

COURSE SYLLABUS			
Subject name	New Western approaches to the study of Far Eastern cultures		
Subject area			
Module			
Qualification	COMMERCE INTERNATIONAL SEMESTER		
Plan	902	Code	
Teaching period	Second semester	Type/Nature	
Level/Stage	DEGREE	Year	
ECTS credits	3		
Language of instruction	English		
Lecturers in charge	Jesús Pérez García		
Contact details	jesus.perezgarcia@uva.es		
Tutorial timetable	As stated on the UVa website.		
Departments	<ul style="list-style-type: none"> Filología Francesa y Alemana 		
Knowledge areas	<ul style="list-style-type: none"> International Relations Intercultural training 		

SITUATION/DIRECTION OF THE SUBJECT	
Context	Contents aimed at an international audience with different backgrounds. International trends in cultural exchange in the context of globalisation.
Relationship with other subject areas	This is a transversal subject.
Prior requisites	None.

CONTRIBUTION TO SKILLS DEVELOPMENT	
General	<p>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.</p> <p>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.</p> <p>G3. Having the ability to gather and interpret significant data, with particular attention to 21st-century social, scientific and ethical issues.</p>

<p>Transversal</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>Specific</p>	<p>Learning the principles and basics of exchanges. Being able to take decisions in intercultural situations.</p>
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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.

UNITS

(NOTE: The order of following topics can be modified. Depending on current events and preferences of the course participants, other topics of present interest can be included)

- Introduction to Japan. Basic data. Politics. Key points of Japanese culture. Reiwei era.
- Introduction to China. Basic data. Borders. Panda diplomacy.
- Languages of China. Putonghua. Sinitic dialects. Wu.
- Philippines in the West-East historical dynamics. Indonesia, Malaysia and Thailand.
- Hanzi writing and parallel systems in Korea (hanja) and Japan (kanji)
- *wen* versus culture (I). Different approaches to culture in East and West. Confucius.
- *wen* versus culture (II). Institutions.
- Manga and contemporary pop culture.
- Science and avantgarde.
- 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: The Korean Wave.

BIBLIOGRAPHY

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- Espuny, José María Contreras: *Crónicas coreanas (Los viajeros)*. Editorial Renacimiento. 2016. [Libro de viajes con fondo cultural]
- Fenellosa, Ernest: *Introducción a la cultura china*. Edición moderna de 2011. Editorial Melusina. [Clásico de los occidentales en Japón en torno a1900]
- García-Noblejas, Gabriel (editor): *China. Pasado y presente de una gran civilización*. Universidad de Granada. 2012. [Carácter académico]
- Landeras Savadé, Javier / Fornós Assens, Juan Ignacio (2014): *Cómo hacen los japoneses: Un enfoque cultural para negociar con Japón*. Editorial Satori. 2014. [Negocios y protocolos]
- Lévy, Jean: *Introduction á la littérature chinoise*. Editorial Clio. Edición revisada de 2003.

- 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 de Zaragoza. 2019. [Sobre exitosa autora japonesa enmarcada en “literatura de 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]

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.

Evaluation

Regular, active, constructive attendance of the course will be taken into account.

Each student will produce an essay and will present it to the others participants.

Optionally and in exceptional circumstances, a written examination may take place to complement the evaluation. place.

The final note for a student attending regularly the course will result from:

- Attendance and active participation, including task-solving: 40%.
- Final written examination: 60%.

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