a HRUSTIČ, T., (ed.), 2015. Čierno-biele svety: Rómovia v majoritnej spoločnosti na Slovensku. Bratislava, VEDA.

ŠČUKA, E., 2019. Cikánský baron jsem já. Praha: Knihovna Václava Havla.

STRATÉGIA SR PRE INTEGRÁCIU RÓMOV DO ROKU 2020. Dostupné:

<https://www.minv.sk/?romske-komunity-uvod&subor=160449>

VAŠEČKA, M., 2003. Čačipen pal o Roma: Súhrnná správa o Rómoch na Slovensku. Bratislava: IVO.

VAŠEČKA, M., JURÁSKOVÁ, M., KRÍGLEROVÁ, E., PULIŠ, P., a RYBOVÁ, J., 2002. Rómske hlasy: Rómovia a ich politická participácia v transformačnom období. Bratislava, IVO.

Language which is necessary to complete the course:

Slovak, Czech

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
A	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.***Date of last change:** *1.9.2021***Approved by:** *Mgr. Alexander Mušinka, Ph.D.;*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/RARRVL/22</i>	Course title: <i>Roma and Roma realities in literature</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • lecture, seminar • 1/1 per week- full-time study • combined method 	
Number of credits: 2	
Recommended semester: 4	
Degree of study: 1.	
Prerequisites:	
Conditions for passing the course: The course ends with an exam. During the semester, the student prepares and presents a seminar paper (40%, max. 40 points, min. 21 points) and passes an oral exam (60%, max. 60 points, min. 31 points). Rating scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX (51% and less).	
Learning outcomes: <i>Knowledge</i> <i>The student has knowledge about the features of Roma culture and realities from ancient times to the present, about the images of Roma culture and realities in the lives of Roma in the work of Roma and non-Roma writers. Can characterize the artistic depiction of Roma life in the work of Romani and non-Romani writers. He has knowledge of the work of important personalities in literature from a number of Romani and non-Romani writers. Can name and describe the specifics of the artistic representation of Roma in the work of Roma and non-Roma authors in Slovakia (in the original and translated literature). Can specify the features of the culture and realities of the Roma national minority.</i> <i>Skills</i> <i>The student is able to apply the acquired knowledge in the analysis of literary works of Romani writers, specifically: the image of Romani culture and realities in Romani life, use artistic depiction of Romani life in Romani and non-Romani authors to strengthen Romani self-identification to their own ethnicity and recognition of Romani in literature depicting the signs of culture and realities in the life of the Roma and their response in literary criticism in</i>	

Slovakia. He is able to implement the acquired knowledge into the cross-sectional topics of the subjects: Slovak language and literature, music education, multicultural education.

Competences

The student is able to use the acquired knowledge about the culture of the Roma from the earliest times to the present in the education of students at II. elementary education and secondary schools. It independently approaches the implementation of the acquired knowledge into the school educational program at the elementary level of education and at secondary schools. Can use knowledge creatively to create educational thematic plans for II. elementary education and secondary schools.

Course content:

Basic principles of Roma culture and realities in Roma life from ancient times to the present (human anthropology, Roma in documents, Roma authenticity, migration routes, Roma in Europe, Roma settlement, Roma family - features and differences, Roma minority in the majority society, specifics Roma - speech, language, customs, customs, literary sources about the Roma, Romani art, music, singing, dancing, theater, traditional Romani crafts, the value of education among the Roma, etc.).

Basic literary bases of Romani culture and realities in the life of the Roma from the earliest times to the present (literary work of the Roma and non-Roma, original and translated literature).

Developmental context of the literary image of the Roma in Slovakia in the 1930s and 1950s.

Developmental context of the literary image of the Roma in Slovakia from the 1960s to 1989.

Developmental context of the literary image of the Roma in Slovakia from 1989 to the present.

Genre form, Romani and non-Romani authors of original and translated literature in Slovakia.

Literary image of the Roma in an author's fairy tale in Slovakia.

Literary image of Roma in the work of important Roma and non-Roma authors in Slovakia.

Specifics of the literary image of Roma in the work of Roma and non-Roma authors in Slovakia.

Literary image of Roma in multicultural education of pupils.

Recommended literature:

HORVÁTHOVÁ, E., 1964. Cigáni na Slovensku. Bratislava: SAV.

HLEBOVÁ, B., 2006. Žánre detskej literatúry v čítaní s porozumením. (Príručka pre rómskeho asistenta učiteľa.) Prešov: PF PU.

HLEBOVÁ, B., 2010. Rómska identita (romipen) v rómskych rozprávkach (paramisa). Prešov: PF PU.

HLEBOVÁ, B. a kol., 2011. Rómovia v literatúre pre deti a mládež na Slovensku. Prešov: PF PU.

HLEBOVÁ, B., 2011. Slovník autorov rómskej literatúry pre deti a mládež. Prešov: PF PU.

LIEGOIS, J. P., 1995. Rómovia, Cigáni, Kočovníci. Bratislava: Charis.

MANN, A. B., 1995. Vybrané kapitoly z dejín Rómov. Bratislava: SPN.

ŘÍČAN, P., 1998. S Romy žít budeme – jde o to jak. Praha: Portál.

SEDLÁK, A., 1992. Poznávame Cigánov – Rómov. Prešov: Metodické centrum.

BIBIANA, revue o literatúre a umení pre deti a mládež

*Romano nevo ľil
Ľuľudi*

Language which is necessary to complete the course:

Slovak, Roma

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.; Mgr. Jana Gáborová Kroková*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušinka, Ph.D*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/RLPDAMNS/22</i>	Course title: <i>Romani literature for children and youth in Slovakia</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • lecture, seminar • 1/1 per week- full-time study • combined method 	
Number of credits: 3	
Recommended semester: 3	
Degree of study: 1.	
Prerequisites:	
Conditions for passing the course: <i>The course ends with an exam.</i> <i>During the semester the student prepares and presents the interpretation of 10 Romani literary texts (worksheets) from the genres of Romani literature for children and youth (40%, max. 40 points, min. 21 points) and passes the oral exam (60%, max. 60 points , minimum 31 points).</i> <i>Rating scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX (51% and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student can describe specific features of Romani culture in verbal and dramatic art, can characterize the development and specifics of Romani literature for children and youth in Slovakia, can identify features of Romani identity (romipen) in Romani tales - in the characteristics and way of life of Romani literary characters, interpersonal relationships and observance of internal laws in the spiritual life and philosophy of life. He is able to analyze the features of Romani identity (romipen) in verbal art - in the characteristics and way of life of Romani literary figures, in interpersonal relationships and observance of internal laws, in spiritual life and philosophy of life.</i> <i>Skills</i> <i>The student is able to apply the acquired knowledge to the specifications of the features of Romani culture in verbal and dramatic art and in the genres of Romani folklore and Romani literature for children and youth in Slovakia. The student is able to independently select a suitable literary text (from Romani and non-Romani writers) for students II. elementary</i>	

education and high school students in the educational process. The choice of literary text can be based on the acquired knowledge and skills in this subject and is able to implement the acquired knowledge and skills in the thematic educational plans and teaching process at ISCED levels 2 and 3.

Competences

The student is able to independently understand the basic problems of literary criticism of literature for children and youth, is able to present knowledge about the character and communication nature of literary work in literature for children and youth, can independently present the knowledge gained in the didactic interpretation of literary work for children and youth .

Course content:

Basic literary bases of Romani literature in Slovakia (literary work of the Roma, intentional and non-intentional work, original and translated literature).

Developmental context of Roma literature in Slovakia in the 30s - 50s of the 20th century.

Developmental context of Romani literature in Slovakia from the 1960s to 1989.

Developmental context of Roma literature in Slovakia from 1989 to the present.

Genre form of Romani literature - Romani folklore, original and translated literature.

Romani fairy tale (paramisi) as the most dominant genre of Romani literature for children and youth in Slovakia.

Roma identity (romipen) and its preservation in the verbal art of the Roma.

Roma identity (romipen) in Roma fairy tales (paramisa) - in the characteristics and way of life of Roma literary characters, in interpersonal relationships and observance of internal laws, in the spiritual world and the life philosophy of the Roma.

Specifics of Roma literature for children and youth in Slovakia and its use in multicultural education of students.

Important personalities in original and translated Romani literature for children and youth in Slovakia.

Literary criticism of Roma literature for children and youth in Slovakia

Recommended literature:

BANGA, D., 1969. Čierny vlas. Cigánske rozprávky. Košice: Východoslovenské vydavateľstvo.

BERKY-L'UBORECKÝ, J., 1994. Sny o šťastí. Bratislava: Štúdio -dd-.

HLEBOVÁ, B., 2006. Žánre detskej literatúry v čítaní s porozumením. (Príručka pre rómskeho asistenta učiteľa.) Prešov: PF PU.

HLEBOVÁ, B., 2010. Rómska identita (romipen) v rómskych rozprávkach (paramisa). Prešov: PF PU.

HLEBOVÁ, B., a kol. 2011. Rómovia v literatúre pre deti a mládež na Slovensku. Prešov: PF PU.

HLEBOVÁ, B., 2011. Slovník autorov rómskej literatúry pre deti a mládež. Prešov: PF PU.

KOPÁL, J., 1998. Próza a poézia pre mládež. Teória/poetológia. Nitra: Enigma.

LACKOVÁ, E., 1992. Rómske rozprávky/Romane paramisa. Východoslovenské vydavateľstvo.

BIBIANA, revue o literatúre a umení pre deti a mládež

Romano nevo ľil

Ľuľudi

<i>Romano džaniben</i>					
Language which is necessary to complete the course: <i>Slovak, Roma</i>					
Notes: <i>compulsory subject</i>					
Course evaluation Total number of students evaluated:					
A	B	C	D	E	FX
a	b	c	d	e	f
Lecturers: <i>Mgr. Alexander Mušíinka, Ph.D.; Mgr. Jana Gáborová Kroková</i>					
Date of last change: <i>1.9.2021</i>					
Approved by: <i>Mgr. Alexander Mušíinka, Ph.D</i>					

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/SKBP1/22</i>	Course title: <i>Bachelor Thesis seminar I.</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>seminar</i> • <i>0/2 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>5</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Continuous assessment during the semester. The evaluation consists of a) mandatory participation in seminars (20%, maximum 20 points); b) elaboration of a seminar work on a given topic (80%, maximum 80 points) - students will submit the seminar work to the teacher in printed form within the set deadline; the scope of work is determined by the teacher, the work will be in A4 format, line spacing 1.5, font Times New Roman size 12; in the work it is necessary to follow the technique (Harvard system) and the ethics of citation. The structure of the work is based on the internal directive of the PU. Each of the assessment components must be kept to a minimum of 50% by the student.</i> <i>Classification scale: A (100 % – 91 %), B (90 % – 81 %), C (80 % – 71 %), D (70 % – 61 %), E (60 % – 52 %), FX (51 % and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to name the features of a professional text and distinguish it from other types of text (genres). He/she knows the basic stages of creating a professional text, can name the most frequently used databases of professional and scientific source documents. Student name the functions of the final thesis in the first stage of university study. He/she knows the obligatory parts of the final work. He/she can justify and explain the choice of quantitative and qualitative procedures for the study of pedagogical phenomena. He/she knows the principles of academic ethics and etiquette, can cite correctly according to the internal guidelines of the University of Prešov.</i> <i>Skills</i>	

The student is able to orientate in source databases. He/she is able to select essential and relevant information, to create a note-taking apparatus for the created text and determine and maintain the logic of its construction. Using the relevant professional literature, he/she is able to independently compile a professional text in the scope and quality corresponding to the first stage of university study and in accordance with the requirements of the teacher. He/she can process seminar work according to the acquired principles of creating a professional text. He/she is able to format the text in a text editor according to the criteria set in the internal PU directive.

Competences

In line with the first degree of university study, student is able to communicate the knowledge of his/her own theoretical and empirical research in the text. He/she is competent to decide on the method of researching selected phenomena related to the topic of the final thesis. He/she is able to constantly deepen his/her knowledge in the area he focuses on in his final work. In cooperation with the trainer, student organizes the process of creating materials for the final work, independently and effectively manages the various stages of creating the final work.

