

Global Leadership Program – The University of Tokyo



Global Education for Innovation & Leadership

Global Leader Lecture & Workshop

(グローバルリーダー講義)

Syllabus & Schedule

February – March 2024

INTRODUCTION

The GLP Global Education for Innovation and Leadership Program (GEFIL) is designed to equip its students with the competence necessary to play meaningful leading roles in global society as the next generation of creative and responsible change-makers. The 'Global Leader Lectures' is a credit-bearing, compulsory GEFIL course for students participating in the Independent Research Project Phase 2. This course is conducted as an intensive 3-day workshop over a weekend in late February – early March. It aims at leveraging the knowledge, skills, and insights gained in the Independent Research Project courses and their studies abroad, for students to develop a clear sense of their own 'leadership by creativity.'

How do you as young leaders envision the future ... and how to get there? How can you achieve transformational change for a world that seeks 'to leave no one behind' (2030 Agenda for Sustainable Development)? What kind of new initiatives would you propose to fulfil the SDG pledge of creating a 'just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met'? How do you identify needs and obstacles in achieving your planned results?

This intensive workshop closely engages with these questions through a 3-part structure of Keynote Lecture, Training Session, and students' Teamwork in well diversified teams from different thematic fields.

Each year, the workshop will revolve around a specific thematic focus. In 2024, the focus will be on '*Fragmentation or Integration? Potential of normative, institutional, business, and technological approaches to overcome*'.

To ensure leadership opportunity and for students' voices to be heard, a Steering Committee including student representatives from the five thematic fields of Phase 2 will be involved in organizing the workshop.

Learning Outcomes:

Students will gain

- creative thinking skills;
- the ability to identify global problems and construct an idea of resilient societies;
- a solid understanding of well-being and happiness, their implications and realization;
- a vision of their own persona as a potential future leader;
- knowledge related to international and interdisciplinary complex issues;
- improvement of their skills to communicate and work effectively in internationally and interdisciplinary teams;
- skills in organizing international and interdisciplinary events for diverse audiences.

Assessment:

The course will be assessed by a combination of 50% for active participation and 50% for the final team presentation.

Keywords:

Leadership by creativity; leadership skills; design thinking; visions, resilience; well-being; happiness; vulnerability; sustainable societies; inclusiveness.

Programme Structure:

Session 1: Teambuilding (Day1)

Session 2: Introduction to the workshop and participants (Day 2)

Session 3: Keynote lecture (Day 2)

Session 4: Training session with Tokyo College scholars (Day 2)

Session 5: Students' preliminary presentations (Day 2)

Session 6: Teamwork (Days 2-3)

Session 7: Team presentations (Day 4)

Session 8: Final discussion (Day 4)

Teaching Method:

The intensive workshop follows a tripartite structure of Keynote Lecture, Training Session, and Teamwork Session. Students will be distributed in well-diversified teams.

- For the Keynote Lecture, we will invite leading experts representing the thematic focus.
- The Training Sessions are led by experts in leadership training, design thinking and other relevant fields.
- In the Teamwork Session, student teams work on small-scale projects relevant to the thematic focus, in order to train their creative thinking skills and develop their leadership potential. GEfIL mentors will guide and support the Teamwork Sessions.

Important:

This is a compulsory GEfIL course for students participating in the Independent Research Project Phase 2. Upon completing this course successfully, students will receive 2 credits.

Thematic Focus

Fragmentation or Integration?

Potential of normative, institutional, business, and technological approaches to overcome

The discourse surrounding GLLW2023 delves into the complex interplay between fragmentation and integration. From a social standpoint, the pervasive influence of digital tools, geopolitics, echo chambers, and fragmented societies is evident. This dynamic often manifests in individuals selectively consuming information that aligns with their beliefs, resulting in compromised communication and learning processes. An economic analysis of fragmentation sheds light on its far-reaching consequences for shared global interests in economy and politics. Geopolitical interventions disrupt the carefully optimized value chains on a global scale, while lingering social and environmental challenges further exacerbate the degradation of our ecological systems. The waning effectiveness of traditional governance models necessitates the exploration of alternative mechanisms to address these pressing issues.

Students are called upon to actively engage in identifying and dissecting issues surrounding social fragmentation. By immersing themselves in related discourse and brainstorming solutions, students are encouraged to explore avenues to resolve the issues, which ranged from:

- (1) Normative vision (social principle and represented narratives)
- (2) Institutional framework (rule designed for governance)
- (3) Business design (business ideas and business models)
- (4) Technological ideas (digital platforms and other emerging technologies)

Students are encouraged to tackle one of the above avenues and also to challenge to integrate those.

In summation, students are expected to learn by the active discussions on issue identification, analysis of the root cause, and potential pathways towards overcoming fragmentation and fostering greater societal cohesion.

