

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> KF/01F40002W/17	<b>Course Title:</b> Doctoral Students' Seminar 1
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): 0/2 teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 5	
<b>Recommended Semester:</b> 1	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> In total, it is necessary to obtain a rating of at least 60% of the following activities: <ul style="list-style-type: none"> <li>• essay writing, overall evaluation 80%,</li> <li>• presentation of an essay at a seminar, verbal evaluation from a five-point scale, 10% evaluation,</li> <li>• active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation.</li> </ul>	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K1 S/he knows in detail current domestic and foreign discussions and polemics in the field of the topic of his dissertation in the field of philosophy. K2 S/he understands in depth the key problems, hypotheses and solutions in the field of the topic of his dissertation in the field of philosophy. K3 S/he has mastered the relevant principles and methods of research work that respects scientific integrity.	
<u>Verification method:</u> Essay writing, overall evaluation 80%	
<b>Skills</b> S1 S/he can creatively formulate, test and implement new hypotheses and arguments that respond to ongoing discussions in the field. S2 S/he is able to systematically grasp and critically respond to research questions and solutions currently analyzed in the topic of his dissertation. S3 S/he can present problems, solutions and arguments in the field of the topic of his / her dissertation in an accessible and at the same time professionally interesting way.	
<u>Verification method:</u> Essay presentations at the seminar, verbal evaluation from a five-point scale, 10% evaluation	
<b>Competencies</b> C 1 S/he can apply his / her knowledge and skills in an independent and creative research work in the topic of his / her dissertation. C 3 S/he can design a meaningful project, contribute to its implementation and work in a team related to the topic of the dissertation.	
<u>Method of verification:</u> Active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation	

**Course Description:** 1.-13. Presentation and discussion of pre-submitted contributions of doctoral students related to the topic of their dissertations and other teachers. Development of argumentation skills in the debate on philosophical problems related to dissertation topics. Introducing the structure of the dissertation, forming a thesis and developing its rationale. Identification of shortcomings of argumentation and methodology in dissertation projects. Dissertation project preparation.

**Literature:**

MARTINICH, A. P.: *Philosophical Writing*. Malden-Oxford: Blackwell, 2005.  
FINN, S. J., CASE, C., UNDERWOOD, B., ZUCK, J.: *Philosophical Skills Book. Exercises in Philosophical Thinking, Reading and Writing*. London-New York: Continuum, 2012.  
VAUGH, Willis: *Writing Philosophy. A Students's Guide to Writing Philosophy Essays*. New York: Oxford University Press, 2006.  
COTTRELL, S.: *Critical Thinking Skills. Developing Effective Analysis and Argument*. Basingstocke: Palgrave MacMillan, 2011.  
HRKÚT, J.: *Čítať a myslieť. Stratégie a metódy rozvoja kompetentného čítania a kritického myslenia*. Ružomberok: Vydavateľstvo VERBUM, 2021.  
KOSTURKOVÁ, M., FERENCOVÁ, J.: *Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie a organizovanie poznatkov*. Bratislava: Wolters Kluwer, 2019.  
SCHMIDT, M., ŠEDÍK, M., TALIGA, M.: *Ako správne argumentovať, písať a diskutovať*. Banská Bystrica: Belianum, 2018.  
SPITZER, M. J.: Seven Modest Tips on Publishing. In: *PS – Political Science and Politics*, vol. 38, 2005, No. 4, s. 746-747.

**Language:** Slovak and English

**Notes:**

**Evaluation:**

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

**Instructor:**

Prof. Dr. Phil. fac. theol. Peter Volek

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> <i>vyplní FF KU</i>	<b>Course Title:</b> Introduction into Research and Publishing
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 4	
<b>Recommended Semester:</b> 1	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b>	
<b>Learning Outcomes:</b>	
<p><b>Knowledge</b> K3 - the student has mastered the relevant principles and methods of research work that respects scientific integrity.</p> <p><b>Competencies</b> C2 - the student is able to independently identify and assess the ethical and social aspects of research, with knowledge of the strict principles of scientific integrity. C3 - the student is able to design a meaningful project, contribute to its implementation and work in a team.</p> <p><b>Method of verification:</b> K3, C2: the student will prove this during the lessons in discussions with teachers and classmates, but also in ongoing tasks - identification of reputable and predatory journals (40 points); C3: at the end, students in the team prepare and present a project proposal (60 points).</p>	
<b>Course Description:</b>	
1. Introduction to research work. 2. Types of publications. 3. Structure of publications (abstract, introduction, conclusion). 4. Review. 5. Dissertation and monograph. 6. How to choose the right type of output (journal, publisher, etc.)? 7. Communication with the editor. 8. Revision process. 9. Plagiarism and academic fraud. 10. Predatory journals and publishers. 11.-12. Research projects (structure of project intent, project work, etc.). 13. Evaluation of science and publications.	
<b>Literature:</b>	
BEALL, J.: Predatory Publishers are Corrupting Open Access. <i>Nature</i> 489, 2012, 179. BERGER, M: Everything You Ever Wanted to Know about Predatory Publishing but Were Afraid to Ask. <i>ACRL</i> 2017, 206 – 217. FINN, S. J., CASE, C., UNDERWOOD, B., ZUCK, J.: <i>Philosophical Skills Book. Exercises in Philosophical Thinking, Reading and Writing</i> . London_New York: Continuum, 2012. HRKÚT, J.: <i>Čítať a myslieť. Stratégie a metódy rozvoja kompetentného čítania a kritického myslenia</i> . Ružomberok: Verbum, 2021. CHÁVEZ-GARCÍA, M.: Strategies for Publishing in the Humanities: A Senior Professor Advises Junior Scholars. <i>Journal of Scholarly Publishing</i> 48, 4, 2017, 199 – 220.	

MARTINICH, A. P.: *Philosophical Writing*. Oxford: Blackwell, 2005.  
SCHMIDT, M., ŠEDÍK, M., TALIGA, M.: *Ako správne argumentovať, písať a diskutovať*. Banská Bystrica: Belianum, 2018.  
SOULE, D. P. J., WHITELEY, L., McINTOSH, S. (eds.): *Writing for Scholarly Journals: Publishing in the Arts, Humanities and Social Sciences*. Glasgow: eSharp, 2007.

**Language:** Slovak and English

**Notes:**

**Evaluation:**

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

**Instructor:**

Prof. Dr. Phil. fac. theol. Peter Volek  
doc. Mgr. Eugen Zeleňák, PhD.  
doc. Mgr. Pavol Labuda, PhD.  
doc. Mgr. Ján Hrkút, PhD.  
doc. Mgr. et Mgr. Marian Kuna, MA, MPhil, PhD.

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> KF/01F40004W/17	<b>Course Title:</b> Doctoral Students' Seminar 2
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): 0/2 teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 5	
<b>Recommended Semester:</b> 2	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> In total, it is necessary to obtain a rating of at least 60% of the following activities: <ul style="list-style-type: none"> <li>• essay writing, overall evaluation 80%,</li> <li>• presentation of an essay at a seminar, verbal evaluation from a five-point scale, 10% evaluation,</li> <li>• active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation.</li> </ul>	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K1 S/he knows in detail current domestic and foreign discussions and polemics in the field of the topic of his dissertation in the field of philosophy. K2 S/he understands in depth the key problems, hypotheses and solutions in the field of the topic of his dissertation in the field of philosophy. K3 S/he has mastered the relevant principles and methods of research work that respects scientific integrity.	
<u>Verification method:</u> Essay writing, overall evaluation 80%	
<b>Skills</b> S1 S/he can creatively formulate, test and implement new hypotheses and arguments that respond to ongoing discussions in the field. S2 S/he is able to systematically grasp and critically respond to research questions and solutions currently analyzed in the topic of his dissertation. S3 S/he can present problems, solutions and arguments in the field of the topic of his / her dissertation in an accessible and at the same time professionally interesting way.	
<u>Verification method:</u> Essay presentations at the seminar, verbal evaluation from a five-point scale, 10% evaluation	
<b>Competencies</b> C 1 S/he can apply his / her knowledge and skills in an independent and creative research work in the topic of his / her dissertation. C 3 S/he can design a meaningful project, contribute to its implementation and work in a team related to the topic of the dissertation.	
<u>Method of verification:</u>	

Active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation

**Course Description:** 1.-13. Presentation and discussion of pre-submitted contributions of doctoral students related to the topic of their dissertations and other teachers. Development of argumentation skills in the debate on philosophical problems related to dissertation topics. Introducing the structure of the dissertation, forming a thesis and developing its rationale. Identification of shortcomings of argumentation and methodology in dissertation projects. Dissertation project preparation.