Course content:

Professional text as a result of scientific knowledge. Characteristics of professional text in comparison with other types of texts.

Functions and structure of a professional text.

Work with professional literature. Ethics and citation technique.

Orientation in information sources.

Types and functions of professional and final theses in university studies.

General requirements for the creation of the final thesis. Assignment, structure and time schedule of the final work.

Theoretical background and basic concepts - theoretical and empirical parts of the final work.

Types of research of pedagogical phenomena.

Methods of quantitative and qualitative research of pedagogical phenomena.

Main principles and construction of the text. Bachelor thesis structure.

Formal page and editing of the bachelor thesis.

Evaluation and defense of the bachelor thesis.

Fundamentals of academic ethics and etiquette.

Recommended literature:

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol., 2005. Akademická príručka. Martin: Osveta.

SKUTIL, M. a kol., 2011. Základy pedagogicko-psychologického výzkumu pro studenty učitelství. Praha: Portál.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní, 2016. Prešov: Prešovská univerzita v Prešove. Dostupné na: <http://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2016.pdf>

ŠANDEROVÁ, J., 2009. Jak číst a psát odborný text ve společenských vědách. Praha: Slon.

UMBERTO, E., 1997. Jak napsát diplomovou práci. Olomouc : Votobia.

Language which is necessary to complete the course:

Slovak, english

Notes:

Compulsory subject

Granting credits and providing teaching by departments where the student has chosen the topic of the bachelor's thesis.

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Doc. PhDr. Marek Lukáč, PhD., Mgr. Alexander Mušinka, PhD., Mgr. Lucia Segľová, PhD., Mgr. Lenka Goroľová, Mgr. Jana Gáborová Kroková*

Date of last change: *1.9.2021*

Approved by: *Doc. PhDr. Marek Lukáč, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/SKBP2/22</i>	Course title: <i>Bachelor Thesis seminar II.</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>seminar</i> • <i>0/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>6.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Attendance at seminars is mandatory. Mandatory ongoing consultations between the BP author and the supervisor (at least 5 consultations, others if necessary). Elaboration of the bachelor's thesis project (problem, theoretical background, goals, method of elaboration) and its submission before the consultations (40%, maximum 40 points). At the end of the teaching part of the semester (last week at the latest) the student submits to the supervisor a preliminary working version of the bachelor's thesis (60%, max. 60 points), which will contain all the essentials of the bachelor's thesis in terms of content and form; at the supervisor's suggestion, the credits to the student will be awarded.</i> <i>Classification scale: A (100 % – 91 %), B (90 % – 81 %), C (80 % – 71 %), D (70 % – 61 %), E (60 % – 52 %), FX (51 % and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to explain what the problem is and the goal of the final work. He knows the principles of creating a professional text. He knows the meaning and way of referring to sources in the text. Can name the principles of creating a bibliographic reference. Can define the function of introduction, abstract and conclusion in the final work and can name their functions. He knows the obligatory parts of the final work. Can justify and explain the choice of quantitative and qualitative procedures for the study of pedagogical phenomena. He knows the principles of academic ethics and etiquette. Can cite according to the internal guidelines of the University of Prešov.</i> <i>Skills</i>	

Based on the analysis of resources, the student is able to create a text with logical and accurate formulation of ideas. He/she can create an abstract, write an introduction and a conclusion. He/she is able to use scientific methods (analysis, synthesis, induction, deduction, generalization, comparison) in compiling the text and in empirical work. The text demonstrates the ability to use the given method of citation and recording bibliographic references correctly. The student is able to orientate himself in source databases. He is able to format the text in a text editor according to the criteria set in the internal PU directive.

Competences

In line with the first degree of university study, he is able to communicate the knowledge of his own theoretical and empirical research in written text. He/she is competent to co-decide on the method of researching selected phenomena related to the topic of the final thesis. Student can effectively manage the process of creating work in its various stages. He/she leads a cultivated and professional discussion with the supervisor of his/her work. He/she is able to constantly deepen his knowledge in the area he focuses on in his/her final work. He/she independently prepares a bachelor's thesis project, formulates professional arguments and defends his procedure. In cooperation with the supervisor, he/she organizes the process of creating the final thesis.

Course content:

Analysis of general requirements for the creation of the final thesis.

Structure and content analysis and final work, analysis of used literature.

Methodology of creating a final bachelor thesis. Determining the problem, goal and structure of the final work.

Creation of a final bachelor thesis project.

Analysis of researched pedagogical phenomena in BP, used methods of data collection in ZP, analysis of used methods of quantitative and qualitative processing of ZP results.

Preparation of the student for the defense of the bachelor's thesis.

Recommended literature:

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol., 2005. Akademická příručka. Martin: Osveta.

SKUTIL, M. a kol., 2011. Základy pedagogicko-psychologického výzkumu pro studenty učitelství. Praha: Portál.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní, 2016. Prešov: Prešovská univerzita v Prešove. Dostupné na: <http://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2016.pdf>

ŠANDEROVÁ, J., 2009. Jak číst a psát odborný text ve společenských vědách. Praha: Slon.

UMBERTO, E., 1997. Jak napsát diplomovou práci. Olomouc : Votobia.

Language which is necessary to complete the course:

slovak, english

Notes:

Compulsory subject

Granting credits and providing teaching by departments where the student has chosen the topic of the bachelor's thesis.

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Doc. PhDr. Marek Lukáč, PhD., Mgr. Alexander Mušinka, PhD., Mgr. Lucia Segľová, PhD., Mgr. Lenka Goroľová, Mgr. Jana Gáborová Křoková*

Date of last change: *1.9.2021*

Approved by: *Doc. PhDr. Marek Lukáč, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/SSZNRJ/22</i>	Course title: <i>Syntax with a focus on the Roma language</i>
Type, scope and method of educational activity:: <ul style="list-style-type: none"> • <i>lecture, seminar</i> • <i>1/1- week</i> • <i>Combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>5.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>The evaluation includes: active participation in lectures (20%) with a tolerance of three excused absences, elaboration of a seminar paper (20%) and passing a knowledge test (30%) and taking an oral exam (30%, maximum. 60 points, minimum. 31 points). Major non-participation is expected to result in the completion of a substitute task.</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX – the current PU Study Regulations in Prešov.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student can characterize the functioning of the system of veto members, ways of expressing veto members (predicate core) and ways of expressing secondary veto members. The student can identify the most typical properties of the syntactic and semantic structure of the sentence and has basic information about structural and semantic syntax. The student can distinguish simple sentences of two and one person.</i> <i>Skills</i> <i>Students can distinguish between syntagmas, their types and formal means of combining words into syntagmas.</i> <i>The student can practically divide continuous texts into simple sentences and sentences. The student can create sentences and syntagmas according to the assignment.</i> <i>Competences</i>	

The student demonstrates analytical thinking in communication situations. Students can present and argue acquired knowledge and skills in professional discussion. The student develops his/her competences by studying independently

Course content:

Subject of syntax, syntax connections and ways of expressing them.

Syntagma and its types.

A sentence as a basic syntactic unit.

Simple two-person and one-person sentences and their types.

Veto terms – main and secondary.

Structural types of two-person and one-person sentences.

Semi-predictive constructions.

Modality of sentences.

Problems of definition of the sentence , simple and complex sentence, assignment and subordinate sentence.

The basics of semantic syntax.

Basics of text syntax.

Interpretation.

Clause syntax.

Syntax of nominal phrase and nominal flexion.

Syntax of verbal phrase and verbal flexion.

Denunciation Acts.

Recommended literature:

MATRAS, Y., 2002. Romani: A linguistic introduction. Cambridge: Cambridge University Press.

BAKKER, P., 1997. Athematic morphology in Romani: The borrowing of a borrowing pattern.

In: Matras, Yaron & Bakker Peter & Hristo Kyuchukov (eds.) The typology and dialectology of Romani. Amsterdam: John Benjamins. s. 1–21.

BORETZKY, N., 1989. Zum Interferenzverhalten des Romani. (Verbreitete und ungewöhnliche Phänomene). Zeitschrift für Phonetik, Sprachwissenschaft und Kommunikationsforschung zv. 42, s. 357–374.

BORETZKY, N., 1992. Zum Erbwortschatz des Romani. Zeitschrift für Phonetik, Sprachwissenschaft und Kommunikationsforschung zv. 45, s. 227–251.

BORETZKY, N., 1996. The “new infinitive” in Romani. Journal of the Gypsy Lore Society, Fifth Series, zv. 6, s. 1–51.

BORETZKY, N., 2007. The differentiation of the Romani dialects. Sprachtypologie und Universalienforschung (STUF) zv. 60, s. 314–336.

BORETZKY, N., a BIRGIT I., 2004. Kommentierter Dialektatlas des Romani. Wiesbaden: Harrassowitz.

ELŠÍK, V., 2000. Romani nominal paradigms: their structure, diversity, and development. In: Elšík, Viktor & Yaron Matras (eds.) Grammatical relations in Romani: The noun phrase. Amsterdam: John Benjamins. s. 9-30.

ELŠÍK, V., 2001. Word-form borrowing in indefinites: Romani evidence. Sprachtypologie und Universalienforschung zv. 54, 126-147.

- ELŠÍK, V., 2007. *Grammatical borrowing in Hungarian Rumungro*. In: Matras, Y., a Sakel, J., (eds.), *Grammatical borrowing in cross-linguistic perspective*. Berlin: Mouton de Gruyter. s. 261-282.
- ELŠÍK, V., 2009. *Loanwords in Selice Romani, an Indo-Aryan language of Slovakia*. In: Haspelmath, Martin & Uri Tadmor (eds.) *Loanwords in the world's languages: A comparative handbook*. De Gruyter Mouton. s. 260–303.
- ELŠÍK, V. a YARON M., 2006. *Markedness and language change: The Romani sample*. Berlin: Mouton de Gruyter.
- ELŠÍK, V. a YARON M., 2009. *Modality in Romani*. In: Hansen, Björn & Ferdinand de Haan (eds.) *Modals in the languages of Europe: A reference work*. Berlin & New York: Mouton de Gruyter. s. 267–322.
- FRIEDMAN, V., A., 2000. *Romani in the Balkan Linguistic League*. In: Tzitzilis, Ch. & Symeonidēs, Kh. Valkanikē (eds.) *Glossologia: Sygkhronia kai diakhronia – Balkanlinguistik: Synchronie und Diachronie*. Thessaloniki: University of Thessaloniki. 95–105.
- MATRAS, Y., 1994. *Structural Balkanisms in Romani*. In: Reiter, Norbert, Uwe Hinrichs & Jiřina van Leeuwen-Turnovcová (eds.) *Sprachlicher Standard und Substandard in Südosteuropa und Osteuropa. Beiträge zum Symposium vom 12.-16. Oktober 1992 in Berlin*. Wiesbaden: Harrassowitz. s. 195–210.
- MATRAS, Y., 2001. *Tense, aspect, and modality categories in Romani*. *Sprachtypologie und Universalienforschung* zv. 53, s. 162–180.
- MATRAS, Y., 2005. *The classification of Romani dialects: A geographic-historical perspective*. In: Halwachs, Dieter, Barbara Schrammel & Gerd Ambrosch. *General and applied Romani linguistics*. Munich: Lincom Europa. s. 7–26.
- SCHRAMMEL, B., 2005. *Borrowed verbal particles and prefixes in Romani: A comparative approach*. In: Halwachs, Dieter, Barbara Schrammel & Gerd Ambrosch. *General and applied Romani linguistics*. Munich: Lincom Europa. s. 99-113.
- RÁCOVÁ A. a HVORECKÝ J., 2006. *Syntax slovenskej karpatskej rómčiny*. Bratislava: IRIS.

Language which is necessary to complete the course:

Slovak, Roma, partly English

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	C	d	e	f

Lecturers: doc. Anna Orsós, PhD.Mgr. Lenka Goroľová

Date of last change: 1.9.2021

Approved by: doc. Anna Orsós, PhD.

