

Course Syllabus

Subject name	New Western Approaches to the Study of Far Eastern Cultures		
Subject Area			
Module			
Qualification	Commerce International Semester		
Plan	902	Code	POR DETERMINAR
Teaching period	Second Semester	Type/Nature	
Level/Stage	Degree	Year	
ECTS credits	POR DETERMINAR		
Language of instruction	English		
Lectures in charge	Jesús Pérez García		
Contact details	jesus@fyl.uva.es		
Tutorial timetable	As stated on the UVa website		
Department	Filología francesa y alemana		
Knowledge areas	International Relations Intercultural training		

1. Situation/Direction of the subject

1.1 Context

Contents aimed at an international audience with different backgrounds. International trends in cultural exchange in the context of globalisation.

1.2 Relationship with other subject areas

This is a transversal subject

1.3 Prior requisites

None.

2. Contribution to skills development

2.1 General

G1. Demonstrating the possession and understanding of knowledge in the area of intercultural studies, with a focus on international relations and cultural and commercial exchanges.

G2. Being able to identify the different aspects that directly and globally affect the cultural and commercial exchanges from a broad perspective. Constant innovation and excellence shall guide the understanding of underlying process in global exchanges, competition and cooperation synergies.

G3. Having the ability to gather and interpret significant data, with particular attention to 21st-century social, scientific and ethical issues.

2.2 Transversal

T1. Acquiring the skill of learning and knowledge from the references, as well as from the permanent sources of documentary information and statistics that will give them the necessary ability to continue studying, researching or learning in a permanent and autonomous way.

T2. Achieving the skills needed to properly use ICT (information and communication technologies) in the field of study and professional context, as a tool for expression and communication, to access information sources, as a means of storing data and documents, for presentations, learning, cooperative work and to manage any commercial operation.

T3. Learning to understand and respect social diversity and multiculturalism as an enriching personal and group element, in order to develop coexistence between people without distinctions of sex, age, religion, ethnicity, social or political status.

T4. Knowing how to behave in an upstanding way that is consistent with personal and professional principles and values (ethical commitment), taking into account the various ethical instruments made available to them. This means being familiar with the ethical instruments that regulate their professional activity, acting with integrity and honesty in any situation, even in situations that are unfavourable to their own interests, being respectful of rules and laws without needing to be supervised or monitored, as well as knowing how to recognise, accept and take responsibility for mistakes made and their possible consequences.

T5. Acquiring the potential to work as a team, demonstrating the ability to coordinate people and specific tasks, accepting or refuting the arguments of others through logical reasoning and contributing with professionalism to the smooth running and organisation of the group based on mutual respect.

T6. Being creative, with initiative and entrepreneurial spirit, attaining the ability to offer new, different solutions to conventional problems and situations, as well as having a good willingness to act in a proactive way, putting ideas into action in the form of activities and projects in order to make the most of opportunities, assuming the necessary risks.

T7. Being able to recognise new situations (both in the competitive environment in which their professional work is going to be undertaken as well as in changing work methods), as well as adapting to changes with versatility and flexibility.

T8. Knowing how to develop and maintain high quality work in line with standards and managing by process using quality indicators for continuous improvement, through the use of indicators that assess progress and results, through proper planning and implementation of activities, seeking constant improvement in everything that is done, and through participation in self-assessment processes, assuming responsibilities as both assessor and assessee.

2.3 Specific

Learning the principles and basics of exchanges.

Being able to take decisions in intercultural situations.

3. General aims of the subject

- Understanding the apparently contradictory processes and tensions in global cultural exchanges. g economic
- Distinguishing and assessing the different ways to access foreign cultures, conventions, courtesy rules.
- Understanding the importance and scope of an international strategy in the development of cultural skills.
- Knowing and differentiating the particularities of Far-East societies.
- Develop an understanding for Otherness.
- Differentiate between the particular cultures in East Asia.
- Assess the evolution in the reciprocal view of West-East along in a historical timeline.

4. Units

(Note: Minor changes in the sequence of topics could take place)

- Health emergencies in Asia. Handling and Attitudes.
- Introduction to China. Basic data. Borders. Panda diplomacy.
- Introduction to Japan. Basic data. Politics. Splendid isolationism. Reiwei era.
- Korea. Emergence of an industrial giant.
- Korea. K-pop and soft power with far-reaching extent.
- Languages of China. Putonghua. Sinitic dialects. Wu.
- Philippines in the West-East historical dynamics. Indonesia, Malaysia, Singapore, and Thailand.
- Encounters East-West and the mind-set "Orientalism".
- Hanzi writing and parallel systems in Korea (hanja) and Japan (kanji). Ideographic and alphabetic traditions.
- *wen* versus culture. Different approaches to culture and tradition in East and West. Confucius.
- Manga and contemporary pop culture.
- Beliefs I: Chinese popular religion.
- Beliefs II: Christianity in the Far East. Intersections with different spiritual traditions.
- Sauntering in Japan: Gardens, architecture, etc.
- Sauntering in Korea.

5. Bibliography

- Barlés Báguena, Elena / Almazán Tomás, David: Japón y el mundo actual. Prensas Universitarias de Zaragoza. 2011.
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- Fenellosa, Ernest: Introducción a la cultura china. Edición moderna de 2011. Editorial Melusina. [Clásico de los occidentales en Japón en torno a 1900]
- García-Noblejas, Gabriel (editor): China. Pasado y presente de una gran civilización. Universidad de Granada. 2012. [Carácter académico]
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- Lévy, Jean: Introduction á la littérature chinoise. Editorial Clio. Edición revisada de 2003.
- Manrique Salerno, Eugenia: Arte, naturaleza y espiritualidad: evocaciones taoístas. Sabiduría perenne. Kairós. 2018.
- Manrique Salerno, Eugenia. Sabiduría de la antigua China. Kairós. 2019.[Sobre proverbios chinos. Divulgativo]
- Muñoz, Marcelo: La China del siglo XXI. CEF: 2018.
- Palacios Buñuelos, Luis: China: Historia, pensamiento, arte y cultura.Ed. Almuzara. 2011.
- Pérez-García, Jesús. “Construcción del sujeto femenino a través del ritual del aseo u ofuro en Yoko Tawada, El baño”. 61-28. En: Almazán Tomas,David (coordinador): Japón y el agua. Prensas Universitarias deZaragoza. 2019. [Sobre exitosa autora japonesa enmarcada en “literaturade mujeres” y surrealismo]
- Rodao, Florentino: La soledad del país vulnerable. Japón desde 1945.Planeta. 2019.
- Shiba, Ryōtarō: El último shogun. La vida de Yoshinobu Tokugawa.Quaterni. 2018. [Historia]
- Wilhelm, Richard: Confucio. Madrid Alianza Editorial, 1966. (Tr. original de A. García-Molins, en Revista de Occidente, 1926). [Filosofía]

6. Teaching methods

The classes will combine explanations by the teacher and practical assignments to the students, to be solved individually or in team work.

The teacher will also provide the students with authentic materials to be analysed and assessed.

Digital tools such as beamer or Internet connection will be systematically implemented in the class.

Health emergencies. The course will adapt to the public health conditions according to the guidelines of the authorities and their implementation in the University of Valladolid.

7. Evaluation

Regular, active, constructive attendance of the course will be taken into account. The final note for a student attending regularly the course will result from:

- Attendance and active participation, including task-solving: 40%.
- Presentation and discussion of a small-scale research: 60%.

Further details will be transmitted and discussed during the course, in order to customize course design to the participants.