**Literature:**

MARTINICH, A. P.: *Philosophical Writing*. Malden-Oxford: Blackwell, 2005.  
FINN, S. J., CASE, C., UNDERWOOD, B., ZUCK, J.: *Philosophical Skills Book. Exercises in Philosophical Thinking, Reading and Writing*. London-New York: Continuum, 2012.  
VAUGH, Willis: *Writing Philosophy. A Students's Guide to Writing Philosophy Essays*. New York: Oxford University Press, 2006.  
COTTRELL, S.: *Critical Thinking Skills. Developing Effective Analysis and Argument*. Basingstocke: Palgrave MacMillan, 2011.  
HRKÚT, J.: *Čítať a myslieť. Stratégie a metódy rozvoja kompetentného čítania a kritického myslenia*. Ružomberok: Vydavateľstvo VERBUM, 2021.  
KOSTURKOVÁ, M., FERENCOVÁ, J.: *Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie a organizovanie poznatkov*. Bratislava: Wolters Kluwer, 2019.  
SCHMIDT, M., ŠEDÍK, M., TALIGA, M.: *Ako správne argumentovať, písať a diskutovať*. Banská Bystrica: Belianum, 2018.  
SPITZER, M. J.: Seven Modest Tips on Publishing. In: *PS – Political Science and Politics*, vol. 38, 2005, No. 4, s. 746-747.

**Language:** Slovak and English

**Notes:**

**Evaluation:**

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

**Instructor:**

Prof. Dr. Phil. fac. theol. Peter Volek

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> <i>vyplní FF KU</i>	<b>Course Title:</b> English for PhD Students
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 4	
<b>Recommended Semester:</b> 2	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> In total, it is necessary to obtain at least 60 out of 100 points: a) students actively participate in seminars, during which they discuss the topics covered, b) students gradually prepare different assignments (email, motivation letter, CV, abstract) (40 points), c) students finally present the research topic according to the agreed structure (60 points).	
<b>Learning Outcomes:</b>	
<b>Skills</b> S3 - the student is able to present problems, solutions and arguments from the area of his / her expertise in an accessible and at the same time professionally interesting way. S4 - the student is able to function in international professional discourse and study and present the results of their research in the world language.	
<b>Competencies</b> C2 - s / he is able to independently identify and assess the ethical and social aspects of research work, with knowledge of the strict principles of scientific integrity.	
<u>Verification method:</u> S4: elaboration of continuous assignments (40 points); S3, K2: active discussions during seminars and final presentation of the research topic as agreed (60 points).	
<b>Course Description:</b> 1. Introduction and "small talk". 2. Email communication. 3. Motivational letter and curriculum vitae. 4. Conference, posing questions, discussion. 5. Abstract. 6. - 7. Professional text (structure, basic phrases, tips). 8. - 9. Professional presentations (demonstrations, classification, basic phrases, presentation). 10. - 13. Student presentations.	
<b>Literature:</b> <i>English Communication Skills for Professionals in Research and Science.</i> Institute for Foreign Language Studies, Slovak Academy of Sciences. WALLWORK, A.: <i>English for Academic Research: Grammar Exercises.</i> New York: Springer 2016.	

WALLWORK, A.: *English for Academic Research: Grammar, Usage and Style*. New York: Springer 2016.

WALLWORK, A.: *English for Academic Research: Vocabulary Exercises*. New York: Springer 2016.

WALLWORK, A.: *English for Interacting on Campus*. New York: Springer 2016.

WALLWORK, A.: *English for Presentations at International Conferences*. New York: Springer 2016.

WALLWORK, A.: *English for Writing Research Papers*. New York: Springer 2016.

**Language:** English

**Notes:**

**Evaluation:**

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

**Instructor:**

doc. Mgr. Eugen Zeleňák, PhD.

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek



<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> KF/01F40005W/17	<b>Course Title:</b> Doctoral Students' Seminar 3
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 5	
<b>Recommended Semester:</b> 3	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> In total, it is necessary to obtain a rating of at least 60% of the following activities: <ul style="list-style-type: none"> <li>• essay writing, overall evaluation 80%,</li> <li>• presentation of an essay at a seminar, verbal evaluation from a five-point scale, 10% evaluation,</li> <li>• active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation.</li> </ul>	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K1 S/he knows in detail current domestic and foreign discussions and polemics in the field of the topic of his dissertation in the field of philosophy. K2 S/he understands in depth the key problems, hypotheses and solutions in the field of the topic of his dissertation in the field of philosophy. K3 S/he has mastered the relevant principles and methods of research work that respects scientific integrity.	
<u>Verification method:</u> Essay writing, overall evaluation 80%	
<b>Skills</b> S1 S/he can creatively formulate, test and implement new hypotheses and arguments that respond to ongoing discussions in the field. S2 S/he is able to systematically grasp and critically respond to research questions and solutions currently analyzed in the topic of his dissertation. S3 S/he can present problems, solutions and arguments in the field of the topic of his / her dissertation in an accessible and at the same time professionally interesting way.	
<u>Verification method:</u> Essay presentations at the seminar, verbal evaluation from a five-point scale, 10% evaluation	
<b>Competencies</b> C 1 S/he can apply his / her knowledge and skills in an independent and creative research work in the topic of his / her dissertation. C 3 S/he can design a meaningful project, contribute to its implementation and work in a team related to the topic of the dissertation.	
<u>Method of verification:</u>	

Active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation

**Course Description:** 1.-13. Presentation and discussion of pre-submitted contributions of doctoral students related to the topic of their dissertations and other teachers. Development of argumentation skills in the debate on philosophical problems related to dissertation topics. Introducing the structure of the dissertation, forming a thesis and developing its rationale. Identification of shortcomings of argumentation and methodology in dissertation projects. Dissertation project preparation.

**Literature:**

MARTINICH, A. P.: *Philosophical Writing*. Malden-Oxford: Blackwell, 2005.  
FINN, S. J., CASE, C., UNDERWOOD, B., ZUCK, J.: *Philosophical Skills Book. Exercises in Philosophical Thinking, Reading and Writing*. London-New York: Continuum, 2012.  
VAUGH, Willis: *Writing Philosophy. A Students's Guide to Writing Philosophy Essays*. New York: Oxford University Press, 2006.  
COTTRELL, S.: *Critical Thinking Skills. Developing Effective Analysis and Argument*. Basingstoke: Palgrave MacMillan, 2011.  
HRKÚT, J.: *Čítať a myslieť. Stratégie a metódy rozvoja kompetentného čítania a kritického myslenia*. Ružomberok: Vydavateľstvo VERBUM, 2021.  
KOSTURKOVÁ, M., FERENCOVÁ, J.: *Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie a organizovanie poznatkov*. Bratislava: Wolters Kluwer, 2019.  
SCHMIDT, M., ŠEDÍK, M., TALIGA, M.: *Ako správne argumentovať, písať a diskutovať*. Banská Bystrica: Belianum, 2018.  
SPITZER, M. J.: Seven Modest Tips on Publishing. In: *PS – Political Science and Politics*, vol. 38, 2005, No. 4, s. 746-747.