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/SRoJPP/22</i>	Course title: <i>Specifics of teaching the Romani language in pre-primary education</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>During the semester, the student actively participates in lectures and seminars, with a tolerance of 3 justified absences, replaced by additional work. He will process, present at the seminar and submit a seminar paper, in the credit week he will have a colloquial discussion. To obtain an A rating (excellent) he must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of the seminar paper (30%), its PP-presentation (30%) and the oral answer in the colloquial discussion (40%).</i>	
Learning outcomes: Knowledge <i>The student knows the teaching methods suitable in the beginnings of reading and writing in Romani. He/she knows the educational standards in teaching the Romani language in kindergarten. He/she knows the ways of removing communication barriers in the educational process in kindergarten. Student can name didactic games in language teaching and justify their choice and use, names the specifics of children from marginalized communities in terms of their behavior and communication and understands their determination.</i> Skills <i>The student is able to apply the scope and focus of teaching the Romani language according to ISCED 0. He/she is able to apply appropriate methods of teaching the Romani language in</i>	

primary school teaching. Student is able to apply Roma realities to other subjects in a relationship in primary education and apply a comparative principle in the teaching of the Romani language.

Competences

The student demonstrates independence and activity in the selection of appropriate strategies for the use of their own teaching aids. He/she shows creativity in the preparation of his own teaching aids. He/she is creative in planning and implementing leisure educational activities for kindergarten students. He/she has sufficient communication competence in interaction with the parents of Roma pupils. Student is constantly educating himself and striving to apply the latest knowledge in the field to the teaching process.

Course content:

Educational standards, curricula and plans, available teaching resources in the teaching of the Romani language in the conditions of pre-primary education.

The beginnings of writing in Romani.

Teaching aids in teaching the Romani language in pre-primary education.

Pedagogical documentation in the national minority school.

Social and cultural specifics of Roma children from marginalized communities in pre-primary education.

Possibilities of removing communication barriers.

Applications of the comparative principle in the teaching of the Romani language in relation to pre-primary education.

Possibilities of using didactic games in teaching the Romani language in pre-primary education.

Recommended literature:

BALABÁNOVÁ, H., 1995. *Praktické skúsenosti se vzdelávaním romských detí*. Praha: Ment.

DECHTÁROVÁ, M., 2014. *Využitie didaktických hier pri fixácii prebraného učiva*. B. Bystrica: MPC.

HLEBOVÁ, B., 2018. *Edukácia žiakov zo sociálne znevýhodneného prostredia*. Prešov: Vydavateľstvo Prešovskej univerzity.

HORŇÁK, L., 2005. *Rómsky žiak v škole*. Prešov: PF PU.

HORVÁTHOVÁ, E., 1964. *Cigáni na Slovensku*. Bratislava: SAV.

KLEIN, V., RUSNÁKOVÁ, J., ŠILONOVÁ, V., 2012. *Nultý ročník a edukácia rómskych žiakov*. Spišská Nová Ves: REF.

Kolektív, 2004. *Vzdelávanie Rómov*. Bratislava: SPN.

KOLLÁRIKOVÁ, Z. a PUPALA, B., 2010: *Předškolní a primární pedagogika*. Praha: Portál.

Koncepcia vyučovania cudzích jazykov v základných a stredných školách. Schválené vládou SR dňa 12. Septembra 2007 uznesením vlády SR č. 767/2007

MIŇOVÁ, M., a A. VRÁBL'OVÁ, 2021. *Názory učiteliek materských škôl na jazykovú oblasť rómskych detí*. In: *Acta Paedagogicae, Presoves - Nova Sandes*, roč. 12, s. 118-125. Dostupné z: <http://www.pulib.sk/web/kniznica/elpub/dokument/Bernatova15>

MŠ SR, 2016. *Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách*. Bratislava: ŠPÚ.

NEUPAUER, Z. et al., 2021. *Predprimárne vzdelávanie v kontexte inklúzie rómskych detí zo znevýhodneného prostredia*. Bratislava: OZ eduRoma.

PETTY, G., 2013. *Moderní vyučování*. Praha: Portál.

PRŮCHA, J., 2012. *Alternativní školy a inovace*. Praha: Portál.

PRŮCHA, J., 2012. *Moderní pedagogika*. Praha: Portál.

ŘÍČAN, P., 1998. *S Rómy žít budeme – jde o to jak*. Praha: Portál.

SZŐKEOVÁ, A., 2012. *Rómske dieťa v materskej škole*. Bratislava: MPC.

Language which is necessary to complete the course:

slovak, romani, english

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Doc. Anna Orsós, PhD.; Doc. PhDr. Marek Lukáč, PhD.; Mgr. Lenka Goroľová*

Date of last change: *1.9.2021*

Approved by: *Doc. Anna Orsós, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/SRoJPE/22</i>	Course title: <i>Specifics of teaching the Romani language in primary education</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>3</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>During the semester, the student actively participates in lectures and seminars, with a tolerance of 3 justified absences, replaced by additional work. He will process, present at the seminar and submit a seminar paper, in the credit week he will have a colloquial discussion. To obtain an A rating (excellent) he must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of the seminar paper (30%), its PP-presentation (30%) and the oral answer in the colloquial discussion (40%).</i>	
Learning outcomes: Knowledge <i>The student knows the teaching methods suitable in the beginnings of reading and writing in Romani. He/she knows the educational standards in teaching the Romani language. Student can name the components of pedagogical documentation associated with the agenda of the national school in accordance with applicable legislation. He/she knows the ways of removing communication barriers in the teaching of the Romani language. Student is able to name didactic games in language teaching and justify their choice and use.</i> Skills <i>The student is able to apply the scope and focus of teaching the Romani language according to ISCED 1. He/she is able to apply appropriate methods of teaching the Romani language in</i>	

primary school teaching. Student is able to apply Roma realities to other subjects in a relationship in primary education and apply a comparative principle in the teaching of the Romani language.

Competences

The student demonstrates independence and activity in the selection of appropriate strategies for the use of their own teaching aids. He/she is creative in planning and implementing leisure educational activities for students of Roma national minorities schools. He/she has sufficient communication competence in interaction with the parents of Roma pupils. He/she is constantly educating himself and striving to apply the latest knowledge in the field to the teaching process.

Course content:

Educational standards, curricula and plans, available teaching resources in the teaching of the Romani language in the conditions of primary education.

The issue of educational work with students and parents in the Roma national school.

The beginnings of writing in Romani.

Creating their own teaching aids in teaching the Romani language in primary education.

Pedagogical documentation in the national school.

Possibilities of removing communication barriers.

Application of Roma realities to the teaching of other subjects in the scope of primary education. Applications of the comparative principle in the teaching of the Romani language in relation to primary education.

Possibilities of using didactic games in teaching the Romani language in primary education.

Recommended literature:

BALABÁNOVÁ, H., 1995. Praktické skúsenosti se vzdelávaním romských detí. Praha: Ment.

DANIEL, B., 1994. Dějiny Romů. Olomouc: UP.

DECHTÁROVÁ, M., 2014. Využitie didaktických hier pri fixácii prebraného učiva. B. Bystrica: MPC.

HORŇÁK, L., 2005. Rómsky žiak

HLEBOVÁ, B., 2018. Edukácia žiakov zo sociálne znevýhodneného prostredia. Prešov: Vydavateľstvo Prešovskej univerzity.

v škole. Prešov: PF PU.

HORVÁTHOVÁ, E., 1964. Cigáni na Slovensku. Bratislava: SAV.

KLEIN, V., RUSNÁKOVÁ, J., a V. ŠILONOVÁ, 2012. Nultý ročník a edukácia rómskych žiakov. Spišská Nová Ves: REF.

Kolektív, 2004. Vzdelávanie Rómov. Bratislava: SPN.

KOLLÁRIKOVÁ, Z. a PUPALA, B., 2010: Předškolní a primární pedagogika. Praha: Portál.

LIEGOIS, J. P., 1995. Rómovia, Cigáni, Kočovníci. Bratislava: Charis.

MANN, A. B., 1995. Vybrané kapitoly z dejín Rómov. Bratislava: SPN.

PETTY, G., 2013. Moderní vyučování. Praha: Portál.

POLÁKOVÁ, E., 1997. Metodika používania Písmenkového pexesa k rómskemu šlabikáru. Bratislava: ASCO.

PRŮCHA, J., 2012. Alternativní školy a inovace. Praha: Portál.

PRŮCHA, J., 2012. *Moderní pedagogika*. Prah: Portál.

ŘÍČAN, P., 1998. *S Rómy žít budeme – jde o to jak*. Praha: Portál.

Language which is necessary to complete the course:

slovak, romani, english

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Doc. Anna Orsós, PhD.; Doc. PhDr. Marek Lukáč, PhD.; Mgr. Lenka Goroľová*

Date of last change: *1.9.2021*

Approved by: *Doc. Anna Orsós, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/SVRoJS/22</i>	Course title: <i>Specifics of teaching the Romani language in secondary education</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>4</i>	
Degree of study: <i>1.</i>	
Prerequisites: <i>Specifics of teaching the Romani language in pre-primary education; Specifics of teaching the Romani language in primary education</i>	
Conditions for passing the course: <i>continuous evaluation</i> <i>During the semester, the student actively participates in lectures and seminars, with a tolerance of 3 justified absences, replaced by additional work. He/she will process, present at the seminar and submit a seminar paper, in the credit week he/she will have a colloquial discussion. To obtain an A rating (excellent) he/she must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of the seminar paper (30%), its powerpoint presentation (30%) and the oral answer in the colloquial discussion (40%).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student knows the teaching methods suitable in the beginnings of reading and writing in Romani, but also methods suitable for more advanced students. He/she knows the educational standards in teaching the Romani language. Student can name the components of pedagogical documentation associated with the agenda of the national minority school (secondary) in accordance with applicable legislation. He/she knows the ways of reducing communication barriers in the teaching of the Romani language.</i> <i>Skills</i>	

The student is able to apply appropriate methods of teaching the Romani language at secondary school. He/she can apply the scope and focus of Romani language teaching according to ISCED 2 and 3. Student is able to apply Romani realities to other subjects in a relation to secondary education and apply a comparative principle in the teaching of the Romani language.

Competences

The student demonstrates independence and activity in the selection of appropriate strategies for the use of their own teaching aids. He/she is creative in planning and implementing leisure educational activities for students of Roma national minorities schools. He/she has sufficient communication competence in interaction with the parents of Roma pupils. He/she is constantly educating himself and striving to apply the latest knowledge in the field to the teaching process.

Course content:

Educational standards, curricula and plans, available teaching resources in the teaching of the Romani language in the conditions of secondary education.

The issue of educational work with students and parents in the Romani national school.

Specifics of writing and pronunciation in Romani.

Creating their own teaching aids in teaching the Romani language in secondary education.

Pedagogical documentation in the national minority school.

Possibilities of removing communication barriers.

Application of Roma realities to the teaching of other subjects in the scope of secondary education. Comparative principle in the teaching of the Romani language in relation to secondary education.

Possibilities of using didactic games in teaching the Romani language in secondary education.

Recommended literature:

BALABÁNOVÁ, H., 1995. Praktické skúsenosti se vzdelávaním romských detí. Praha: Ment.

DANIEL, B., 1994. Dějiny Romů. Olomouc: UP.

DECHTÁROVÁ, M., 2014. Využitie didaktických hier pri fixácii prebraného učiva. B. Bystrica: MPC.

HORŇÁK, L., 2005. Rómsky žiak. Prešov: PF PU.

HLEBOVÁ, B., 2018. Edukácia žiakov zo sociálne znevýhodneného prostredia. Prešov: Vydavateľstvo Prešovskej univerzity.

v škole. Prešov: PF PU.

HORVÁTHOVÁ, E., 1964. Cigáni na Slovensku. Bratislava: SAV.

Kolektív, 2004. Vzdelávanie Rómov. Bratislava: SPN.

Koncepcia vyučovania cudzích jazykov v základných a stredných školách. Schválené vládou SR dňa 12. Septembra 2007 uznesením vlády SR č. 767/2007

LIEGOIS, J. P., 1995. Rómovia, Cigáni, Kočovníci. Bratislava: Charis.

