

ITEM CARD (SYLLABUS)

Description of the course

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| Code course | Course name | Dilemmas of intercultural interaction | | |
| <i>IBF/O/I/S/D2.47</i> | | <i>Dylematy interakcji międzykulturowej</i> | | |
| Language | English | | | |
| Academic Year | 2024/2025 | | | |
| Direction of study | <i>International Business and Finance</i> | | | |
| Level of education (study) | <i>Level 1</i> | | | |
| Profile of education (study) | <i>General academic</i> | | | |
| Form of study | <i>Stationary</i> | | | |
| Semester / semesters | <i>III</i> | | | |
| Belonging to a course groups | <i>D2- Elective course in the field of humanities or social sciences</i> | | | |
| Course status | <i>elective</i> | | | |
| Form of classes, hours, ECTS points | Form of classes | Number of hours | Number of ECTS points | |
| | Lecture | 30[h] | 2 ECTS | |
| | Exercises | | | |
| | Seminar | | | |
| Relationship of subject | with profile of education (study) | <i>Related to conducted scientific activity in the field of economics and finance</i> | | ... ECTS |
| | with qualifications | ----- | | ECTS |
| | with discipline | Economics and finance | | 2 ECTS |
| Form of teaching | <i>traditional – classes organized at the University</i> | | | |
| The criterion for the selection of students | All students of International Business and Finance | | | |
| Unit running course | Faculty of Mechanical Engineering | | | |
| Coordinator | dr hab. inż. Mirosław Rucki, prof. UTH Radom | | | |
| Faculty www address | http://weif.uniwersytetradom.pl | | | |
| E-mail, phone number of coordinator | m.rucki@uthrad.pl, 48 361 7696 | | | |

COURSE OUTCOMES, METHODS OF TEACHING AND VERIFICATION OF THE EFFECTS OF EDUCATION

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| Purpose of the course: | The aim of the course is to learn about multidimensional aspects of the intercultural interaction and its consequences on the example of 5,500 years of experience of Assyrian people, from the perspective of fundamental dilemmas of contemporary |
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| | civilization and today's situation in Poland |
| Course teaching content: | <p>Content of the lectures is in agreement with educational effects and are based on the contemporary knowledge and research methodology in the disciplines related to the course, as well as research activity in this discipline.</p> <p>Lecture content:</p> <ol style="list-style-type: none"> 1. Introduction: main terms of cultural interaction, mutual influence and conflicts, isolation and assimilation, etc. Characterization of the ancient Assyrian Empire as an example of the cultural and political domination, violent imposition of the own cultural norms, beginning of the globalization, first mass deportation. (4 h, W1, W2, W3, BN) 2. Typical features of the dominating culture in the authoritative state. Aramaic as a lingua franca, development of the state economy, literature, science, and art in the Assyrian Empire. (2 h, W2) 3. Preservation of cultural dominance after the loss of statehood: Assyrians and Aramaic in the subsequent empires (Babylonian, Persian, and Greek). (2 h, W1) 4. New aspect of domination caused by the development of Christianity in the East: respect for other cultures and languages, active cultural and linguistic exchange, rapid development of science and literature, spiritual leadership and avoidance of political activities. (4 h, W3, BN) 5. National unity and cultural issues: an example of Assyrians. Divisions caused by theological controversies and positive competition of the Assyrian Churches, conflict with the Byzantine Emperor and fruitful spiritual and scientific cooperation with Egypt, missionary activity in Asia considering the cultural peculiarities of various regions and countries, contribution to the cultural and scientific development of the Orient. (4 h, W1, W2, BN) 6. Preservation of national identity under pressure of foreign culture. Assyrians after Muslim invasion, their key role in the Golden Age of the Arab Caliphate. (2 h, W1) 7. Preservation of national identity facing the genocide: Mongol invasion, failed attempts to reconcile with new rulers, physical extermination and struggle for survival. (2 h, W2) 8. Preservation of national identity and survival in harsh, discriminative societal conditions, significant contributions to the development of their countries despite open discrimination and persistent violence. (2 h, W2, BN) 9. Political activity and national identity: Assyrian involvement in international politics, political hopes aroused by the West and the Holocaust of Assyrians in Turkey, the beginning of emigration to the West (Europe, USA, Australia). (2 h, W2, W3) 10. Preservation of identity or integration: difficult dilemma in the exile countries, examples of solutions of the dilemma and the ability to adopt cultural patterns while maintaining their own values. Contemporary dilemmas and threats of Assyrians staying in their homeland (Turkey, Iran, Iraq, and Syria) and those seeking shelter in other countries. (4 h, W2, W3) 11. Observations and conclusions driven from the experience of Assyrians, projected onto the contemporary situation in Poland and Polish interactions with the representatives of foreign cultures arriving in Poland. (2 h, W1, W3, BN) |
| Method of teaching: | Traditional lecture using multimedia, discussion |
| Grading criteria, criteria for assessing learning outcomes, method of calculating the final grade: | The course is successfully finished when all the required effects of education for this subject are reached. |