**Language:** Slovak and English

**Notes:**

**Evaluation:**

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

**Instructor:**

supervisor

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> <i>vyplní FF KU</i>	<b>Course Title:</b> Contemporary Issues of Philosophy
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): 2/0 teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 3	
<b>Recommended Semester:</b> 3	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> In total, it is necessary to obtain at least 60 out of 100 points: a) students actively participate in lectures, during which there are also discussions on the topics taught (20 points), b) students finally present a selected current philosophical topic, argument or publication in the field of their expertise (80 points).	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K1 - the student knows in detail current domestic and foreign discussions and polemics in the field of the topic of his dissertation in the field of philosophy.  K2 - the student understands in depth the key problems, hypotheses and solutions in the field of the topic of his dissertation in the field of philosophy.	
<b>Skills</b> S3 - the student is able to present problems, solutions and arguments from the area of his / her expertise in an accessible and at the same time professionally interesting way.	
<b>Method of verification:</b> K1, K2: the student demonstrates this during the lessons in discussions with teachers and classmates (20 points); K1, K2, S3: at the end the student presents a current philosophical topic, argument or publication in the field of his expertise (80 points).	
<b>Course Description:</b> 1. - 13. The course consists of lectures, during which teachers present current issues discussed in contemporary philosophy. The topics of the lectures are currently discussed topics, arguments, opinions or publications that move the development within the areas of philosophy, which individual teachers (usually supervisors of doctoral students attending lectures) deal with. Specific topics, arguments, and publications discussed during the lectures will be determined each year, as the goal will be to introduce doctoral students to truly current issues of philosophy. However, examples can be mentioned: postnarrativism in the philosophy of history, issues of non-nationalism, philosophy as conceptual engineering, consciousness and cognitive processes in animals, deontological oppositionism in the democratic regulation of hate speech, protection of historical memory versus freedom of speech), deductive and evidence arguments in the analytical philosophy of religion, approaches to the definition of art in contemporary aesthetics.	
<b>Literature:</b>	

The literature will vary according to the current topics, arguments and publications presented.

ANDREWS, K.: *How to Study Animal Minds*. Cambridge: Cambridge University Press, 2020.

ANDREWS, K., BECK, J. (eds.): *The Routledge Handbook of Philosophy of Animal Minds*. New York: Routledge, 2017.

AUDI, R. (2011) *Rationality and Religious Commitment*. Oxford: Oxford University Press, 2011.

BURGESS, A., CAPPELEN, H., PLUNKETT, D.: *Conceptual Engineering and Conceptual Ethics*. Oxford: Oxford University Press, 2019.

CARROLL, N.: *Theories of Art Today*. Wisconsin: The University of Wisconsin Press, 2000.

CRAIG, W. L., MORELAND, J. P. (eds.): *The Blackwell Companion to Natural Theology*. Oxford: Wiley-Blackwell, 2009.

FRONZA, E.: *Memory and Punishment: Historical Denialism, Free Speech and the Limits of Criminal Law*. Berlin: Springer, 2018.

GOODMAN, N.: The Way the World Is. *The Review of Metaphysics*, Vol. 14, No. 1, 1960, pp. 48-56.

HEINZE, E.: *Hate Speech and Democratic Citizenship*. Oxford : Oxford University Press, 2016.

KUUKKANEN, J.-M.: *Postnarrativist Philosophy of Historiography*. London: Palgrave Macmillan, 2015.

LAMARQUE, P.: *Work & Object. Explorations in the Metaphysics of Art*. Oxford: Oxford University Press, 2010.

ROTH, P. A.: *The Philosophical Structure of Historical Explanation*. Evanston, Ill.: Northwestern University Press, 2020.

**Language:** English

**Notes:**

**Evaluation:**

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

**Instructor:**

doc. Mgr. Eugen Zeleňák, PhD.

doc. Mgr. Pavol Labuda, PhD.

doc. Mgr. Ján Hrkút, PhD.

doc. Mgr. et Mgr. Marian Kuna, MA, MPhil, PhD.

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> KF/01F40008W/17	<b>Course Title:</b> Doctoral Students' Seminar 4
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 5	
<b>Recommended Semester:</b> 4	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> In total, it is necessary to obtain a rating of at least 60% of the following activities: <ul style="list-style-type: none"> <li>• essay writing, overall evaluation 80%,</li> <li>• presentation of an essay at a seminar, verbal evaluation from a five-point scale, 10% evaluation,</li> <li>• active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation.</li> </ul>	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K1 S/he knows in detail current domestic and foreign discussions and polemics in the field of the topic of his dissertation in the field of philosophy. K2 S/he understands in depth the key problems, hypotheses and solutions in the field of the topic of his dissertation in the field of philosophy. K3 S/he has mastered the relevant principles and methods of research work that respects scientific integrity.	
<u>Verification method:</u> Essay writing, overall evaluation 80%	
<b>Skills</b> S1 S/he can creatively formulate, test and implement new hypotheses and arguments that respond to ongoing discussions in the field. S2 S/he is able to systematically grasp and critically respond to research questions and solutions currently analyzed in the topic of his dissertation. S3 S/he can present problems, solutions and arguments in the field of the topic of his / her dissertation in an accessible and at the same time professionally interesting way.	
<u>Verification method:</u> Essay presentations at the seminar, verbal evaluation from a five-point scale, 10% evaluation	
<b>Competencies</b> C 1 S/he can apply his / her knowledge and skills in an independent and creative research work in the topic of his / her dissertation. C 3 S/he can design a meaningful project, contribute to its implementation and work in a team related to the topic of the dissertation.	
<u>Method of verification:</u>	

Active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation

**Course Description:** 1.-13. Presentation and discussion of pre-submitted contributions of doctoral students related to the topic of their dissertations and other teachers. Development of argumentation skills in the debate on philosophical problems related to dissertation topics. Introducing the structure of the dissertation, forming a thesis and developing its rationale. Identification of shortcomings of argumentation and methodology in dissertation projects. Dissertation project preparation.

**Literature:**

MARTINICH, A. P.: *Philosophical Writing*. Malden-Oxford: Blackwell, 2005.  
FINN, S. J., CASE, C., UNDERWOOD, B., ZUCK, J.: *Philosophical Skills Book. Exercises in Philosophical Thinking, Reading and Writing*. London-New York: Continuum, 2012.  
VAUGH, Willis: *Writing Philosophy. A Students's Guide to Writing Philosophy Essays*. New York: Oxford University Press, 2006.  
COTTRELL, S.: *Critical Thinking Skills. Developing Effective Analysis and Argument*. Basingstocke: Palgrave MacMillan, 2011.  
HRKÚT, J.: *Čítať a myslieť. Stratégie a metódy rozvoja kompetentného čítania a kritického myslenia*. Ružomberok: Vydavateľstvo VERBUM, 2021.  
KOSTURKOVÁ, M., FERENCOVÁ, J.: *Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie a organizovanie poznatkov*. Bratislava: Wolters Kluwer, 2019.  
SCHMIDT, M., ŠEDÍK, M., TALIGA, M.: *Ako správne argumentovať, písať a diskutovať*. Banská Bystrica: Belianum, 2018.  
SPITZER, M. J.: Seven Modest Tips on Publishing. In: *PS – Political Science and Politics*, vol. 38, 2005, No. 4, s. 746-747.