MANN, A. B., 1995. Vybrané kapitoly z dejín Rómov. Bratislava: SPN.

PETTY, G., 2013. Moderní vyučování. Praha: Portál.

PRŮCHA, J., 2012. Alternativní školy a inovace. Praha: Portál.

PRŮCHA, J., 2012. Moderní pedagogika. Prah: Portál.

ŘÍČAN, P., 1998. *S Rómy žít budeme – jde o to jak.* Praha: Portál.

Language which is necessary to complete the course:

slovak, romani, english

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Doc. Anna Orsós, PhD.; Doc. PhDr. Marek Lukáč, PhD.; Mgr. Jana Gáborová Křoková*

Date of last change: *1.9.2021*

Approved by: *Doc. Anna Orsós, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/SVZZSZP/22</i>	Course title: <i>Specifics of teaching pupils from socially disadvantaged backgrounds</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>3.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation during the semester. Elaboration and presentation of seminar work (max. 20 points - 20%). For a continuous knowledge test the student obtains max. 20 points (20%). For the oral exam realized during the exam period, the student can get max. 60 points (60%). In total, the student can get max. 100 points (100%).</i> <i>Evaluation scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX (51% and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to explain the determination of school success by the social background of the pupil. He/she can define the criteria of social disadvantage according to school legislation. Student can name the basic characteristics of socialization and education in a socially disadvantaged background. He/she knows and is able to name the main problems and causes of problems in the school education of children from the SDB. He/she knows the basic development milestones of educational policy in relation to the Roma in the territory of the Slovak Republic and the former Czechoslovakia. The student is able to justify the lower school success of children from SDB in the context of their life situation and the historical context of education of Roma.</i> <i>Skills</i>	

Student is able to argue the need for inclusive education in professional discussion. He is able to select knowledge from the subject area autonomously and process it in the form of seminar work according to predetermined criteria. Student can identify specific social and cultural characteristics in the behavior and learning of pupils from socially disadvantaged background.

Competences

In the case of working in an ethnically mixed class, student has the competence to effectively organize the cooperation of pupils on common educational activities. He/she is competent to communicate effectively with the parents of pupils from the SDB. Student shows the need for self-development in the form of a sincere interest in individual biographies of pupils/students from the SDB in order to individualize education. Given the acquired knowledge and skills, he/she is competent to take professional opinions and make decisions aimed at improving the quality of teaching students from the SDB.

Course content:

Social inequalities in education - issues of the impact of social origin on school education.

Definition of social disadvantaged background (SDB).

Roma family from a socially disadvantaged environment. Specifics of education and socialization of children with the SDB.

Determinants of lower school success of children from the SDB.

History of Roma education in Slovakia.

Specific characteristics of Roma pupils from socially disadvantaged backgrounds.

Selected problems of school education of Roma children in pre-primary and primary education.

The issue of motivation for education and motivation in teaching children from SDB.

Diagnosis and inclusion of Roma pupils in the educational process.

The value of education among the Roma in the context of social exclusion - a socio-constructivist perspective.

Educational policy in relation to the Roma ethnic group - approaches to the upbringing and education of Roma in Slovakia and in the former Czechoslovakia in the past and today.

Inclusive education - possibilities and limits in education in Slovakia.

Recommended literature:

BOMBA, L. a ZEMANČÍKOVÁ, V., 2011. Vplyv socioekonomického statusu rodiny na prospech žiaka v škole – súčasný stav na Liptove. In: Pedagogika.sk. [online]. Roč. 2, č. 3, s. 145-171.

BRÜGGEMANN, C., 2012. Roma Education in Comparative Perspective. Analysis of the UNDP/World Bank/EC Regional Roma Survey 2011. Roma Inclusion Working Papers. [online]. Bratislava: UNDP.

FILADELFIOVÁ, J. et al., 2012. Správa o životných podmienkach rómskych domácností na Slovensku 2010. Bratislava: Regionálne centrum Rozvojového programu OSN pre Európu a Spoločenstvo nezávislých štátov.

FREIRE, P., 2000. Pedagogy of the oppressed. New York: Continuum.

HORŇÁK, L., 2005. Rómsky žiak v škole. Prešov: PF PU.

HORVÁTHOVÁ, E., 1964. Cigáni na Slovensku. Bratislava: SAV.

HUTTOVÁ, J. et al., 2012. Segregácia alebo inklúzia Rómov vo vzdelávaní: Voľba pre školy? Bratislava: Nadácia otvorenej spoločnosti.

KUŠNIERIKOVÁ, N., 2002. *Prístupy k vzdelávaniu Rómov v minulosti*. In: M. VAŠEČKA, ed. *Čačipen pal o Roma. Súhrnná správa o Rómoch na Slovensku*. Bratislava: IVO, s. 679-694.

LUKÁČ, M., 2015. *Rómovia a vzdelanie. Sociálne a edukačné kontexty*. Prešov: Prešovská univerzita v Prešove.

MANN, A., B., 1995. *Vybrané kapitoly z dejín Rómov*. Bratislava: SPN.

RAFAEL, V. (ed.), 2011. *Odpovede na otázky (de)segregácie rómskych žiakov vo vzdelávacom systéme na Slovensku*. Bratislava: Nadácia otvorenej spoločnosti.

ŘÍČAN, P., 1998. *S Rómy žít budeme – jde o to jak*. Praha: Portál.

SALNER, A. (ed.), 2004. *Rómske deti v slovenskom školstve*. Bratislava: Inštitút pre dobre spravovanú spoločnosť.

Stratégia pre rovnosť, inklúziu a participáciu Rómov do roku 2030, 2021. Dostupné z: <https://www.minv.sk/?strategia-pre-rovnost-inkluziu-a-participaciju-romov-do-roku-2030&subor=403904>

Language which is necessary to complete the course:

slovak

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Doc. PhDr. Marek Lukáč, PhD.; Mgr. Alexander Mušínska, Ph.D.; Mgr. Jana Gáborová Kroková*

Date of last change: *1.9.2021*

Approved by: *Doc. PhDr. Marek Lukáč, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/TEVY/22</i>	Course title: <i>Field research</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>0/52 per semester - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>4</i>	
Recommended semester: <i>2.-6.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>During the field research, the student prepares and submits a seminar paper on a selected topic. Completion of field research makes up 50% of the evaluation, elaboration of the seminar paper makes up 50% of the evaluation. To obtain an A rating (excellent) he must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of field research and seminar work.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to name and characterize the basic research techniques in the field typical of anthropological and partly also sociological research with emphasis on various types of interview, observation and questionnaire.</i> <i>Skills</i> <i>The student is able to independently prepare and implement a project of their own field research. He is able to professionally and ethically prepare and conduct an interview, participatory observation or a simple questionnaire survey. The student is able to apply the basic ethical principles of research.</i> <i>Competences</i>	

The student has knowledge of how to create socially oriented knowledge and is able to orientate in the differences between the methods used in individual research. He is competent to carry out simple empirical research and professionally argue for its methodology.

Course content:

The field stay must be consulted with the lecturer (supervisor) in advance, while the student submits a processed research project. During the consultation, the teacher will provide the student with information about research methodologies, the realities of Roma communities, the ethics of field research, the various stages of preparation for research, etc.

The student should contact the tutor during and after the field research and consult with the obtained materials.

The result of field research will be the elaboration of a seminar paper.

Recommended literature:

ARMINEN, I., 1999. Vyprávění životních příběhů a etnometodologie. In: KONOPÁSEK, J., Otevřená minulost, Autobiografická sociologie státního socialismu. Karolinum: Praha, s. 73-89.

BERNARD, R., B., 2001. Research Methods in Anthropology: Qualitative and Quantitative Approaches. New York: Altamira Press.

BOURDIEUE, P., 1995. Sociální prostor a symbolická moc. In: Cahiers du Cefres, No 8, s. 212-234.

BOURDIEU, P., 2000. Teorie jednání. Praha: Karolinum.

DESCOLA, O., 1997. C. L-Straus, strukturální antropologie a strukturalistická etnologie. In: Český etnologický časopis (Český lid). Vol 84, č. 1, č. 4-5.

DISMAN, M., 2008. Jak se vyrábí sociologická znalost. Praha: Karolinum.

DURKHEIM, E., 2002. Elementární formy náboženského života. Praha: OIKOUMENE.

FERRARO, G., a TREVATHAN, W., a LEVY, J., 1994. Anthropology – An Applied perspective. Minneapolis: West Publ. Company.

GEERTZ, C., 2002. Interpretace kultur. Praha: SLON.

HENDL, J., 2008. Základní teorie, metody a aplikace. Praha: Portál.

JEŘÁBEK, H., 1997. Paul Lazarsfeld a počátky komunikačního výzkumu. Praha: Karolium.

KANDERT, J., 1999. Poznámky k sociálně antropologické metodologii a k využití terénních dat. In: Filipov - II. Infomtoria katedry sociologie, kat. sociologie, Praha: UK - FSV, s. 37-143.

KUŽEL, S., (Ed.), 2000. Terénní výzkum segregace a integrace. Praha: Cargo Publishers.

SCHEFFEL, Z., a KANDERT, J. 1994. Politika a kultura v české etnografii. /Politics and Culture in Czech Ethnography, Anthropological Quarterly 67, č. 1, s. 15-23/ In: HOLUBOVÁ, M., a PETRÁŇOVÁ, L., a WOITSCH, J., (eds.). Česká etnologie 2000, Praha: EÚ AV ČR, 2002, s. 213-229.

SILVERMAN, D., 2005. Ako robiť kvalitatívny výskum. Bratislava: Ikar.

SPRADLEY, J., P., 1980. Participant Observation. London: Wadsworth.

STRAUS, A, a CORBINOVÁ, J., 1999. Základy kvalitativního výzkumu. Boskovice: Albert.

TUŽINSKÁ, H., 2010. Otázky opisu a prekladu. Bratislava: Stimul.

Language which is necessary to complete the course:

Slovak, Czech

Notes: optional subject

The course enables the student to carry out short-term (ideally stationary) research in the environment of Roma communities in the range of at least 3 weeks. During the research the student will collect materials according to a predefined methodology and on a predefined and consulted topic with the lecturer - primarily materials of ethnographic, sociological or linguistic nature, which can then serve as background material for the elaboration of the bachelor thesis.

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	C	d	e	f

Lecturers: *Mgr. Alexander Mušíňka, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: 1.9.2021

Approved by: *Mgr. Alexander Mušíňka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/TSAR/22</i>	Course title: <i>The third sector and project management with a focus on the Roma</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2.-5.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation during the semester. During the semester, each student chooses one non-governmental organization that works with the target group of Roma, analyzes its activities and results for the selected period and presents them in the form of a discussion paper at the seminar (40%, max. 40 points). In the last week of teaching, students will take a written test (60%, max. 60 points). The final evaluation is calculated as the average of the evaluation of the discussion paper and the written test. The condition for granting credits is the achievement of minimums 50% of points from both parts of the continuous evaluation. Evaluation scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX (51% and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student can explain the basic concepts of the subject in his/her own words. He/she can identify and explain the importance and roles of civil society in modern society. He/she can state the classification of structural elements of the third sector in Slovakia. Student can explain the importance of the activities of the third sector in solving the problems of the Roma national minority in comparison with the activities of the state and public sector. Student can name and state the reasons for low Roma civic participation.</i> <i>Skills</i>	

Based on the acquired knowledge, the student is able to identify the basic problems of the development of the third sector in Slovakia and to propose framework and specific recommendations for the improvement of problematic areas. He/she is able to search for and process information about the selected non-profit organization. He/she can functionally link the information obtained with theoretical knowledge and identify the strengths and weaknesses of the development of a particular non-profit organization.

Competences

The student is able to discuss topics analyzed during the semester. He/she is able to clearly and comprehensibly formulate his/her requests for information from a non-profit organization, communicates in a cultivated and terminological manner with the representatives of the non-profit organization. Based on the acquired knowledge and information from the practice of a non-profit organization, student is able to present its activities in the broader context of the development of the civic sector in Slovakia.

Course content:

Citizenship, civil society, civic participation.

