

ITEM CARD (SYLLABUS)

Description of the course

Code course		Course name	Dilemmas of intercultural interaction		
IBF/O/I/NS/D2.47			Dylematy interakcji międzykulturowej		
Language		English			
Academic Year		2024/2025			
Direction of study		International Business and Finance			
Level of education (study)		Level 1			
Profile of education (study)		General academic			
Form of study		Extramural			
Semester / semesters		III			
Belonging to a course groups		D2- <i>Elective course in the field of humanities or social sciences</i>			
Course status		elective			
Form of classes, hours, ECTS points		Form of classes	Number of hours	Number of ECTS points	
		Lecture	15[h]	2 ECTS	
		Exercises			
		Seminar			
Relationship of subject	with profile of education (study)	Related to conducted scientific activity in the field of economics and finance			ECTS
	with qualifications	-----			ECTS
	with discipline	Economics and finance			2 ECTS
Form of teaching		traditional – classes organized at the University			
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

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.

	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)	
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
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 <i>A detailed list of additional literature, web sources and teaching aids will be provided by a teacher during the first class.</i>

Student workload needed to achieve the assumed learning outcomes - balance of ECTS points			
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	15 [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	30 [h]	X
Summary of student's workload	5[h]/0,2ECTS	30[h]/ 1,2 ECTS	15[h]/0,6ECTS
Points of ECTS for subject	50 [h] / 2 ECTS		

Additional information and remarks

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."