**Language:** Slovak and English

**Notes:**

**Evaluation:**

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

**Instructor:** supervisor

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> KF/01F400011W/17	<b>Course Title:</b> Doctoral Students' Seminar 5
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 5	
<b>Recommended Semester:</b> 5	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> In total, it is necessary to obtain a rating of at least 60% of the following activities: <ul style="list-style-type: none"> <li>• essay writing, overall evaluation 80%,</li> <li>• presentation of an essay at a seminar, verbal evaluation from a five-point scale, 10% evaluation,</li> <li>• active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation.</li> </ul>	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K1 S/he knows in detail current domestic and foreign discussions and polemics in the field of the topic of his dissertation in the field of philosophy. K2 S/he understands in depth the key problems, hypotheses and solutions in the field of the topic of his dissertation in the field of philosophy. K3 S/he has mastered the relevant principles and methods of research work that respects scientific integrity.	
<u>Verification method:</u> Essay writing, overall evaluation 80%	
<b>Skills</b> S1 S/he can creatively formulate, test and implement new hypotheses and arguments that respond to ongoing discussions in the field. S2 S/he is able to systematically grasp and critically respond to research questions and solutions currently analyzed in the topic of his dissertation. S3 S/he can present problems, solutions and arguments in the field of the topic of his / her dissertation in an accessible and at the same time professionally interesting way.	
<u>Verification method:</u> Essay presentations at the seminar, verbal evaluation from a five-point scale, 10% evaluation	
<b>Competencies</b> C 1 S/he can apply his / her knowledge and skills in an independent and creative research work in the topic of his / her dissertation. C 3 S/he can design a meaningful project, contribute to its implementation and work in a team related to the topic of the dissertation.	
<u>Method of verification:</u>	

Active participation in discussions, verbal evaluation from a five-point scale, 10% evaluation

**Course Description:** 1.-13. Presentation and discussion of pre-submitted contributions of doctoral students related to the topic of their dissertations and other teachers. Development of argumentation skills in the debate on philosophical problems related to dissertation topics. Introducing the structure of the dissertation, forming a thesis and developing its rationale. Identification of shortcomings of argumentation and methodology in dissertation projects. Dissertation project preparation.

**Literature:**

MARTINICH, A. P.: *Philosophical Writing*. Malden-Oxford: Blackwell, 2005.  
FINN, S. J., CASE, C., UNDERWOOD, B., ZUCK, J.: *Philosophical Skills Book. Exercises in Philosophical Thinking, Reading and Writing*. London-New York: Continuum, 2012.  
VAUGH, Willis: *Writing Philosophy. A Students's Guide to Writing Philosophy Essays*. New York: Oxford University Press, 2006.  
COTTRELL, S.: *Critical Thinking Skills. Developing Effective Analysis and Argument*. Basingstocke: Palgrave MacMillan, 2011.  
HRKÚT, J.: *Čítať a myslieť. Stratégie a metódy rozvoja kompetentného čítania a kritického myslenia*. Ružomberok: Vydavateľstvo VERBUM, 2021.  
KOSTURKOVÁ, M., FERENCOVÁ, J.: *Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie a organizovanie poznatkov*. Bratislava: Wolters Kluwer, 2019.  
SCHMIDT, M., ŠEDÍK, M., TALIGA, M.: *Ako správne argumentovať, písať a diskutovať*. Banská Bystrica: Belianum, 2018.  
SPITZER, M. J.: Seven Modest Tips on Publishing. In: *PS – Political Science and Politics*, vol. 38, 2005, No. 4, s. 746-747.

**Language:** Slovak and English

**Notes:**

**Evaluation:**

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

**Instructor:** supervisor

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek



<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> <i>vyplní FF KU</i>	<b>Course Title:</b> Study or Research Mobility
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): it depends on the given mobility teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 10	
<b>Recommended Semester:</b> 1. – 6.	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> Doctoral student should: a) complete courses as arranged with the supervisor and the home institution, if it is a study mobility, b) make a progress in the work on dissertation, if it is a research mobility.	
<b>Learning Outcomes:</b>	
<b>Skills</b> S1 – the student is able to articulate, test and implement in an innovative way new hypotheses and arguments, which draw on ongoing discussions in the field.  S2 – the student is capable to systematically grasp and to discuss critically research questions and solutions analyzed in the area of his/her specialization.  S4 – the student is capable of joining international scholarly discussions and to study and to present outcomes of his/her research in a foreign language.	
<b>Competencies</b> C1 – the student is able to apply his/her knowledge and skills within the framework of independent and innovative research.  C3 – the student is able to design a meaningful research project, to help with its realization and to work in a project team.	
<b>Method of verification:</b> S1, S2, S3, C1, C3: students show progress in their work on dissertation or in their studies after returning back from mobility.	
<b>Course Description:</b> After arrangement is made with his/her supervisor and home institution, the student carries out a study or research mobility. In case of a study mobility, the student focuses on completing courses relevant for his/her area and specialization and dissertation thesis. In case of a research mobility, the student focuses on individual research, studying literature and consultations with experts on the topics of his/her dissertation thesis.	
<b>Literature:</b> It depends on the area of specialization of the student.	
<b>Language:</b> It depends on the given mobility.	
<b>Notes:</b>	

**Evaluation:**

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

**Instructor:** supervisor**Last Modification:** 14. 3. 2022**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> KF/01F40009Y/17	<b>Course Title:</b> Philosophy of Language
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): 2/1 teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 3	
<b>Recommended Semester:</b> 1. or 3.	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> <ul style="list-style-type: none"> <li>• 20% of the evaluation: active participation in the analysis and interpretation of texts at seminars and continuous submission of brief written reflections of the studied texts before each seminar</li> <li>• 40% evaluation: knowledge test (prerequisite: active participation in seminars)</li> <li>• 40% evaluation: final oral exam (prerequisite: successfully passed test)</li> </ul>	
<b>Learning Outcomes:</b>	
<p><b>Knowledge</b></p> <p>K1 - s/he knows in detail current domestic and international discussions and controversies in the field of his expertise from the perspective of language philosophy.</p> <p>K2 - s/he understands in depth the key problems, hypotheses and solutions in the field of his expertise in the context of the current philosophy of language.</p>	
<p><b>Skills</b></p> <p>S2 - s/he is able to systematically grasp and respond critically to research questions and solutions currently analyzed in the current philosophy of language.</p>	
<p><b>Competencies</b></p> <p>C1 - s/he can apply his knowledge and skills in independent and creative research work in the context of philosophy of language.</p>	
<p><b>Method of verification:</b></p> <ol style="list-style-type: none"> <li>1. test as a proof of general overview and understanding of the course curriculum, which is also a prerequisite for participation in the oral exam (min. 60% success rate = E).</li> <li>2. oral exam, i.e. answering questions from three different concepts of ancient philosophical thinking (at the level of at least 60% = E).</li> <li>3. written works in the form of short reflections of prescribed texts sent before the seminars.</li> </ol>	
<p><b>Course Description:</b></p> <p>The course presents the basic topics and issues of philosophy of language, addressed from the perspective of the analytical tradition of the 20th century. These are mainly questions of meaning, reference, truthfulness of statements, but also questions of ontological relativity, conceptual schemes or principles of language cooperation. During the seminars, these issues will be discussed in detail and will become a starting point for taking positions on the partial points of research projects of individual doctoral students / participants.</p>	

Topics of lectures and content of seminars (analysis and critique of selected texts FJ):

- 1.-2. **Frege** 1.-2. Frege: About meaning and denotation
- 3.-4. **Russell** 3.-4. Russell: 1st and 2nd lecture from the series Philosophy of Logical Atomism
- 5.-6. **Wittgenstein** 5.-6. Wittgenstein: Tractatus §1-4
7. **Oxford PNL** 7. Ryle: Systematically misleading expressions
- 8.-9. **Quine** 8-9. Quine: About what it is
10. **Davidson** 10. Davidson: On the very idea of the conceptual scheme
11. **Putnam** 11. Putnam: The meaning of the word "meaning"
12. **Rorty** 12. Rorty: Exploring as Recontextualization ...
13. **Chomsky** 13. Chomsky: What is language? in: What kind of creatures are we?

**Literature:**

**Mandatory - general**

PEREGRIN, J.: *Kapitoly z analytické filosofie*. Praha: Filosofia, 2005.