Civil society and the third sector.

Structure and functions of the third sector.

Non-governmental organizations, church organizations, civic associations, foundations and funds.

Current problems of the third sector in Slovakia.

Activities of the third sector in solving the Roma "problem".

Research and practical activities of the third sector and their impact on public policies in relation to the Roma.

Roma civic participation.

Third sector financing issues.

Sustainability of project activities in the third sector.

Issues of networking and cooperation in the third sector, the state and support of the third sector.

Marketing of non-profit organizations.

Recommended literature:

BENČ, V., HRUSTIČ, T., KARDOS, T., a A. MUŠINKA, (eds). 2013. Teoretické a praktické otázky politickej participácie Rómov na lokálnej úrovni: zborník príspevkov z medzinárodnej konferencie [online]. Prešov: Slovenská spoločnosť pre zahraničnú politiku, ISBN 978-80-89540-24-2. Dostupné z: http://www.uet.sav.sk/files/teoreticke_a_prakticke_otazky_politickej_participacie_romov_na_lokalnej_urovni.pdf

BROZMANOVÁ GREGOROVÁ A. a kol., 2009. Tretí sektor a mimovládne organizácie. B. Bystrica: PdF UMB.

BÚTORA, M. et al. (eds.), 2011. Štúdia súčasného stavu občianskej spoločnosti na Slovensku. [online]. Bratislava: IVO, CPS, PDCS. Dostupné z: <http://www.ivo.sk/buxus/docs//publikacie/subory/Studia-sucasneho-stavu-OS-na-Slovensku.pdf>

BÚTORA, M. et al. (eds.), 2011. Štúdia trendov vývoja občianskej spoločnosti na Slovensku. [online]. Bratislava: IVO, CPS, PDCS. Dostupné z: <http://www.ivo.sk/buxus/docs//publikacie/subory/Studia-trendov-vyvoja-OS-na-Slovensku.pdf>

BÚTORA, M., BÚTOROVÁ, Z. a B. STREČANSKÝ, 2012. Aktívne občianstvo a mimovládny sektor na Slovensku. Trendy a perspektívy. Bratislava: OZ Včelí dom.

DAHRENDORF, R. Občanská společnost. In: PONGS, A., 2000. V jaké společnosti žijeme. Praha: ISV, s. 79-95

Koncepcia rozvoja občianskej spoločnosti na Slovensku. Strategické zámery rozvoja občianskej spoločnosti do roku 2020 a Akčný plán na roky 2012 – 2013.

KUŠNIERIKOVÁ, N., 2001. Rómovia – vzdelávanie – tretí sektor. Bratislava: Centrum prevencie a riešenia konfliktov. ISBN 80-96809-56-3.

MUŠINKA, A., 2012. Podarilo sa: príklady úspešných aktivít na úrovni samospráv smerujúcich k zlepšeniu situácie Rómov. Prešov: Prešovská univerzita.

PLICHTOVÁ, J., (ed.), 2010. Občianstvo, participácia a deliberácia na Slovensku: teória a realita. Bratislava: VEDA.

VAŠEČKA, M. (ed.), 2002. Čačipen pal o Roma. Súhrnná správa o Rómoch na Slovensku. Bratislava : IVO. ISBN 80-88935-41-5

Language which is necessary to complete the course:

slovak

Notes: optional subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: Mgr. Alexander Mušinka, Ph.D.; Mgr. Silvia Lukáčová, PhD.,

Date of last change: 1.9.2021

Approved by: Mgr. Alexander Mušinka, Ph.D.

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/UDAG/22</i>	Course title: <i>Introduction to andragogy</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2.-5.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation during the semester. During the semester, the student will process, present at the seminar and hand over to the teacher a seminar paper on a selected topic. (40%, max. 40 points). In the last week of teaching, students will take a written test (60%, max. 60 points). The final evaluation is calculated as the average of the evaluation of the seminar paper and the written test. The condition for granting credits is the achievement of minimums. 50% of points from both parts of the continuous evaluation. Evaluation scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX (51% and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to define andragogy and differentiate its basic features such as science, practical activity and field of study. He/she can determine the place of andragogy in the system of sciences and the focus of particular andragogical disciplines. She/he can define and explain basic andragogical categories. He/she knows and can justify the peculiarities of adult learning and differentiate them from other age categories. Student can name and describe the different roles of an adult educator. He/she is able to functionally connect knowledge about the importance of initial education with participation in adult education. He/she can explain the reasons for the low participation of marginalized adult groups in education.</i> <i>Skills</i>	

On the basis of the acquired knowledge, he / she is able to select, justify and apply methods of education and training of adults in the teaching process at primary school (eg in education for obtaining lower secondary education). She/he can propose changes in the curriculum and teaching of adults in formal education in accordance with the didactic principles of adult education.

Competences

The student is able to identify problems in formal adult education and propose solutions in accordance with the starting points and principles of adult education. He/she can communicate effectively with adult learners during class. In mutual communication, he/she applies a partnership approach and the principles of symmetrical communication with regard to the age, social and cultural characteristics of the learner. Can independently process a seminar paper and in its presentation apply basic didactic principles in adult education. Student shows the ability of self-reflection and the need to constantly update his/her knowledge potential.

Course content:

*Adult learning and education. Lifelong learning - starting points, social determination.
Andragogy as a science, practical activity and field of study.
Applied and special andragogical disciplines.
Use of andragogical knowledge and concepts in other scientific disciplines and practice.
Legislative of adult education in Slovakia.
History of adult education - a brief overview of the history of adult education.
Adult as an object and subject of education.
Cognitive, affective and socio-cultural characteristics of an adult learner.
Specifics of adult learning.
Didactic principles in adult education.
Institutional basis of adult education.
Formal, non-formal and informal adult learning.
Adult educator - competencies and various concepts.
Teacher action fields in adult education. Competence requirements - theory vs. practice.
Barriers to participation in adult education.*

Recommended literature:

*BENEŠ, M., 2008. Andragogika. 1. vyd. Praha: Grada.
DVOŘÁKOVÁ, M., a M. ŠERÁK, 2016. Andragogika a vzdělávání dospělých. Praha: FF UK.
HOTÁR, V., S., PAŠKA, P., PERHÁCS, J. a kol., 2000. Výchova a vzdelávanie dospelých.
Andragogika. Výkladový a terminologický slovník. Bratislava: SPN.
KOPECKÝ, M., 2004. Sociální hnutí a vzdělávání dospělých: aktivní občanství jako cíl pro celoživotní učení. Praha: Eurolex Bohemia.
LUKÁČ, E., 2010. Výchova a vzdelávanie dospelých z pohľadu vybraných internacionalizačných úsilí v 20. storočí. Prešov: FF PU.
PALÁN, Z., 2002. Lidské zdroje: výkladový slovník. Praha: Academia.
PRUCHA, J., a J. VETEŠKA, 2012. Andragogický slovník. Praha: Grada Publishing.
PRUSÁKOVÁ, V., 2005. Základy andragogiky I. Bratislava: Gerlach Print.
VETEŠKA, J., 2016. Přehled andragogiky. Praha: Portál.*

Language which is necessary to complete the course:

slovak

Notes: *optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Doc. PhDr. Marek Lukáč, PhD.*

Date of last change: *1.9.2021*

Approved by: *Doc. PhDr. Marek Lukáč, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/UDKASA/22</i>	Course title: <i>Introduction to cultural and social anthropology</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>4</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Attendance at lectures and seminars is mandatory (max. 3 justified absences are allowed) (20%). During the semester, the student prepares, presents at the seminar and submits a seminar paper on a selected topic (40%). In the last week of teaching, students will pass a written test (40%). To obtain an A rating (excellent) he must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of the seminar work and the knowledge test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to define the basic principles of social and cultural anthropology. Understands the process of functioning of culture and knows the basic categories for describing the phenomena that cultural and social anthropology deals with.</i> <i>Skills</i> <i>Based on the acquired basic anthropological concepts, he can apply the acquired knowledge in the analysis of current phenomena.</i> <i>Competences</i> <i>The student will gain sensitivity in perceiving cultural differences between groups. Can identify manifestations of ethnocentrism in culture. He sensitively perceives the context of differences in cultural phenomena in different groups.</i>	

Course content:

Culture analytical concept

Ethnocentrism

Cultural relativism

Language and culture

Socialization and inculturation

Cultural change

Cosmology and religion

Game and art, ritual

Sexuality and culture

Concept of society, marriage and family, kinship

Social stratification

Social control

Political organization of the company

Economic organization of the company

Field research

Recommended literature:

ARCHETTI, E., P., 1995. *Morálka a fotbal v Argentině*. In: *Český lid* 82:2, s. 127-144.

BAUMANN, Z., 1997. *Myslet sociologicky: Netradiční uvedení do sociologie*. Praha: SLON.

BERGER, P., L. a LUCKMANN, Thomad, 1999. *Sociální konstrukce reality: Pojednání o sociologii vědění*. Brno: Centrum pro studium demokracie a kultury.

BOHANNAN, L., 1994. *Shakespeare in the Bush*. In: ELVIO, Angeloni (ed.). *Anthropology 94-95*. Guilford: The Dushkin Publishing Group, s. 46-50.

BĚLOHRADSKÝ, V., 1997. *Mezi světy a mezisvěty*. Praha: Votobia.

CARRESCO, D., 1998. *Náboženství Mezoameriky*. Praha: Prostor.

FOX, R., 1967. *Kinship and Marriage: An Anthropological Perspective*. Cambridge: Cambridge University Press.

GEERTZ, C., 2000. *Interpretace kultur*. Praha: SLON.

GMELCH, G., 1994. *Superstition and Ritual in American Baseball*. In: ELVIO, Angeloni (ed.). *Anthropology 94-95*. Guilford: The Dushkin Publishing Group, s. 91-96.

GOLDSTEIN, M., C., 1999. *Když se bratři dělí o manželku*. In: *Cargo* 3,4, s. 195-201.

GOULD, S., J., 1988. *Pandin palec: Malá tajemství evoluce*. Praha: Mladá Fronta.

HARRIS, M., 1995. *Cultural Anthropology*. New York: Harper Collins.

HARRIS, M., 1994. *Life without Chiefs*. In: ELVIO, Angeloni (ed.), *Anthropology 94-95*, Guilford: The Dushkin Publishing Group, s. 81-85.

HÜBSCHMANNOVÁ, M., 1998. *Šaj pes dovakeras*, Olomouc: Univerzita Palackého.

KOMÁREK, S., 1995. *Sto esejů o přírodě a společnosti*. Praha: Vesmír.

KOMÁREK, S., 1998. *Lidská přirozenost*. Praha: Vesmír.

KOTTAK, C., P., 1999. *Mirror for Humanity*. New York: McGraw-Hill.

KRUPA, V., 1997. *Legendy a mýty Polynésie: polynéská kosmogonie (mýty o stvoření světa)*. Bratislava: Cad Press.

LAWLESS, R., 1966. *Co je to kultura*. Olomouc: Votobia.

LEE, R., B., 1994. *Eating Chrissmass in the Kalahari*. In: ELVIO, Angeloni (ed.). *Anthropology* 94-95. Guilford: The Dushkin Publishing Group.

LINTON, R., 1936. *Společenský status a role, kap. VII a VIII*. In: WOLF, Josef, (ed.). 1971. *Kulturní a sociální antropologie*, Praha: Svoboda, s. 258-267.

MURPHY, R., F., 1998. *Úvod do kulturní a sociální antropologie*. Praha: SLON.

NANDA, S., 1994. *Cultural Anthropology*. Belmont: Wadsworth Publishing Company.

NĚMEC, I. a kol., 1980. *Půl kopy názvů pro příbuzenské vztahy*. In: *Slova a dějiny*. Praha: Academia, s. 76-89.

POSPÍŠIL, L., 1993. *Kultura a Systémy víry: náboženství a magie*. In: *Český lid, suplement* 80/1993, s. 353-412.

RAMBO, K., F., 1996, *From Shells to Money*. In: ELVIO, Angeloni (ed.), *Anthropology* 96-97. Guilford: The Dushkin Publishing Group, s. 91-96.