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| | Lecture - evaluation based on: 1. Activity during lectures, including formulation of the problems and answers to the short surveys (50%), 2. Final test (multiple choice answers) (50%). |
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| Education effects for the course in relation to the direction effects and form of classes | | | | Verification methods of learning outcomes (form check) | |
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| Number of education effect | Description effects of education for the subject (PEU) Student who has completed the course (W) knows and understands/(U) is able to /(K) is ready to: | Directional learning effect (KEU) | Form of realization of teaching | Examination form | Form check |
| W1 | Fundamental significance of intercultural influence on the development of human civilization. | K_W07 | Lecture | Pass with a grade | Survey, test |
| W2 | The dangerous aspects of xenophobia and mutual misunderstandings related to cultural differences. | K_W07 | Lecture | Pass with a grade | Survey, test |
| W3 | Ways of constructive interaction and intercultural dialogue, its importance | K_W10 | Lecture | Pass with a grade | Survey, test |

| Recommended reading, literature supplement, teaching aids |
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| <ol style="list-style-type: none"> 1. Brock S.P., <i>A Brief Outline of Syriac Literature</i>, Baker Heel: St. Ephrem Ecumenical Research Institute, 1997. 2. Donef R., <i>Assyrians post-Nineveh: identity, fragmentation, conflict and survival (672 BC – 1920)</i>. Sydney: Tatavla Publishing, 2012. 3. Fitzmyer J.A., <i>A Wandering Aramean: Collected Aramaic Essays</i>, Grand Rapids: B. Eerdmans Publishing Company, 1997. 4. Lindsay J.E., <i>Daily Life in the Medieval Islamic World</i>, London: Greenwood Press, 2005. 5. Mor Ignatius Aphrem I Barsaüm, <i>Geschichte der syrischen Wissenschaft und Literatur</i>, Wiesbaden: AHarrasovitz, 2012. 6. Cetrez O.A., Donabed S.G., Makko A. (eds.), <i>The Assyrian Heritage – Threads of Continuity and Influence</i>, Uppsala: Uppsala Universitet, 2012. 7. Warda W.W., <i>Assyrians Beyond the Fall of Nineveh</i>, Lexington: Warda, 2013. 8. M. Abdalla, M. Rucki, <i>To the South-East of Rome: Relations between the Syriac and Coptic Churches</i>, „Zeitschrift der Deutschen Morgenlandischen Gesellschaft”, 172/2 (2022), pp. 347–372. DOI: 10.13173/ZDMG/2022/2/6 <p><i>A detailed list of additional literature, web sources and teaching aids will be provided by a teacher during the first class.</i></p> |

| Student workload needed to achieve the assumed learning outcomes - balance of ECTS points | | | |
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| Participation in classes, activities | Student's working hours [h] | | |
| | Other hours. Contact (IGK) | Classes without a teacher – student's own work (ZBN) | Classes |
| Participation in Lectures/ Seminars | X | X | 30 [h] |
| Participation in Exercises/Laboratories | X | X | X |
| Participation in the Consultation | 5[h] | X | X |
| Preparing to lectures/ exercises/seminars Preparation for an examination | X | 15 [h] | X |
| Summary of student's workload | 5[h]/0,2ECTS | 15[h]/0,6ECTS | 30[h]/ 1,2 ECTS |
| Points of ECTS for subject | 50 [h] / 2 ECTS | | |

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| Additional information and remarks |
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For students with special needs, including those with disabilities and chronic illnesses, the methods and forms of verifying learning outcomes specified above (in the course syllabus) are appropriately adjusted to meet the individual needs of these students.

"The detailed rules and rights of students with special needs, including those with disabilities and chronic illnesses, regarding participation, assessment, and examinations, are specified in the Study Regulations, Study Rules, and Procedures for Ensuring Accessibility of the Educational Process for Students with Special Needs, including those with disabilities and chronic illnesses."