MARVAN, T.: *Otázka významu. Cesty analytické filosofie jazyka*. Praha: Togga, 2010.

MIKUŠIAK, M.: *Filozofia jazyka medzi logikou a psychológiou*. Trnava: TU, 2018.

**Mandatory – for the seminars**

FREGE, G.: „O zmysle a denotáte,“ in: *Filozofia* 6, 1992, 349-363.

RUSSELL, B.: „1. Fakty a propozície,“ „2. Jednotliviny, predikáty a vzťahy“, in: *Filozofia logického atomizmu*. Bratislava: Kalligram, 2004, 11-45.

WITTGENSTEIN, L.: *Tractatus logico-philosophicus*. Bratislava: Kalligram, 2004, par. 1-4.

WITTGENSTEIN, L.: *Filozofické skúmania*. Bratislava: Nakladateľstvo Pravda, par. 1-133.

RYLE, G.: „Systematicky zavádzajúce výrazy,“ in: *Filozofia prirodzeného jazyka* (ed. Marianna Oravcová). Bratislava: Archa, 1992, 35-55.

QUINE, W.: „O tom, čo je,“ in: *Z logického hľadiska*. Bratislava: Kalligram, 2006, 13-35.

DAVIDSON, D.: „O samotné myšlenke pojmového schématu,“ in: *Obrat k jazyku: druhé kolo* (ed. Jaroslav Peregrin). Praha: Filosofia, 1998, 109-125.

PUTNAM, H.: „Význam slova „význam“,“ in: *Logika 20. storočia medzi filosofií a metametikou* (ed. Jaroslav Peregrin) Praha: Filosofia, 2006, 259-323.

RORTY, R.: „Zkoumání jako rekontextualizace...,“ in: *Obrat k jazyku: druhé kolo* (ed. Jaroslav Peregrin). Praha: Filosofia, 1998, 149-171.

CHOMSKY, N.: „Co je jazyk?“ in: *Jakými tvory jsme?* Praha: Academia, 2018, 21-38.

**Language:** Slovak

**Notes:**

**Evaluation:**

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

**Instructor:** doc. Mgr. Pavol Labuda, PhD.

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> <i>vyplní FF KU</i>	<b>Course Title:</b> MacIntyre's Philosophical Project
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): 0/2 teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 3	
<b>Recommended Semester:</b> 1. or 3.	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> <b>100% written work</b> with a maximum length of 2500 words. Students are required to read and analyze each text of the required reading, identify its thesis, the argumentative structure developed to support it, and evaluate the defensibility of the overall argument. They must be able to prove this in writing upon request.	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K2 - s/he understands in depth the key problems, hypotheses and solutions in the field of its expertise in the context of topics and analyzed texts in this subject.	
<b>Skills</b> S2 - s/he is able to systematically grasp and respond critically to research questions and solutions currently analyzed in the context of topics and analyzed texts in this subject.  S4 - s/he is able to function in international professional discourse and study and present the results of his research in the world language in the context of topics and analyzed texts in this subject.	
<b>Competencies</b> C1 - s/he can apply his / her knowledge and skills in an independent and creative research work in the context of topics and analyzed texts in this subject.	
<u>Method of verification:</u> - for successful completion of the course, the student's essay must be evaluated at least 60% (i.e. level E in the ECTS system) based on the quality of understanding and analysis of the subject matter.	
<b>Course Description:</b> The course introduces the basic problems of MacIntyre's philosophy. Major topics are covered, critically analyzed and evaluated, such as the nature of morality, virtue and tradition, the problems of liberalism, relativism and the university. The internal development of his MacIntyre's project is also considered.	
<b>Seminar texts:</b> 1. Establishing the Project. MacIntyre's Meta-ethical Analysis of Modernity. AV, 6-22.	

2. Virtues, Practices, Tradition-Constituted Morality and Rationality I. AV, 181-203.
3. Virtues, Practices, Tradition-Constituted Morality and Rationality II. AV, 204-225.
4. The Notion of the Aristotelian-Thomist Tradition. WJ, 164-182.
5. MacIntyre's Thomism and the Question of Relativism. WJ, 349-369.
6. Problems with Liberalism. AV, 36-61.
7. Liberalism as an Irredeemably Flawed Tradition. WJ, 326-369.
8. Incommensurability and Superiority of Moral Traditions. WJ, 370-388.
9. The Problem of Superiority of Thomism to Liberalism. TRV, 127-148.
10. Vulnerability, Dependence, Animality. Humans as Animals. DRA, ix-xiii, 1-20.
11. Human Good, Virtues of Rational Dependence and of Acknowledged Dependence. DRA, 80-128.

**Abbreviations:**

- AV MacINTYRE, A.: *After Virtue*. UND Press, Notre Dame, IN 1985.  
 TRV MacINTYRE, A.: *Three Rival Versions of Moral Enquiry*. UND Press: ND 1990.  
 WJ MacINTYRE, A.: *Whose Justice? Which Rationality?*. UND Press: ND 1988.  
 DRA MacINTYRE, A.: *Dependent Rational Animals*. Open Court: Peru, Illinois, 1999.

**Literature:**

- BALLARD, B. W.: *Understanding MacIntyre*. University Press of America, New York 2000.  
 D'ANDREA, T.: *Tradition, Rationality, and Virtue*. Ashgate Publi. Ltd., Aldershot, 2006.  
 HORTON, J. & MENDUS, S. (eds.): *After MacIntyre*. Polity Press, Cambridge 1994.  
 KNIGHT, K.: *Aristotelian Philosophy. Ethics and Politics from Aristotle to MacIntyre*. Polity, Cambridge, 2007.  
 KNIGHT, K. (ed.): *The MacIntyre Reader*. UND Press, Notre Dame IN 1998.  
 LUTZ, S.: *Tradition in the Ethics of Alasdair MacIntyre*. Lanham: Lexington Books 2004.  
 MACINTYRE, A. *After Virtue*. London: Duckworth, 1981.  
 MACINTYRE, A. *Whose Justice? Which Rationality?* Notre Dame: NDU Press, 1988.  
 MACINTYRE, A. *Dependent Rational Animals*. Peru, IL: Rowman and Littlefield, 1999.  
 MULHALL, S. & SWIFT, A. *Liberals and Communitarians*. Blackwell, Oxford 1992.

**Language:** English

**Notes:**

**Evaluation:**

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

**Instructor:** doc. Mgr. et Mgr. Marian Kuna, MA, MPhil, PhD.

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> <i>vyplní FF KU</i>	<b>Course Title:</b> Contemporary Moral and Legal Philosophy
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): 2/1 teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 3	
<b>Recommended Semester:</b> 1. or 3.	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> <b>50% oral exam</b> (condition is test - min. 10 out of 14 points) <b>50% written work</b> (max. 2500, abstract max. 100 words). Completion of the seminar: active participation (obligation: analytical summary of the text for the given lesson) + written work (its working version - abstract + approx. 50% of the work - must be submitted by the 7th week of the semester).	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K1 - s/he knows in detail the current domestic and foreign discussions and controversies in the field of his expertise in the context of current moral and legal philosophy.	
<b>Skills</b> S1 - s/he can creatively formulate, test and implement new hypotheses and arguments that respond to ongoing discussions in the context of current moral and legal philosophy.  S2 - s/he is able to systematically grasp and respond critically to research questions and solutions currently analyzed in the context of current moral and legal philosophy.	
<b>Competencies</b> C1 - s/he can apply his/her knowledge and skills in independent and creative research in the context of contemporary moral and legal philosophy.	
<u>Method of verification:</u> 1. <b>test</b> - prerequisite for participation in the oral exam - min. 10 out of 14 points. 2. <b>oral exam</b> - answering the drawn question at the level of min. 60% (min on E). 3. <b>written work</b> - overall evaluation min. 60% (min on E).	
<b>Course Description:</b> The course introduces the basic representatives and topics of contemporary moral and legal philosophy. <u>In the field of ethics</u> , these are mainly two thematic areas of English-language ethics of the 20th century: (1) metaethical research - the problem of the possibility and nature of moral knowledge through the presentation of basic argumentation positions; (2) examination of normative ethics - in general and on the example of Alasdair MacIntyre's ethics. Topics: metaethics: ethics and modern challenges to it, language of morality and	