RASMUSSEN, K., 1965. *Cesta bílým tichem*. Praha: Orbis.

SALZMANN, Z., 1999. *Jak se antropolog dívá na umění*. In: *Český lid* 86, 4, s. 293-301.

SALZMANN, Z., 1996. *Jazyk, kultura a společnost: Úvod do lingvistické antropologie*. Praha: Ústav pro etnografii a folkloristiku Akademie věd České republiky.

SCHULTZ, E., A., a LAVENDA, R., H., 1990. *Cultural Anthropology: A Perspective on Human Condition*. New York: West Publishing Company.

Van GENNEP, A., 1998. *Přechodové rituály*. Praha: Nakladatelství Lidové noviny.

VRHEL, F., 2000. *Sociokulturní kořeny lásky a sexuality: Antropologie sexuality*. In: *Univerzitní noviny: List Masarykovy univerzity a Nadace Universitas Masarykiana* r. 7, č. 1, s. 19-34.

Language which is necessary to complete the course:

Slovak, Czech

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.; Mgr. Lucia Segl'ová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušinka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/UDLA/22</i>	Course title: <i>Introduction to linguistic anthropology</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Ongoing evaluation. During the semester, the student prepares, presents at the seminar and hands over a seminar paper on the selected topic. (40%, max. 40 points). In the last week of teaching, students will take a written test (60%, max. 60 points). The final evaluation is calculated as the average of the evaluation of the seminar paper and the written test. The condition for granting credits is the achievement of minimums. 50% of points from both parts of the mid-term evaluation.</i> <i>Rating scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX (51% and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to define the area of interest of linguistic anthropology. Understands the structure of language and can define phonetics and phonology. Understands the relationship between language and structure of meaning, can define morphology and syntax. The student understands the flexibility of language in time and space and understands what place language occupies in society.</i> <i>Skills</i> <i>The student is able to actively obtain new information about the language, can integrate it and use it in pedagogical training. He is able to process a seminar paper using analytical-synthetic ideas and his own opinion on language issues.</i>	

Competences

The student is able to adequately communicate knowledge of linguistic anthropology; can lead a cultivated discussion on important language issues, be able to speak in front of a group and defend one's opinion. Can work independently with professional literature.

Course content:

Anthropology and linguistic anthropology

Anthropology and linguistics

Language structure (phonetics and phonology / phonemics)

Language and structure of sound

Language and structure of meaning (morphology and syntax)

Language, culture and society

Language in action (pragmatics)

Language in Time and Space (Historical Linguistics and Dialectology)

Language and society (sociolinguistics and nonverbal communication)

Language and font

Language and thinking

Recommended literature:

AHEARN, L. M., 2011. Living Language: An Introduction to Linguistic Anthropology. Malden, MA: Wiley-Blackwell.

DANESI, M., 2004. A Basic Course in Anthropological Linguistics. Toronto: CSPI.

LAKOFF, G., a M. JOHNSON, 2002. Metafory, kterými žijeme. Brno: Host.

OTTENHEIMER, H., 2006a. The Anthropology of Language. Belmont: Thomson Wadsworth.

OTTENHEIMER, H., 2006b. The Anthropology of Language—Workbook. Belmont: Thomson Wadsworth.

SALZMANN, Z., 1996. Jazyk, kultura a společnost. Praha: Ústav pro etnografii a folkloristiku Akademie věd České republiky.

POKORNÝ, J., 2010. Lingvistická antropologie, Praha: Grada.

Language which is necessary to complete the course:

Slovak, Czech

Notes: *compulsory optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušínska, Ph.D.; Mgr. Lucia Segl'ová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušinka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/UDROM/22</i>	Course title: <i>Introduction to Romani Studies</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture/ seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>1.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Attendance at lectures is mandatory. Students will write a seminar paper on the assigned topic. Students submit the seminar paper in printed form by the set deadline. Two weeks before the end of the semester, students take a written test. Percentage of individual tasks in the overall evaluation of students: seminar work: 50%, written test 50%. To obtain an A rating (excellent) he must obtain at least 90%, to obtain a B rating 80%, to obtain a C rating at least 70%, to obtain a D rating 60%, to obtain an E rating at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the seminar paper and the written test.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to define the place of Romani studies within other scientific disciplines. He knows the most important Romani institutions, research, publications, periodicals and representatives of Romani studies in Slovakia, the Czech Republic and, in general, in Europe. Can characterize the various stages of development of Romani studies. He is able to identify and characterize important groups of Roma in Europe.</i> <i>Skills</i> <i>The student is able to analyze and critically evaluate basic Romani publications and professional studies. He is able to identify and characterize important areas of research and</i>	

topics present in Czech-Slovak Romani studies. The student is able to apply the acquired knowledge in following professional discussions and professionally enter into them.

Competences

The student is able to work independently with professional literature on the Roma minority. The student is able to present their own seminar work and justify their conclusions regarding the research and realities of the Roma. Can adequately communicate basic knowledge in the field of Romani studies.

Course content:

The place of Romani studies in other disciplines.

Roma institutions, organizations and conferences; Gypsy Lore Society

Romani magazines and periodicals

Issues of Roma identities

The beginnings and initial history of Romani studies in the 19th century (Puchmajer, Pott, Miklosich, Ješina)

Romani studies up to the 1st half of the 20th century; (Sowa, Lesný, Sampson, Štampach)

Romani studies in Eastern Europe since the middle of the 20th century.

Romani studies within the sciences of the Anglo-Saxon area, linguistic vs. anthropological approaches

Recommended literature:

AUGUSTINI, S. ab H., 1995. *Cigáni v Uhorsku/Zigeuner in Ungarn. Štúdio -dd -, Bratislava.*

BARTOSZ, A., 2004. *Neboj sa Cigána: Na dara Romestar. Nižná Rybnica: občianske združenie Romani vodži.*

DAVIDOVÁ, E., 1965. *Bez kolíb a šiatrov. Košice: Východoslovenské vydavateľstvo.*

DAVIDOVÁ, E., 1995. *Cesty Romů: Romano drom 1945-1990. Olomouc: Univerzita Palackého v Olomouci.*

HOTVÁTHOVÁ, E., 1964. *Cigáni na Slovensku. Bratislava: SAV.*

HÜBSCHMANNOVÁ, M., 2002. *Šaj pes dovakeras. Olomouc: Univerzita Palackého.*

KAJ džas: Kam kráčaš. 2001. Bratislava: Nadácia Milana Šimečku.

LIÉGEOIS, J.-P., 1995. *Rómovia, Cigáni, kočovníci. Bratislava: Informačné a dokumentačné stredisko o Radě Európy.*

MANN, A., B., (zost.), 1992. *Neznámi Rómovia: Zo života a kultúry Cigánov-Rómov na Slovensku. Bratislava: Ister science press.*

MATRAS, Y., 2002. *Romani: A Linguistic Introduction. Cambridge: Cambridge University Press.*

NEČAS, C., 1999. *Romové v České republice včera a dnes. Olomouc: Univerzita Palackého.*

OKELY, J., 1983. *The Traveller-Gypsies. Cambridge: Cambridge University Press.*

PODOLINSKÁ, T., a HRUSTIČ, T., (ed.), 2015. *Čierno-biele svety: Rómovia v majoritnej spoločnosti na Slovensku. Bratislava: VEDA.*

ROMOVÉ v České republice. 1999. *Sešity pro sociální politiku. Praha: Socioklub.*

SAUL, N., a TEBBUTT, S., (eds.), 2004. *The role of the Romanies. Liverpool University Press, Liverpool.*

SCHEFFEL, D., Z., 2009. *Svinia v čiernobiely: Slovenskí Rómovia a ich susedia. Prešov: Centrum antropologických výskumov.*

Slovenský národopis, r. 36, č. 1.

STEWART, M., 2005. Čas Cikánů. Brno: Barrister & Principal.

SUTHERLANDOVÁ, A., 2014. Romové neviditelní Američané. Praha: Romano džaniben.

VAŠEČKA, M., 2003. Čačipen pal o Roma. Súhrnná správa o Rómoch na Slovensku: Bratislava, IVO.

Periodiká

Romani Studies; Romano džaniben; Bulletin Muzea romské kultury; Etudes Tsigane; Lacio Drom; Roma; Anthropological Linguistics; Český lid; Slovenský národopis; Sociologický časopis; Slovo a slovesnost aj.

Language which is necessary to complete the course:

Slovak, Czech

Notes: *compulsory subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
A	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušinka, Ph.D.;*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/UDSJ/22</i>	Course title: <i>Introduction to language learning</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • lecture, seminar • 1/1 per week- full-time study • combined method 	
Number of credits: 3	
Recommended semester: 1	
Degree of study: 1.	
Prerequisites:	
Conditions for passing the course: <i>Attendance at the seminars is compulsory.</i> <i>Students will prepare an essay on the given topic in writing.</i> <i>The essay will be handed over by the students to the teacher in printed form within the set deadline.</i> <i>Two weeks before the end of the semester, students take a written test.</i> <i>The course is completed by a test that is carried out in the test period.</i> <i>Percentage of individual tasks in the overall student assessment:</i> <i>(1)active work on seminars: 10%, (2) essay: 20%, (3) written test 20%, (4) oral answer on the exam: 50%</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX – the current PU Study Regulations in Prešov.</i>	
Learning outcomes: <i>Knowledge</i> <i>Students can introduce and explain basic linguistic concepts and terms from general linguistics at the level of the introductory linguistic discipline. He is able to correctly and logically describe the selected language phenomenon based on the Roma text, he knows basic linguistic terms and can use them correctly in describing and characterizing the language, he can characterize the language system and its subsystems on the basic linguistic levels (sound, morphological, syntactic and lexical-semantic).</i> <i>Skills</i>	

The student is able to apply the acquired theoretical knowledge to the analysis of the text, is able to orientate himself in the basic theoretical and journalistic literature in the field of linguistics, can work with professional literature (with primary and secondary sources) based on the acquired knowledge and can search for information in information book databases.

Competences

Students can communicate professionally using professional terminology on general linguistics and Roma linguistics, can critically interpret and analyze theoretical knowledge, can make decisions based on their own judgement, which literature will use when preparing an essay and shows logical thinking in certain communication situations.

Course content:

Linguistics – philology – grammar. The subject of research Representatives of Roma linguistics.

Division of linguistics and an overview of basic linguistic disciplines.

Language and its functions.

Language system and structure.

Language synchrony and diachrony.

Language and speech (langue and parole).

Paradigmatic and syntagmatic relations between language elements.

Efforts to standardize the Roma language.

Romani language in Slovakia.

Basic concepts and terms on individual linguistic levels.

Basics of interpretation of language text.

Recommended literature:

CINA, S., 2001. Gramatika a cvičenia z rómskeho jazyka. 1. vyd. Spišská Nová Ves: Vedecko-výskumné centrum PF UKF v Spišskej Novej Vsi.

ČERNÝ, J., 1998. Úvod do studia jazyka. Olomouc: Rubico.

HÜBSCHMANNOVÁ, M., 1973. Základy romštiny. 1. vyd. Praha: Academia.

DOLNÍK, J., 1999. Základy lingvistiky. 1. vyd. Bratislava: Stimul.

KOLEKTÍV., 2006. Pravidlá rómskeho pravopisu. Bratislava: Štátny pedagogický ústav.

LÍPA J., 1965. Cikánština v jazykovém prostředí slovenském a českém. Praha: Academia.

LÍPA, J., 1963. Příručka cikánštiny. Praha: Státní pedagogické nakladatelství.

MISTRÍK, J., a kol. 1993. Encyklopédia jazykovedy. 1. vyd. Bratislava: Obzor.

ŠEBKOVÁ, H., ŽLNAYOVÁ, E., 1998. Nástin mluvnice slovenské romštiny (pro pedagogické účely).

ŠEBKOVÁ, H., ŽLNAYOVÁ, E., 1999. Romaňi čhib – Učebnice slovenské romštiny. Praha: Fortuna.

