



Application Guidelines for 2019-2020 GEfIL Teaching Assistants

1. Description

The Center for the Development of Global Leadership Education is looking to employ a number of teaching assistants for the course “Independent Research Project - PHASE2” of its GEfIL Program (Global Education for Innovation and Leadership).

PHASE2 of the GEfIL Independent Research Project is organized into six thematic fields: *Global Economy & Management* (Prof Takahiro FUJIMOTO, Prof Junichi HANDA), *Global Education* (Prof Yuto KITAMURA), *Global Health* (Prof Masamine JIMBA), *Sustainability* (Prof Kensuke FUKUSHI), *Peace Building* (Prof Kiichi FUJIWARA), and *Global City* (Prof Shunya YOSHIMI).

Graduate students with expertise and/or interest in one of these thematic fields are encouraged to apply. In 2019-20, we are looking for graduate students interested in Peace Building and Global Economy & Management.

Under the supervision of the GEfIL Expert Mentors, the person(s) in this position will work closely with students and provide advice and assistance for students’ research. As such, GEfIL Teaching Assistants will play an important role in facilitating students’ learning. Furthermore, the GEfIL Teaching Assistant position offers graduate students the opportunity to gain valuable experiences as educators.

2. Requirements

1. Applicants must be currently enrolled graduate students of the University of Tokyo.
2. Applicants must be fluent in English and able to teach in English.
3. Applicants should have strong interest and/or expertise in one of the five thematic fields.

3. Responsibilities

Under the direction of GEfIL Expert Mentors, GEfIL Teaching Assistants will perform the following functions in the classes of GEfIL Independent Research Project (PHASE 2), which are held on Saturdays. Note that the working language is English.

1. Assisting faculty with class management.
2. Giving advice and instructions on conducting research such as how to set an agenda, creating research questions, developing an argument, and verifying research results.
3. Managing group work (where required also outside of class sessions).

4. Projected Number of Acceptance

1 GEfIL Teaching Assistant each for Peace Building and Global Economy & Management

5. Employment Period

September 2019 to mid-May 2020 (length of contract might be negotiable)

6. Pay Rate

Hourly pay of 1,600 JPY for Doctoral program students

Hourly pay of 1,400 JPY for Master’s program and professional degree program

students

7. Working Hours

Approximately 5 hours per week

8. Application Process

1. Receive approval from your academic advisor.
2. Fill out the Application for 2019-2020 GEfIL Teaching Assistant Position.
3. Submit application to:
Center for the Development of Global Leadership Education
Administration Bureau Building 2, 1st floor

9. Application Deadline

Wednesday, 31 July 2019

10. Selection

The selection of GEfIL TA candidates will be undertaken on the basis of a personal interview in English. The interview will be conducted by the Expert Mentor of the relevant thematic field and arranged in agreement with the applicant.

11. Notification of Result

All applicants will be notified of the results of their application by 30 August 2019.

12. Inquiries

For inquiries about the teaching assistant positions please contact the Center for the Development of Global Leadership Education Professor Dr. Nicola Liscutin (GLP-GEfIL Program Director)
E-mail: glp-gefил.adm@gs.mail.u-tokyo.ac.jp or liscutin@mail.u-tokyo.ac.jp
Phone: 03-5841-2925

What is GEfIL and the Independent Research Project?

The University of Tokyo's Global Education for Innovation and Leadership (GEfIL) is an honors program for a select group of 3rd and 4th year undergraduates, who have a keen interest in global issues and are eager to become the global 'change-makers' of tomorrow. GEfIL is taught entirely in English and consists of four components: the core course "Independent Research Project", a "Global Leader Lecture Workshop", the "GEfIL Abroad Program", and "GEfIL Designated Course(s)". Teaching commenced in January 2016 with the PHASE1 workshops of the GEfIL core course "Independent/Practical Research Project."

The GEfIL Independent Research Project forms the centerpiece of this program and focuses on critical contemporary issues. The GEfIL Independent Research Project course consists of two parts: PHASE1 aims to provide students with transdisciplinary research skills, communication and presentation skills in English as well as team-building and teamwork competencies. In PHASE2, students embark on their own Independent Research Projects within one of five large thematic fields under the guidance of an 'Expert Mentor' and with the assistance of postgraduate Teaching Assistants. At the end of PHASE2, students will present their results at a dedicated symposium.

Please find the description of each of the thematic fields for PHASE2 of the Independent Research Project on the following pages.

Global Economy & Management – Prof T. FUJIMOTO & Prof J. HANDA

We aim to develop human resources, who can stand their ground on any big international stage and demonstrate without fail their competency. The majority of challenges big organizations face today, whether they are related to the large changes in the point of growth of the world economy or, on the other side, the increase in instability, can only be resolved by adopting a global perspective and understanding the global dynamics. Likewise, the accumulation and utilization of innovations and core competencies that support corporate management can no longer be considered without taking global dynamics into account. The challenge will be to explore the nature of the global economy in the future, by looking at how global corporations have tackled these issues and examine in detail the struggles they have met. To this end, not just corporate strategies but understanding of aspects ranging as wide as from corporate strategies, organizational structures, leadership to the life of a corporate person will surely be required. In this course, we will pursue intensive teamwork and compile our research results, while taking into account students' intellectual interests and future career choices. This thematic group aims to provide students with the vision and attitude to grow into strong (management) leaders endowed with a global vision.