metaethics, intuitivism, emotivism and universal prescriptivism (Moore, Ayer, Stevenson, Hare), naturalism and rationalism (Foot, Geach, Searle, Gewirth), realism and antirealism, against epistemology, relativism, feminism, historicism, tradition (Rorty, Mackie, Wong, Gilligan, MacIntyre) and normative ethics: the concept of normative ethics and its types, consequentialist ethics and deontological ethics and virtue ethics. In the field of philosophy of law, it is mainly the philosophy of human rights. Over the last century, the term "human rights" has become the language of choice to express the kind of basic protection against social, legal and political abuse that belongs to people everywhere. Despite the ease with which the term is currently used, a wide-ranging philosophical debate on the nature, basis and extent of human rights persists. The course examines a wide range of open-ended questions about the idea of human rights. What distinguishes human rights from other types of rights? What people have human rights for - what are the foundations of these rights? Do any of these rights have an aspiration character (such as "manifest rights") rather than enforceable claims? Which actors are obliged to respect human rights? And what human rights do we have? Are there any enforceable socio-economic and environmental human rights? If so, what do the rich owe to the world's poor in terms of human rights? Under what conditions, if any, does national human rights violations justify any form of international intervention? Finally, what are the main criticisms leveled at the prevailing discourse on human rights and to what extent are these criticisms credible? Can human rights defend their universal claims, or should we see them as an expression of unequivocally Western values? These issues will be addressed by studying key texts of contemporary thinkers in the analytical tradition (including Onora O'Neill, Jürgen Habermas, James Griffin, Charles Taylor and Joseph Raz) and occasional comparisons with declarations and human rights conventions. Students should gain an understanding of the role and limits of the idea of human rights and with a better understanding of the philosophy of law in general.

**Literature:**

Contemporary moral philosophy

- A. Anzenbacher, *Úvod do etiky*, Praha 1994, s. 248-273.  
P. Kolář, J. Svoboda, *Logika a etika. Úvod do metaetiky*. Filosofia, Praha 1997.  
M. Kuna, *Etika a politika v perspektíve Alasdaira MacIntyry*. FF KU. Ružomberok 2010.  
M. Kuna, *Úvod do etiky cnosti*. FF KU. Ružomberok 2010.  
A. MacIntyre, *Ztráta ctnosti*. Praha, Oikúmené, 2004.  
F. Ricken, *Obečná etika*. Oikúmené, Praha 1995, s. 11-61.  
Z. Palovičová, "Etika cnosti a dobrého života". In: A. Remišová (ed.): *Dejiny etického myslenia v Európe a USA*. Bratislava: Kalligram 2008, s. 728-755.  
D. Smreková – Z. Palovičová, *Dobro a cnosť*. Bratislava: Iris 2003.

Contemporary legal philosophy

- FINNIS, J.: *Prirodzený zákon a prirodzené práva*. Kalligram: Bratislava 2019.  
FULLER, L.: *Morálka práva*. Oikúmené, Praha 1998.  
HART, H.L.A.: *Pojem práva*. Prostor, Praha 2004.  
HOLLÄNDER, P.: *Filosofie práva*. Aleš Čeněk: Plzeň 2012.  
PRUSÁK, J.: *Teória práva*. VO PF UK: Bratislava 1995.  
SOBEK, T., HAPLA, M. a kol.: *Filosofie práva*. Nugis Finem Publishing: Brno 2020.  
SUTOR, B.: *Politická etika*. Dobrá kniha: Trnava 1999.

**Language:** Slovak

**Notes:**

**Evaluation:**

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



<b>Instructor:</b> doc. Mgr. et Mgr. Marian Kuna, MA, MPhil, PhD.
<b>Last Modification:</b> 14. 3. 2022
<b>Approved by:</b> Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> <i>vyplní FF KU</i>	<b>Course Title:</b> Environmental Philosophy
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): 0/2 teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 3	
<b>Recommended Semester:</b> 1. or 3.	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> In total, it is necessary to obtain at least 60 out of 100 points: a) students actively participate in seminars, during which they first discuss the texts and topics covered and later present their papers (40 points), b) students finally prepare an argumentative essay or project (60 points).	
<b>Learning Outcomes:</b>	
<b>Skills</b> S1 - the student is able to formulate, test and implement new hypotheses and arguments in a creative way that respond to ongoing discussions in environmental philosophy. S2 - the student is able to systematically grasp and respond critically to research questions and solutions currently analyzed in the field of environmental philosophy.	
<b>Competencies</b> C1 - the students can apply their knowledge and skills in independent and creative research work.	
<u>Method of verification:</u> S1, S2, C1: active discussions at seminars, preparation of papers (40 points) and argumentative essay or project (60 points).	
<b>Course Description:</b> 1. Introduction to environmental philosophy. 2. Anthropocentrism. 3. Biocentrism. 4. Animals and food. 5. Biodiversity. 6.-7. Economy and environment. 8.-9. <i>Laudato Si'</i> . 10. Paper and argumentative essay. 11.-13. Presentations of papers on selected topics in environmental philosophy.	
<b>Literature:</b> FRANTIŠEK: Encyclical Letter <i>Laudato Si'</i> of the Holy Father Francis: On Care for Our Common Home. Vatican Press, 2015. JAMES, S. P.: <i>Environmental Philosophy: An Introduction</i> . Malden: Polity Press, 2015. KOHÁK, E.: <i>Zelená svatožář. Kapitoly z ekologické etiky</i> . Praha: SLON, 1998. LEOPOLD, A.: <i>A Sand County Almanac</i> . New York: Oxford University Press, 1949. ONDOK, J. P.: <i>Člověk a příroda. Hledání etického vztahu</i> . Kostelní Vydří: Karmelitánské nakladatelství, 1998. SARKAR, S: <i>Biodiversity and Environmental Philosophy: An Introduction</i> . Cambridge: Cambridge University Press, 2005. SINGER, P.: <i>Animal Liberation</i> . Harper Collins, 2009.	

SKOLIMOWSKI, H.: *Živá filozofia. Ekofilozofia ako strom života*. Prešov: Slovacontact, 1992.

ŠPIRKO, D.: *Základy environmentálnej filozofie*. Bratislava: STU, 1999.

Texts available in e-learning course in LMS Moodle.

**Language:** Slovak and English

**Notes:**

**Evaluation:**

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

**Instructor:** doc. Mgr. Eugen Zeleňák, PhD.

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> KF/01F400010Y/17	<b>Course Title:</b> Analytic Metaphysics
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): 2/1 teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 3	
<b>Recommended Semester:</b> 2. or 4.	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> the written test can be taken only after the submission of the seminar work a) 20% class activity and preparation for them (10% A4 essay for each seminar hour, 10% seminar discussion activity) b) 10% seminar work (8,000-11,000 characters) c) 70% written test (it is necessary to get 11 out of 20 points)	
Learning Outcomes:	
Knowledge	
K1 - The student has detailed knowledge of categorical, conceptual and methodological apparatus in analytic metaphysics and current discussions about them.	
K2 - The student deeply understands knowledge and problems in analytic metaphysics.	
K3 - The student knows the principles of research in the field of analytic metaphysics and its methods that respect scientific integrity.	
<u>Verification method:</u> written test (you need to get 11 out of 20 points)	
Skills	
S1 - The student is able to formulate, test and apply new hypotheses and arguments that respond to the current discussion in analytic metaphysics.	
S2 - The student is able to systematically grasp and critically respond to research questions, problems and solutions in the field of analytic metaphysics.	
S4 - The student is able to draw on resources, perform and defend their solutions in international discourse in the world language.	
<u>Verification method:</u> Essay presentations at the seminar, verbal evaluation from a five-point scale	
Competencies	
C1 - The student is able to apply their knowledge and skills in the field of analytic metaphysics in independent and creative research activities.	