Časopisy: Romano džaniben

Language which is necessary to complete the course:

Slovak, Roma

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *doc. Anna Orsós, PhD., PhD.Mgr. Lenka Goroľová***Date of last change:** *1.9.2021***Approved by:** *doc. Anna Orsós, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/UDTL/22</i>	Course title: <i>Introduction to the theory of literature</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture, seminar</i> • <i>1/1 per week- full-time study</i> • <i>combined method</i> 	
Number of credits: <i>3</i>	
Recommended semester: <i>1</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>The course ends with an exam.</i> <i>During the semester, the student prepares and presents a seminar paper (40%, max. 40 points, min. 21 points), passes the exam in the form of a written knowledge test (60%, max. 60 points, min. 31 points).</i> <i>Rating scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX (51% and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student has knowledge of the theory of literature and an overview of literary concepts, knows the subdisciplines of literary science, knows the structure of literary works, knows about poetic figures and tropics, has knowledge of literary genology, knows literary work as a sign and communication, knows the aesthetic structure of literary , knows about important personalities in literature for children and youth in Slovakia, knows about original and translated works for children and youth in Slovakia and knows literary works for children and youth from Slovakia.</i> <i>Skills</i> <i>The student is able to use basic concepts from the theory of literature and methodology of literary work (thematic, compositional and language plan, versology) in a theoretical and practical level, is able to search for literary texts based on their genre diversity.</i> <i>Competences</i>	

The student is able to orientate in the basic problems of literary criticism, is able to present knowledge about the character and communication essence of a literary work, is able to present the knowledge gained in the didactic interpretation of a literary work.

Course content:

Basic literary bases of Romani literature in Slovakia (literary work of the Roma, intentional and non-intentional work, original and translated literature).

Developmental context of Roma literature in Slovakia in the 30s - 50s of the 20th century.

Developmental context of Romani literature in Slovakia from the 1960s to 1989.

Developmental context of Roma literature in Slovakia from 1989 to the present.

Genre form of Romani literature - Romani folklore, original and translated literature.

Romani fairy tale (paramisi) as the most dominant genre of Romani literature for children and youth in Slovakia.

Roma identity (romipen) and its preservation in the verbal art of the Roma.

Roma identity (romipen) in Roma fairy tales (paramisa) - in the characteristics and way of life of Roma literary characters, in interpersonal relationships and observance of internal laws, in the spiritual world and the life philosophy of the Roma.

Specifics of Roma literature for children and youth in Slovakia and its use in multicultural education of students.

Important personalities in original and translated Romani literature for children and youth in Slovakia.

Literary criticism of Roma literature for children and youth in Slovakia

Recommended literature:

ANTOŇÁK, A., 1998. Sociokultúrna interpretácia umeleckého textu. Prešov: PdF UPJŠ.

ŽURIŠIN, D., 1985. Teória medziliterárneho procesu. Bratislava.

HARPAŇ, M., 1994. Teória literatúry. Bratislava.

HLEBOVÁ, B., 2006. Žánre detskej literatúry v čítaní s porozumením. (Príručka pre rómskeho asistenta učiteľa.) Prešov: PF PU.

HRABÁK, J., 1977. Úvod do studia literatury. Praha: SPN.

KOPÁL, J., 1998. Próza a poézia pre mládež. Teória/poetológia. Nitra: Enigma.

RAKÚS, S., 1995. Poetika prozaického textu. Bratislava.

SEDLÁK, F., 1995. Úvod do literatúry. Prešov: PdF UPJŠ.

ŠTRAUS, F., 2005. Príručný slovník literárnovedných termínov. Bratislava.

VLAŠÍN, Š., 1977. Slovník literární teorie. Praha: SPN.

WELLE, R., WARREN, A., 1996. Teorie literatury. Olomouc: Votobia.

ZIMA, P., 1998. Literární estetika. Olomouc: Votobia.

ŽILKA, T., 1984. Poetický slovník. Bratislava: Tatran.

BIBIANA, revue o literatúre a umení pre deti a mládež

Language which is necessary to complete the course:

Slovak, Roma

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušíinka, Ph.D.; Mgr. Jana Gáborová Křoková***Date of last change:** *1.9.2021***Approved by:** *Mgr. Alexander Mušíinka, Ph.D*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center for Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/UDTRL/22</i>	Course title: Introduction to the theory of Romani literature
Type, scope and method of educational activity: <ul style="list-style-type: none"> • lecture, seminar • 1/1 per week- full-time study • combined method 	
Number of credits: 2	
Recommended semester: 2	
Degree of study: 1.	
Prerequisites:	
Conditions for passing the course: <i>The course ends with an exam.</i> <i>During the semester, the student prepares and presents a seminar paper (40%, max. 40 points, min. 21 points), passes the exam in the form of a written knowledge test (60%, max. 60 points, min. 31 points).</i> <i>Rating scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX (51% and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student knows and is able to characterize literary concepts. He can characterize the folklore of the Roma, he has knowledge of literary genology (literary genres of Romani folklore and artificial Romani literature). He has knowledge of Roma folk tales (vakeribena), he knows about Roma folk tales, about the literary development of Roma literature in Slovakia. Can name and justify the specifics of the structure of a Romani literary text.</i> <i>Skills</i> <i>The student is able to differentiate between Roma and folk literary texts, can identify the specifics of such texts and process them into the study, preparation for a literary education class.</i> <i>Competences</i> <i>The student is able to independently orient themselves in the basic problems of literary criticism, is able to present knowledge about the character and communication essence of a literary work, can independently present the knowledge gained in the didactic interpretation of a literary work.</i>	

Course content:

The subject of the theory of Romani literature and an overview of literary terms.

Romani literature, literature, folklore of the Roma.

Literary genology (literary genres of Romani folklore and artificial Romani literature).

Folk tales of the Roma (Vaccine).

Romani folk tales - paramises.

Literary development and periodization of Roma literature in Slovakia.

Author's work based on the folklore of the Roma.

Literary genology (literary genres of Romani folklore and artificial Romani literature).

Romani literary work as a sign and communication, textual and non-textual space.

Aesthetic structure of a Roma literary work (thematic, compositional and language plan, versology).

Basic concepts of the theory of Romani literature for children and youth (intentionality, age, children's aspect).

Genological specifics of Romani literature for children and youth (universality and specificity, Romani identity and otherness).

Recommended literature:

ANTOŇÁK, A., 1998. Sociokultúrna interpretácia umeleckého textu. Prešov: PdF UPJŠ.

HLEBOVÁ, B., 2006. Žánre detskej literatúry v čítaní s porozumením. (Príručka pre rómskeho asistenta učiteľa.) Prešov: PF PU

HLEBOVÁ, B., 2010. Rómska identita (romipen) v rómskych rozprávkach (paramisa). Prešov: PF PU.

HLEBOVÁ, B. a kol., 2011. Rómovia v literatúre pre deti a mládež na Slovensku. Prešov: PF PU.

HLEBOVÁ, B., 2011. Slovník autorov rómskej literatúry pre deti a mládež. Prešov: PF PU.

HRABÁK, J., 1977. Úvod do studia literatury. Praha: SPN.

KOPÁL, J., 1998. Próza a poézia pre mládež. Teória/poetológia. Nitra: Enigma.

RAKÚS, S., 1995. Poetika prozaického textu. Bratislava.

SEDLÁK, F., 1995. Úvod do literatúry. Prešov: PdF UPJŠ.

ŠTRAUS, F., 2005. Príručný slovník literárnovedných termínov. Bratislava.

VLAŠÍN, Š., 1977. Slovník literární teorie. Praha: SPN.

WELLE, R., WARREN, A., 1996. Teorie literatury. Olomouc: Votobia.

ZIMA, P., 1998. Literární estetika. Olomouc: Votobia.

ŽILKA, T., 1984. Poetický slovník. Bratislava: Tatran.

BIBIANA, revue o literatúre a umení pre deti a mládež

Romano nevo ľil

Romano džaniben

Language which is necessary to complete the course:

Slovak, Roma

Notes: compulsory subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.; Mgr. Jana Gáborová Křoková***Date of last change:** *1.9.2021***Approved by:** *Mgr. Alexander Mušinka, Ph.D*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/VSDE/22</i>	Course title: <i>General history</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2.-5.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>During the semester, the student actively participates in lectures and seminars (20%), tolerating 3 justified absences, which will be replaced by consultations and substitute work, processes and submits one seminar paper (40%) and presents it at the seminar in the form of PP- presentations (40%). To obtain an rating A (excellent) must obtain at least 90%, points, to obtain a rating B at least 80%, to obtain a rating C at least 70%, to obtain a rating D at least 60%, to obtain an rating E at least 50%. A student who obtains less than 50% will be graded FX. The final evaluation is calculated as the average of the evaluation of the seminar work, its PP-presentation and seminar activities.</i>	
Learning outcomes: <i>Knowledge</i> <i>The student knows the basic topics, concepts and processes in general history, with emphasis on the history of Europe. Can classify individual events and processes in world history. He knows the periodization of world history and can name and characterize the most prominent personalities in world history.</i> <i>Skills</i> <i>The student is able to include important historical processes, events and personalities on the timeline as well as in space. The student is able to interpret how individual personalities and events have influenced events in the world, which is still observable.</i> <i>Competences</i>	

The student is familiar with and critically works with basic historical literature. The student is able to independently and adequately search for information on historical processes in world history and is able to search for connections between world history and the history of the Roma.

Course content:

Prehistory of Europe and ancient Greece

Ancient Rome

Byzantium

Medieval Christian nations

Renaissance

Great overseas discoveries and the emergence of colonial empires

Enlightenment and revolutions

Modernizing Europe

World War I and World War II

Democracy and communism in Europe

Central Europe and Slovakia in the European context

Recommended literature:

DĚJINY evropské civilizace. 2003. Zv. I a II. Praha: Paseka.

KRONIKA ľudstva. 1994. Bratislava: Fortuna Print.

MÚCSKA, V., a kol., 2006. Dejiny európskeho stredoveku I. Prešov: Vydavateľstvo Michala Vaška.

TEICHOVÁ, A., a kol., 1968. Dějiny středověku I. – II. Praha: Státní pedagogické nakladatelství.

Le GOFF, J., 1991. Kultura středověké Evropy. Praha: Odeon.

JOHNSON, P., 1991. Dejiny 20. století. Praha: Rozmluvy.

HOBBSAWM, E., 2010. Věk extrémů. Praha: Argo.

HROCH, M., 2009. Dějiny novověku. Praha: Albra.

Language which is necessary to complete the course:

Slovak, Czech

Notes: optional subject

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	C	d	e	f

Lecturers: *Mgr. Alexander Mušinka, Ph.D.; Mgr. Lucia Segľová, PhD.*

Date of last change: *1.9.2021*

Approved by: *Mgr. Alexander Mušinka, Ph.D.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/ZASP/22</i>	Course title: <i>Basics of social work</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>lecture / seminar</i> • <i>1/1 per week - full-time study</i> • <i>combined method</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>2.-5.</i>	
Degree of study: <i>1.</i>	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation during the semester. During the semester, the student prepares, presents at the seminar and submits a seminar paper on a selected topic (50% - maximum 50 points). In the last week of teaching, students will pass a written test (50% - maximum 50 points). It is necessary to obtain a minimum of 50% from both evaluated parts. The final evaluation is calculated as the average of the evaluation of the seminar work and the knowledge test. Evaluation scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX (51% and less).</i>	
Learning outcomes: <i>Knowledge</i> <i>After completing the course, the student is able to define and interpret in his/her own words the basic concepts of social work and the interrelationships between them. He/she can describe, classify and briefly characterize the basic methods of social work. Student can name the stages of social work and describe their course.</i> <i>Skills</i> <i>The student is able to process and present the seminar work according to the assignment. Student demonstrates skills in basic social legislation. He/she can apply appropriate methods of social work in model situations depending on the type of social problem and the type of client.</i> <i>Competences</i>	

The student is able to adequately respond to questions asked in the presentation of seminar work, lead and moderate professional discussion. Based on the acquired knowledge, he / she can decide on suitable ways of solving selected social problems. The student has a deeper development of empathy and active listening.

Course content:

Definition of social work. Social work as a science and practical activity.

Subject and goals of social work.