Global Education – Professor Yuto KITAMURA

It is the fundamental right of every human being to have access to educational opportunities. A high quality education is indispensable in order to develop one's full potential, to live like a human being, and to live like oneself. However, even today in the 21st century, there are many people around the world who are deprived of such opportunity, especially in developing countries or conflict areas. It is the responsibility of each of us to think about the current state of education in these areas and what the international community can do for its improvement. In this Global Education thematic field, we aim to deepen our understanding of the situation of educational provisions mainly in developing countries, investigate how various actors cooperate to improve the situation and the different issues arising from there. These 'actors' include the people living in developing countries and their governments, governments of developed countries, international organizations, civil society organizations (NGOs, foundations, unions, etc.), and each of us individual citizens. It should be noted, moreover, that when we consider educational issues in developing countries this will also lead us, in a kind of mirror-effect, to reflect about the various problems in education in developed countries including Japan. In our Global Education research, we shall examine issues in education from different viewpoints such as developing countries/developed countries, public/private actors, institutions/individuals, etc. in order to find out what role education can and should play in the development of sustainable societies.

Global Health – Professor Masamine JIMBA

Various health issues occur in every region of the world, but for this Global Health thematic field, we shall focus on developing countries. Unlike developed countries, many developing countries are unable to take measures for the control and prevention of diseases. They cannot protect lives. Thus, while the average life expectancy in Japan in 2016 was 84 years, in Sierra Leone in Africa it was only 50 years. What are the causes for this gap in life expectancy? Poverty, insufficient education, political instability, that is, social and political factors other than healthcare are also creating such disparities. One

may feel anger at these unforgivable disparities in health, yet it is the mission of Global Health to calmly work on ways of correcting them. Not only diseases are threatening people's lives. People in developing countries, in particular, are subjected to many threats such as disasters, armed conflicts, etc. One important first step in overcoming these challenges is to save people's lives first and then, promoting their health and wellbeing. To protect the safety of individuals and communities living under such threats, not just from disease, are also the goals of human security, which emphasizes three freedoms: freedoms from fear, from want, and to live in dignity. In the 'Global Health' thematic field, we shall first come to grips with the actual circumstances of the disparities in global health. Secondly, we will examine the health disparities between specific groups such as migrants and non-migrants and then figure out ways to tackle these disparities by taking multifaceted approaches. Finally, we shall consider the values pursued beyond health: What are the goals when promoting health?

Peace Building – Professor Kiichi FUJIWARA

How can lasting peace be built in a world torn asunder by the use of military force? The object for this thematic group on Peace Building is the use of military force that is spreading in forms of, for instance, international conflicts and civil war throughout the contemporary world. The aim of this course is to elucidate the reasons why such conflicts break out, and to consider the conditions for conflict resolution, the building of post-conflict political and legal orders, measures to prevent a re-emergence of conflict, and aspects of preventive diplomacy in regions where conflicts have not yet broken out. Through practical research students will gain a deeper understanding of fundamental issues such as 1) the current situation of international conflicts and civil war, the relationships between 2) religion and conflict, 3) ethnicities and conflict, 4) poverty and conflict, 5) terror and terror organizations, aspects of 6) intervention and occupation, and 7) aid for refugees. Students should select a specific case of conflict to research measures necessary for peace building. The purpose of students' research is not just to find out the facts of a specific conflict or to survey existing research on a specific region, but to combine such research and understanding of a specific conflict and develop an original, novel perspective.

Sustainability – Professor Kensuke FUKUSHI

Human actions affect the environment in every corner of the planet. Environmental destruction, natural resource degradation, species loss and climate change pose significant threats for the future of humanity. We now understand that we cannot solve environmental problems in a void. It is important to consider social and economic aspects, as well as the voices of different social groups, which are sometimes marginalized.

It is in this context that we need to find solutions to increase the sustainability of our planet in a way to meet the needs of the current generation without compromising the ability of future generations to meet their needs. Understanding sustainability challenges requires the combination of viewpoints from different academic fields. It also requires working jointly with local communities and organizations outside the university, such as government, companies and civil society. The students participating in this thematic field will aim to study sustainability challenges in different areas, taking into consideration their different environmental, social and economic aspects. They will attempt to think possible solutions that can be enhance sustainability in the studied areas.

Global City – Professor Shunya YOSHIMI

Nowadays, our planet appears covered by a mesh of cities. Through mobile devices, automobiles, fashion, music, or eating habits, the "global city" seems to overlap largely with the notion of "global society". Actually, however, it is a little different. Cities are, first of all, dense congregations of people, where encounters of diversity take place. With the city as their stage, people of different cultural backgrounds connect and confer. Secondly, cities are concrete places composed of material buildings, roads, plazas, and vehicles. Urban planning and the city's geographical structure thus condition all happenings in the city. Third, each city has its unique history, which shapes the individual cultural character of a city.

Understanding the global city means to think about the concrete locale of a specific city that has developed as a gathering of diverse people, who are connected globally. That concrete city can be anywhere. Let's focus on the downtown area of the global city you are interested in. Using the developmental direction central Tokyo should take beyond the 2020 Olympic Games as a lens, we shall examine by comparison issues such as redevelopment, gentrification, cultural trends, the new creative and information industries, crime, and entertainment areas, old shopping streets and slow mobility and so forth.