C2 - The student is able to independently assess and evaluate the ethical and social aspects of their research work in the field of analytic metaphysics by applying the principles of scientific integrity.

C3 - The student is able to design a meaningful project in the field of analytic metaphysics with the involvement of other participants and postulate and solve them as a team.

Verification method:

Active participation in the seminar and flexible response

**Course Description:**

1. Basic directions of analytic metaphysics. 2. The problem of the universals. 3. Tropes. 4. Predication. 5. Existence. 6. Modality. 7. Identity. 8. Individuality. 9. Things. 10. Properties. 11 Events. 12. Facts. 13. States of affairs.

**Literature:**

STRAWSON P.F.: *Individuá. Esej o deskriptívnej metafyzike*. Bratislava: Iris, 1997.

CARR, B.: *Úvod do metafyziky*. Bratislava: Iris, 2004.

QUINE, W.V.O., Ontologická relativita. In: PEREGRIN, J. (ed): *Obrat k jazyku. Druhé kolo*. Filozofia, Praha 1998, s. 47 – 82.

TICHÝ, P. : Jednotliviny a ich roly, I-IV. *Organon F* 1 (1994) 1-4.

STRAWSON, P.F.: Individuá. In: *Organon F* 4 ( 1997)1, s. 39-58.

SOUSEDÍK, S.: Aristotelské pojetí individua v dnešní filosofické diskusi. *Organon F* 7 (2000)1, s. 1-12.

SOUSEDÍK, S. CMOREJ. P.: O Aristotelovskom chápaní predikácie. *Organom F* 7 (2000) 4, s. 437 – 454; 8 (2001) 1, s. 40-55; 9 (2002) 3, s. 308-327.

SCHMIDT. M.: Metafyzika Wittgensteinovho Traktátu. *Organon F* 8(2001)2, s. 131-149.

LOWE, E. J.: *A Survey of Metaphysics*. Oxford: Oxford University Press, 2002.

**Language:** Slovak

**Notes:**

**Evaluation:**

Assessed students in total: 8

A	B	C	D	E	FX
25.00	50.00	12.50	12.50	-	-

**Instructor:** Prof. Dr. Phil. fac. theol. Peter Volek

**Last Modification:** 14. 3. 2022

**Approved by:** Prof. Dr. Phil. fac. theol. Peter Volek

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> <i>vyplní FF KU</i>	<b>Course Title:</b> Analytic Aesthetics
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): 1/2 teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 3	
<b>Recommended Semester:</b> 2. or 4.	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b>	
<b>Course Requirements:</b> <b>50% written test</b> <b>50% oral exam</b> Completion of the seminar: active participation (obligation: analytical summary of the text for the given lesson)	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K1 - s/he knows in detail current domestic and international discussions and controversies in the field of contemporary analytic aesthetics.	
<b>Skills</b> S1 - s/he can creatively formulate, test and implement new hypotheses and arguments that respond to ongoing discussions in the context of current analytic aesthetics.  S3 - s/he is able to present problems, solutions and arguments from the field of contemporary analytic aesthetics to the layman in an accessible and at the same time professionally interesting way.	
<b>Competencies</b> C1 - s/he can apply his knowledge and skills in independent and creative research work.	
<u>Method of verification:</u> written exam oral examination active work in seminars (preparation in advance - analytical summary of the text for the given lesson)	
<b>Course Description:</b> The 'turn to language' has taken place in aesthetics (philosophy of art) mainly in Anglo-American philosophy since the 1950s. This new tendency carries with it the characteristic features of anti-essentialism, the problematization of descriptive theories of art, the opening of normative approaches, and especially the search for new solutions to the question of the definition of art. At present, the tradition of analytic aesthetics is a discussed platform for solving the issue of the definition of art, while not avoiding methodological and conceptual criticism of one's own approach. The subject Analytic Aesthetics aims to present, interpret and critically evaluate this	

platform; these goals can be achieved on the basis of solid work with basic texts that define and represent the analytic tradition. The student acquires argumentation skills and methods, develops the ability to formulate their own assessment of the persuasiveness of argumentation in the field of art definition.

### Seminar texts

From the book: *Co je umění? Texty angloamerické estetiky 20. století.* (eds. T. Kulka – D. Ciporanov) Praha, 2010. [okrem 2.]

1. Ako definovať umenie? / D. Ciporanov, 17-43
2. Úloha definovať umelecké dielo. / P. Ziff, 39-54 [In: *Estetika na prelomu milénia. Vybrané problémy súčasnej estetiky* (ed. P. Zahrádka). Brno, 2010, s. 39-54.]
3. Úloha teórie v estetike. M. Weitz, 51 – 64
4. Rodové podobnosti a zovšeobecňovanie v umení. / M. Mandelbaum, 65 – 85
5. Svet umenia. / A. Danto, 95 – 111
6. Čo je umenie? Inštitucionálna analýza. / G. Dickie, 113 – 132
7. Definovať umenie historicky. / J. Levinson, 133 – 157
8. O definovaní umenia. / T. Diffey, 193 – 204
9. Kedy je umenie? / Goodman, 255 – 267

### Literature:

*Co je umění? Texty angloamerické estetiky 20. století.* (eds. T. Kulka – D. Ciporanov) Praha, 2010.

*Estetika na prelomu milénia. Vybrané problémy súčasnej estetiky* (ed. P. Zahrádka). Brno, 2010.

GOMBRICH, E.: *Umění a iluze*. Praha: Odeon, 1985.

GOODMAN, N.: *Způsoby svět tvorby*. Bratislava: Archa, 1996.

GOODMAN, N.: *Jazyky umění. Nástin teorie symbolů*. Praha: Academia, 2007.

GOODMAN, N.: Sedm výhrad proti podobnosti. *Aluze*. č.11/2008, s. 65-70.

HRKÚT, J.: Nelson Goodman a otázka realizmu. *Filosofický časopis*. Roč. 60, mim. č. 1 (2012), s. 55-64.

HRKÚT, J.: Estetická normativita a realizmus. *Filozofia*. Roč. 67, č. 5 (2012), s. 353-361.

HRKÚT, J.: Aspektualizmus a problém realizmu v analytickej filozofii umenia. *Organon F*. Roč. 21, č. 2 (2014), s. 168-179.

HRKÚT, J.: Metaestetické riešenie sporu klasifikačného a hodnotiaceho pojmu umenia u Eddyho Zemacha. *Filozofia*. Roč. 73, č. 5 (2018), s. 378-388.

HRKÚT, J.: Goodman a Gombrich o povahe obrazovej reprezentácie a realizme zobrazenia. *Filozofia*. Roč. 76, č. 1, (2021), s. 31-45

HRKÚT, J.: Ako nám v ontológii umenia pomôže odlíšenie diela a objektu? (Lamarque o fyzikálnych a kultúrnych objektoch). *ESPEs: Journal of Society for Aesthetics in Slovakia and Institute of Aesthetics and Art Culture*, Roč. 7, č. 1 (2018), s. 2-9.

NIEDERLE, R.: *Pojmy estetiky: Analytický prístup*. Brno, 2010.

Umění, krása, šeredno. Texty z estetiky 20. století. (ed. V. Zuska) Praha: Karolinum, 2003.