Historical development of social work - a brief description of development periods.

Paradigms and theories of social work.

Basic terminology in social work. Social situation, client, social problem, social case, quality of life, social functioning and more.

Basic legislation in the field of social work.

Methods of social work. Classification of methods.

Methods of working with the individual, group (family) and community.

Stages of social work with an individual, group and community.

Institutionalization of social work. Public, private and non-governmental organizations in the social field.

Recommended literature:

BALOGOVÁ, B. a kol., 2015. Kompendium sociálnej práce. Prešov: Akcent Print.

MATOUŠEK, O. a kol., 2003. Metody a řízení sociální práce. Praha: Portál.

TOKÁROVÁ, A. a kol., 2003. Sociálna práca. Kapitoly z dejín, teórie a metodiky sociálnej práce. Prešov: FF PU

ŽIAKOVÁ, E. a kol., 2012. Sociálna práca. Teoretické východiská a praktické kontexty [online]. Košice: FF UPJŠ.

LEVICKÁ, J., 2002. Metódy sociálnej práce [online]. Dostupné z:

https://svalzbety.files.wordpress.com/2010/11/levicka_metody_socialnej_prace2.pdf

LOVAŠOVÁ, S., 2016. Sociálna práca: formy, postupy a metódy. Košice: FF UPJŠ.

MATOUŠEK, O. et al., 2003. Metody a řízení sociální práce. Praha: Portál.

MATOUŠEK, O., 2013. Encyklopedie sociální práce. Praha: Portál.

MÁTEL, A. et al., 2015. Teória a metódy sociálnej práce I. Bratislava: Spoločnosť pre rozvoj sociálnej práce. ISBN 978-80-971445-6-2

Zákon č. 219/2014 Z. z. o sociálnej práci a o podmienkach na výkon niektorých odborných činností v oblasti sociálnych vecí a rodiny a o zmene a doplnení niektorých zákonov

Zákon č. 448/2008 Z. z. o sociálnych službách

Zákon č. 305/2005 Z. z. o sociálnoprávnej ochrane detí a o sociálnej kuratele

Zákon č. 5/2004 Z.z. o službách zamestnanosti

Language which is necessary to complete the course:

slovak

Notes: *optional subject*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

Lecturers: *Doc. PhDr. Marek Lukáč, PhD.***Date of last change:** *1.9.2021***Approved by:** *Doc. PhDr. Marek Lukáč, PhD.*

COURSE DESCRIPTION

Name of the higher education institution: <i>University of Presov</i>	
Name of the faculty/university workplace: <i>Center of Languages and Cultures of National Minorities</i>	
Course code: <i>9UROS/ZSK/22</i>	Course title: <i>Final state exam: Romani language and literature</i>
Type, scope and method of educational activity: <ul style="list-style-type: none"> • <i>colloquium exam</i> 	
Number of credits: <i>2</i>	
Recommended semester: <i>6</i>	
Degree of study: <i>1.</i>	
Prerequisites: <i>Communication skills in Romani language I-V; Dialectology with a focus on the Romani language; Romani literature in the Czech Republic and Slovakia; Morphology with a focus on the Romani language; Roma and Roma realities in literature; Romani language syntax; History of the Roma in Czechoslovakia until 1989; History of the Roma in the Czech Republic and Slovakia after 1989; History of the Roma in Europe.</i>	
Conditions for passing the course: <i>Obtaining a sufficient number of credits in the bachelor's degree. Submitted bachelor thesis. The state exam, within the term determined by the study schedule, can be taken by a student who, during the control of the study performed in the last year of study, fulfilled the obligations set by the study program (obtaining a sufficient number of credits in the bachelor's degree in the prescribed structure). The state exam is conducted in the form of a colloquium and the student will be assessed with a grade of A to FX. The mark will be included in the overall evaluation of the state exam. Rating scale: A - excellent (excellent results: 1), B - very good (above average results: 1.5), C - good (average results: 2), D - satisfactory (acceptable results: 2.5), E - sufficient (results meet the minimum criteria: 3), FX - insufficient (further work required: 4).</i>	
Learning outcomes: <i>Knowledge</i> <i>The student is able to define the phonetic and phonological laws of the Romani language, can explain the division of the lexical stock of the Romani language, its lexical units and the relationships between them. He knows the theory of complex classification of word types, morphological categories, grammatical forms, morphemes. The student is able to describe and characterize Romani literature, knows its most important writers and works. Can describe the</i>	

presentation of Roma in the majority literature in our country and abroad. The student is able to characterize important events and processes in the history of the Roma in Slovakia, the Czech Republic and Europe. He knows important works and representatives of Romani music, art and film.

Skills

The student is able to apply knowledge of general phonetics to the laws of the Romani language. The student is able to communicate in Romani and communicate in Romani, can use Romani in the field to communicate with people whose mother tongue is Romani, can record colloquial language and can also express more general topics in Romani. The student is able to read, process and analyze texts by Romani writers and can place them in a broader literary context.

Competences

The student is able to work independently with professional literature on the Roma minority, language, literature and realities. Can acquire, sort, analyze and use the information obtained in the preparation of pedagogical activities. The acquired information and facts can be professionally communicated, presented and defended in front of students, experts and lay people. He is ready for further lifelong learning. He is able to plan his own pedagogical and professional activities, acquire new scientific knowledge for the expansion of knowledge and his own professional growth.

Course content:

Romani language

1. Linguistics - philology - grammar. Representatives of the Romani language.

Communication in Romani: Milenna Hubschmannová (dživipen, publikaciji)

2. Structural characteristics of Romani. Romani spelling. Spelling principles.

Communication in the Romani language: E famiľija (definition, functions, miri famiľija)

3. Efforts to standardize the Romani language. Romani language in Slovakia.

Communication in Romani: O beřiben (pro gav the andro foros, vakeriben pal o kher, butoris, sobi)

4. Introduction to phonetics and phonology. Phonetic transcription.

Communication in Romani: Romane buća (čirlatune, akanutne, kamudune)

5. Pronunciation of Romani vowels, Pronunciation of Romani consonants. Loss of annoyance and aspiration at the end of words. Word binding, word order, intonation.

Communication in Romani: Andre school (about school for Slovakia, beća school, subjects, sikhľuvibnaskero sistemas for Slovakia, miro kamaduno předmětu)

6. Basic terms of lexical semantics. Monosemic lexicon. Polysemic lexicon.

Communication in Romani: O dromaripen (dromeskere verdana, čirlatuno the akanutno, miro dromaripen)

7. Derivatology. Word formation in the Romani language.

Communication in the Romani language: O chaben the uraviben (romane chabena, miro kamaduno chaben, pijiben, romengero uravibne čirla the adadivives)

8. Dynamics of the lexical stock of Romani (A. Scala-Romani lexicon).

Communication in Romani: Free vacation (activities and free vacation, free vacation andro free range, peace activities and free vacation)

9. Phraseology (M. Horňáková).

Communication in Romani: Ján Berky Mrenica (dživipen, artikaňi literatura)

10. Morphology. Part of speech in the Romani language. Grammar categories. Declension patterns.

Communication in Romani: O romipen (romane sikhľipena the tradiciji, o inepi andre miri familija)

11. Verbs (verb classes, verb categories). Irregular verbs and irregular verb forms.

Communication in the Romani language: O nasvalipen- sastipen

12. Crumbs, function of crumbs and formation of crumbs. Transitioner.

Communication in the Romani language: O panňa- veša the o jviri (kherutne jwiri, freno dživipnaskeri jviri, miro kamudno jviros, o draba the o jviri andro romano dživipen)

13. Morpheme. Morpheme types.

Communication in the Romani language: Elena Lacková (dživipnen, artikaňi buti)

14. Stylistics. The subject of stylistics. Stylistic factors.

Communication in the Romani language: O gend'a (artikane the naartikane gend'a, miri kamaduňi gend'i)

15. Classification of styles.

Communication in Romani: Beršeskere kotora (beršeskere kotora, čhona andro berš, miro kamaduno beršeskero kotor)

16. Syntax - narrative acts (nomination component, prediction component).

Romani communication: Bašaviben (romane lavutara the giloša čirla the adadives)

17. Syntax - narrative acts and statements (content, form, function, cognitive statements, conditional statements, directive conditional acts, phatic statements, types of statements).

Communication in the Romani language: Tera Fabianová (dživipen, artikaňi literatúra)

Literature

1. Genre forms of authorial work based on the folklore of the Roma (genres, themes, forms). Romani folklore in the literary work of Elena Lacková, Dezider Banga, Agnes Horvátová, Ján Berky Mrenica.

2. Specifics of Roma identity (romipen) in Roma fairy tales // Dezider Banga (Black Hair. Gypsy Tales, 1969), Ján Berky-Ľuborecký (Dreams of Happiness, 1994), Elena Lacková (Roman Tales / Romane paramisa, 1992a) //

3. PICTURES FROM THE LIFE OF ROMA CHARACTERS in the literary work of Romani and non-Romani authors in Slovakia in literature for children and youth.

4. Specifics of autobiographical work of Roma writers in Europe - (Elena Lacková - I was born under a lucky star, Philomena Fanz- Living without bitterness, Tera Fabiánová - How I went to school, Katarína Taikon - Katici). Genre forms of autobiographical work.

5. Periodization of Roma literature in Slovakia. Forms of Roma literature - intentional and non-intentional literary work of the Roma.

6. *Historical milestones and personalities determining the development of Romani literature in Slovakia. Cultural Association of Roma Citizens, Union of Gypsies and Roma in Slovakia, Moravia and Bohemia, Romano ľil (1971), Romano nevo ľil (1991), Milena Hubschmannová, Daniela Hivešová Šilanová, Elena Lacková, Anna Koptová*
7. *Literary work of the Roma after 1991 - the first attempts at free literary work of the Roma. Specifics of the work of the older and middle generation of Roma writers.*
8. *Periodization of Roma literature in the European area.*
9. *Internationalization of Romani literature, Romani literary works. Common features and forms of Romani literary works across Europe.*
10. *Stylistics and imagery of the Romani artistic text (figures, tropics - also conceptual definition). Metaphor, metonymy, symbol, allegory.*

Realities

1. *Indian rule and the arrival of Roma in Europe*
2. *The situation of the Roma in Europe and in the Czech Republic in the 15th-18th centuries*
3. *The situation of the Roma in Slovakia from the first mentions to the reign of Maria Theresa*
4. *Enlightenment reforms concerning the Roma in Slovakia and the work of Samuel Augustini ab Hortis*
5. *Compare the Roma Holocaust in Bohemia and Moravia with the situation in Slovakia*
6. *The genocide of the Roma in Europe during the Second World War*
7. *The situation of the Roma in Czechoslovakia (1918-1939, 1945-1989)*
8. *The situation of Roma in Slovakia after 1989*
9. *Elena Lacková as an activist and writer in historical contexts*
10. *Romani people and Romani studies in the Czech Republic and Slovakia*
11. *Roma musicians - position in society in the past and today*
12. *Roma blacksmiths - position in society in the past and today*
13. *Livelihoods of Roma in the past*
14. *Traditional Roma dishes*
15. *Diet for the Roma - ways of obtaining and preparing*
16. *Forms of Roma housing in the past and today*

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Journals:

Romani Studies; Romano džaniben; Bulletin Muzea romské kultury; Etudes Tsigane; Lacio Drom; Roma; Anthropological Linguistics; Český lid; Slovenský národopis; Sociologický časopis; Slovo a slovesnosť aj.

Language which is necessary to complete the course:

Romani, Slovak, Czech

Notes: *subject of the state examination*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
A	b	c	d	e	f

Lecturers: *Doc. Anna Orsós, PhD.; Mgr. Alexander Mušinka, Ph.D.; Doc. PhDr. Marek Lukáč, PhD.; Mgr. Lucia Segľová, PhD.; Mgr. Lenka Goroľová; Mgr. Jana Gáborová Kroková*

Date of last change: *1.9.2021*

Approved by: *Doc. Anna Orsós, PhD.; Mgr. Alexander Mušinka, Ph.D.; Doc. PhDr. Marek Lukáč, PhD.;*