



SUBJECT DATASHEET

Intercultural knowledge

BMEGT51BX4T000-00

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Intercultural knowledge

ID (subject code)

BMEGT51BX4T000-00

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	3
Laboratory	0

Type of

assessment

midterm grade

Number of

credits

3

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://www.mpt.bme.hu/>

Language of the subject

HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong Nincs/No

Weak Nincs/No

Parallel Nincs/No

Exclusion Nincs/No

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580501/3/2025 registration number. Valid from: 2025.07.10.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The development of transversal competences and : The course attempts to first introduce students to the religious, cultural, and social systems of the three major Abrahamic religions: Judaism, Christianity, and Islam. It then expands its scope to include Hinduism (Brahmanism), Buddhism, Chinese universalism, and other well-known teachings that are not classified as world religions. The course explores how we interpret these religions and how the followers of each religion identify themselves, the world, and the transcendent reality beyond the world (i.e., God or the gods). It also considers what these religions believe, know, and teach about the followers of other religions. The sacred texts of different religions also function as their most important sources of social teaching and therefore significantly influence the entire civilization shaped by that religion. The course material presents the fundamental theology, denominational structures, ethical and philosophical teachings, as well as the worldview and concept of humanity in these major world religions. This includes examining the status of women and children, characteristics of education, social stratification, the influence of traditions, and practical elements of culture—such as clothing, forms of social interaction, material culture, and dietary practices. This course is a mandatory elective for students majoring in International Business, as success in intercultural relations depends greatly on so-called CQ, or Cultural Intelligence (Cultural Quotient).

Academic results

Knowledge

1. The student is familiar with the main characteristics of the major world religions and understands the concept and significance of cultural and civilizational differences. They are able to identify appropriate channels of communication in interreligious and intercultural communication processes.

Skills

1. They are capable of applying the knowledge acquired in the course in a complex and coordinated manner. They are able to quickly and from multiple perspectives assess a given situation and communication partner, and to adapt accordingly based on this recognition. They can promptly identify the most appropriate style for multi-level communication. They are capable of thinking comprehensively and human-centeredly at intercultural levels, with respect for the other person's individuality and culture, and of applying their knowledge with the corresponding flexibility and perspective.

Attitude

1. They collaborate with instructors and fellow students in the process of expanding their knowledge. In group assignments, learning, and work situations, they demonstrate decisiveness, constructiveness, cooperation, and initiative both as a leader and as a team member. They are open and receptive to new developments in education and training.

Independence and responsibility

1. They independently reflect on tasks and problems and solve them according to given criteria.

Teaching methodology

During the course, instructor explanations are complemented by group analyses and joint interpretations. Students carry out small-scale analyses and investigations independently. Their experiences are processed through shared reflective discussions, supporting the deepening of practical methodological knowledge. Teaching methods include lectures, written and oral communication, the use of IT tools and techniques, as well as optional individual and group assignments.

Materials supporting learning

- Berzsenyi Emese (2020): Kiválasztott vagy megbélyegzett? – Tanítások a fogyatékoságról: a zsidóság, a kereszténység és az iszlám szent könyvei szerint. Eötvös József Kiadó, Budapest Huntington,
- S. P. (2008): A civilizációk összecsapása és a világrend kialakulása. Európa Könyvkiadó, Budapest.
- Küng, Hans (1994): Világvallások etikája, Egyházfórum, Budapest
- Weber, Max (2007): Világvallások gazdasági etikája, Gondolat Kiadó, Budaest.
- Clément, Catherine (1998): Theo utazása (regény), Marfa Kiadó, Budapest

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The learning outcomes specified in point 2.2 are assessed through a thematic written test following the contact hours.

Performance assessment methods

Detailed description of the assessment of performance during the term: - In case of absence from contact hours exceeding 30%, the credit

of the subject (according to § 105, 4. of the TVSZ) cannot be obtained. - Submission of the thematic essay - the subject knowledge, skills, attitudes, and competences of the autonomy and responsibility type assessment.

Percentage of performance assessments, conducted during the study period, within the rating

- Class participation and involvement in mini-projects required for mastering the course material: 50

Percentage of exam elements within the rating

- The result of the thematic assignment: 50

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	95
Very good	90-95
Good	85-90
Satisfactory	80-85
Pass	50-80
Fail	50-0

Retake and late completion

Due to the nature of active participation, it cannot be replaced or corrected.

Coursework required for the completion of the subject

részvétel kontaktórákon	42
felkészülés a vizsgafeladatra	28
Egyéb feladatok, rövid közös projektek	20

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 07.07.2024.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

History of World Religions, their View of Humanity, Codes of Conduct, Philosophy, Social Characteristics, and Architecture. Everything that contributes to the development and enhancement of CQ (Cultural Intelligence) and SQ (Social Intelligence).

- 1 1 General introduction to the science of religion: Overview of academic disciplines from the perspective of the course topic and the organization of key concepts. Presentation of methodological approaches. Introduction to sources – an overview of scriptural studies. Historical relationships between civilizations and world religions – foundations in social and cultural history.
- 2 2 Introduction based on stages of human cultural development: Prehistoric times, the dawn of humanity. Ancient high cultures and archaic societies.
- 3 3 The Jewish religious tradition: Historical overview. Philosophical concept of humanity. Practices of social care.
- 4 4 The Hebrew Bible and the Talmud. Orthodoxy, Hasidism, Neology, Reform communities. A brief history of Hungarian Jewry.
- 5 5 Purity laws. Jewish cuisine. The modern state of Israel.
- 6 6 The Christian tradition: Historical overview. The concept of sin and the historical changes in its interpretation. Connections between Christian demonology and angelology and the historical perception of women, children, and persons with disabilities.
- 7 7 Scholastic philosophy and Christian mysticism. Changing views of childhood. Education and teaching. Teachings of the Second Vatican Council.
- 8 8 Catholicism, Protestantism, Eastern Christianity, and new religious movements.
- 9 9 The Islamic religious tradition and cultural development: Historical overview. The Crusades from the Muslim perspective. Women and children in the context of historical and cultural changes. Peoples and clothing. The Islamic view of humanity and Islamic philosophy.
- 10 10 Foundations of Sufi mysticism. The Qur'an and the tradition literature. Muslim systems of education, upbringing, and caregiving.
- 11 11 Turkish Islam in Hungary and Muslim communities in Hungary. Arab Islam and the Islamic world.
- 12 12 The teachings of Hinduism and Buddhism: Historical overview. Is Hinduism polytheistic, and is Buddhism a religion? Philosophical foundations and interpretations of the gods, the world, and the human being. The Vedas and the Tripitaka, i.e., the sacred texts of Hinduism and Buddhism. The tales of the Mahabharata.
- 13 13 The role of women in the history of Far Eastern societies, clothing and lives. The value and upbringing of children. Sacred scriptures, education, and castes. The figure and role of the Dalai Lama. Religion, culture, and politics.
- 14 14 Chinese universalism and Shinto: Historical overview. Philosophical reflections. The place and role of women. Childrearing and education. Elderly and young, differences and explanations in social care. Empresses, doctors, geishas – how far could women go? Clothing and lives. Contemporary China and Japan.

Additional lecturers

Approval and validity of subject requirements