

Teaching guide

IDENTIFICATION DETAILS

Degree:	International Relations
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Field of Knowledge:	Social and Legal Science
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Faculty/School:	Communication Science
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Course:	TODAY'S WORLD V: CHINA, INDIA AND JAPAN
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Type:	Compulsory	ECTS credits:	6
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Year:	3	Code:	7030
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Teaching period:	Fifth semester
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Area:	Geopolitics and Today's World
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Module:	Foundations for a Theory of International Relations
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Teaching type:	Classroom-based
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Language:	English
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Total number of student study hours:	150
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Teaching staff	E-mail
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SUBJECT DESCRIPTION

This course provides a comprehensive and multidisciplinary introduction to contemporary Asia, the new fulcrum of global economics and politics. After a brief description of each of Asia's subregions and historical background, students will be introduced to the economics, political systems, and international relations of the region. The factors behind Asia's economic rise will be examined, as well as the growing trend towards regional integration and multilateralism. The political evolution and challenges of the main states (China, Japan, and India) will also be studied, together with the obstacles to democracy in Asia. The region includes on the other hand some of the most relevant hotspots in the world (Taiwan, North Korea, Kashmir, the maritime disputes in the South and East China seas, etc) which will be analyzed against the backdrop of the ongoing strategic transition caused by China's rise. The course will examine the transformation of Asia's regional security architecture, and the foreign policies of the

main powers, including the United States. By studying these different dimensions of modern Asia, we'll be able to better understand the world of the 21st century.

In the globalized era, the creation of cultural bonds is crucial to develop a peaceful development of international relations. The development of safer communities in the future depend in a high degree on mutual understanding and tolerance among people in different communities, in different countries, all over the world . Inspired by this idea, this course does not only aim at developing a greater knowledge of the three nations involved (China, India and Japan) at the present; it aims at promoting a holistic approach to their generally unknown identities and perspectives.

It aims at stimulating curiosity to explore the depth of different cultures, to avoid remaining in the surface. This course aims at encouraging you to think twice, to activate your critical thinking and, above all, to detach yourself, as much as possible, from the stereotypes you may have regarding other realities such as those in China, India and Japan.

We will aim at providing a first general outlook of the main characteristics and most important historical events to, throughout the four-month period of this course, expand some of the most relevant items and concepts of such events. This inductive, exploratory method will allow us to conclude in some general items that characterize the reality of the three countries nowadays.

GOAL

To understand the social, political, economic and cultural dynamics of Asia, with a special focus on the Indian, Chinese and Japanese societies.

The specific aims of the subject are:

GENERAL GOALS

As general goals, this module aims at contributing to the new learning model of "Formar para Transformar" by:

- Boosting our students' integral development.
- Developing our students' critical, independent thinking and objectivity.
- Promoting creativity and the capacity to inter-relate multidisciplinary contents.

SPECIFIC GOALS

- Encouraging curiosity towards China, India and Japan as an introductory step towards specialization on a more globalized approach to international relations.
- Acquiring the basic knowledge regarding the history and cultural items of China, India and Japan with the aim of applying it to the analysis of their current affairs.
- Stimulating our students long term contribution to international relations according to a new reality, in which Asia plays a crucial role.

PRIOR KNOWLEDGE

REQUIRED PREVIOUS KNOWLEDGE

- Political Theory.
- International Relations Theory.

COURSE SYLLABUS

- BLOCK 1: Back to the roots. India, China and Japan's main pre-colonization historical, philosophical and cultural milestones.
- BLOCK II. Western Colonization of India, China and Japan. Impact and consequences. Main colonization characteristics, historic milestones and consequences in the three countries.
- BLOCK III. India, China and Japan's national revival and independence, Revolution. Main milestones and characteristics of recovered national sovereignty in India, China and Japan. Main philosophical and political items within these periods.
- BLOCK IV. Current India, China and Japan. Main milestones and characteristics of current state of affairs in India, China and Japan. Nationalism and main priorities in the three countries nowadays.
- BLOCK V. Practice. Knowledge application to specific issues in these countries such as:

Belt and Road Initiative and its global impact.
 Fukushima, impact on economy.
 Kashmir conflict, actors involved, geopolitics.
 Separatism in China Hong Kong Vs Macao, Taiwán, Xinjiang. Discussion on legitimacy of the PCC.
 Coronavirus impact on China, India and Japan.
 South China Sea (China-Japan) and Northern Territories Dispute (Japan-Russia).
 Pollution in India and China and its impact on national image.

EDUCATION ACTIVITIES

Activities, as well as time distribution can be modified and adapted according to the potential recommendations from health authorities due to COVID-19. (Las actividades formativas, así como la distribución de los tiempos de trabajo, pueden verse modificadas y adaptadas en función de los distintos escenarios establecidos siguiendo las indicaciones de las autoridades sanitarias.)