**Language:** Slovak

**Notes:**

**Evaluation:**

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

<b>Instructor:</b> doc. Mgr. Ján Hrkút, PhD.
--

<b>Last Modification:</b> 14. 3. 2022
---------------------------------------

<b>Approved by:</b> Prof. Dr. Phil. fac. theol. Peter Volek
---



<b>University:</b> Catholic University in Ruzomberok					
<b>Faculty:</b> Faculty of Arts and Letters					
<b>Course Code:</b> <i>vyplní FF KU</i>			<b>Course Title:</b> Course Offered by Another Unit		
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): Depend on the chosen course teaching method: on-site / online / hybrid					
<b>ECTS Credits:</b> Depend on the chosen course					
<b>Recommended Semester:</b> 1. – 4.					
<b>Level of Study:</b> III.					
<b>Prerequisites:</b>					
<b>Course Requirements:</b> Depend on the chosen course					
<b>Learning Outcomes:</b> Depend on the chosen course					
<b>Course Description:</b> The student chooses a course from the offer of another academic unit at FAL CU, at CU or at another institution, which can support interdisciplinarity within the doctoral study. The course syllabus depends on the specific course.					
<b>Literature:</b> Depend on the chosen course					
<b>Language:</b> Depend on the chosen course					
<b>Notes:</b>					
<b>Evaluation:</b>					
A	B	C	D	E	FX
A	b	c	d	e	f
<b>Instructor:</b> Depend on the chosen course					
<b>Last Modification:</b> 14. 3. 2022					
<b>Approved by:</b> Prof. Dr. Phil. fac. theol. Peter Volek					

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> KF/01F400012W/17	<b>Course Title:</b> Dissertation exam
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): N/A teaching method: on-site / online / hybrid – N/A	
<b>ECTS Credits:</b> 30	
<b>Recommended Semester:</b> 2. – 3. semester	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b> They are defined in an individual study plan that respects the doctoral study directive.	
<p><b>Course Requirements:</b> The conditions are the submitted written work for the dissertation exam and the successful dissertation exam (consisting of the oral part and the defense of the written work for the dissertation exam) carried out before the commission. An opponent, who is an expert with at least a PhD, prepares a review on the written work for the dissertation exam - and s/he does not work at the doctoral student's workplace. The commission decides on the result of the dissertation examination in a closed session by a majority of votes of the members present. The overall result is evaluated with classification levels A to Fx (A - excellent, B - very good, C - good, D - satisfactory, E - sufficient, FX - insufficient). A doctoral student who has failed the examination may resit for the examination only once, at the latest by the end of the penultimate year of the standard length of doctoral study.</p>	
<p><b>Learning Outcomes:</b></p> <p><b>Knowledge</b> K1 - the doctoral student has comprehensive knowledge and deeply understands the problems and discussions related to the topic of the dissertation.</p> <p><b>Skills</b> S1 - the doctoral student demonstrates the ability to formulate and design their own scientific text in accordance with the strict principles of scientific integrity.</p> <p><b>Competencies</b> C1 - the doctoral student is able to clearly and eruditely present the results of their work and lead a professionally based controversy about them.  C2 - the doctoral student is prepared for independent scientific and creative activity in the field of research and development.</p> <p>Verification method / method: K1: the doctoral student answers questions within the oral part of the dissertation exam; S1, C2: the doctoral student proves this in his / her written work for the dissertation exam; C1, C2: the doctoral student presents his / her work during the defense and discusses with the opponent and the members of the commission.</p>	
<b>Course Description:</b>	

The subject is framed by the valid directive on doctoral studies. The dissertation examination consists of 1) an oral part and 2) the defense of a written work for the dissertation examination. 1) The subjects of the oral part of the exam are determined by the dean on the basis of the proposal of the philosophy doctoral study commission. In the oral part, the doctoral student answers the questions formulated by the members of the examination commission. 2) The topic of the defended written work for the dissertation exam is determined by the topic of the dissertation. The work contains an introduction to the issue, the current state of the issue and its analysis and a detailed project of another own solution to the topic (goals, methodology, etc.). The written work is processed by the doctoral student independently under the guidance of a supervisor. The opponent prepares a review of the work. During the dissertation examination, the doctoral student presents his / her work, responds to the questions and comments of the opponent and the members of the examination commission, and participates in an expert discussion on the topic of the dissertation.

**Literature:** Literature is determined by the topic of the dissertation.

**Language:** Slovak or some other relevant language

**Notes:**

**Evaluation:**

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

**Instructor:** examination commission

**Last Modification:** 14. 3. 2022

**Approved by:** guarantors of doctoral study programs

<b>University:</b> Catholic University in Ruzomberok	
<b>Faculty:</b> Faculty of Arts and Letters	
<b>Course Code:</b> KF/01F30104S/17	<b>Course Title:</b> Dissertation Thesis Defense
<b>Type, Range and Method of Teaching</b> hours weekly (lecture / seminar): teaching method: on-site / online / hybrid	
<b>ECTS Credits:</b> 60	
<b>Recommended Semester:</b> 6	
<b>Level of Study:</b> III.	
<b>Prerequisites:</b> They are defined in an individual study plan that respects the doctoral study directive.	
<b>Course Requirements:</b> The conditions are the submitted dissertation and its successful defense before a commission whose members includes the opponents of the dissertation. The opponents are selected from among experts in the field, who are usually not employees of the student's institution, and only one of them can be from the university where the doctoral student is studying. The opponent will prepare a written review, in which s/he comments on the relevance of the chosen topic, the fulfillment of the objective, the chosen methods, the results of the dissertation and the contribution to the further development of scholarship. The reviewer will express in the report whether or not he / she proposes the award of an academic degree on the basis of the submitted work and evaluates it with a standard classification level (A - Fx). After the defense, the commission will evaluate the course and result of the defense and the use of the results of the dissertation in a closed session. The commission will decide in a secret ballot whether to propose to award the doctoral student a doctoral academic degree.	
<b>Learning Outcomes:</b>	
<b>Knowledge</b> K1 - PhD student has comprehensive knowledge and deeply understands the problems and discussions related to the topic of the dissertation.	
<b>Skills</b> S1 - PhD student demonstrates the ability to formulate and design their own scientific text in accordance with the strict principles of scientific integrity.	
<b>Competencies</b> C1 - the doctoral student is able to clearly and eruditely present the results of their work and lead a professionally based controversy about them.  C2 - the doctoral student is prepared for independent scientific and creative activity in the field of research and development.	
<u>Verification method / method:</u> K1, S1, C2: the doctoral student will prove it in his dissertation; C1, C2: the doctoral student presents his / her work and discusses with opponents or members of the commission during the defense.	

**Course Description:**

The subject is framed by the valid directive on doctoral studies. Prior to defending the dissertation, the doctoral student prepares the dissertation independently under the guidance of the supervisor. This is a final work, which usually contains a theoretical introduction that analyzes the current state of knowledge in the field, the characteristics of objectives, a detailed description of the procedures used, results achieved, their evaluation, discussion, conclusion and a list of used literature. The formal arrangement of the thesis respects the requirements set out in the Rector's Directive on the requirements for final theses.

The defense itself is led by the chairman of the commission, who first presents the CV of the doctoral student, announces the topic of the dissertation and asks the supervisor to provide essential information from the supervisor's opinion and mention the doctoral student's outputs. Subsequently, the doctoral student will briefly present the content of his work, its concept, results and benefits. Opponents will immediately present the essential content of their assessments, and then the doctoral student will take a stand on the assessments, comment on objections, comments and questions. A public debate continues, which is open to all present. Emphasis is placed on the accuracy, justification, originality and seriousness of the knowledge contained in the dissertation. The doctoral student will finally comment on all the suggestions and questions from the discussion.

**Literature:** Literature is determined by the topic of the dissertation.

**Language:** Slovak or some other relevant language.

**Notes:**

**Evaluation:**

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

**Instructor:** examination commission

**Last Modification:** 14. 3. 2022

**Approved by:** guarantors of doctoral study programs