- Participatory Masterclass: Unlike the classic lecture, in which the weight of teaching lies with the teacher, in participatory lecture seek the student pass from passive to active, promoting their participation. This requires that teachers do a good structuring of content, have clarity and be able to keep the attention and interest of the student.
- Independent Work. In this approach the student takes the initiative with or without the help of others (teachers, peers, tutors, mentors). It is the student diagnosing their learning needs, formulate learning goals, identify the resources you need to learn, choose and implement appropriate learning strategies and evaluates the results of their learning. The teacher becomes the guide, the facilitator and a source of information that assists the students' work. This methodology will be of particular interest to the development of skills related to research
- Small Groups Work: The number of students scheduled at our University allows a group work in small groups. They are evaluated as "group productivity", which demands both individual responsibility and positive interdependence, basis of professional teamwork.
- Problem-Solving Learning: The teacher proposes a problem that has not been given prior specific training, working individually or in groups in the classroom or virtual mode, and then has to be worked individually by the student.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY ADAPTATION TO IN-PERSON AND EXCHANGE STUDENTS 90h

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To acquire critical, analytical, synthetic, reflective, theoretical and practical thought to be able to understand, analyse, interpret and rigorously and independently sum up international reality from a multidisciplinary standpoint.

To be able to apply group work with common objectives, fostering the analysis and pooling of various approaches.

Specific skills

Learning and memorization of most relevant events and concepts, indispensable to understand current India, China and Japan.

Application of acquired knowledge into specific case studies.

Group discussion and objective analysis.

Academic Essay Writing

Multidisciplinary approach and abstraction.

Development of basic acquired knowledge into original and creative projects.

LEARNING RESULTS

Has learnt the basic knowledge regarding China, India and Japan to apply theory into practice.

Able to comprehensively apply acquired knowledge from this and other courses into particular situations.

Able to apply acquired knowledge to conduct critical thinking and an objective approach to concrete, given situations.

Able to compose clear, well-structured analysis.

Able to conduct a transversal approach to the acquired knowledge in this course, relating them to other disciplines.

Able to develop creative and original insights.

LEARNING APPRAISAL SYSTEM

1. TASKS (trabajos): 45%

- LEARNING BY PROBLEM SOLVING (15% of the final mark)

Group analysis and discussion regarding study cases provided by the professor*. Application of acquired knowledge into specific case studies. Group discussions, capacity for objective analysis.

-SEMINAR REPORTS (2-3 people). 10%

With the aim of providing a multidisciplinary and holistic education, we are modernizing our methodological model.

Thus, this course will assign 1 credit (out of its total of 6 credits) to student's participation in multidisciplinary seminars organized by this or other courses. Proof of attendance and a report of each activity will be required to acquire the corresponding credits.

- LEARNING BY PROJECT (2-4 people) (20% of the final mark)

Video/podcast/presentation. Interrelate China, India and Japan in shared topics. Interrelate past, present and

future possible scenarios. Interrelate this course to other courses in your degree. Development of basic acquired knowledge into original and creative projects.

Deadline**: December 21st 2020.

2. PARTICIPATION (participación): Participation in class and discussion forums online. (on-site/online) 15%

3. WRITTEN TEST (prueba escrita): Final exam 40%

Theory test. Multiple choice questions based on the studied topics along the course.

Knowledge application. Case analysis based on the problem solving exercises conducted along the course.

*This course has been programmed to be conducted both on-site and/or online. The methodology is ready to adapt to a new isolation context due to health recommendations. In case of a necessity to conduct the course online, the following adaptations will be made:

- On-site lessons will be substituted by online lessons.

- On-site learning by problem solving will be substituted by online discussion forums.

**Deadlines may be prone to variations due to health affairs.

***Unless otherwise recommended by health authorities, exams will take place on-site.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Rudolph, Jennifer and Szonyi, Michael. 2018. The China Questions. Critical insights into a rising power. Harvard University Press; Kingston, Jeff. 2019. Japan. Polity Histories; Jacobsen, Knu A. 2018. Routledge Handbook of Contemporary India. Routledge Handbooks

Additional

Articles published by official national newspapers in each country (Xinhua Agency, People's Daily, Times of India, JapanToday); Available resources regarding China, India and Japan in CoThoughtco.com; Available resources regarding China, India and Japan in the Metropolitan Museum of Art webpage; Available sources regarding China, India and Japan in Khanacademy.org; Multimedia materials such as: Japan : History of Japan's Ancient and Modern Empire (Full Documentary). 2013. Devillier Donegan Enterprises; Michael Wood's The Story of India Documentary Series.