Guiding Steps:

1. Identifying issues
 - Listing your concerns and interests about social issues and fragmentations
 - Discussing root causes of the issues and fragmentations
2. Learning
 - Investigating related discourse and previous papers
 - Synthesizing lessons learned from each piece of information
3. Ideation
 - Generating and discussing ideas of solution from the following perspectives
 - (other than the below is welcome)
 - Global governance schema
 - Innovative digital technologies and platforms
 - Shared norm (global commons)

Suggested Readings:

- Divisions between production countries/regions and consumption ones. (division between environmental degradation and economic activities)

Global Commons Center, "Global Commons Stewardship Index 2022 -Tackling environmental spillovers-"

<https://cgc.ifi.u-tokyo.ac.jp/wp-content/uploads/2023/07/GCSI-COMPLETE-WEB-2022.pdf>

- Divisions in real communities

Robert David Putnam, "Bowling Alone: the Collapse and Revival of American Community", DOI: 10.1145/358916.361990

- Divisions by SNSs

Chris Bail "Breaking the social media prism -How to make our platforms less polarizing", DOI: 10.2307/j.ctv2mvg2nm

- Divisions by metrics

Michael Joseph Sandel "The Tyranny of Merit: What's Become of the Common Good?", ISBN: 978-0141991177

-Division in families

NHK, The day I let go of my daughter: What happened to China's "one-child policy" (in Japanese)

<https://www.nhk-ondemand.jp/goods/G2023132564SA000/>

Additional Readings:

- Berglund, O. & Bailey, J. D. (2023). Whose system, what change? A critical political economy approach to the UK climate movement, *Environmental Politics* 32, 1012-1032. DOI: 10.1080/09644016.2022.2156179
- Gay-Antaki, M. (2020). Feminist geographies of climate change: Negotiating gender at climate talks. *Geoforum* 115, 1-10. DOI: 10.1016/j.geoforum.2020.06.012
- Hamilton, L. C., Hartter, J., Bell, E. (2019). Generation gaps in US public opinion on renewable energy and climate change. *PLoS ONE* 147, e0217608. DOI: 10.1371/journal.pone.0217608
- Hartter, J., et al. (2018). Does it matter if people think climate change is human caused? *Climate Services* 10, 53-62. DOI: 10.1016/j.cliser.2017.06.014
- Hazboun, S., et al. (2020). The politics of decarbonization: Examining conservative partisanship and differential support for climate change science and renewable energy in Utah. *Energy research and social science* 70, 101769. DOI: 10.1016/j.erss.2020.101769
- Kahan, D., Peters, E., Wittlin, M. et al. (2012). The polarizing impact of science literacy and numeracy on perceived climate change risks. *Nature Climate Change* 2, 732-735. DOI: 10.1038/nclimate1547
- Mees, H., et al. (2012). Exploring the Scope of Public and Private Responsibilities for Climate Adaptation. *Journal of Environmental Policy and Planning* 14, 305-330. DOI:10.1080/1523908X.2012.707407
- Mees, H. (2017). Local governments in the driving seat? A comparative analysis of public and private responsibilities for adaptation to climate change in European and North-American cities. *Journal of Environmental Policy & Planning* 19, 374-390. DOI: 10.1080/1523908X.2016.1223540

- Nico Schrijver (2016) Managing the global commons: common good or common sink?, *Third World Quarterly*, 37(7), 1252-1267, DOI: 10.1080/01436597.2016.1154441
- Oatley, T. (2023). The dual economy, climate change, and the polarization of American politics. *Socio-economic review*. DOI: 10.1093/ser/mwad052
- Oh, C., Matsuoka, S. (2017). The genesis and end of institutional fragmentation in global governance on climate change from a constructivist perspective. *International Environmental Agreements* 17, 143-159. DOI: 10.1007/s10784-015-9309-2
- Palmujoki, E. (2013). Fragmentation and diversification of climate change governance in international society. *International Relations* 27, 180-201. DOI: 10.1177/0047117812473315
- Surabhi Ranganathan (2016) Global Commons, *European Journal of International Law*, 27(3), 693–717, <https://doi.org/10.1093/ejil/chw037>
- Wijkman, M. (1982). Managing the Global Commons. *International Organization*, 36(3), 511–536. <http://www.jstor.org/stable/2706543>
- Zelli, F. (2011). The fragmentation of the global climate governance architecture. *WIREs Climate Change* 2, 255-270. DOI:10.1002/wcc.104

Schedule

Dates: 29 February – 3 March 2024

Location: Yamanaka-Naito Seminar House, Yamanashi Prefecture

Address: 506-296 Hirano, Yamanakako, Minamitsuru District, Yamanashi 401-0502

Phone: 0555-62-0491

Email: info-yamanaka@abreuveoir.co.jp

**** Services and Hours at Yamanaka-Naito Seminar House**

Reception open: 9:00-17:00

Check-in: 13:30-16:00

Check-out: Before 10:00

Breakfast: 7:30-8:30

Lunch: 12:00-13:00

Dinner: 18:00-19:00

Bath: 17:00-21:30

Seminar room: 8:00-21:30

Main door closes: 21:00

Lights off: 22:00

*** Please note that the schedule may change depending on the situations of the field.**

DAY1: February 29 (Thursday)

<u>13:30</u>	<u>Departure of chartered bus from Hongo Campus</u>
<u>16:30</u>	<u>Arrive at Yamanaka-ko</u>
18:00-21:00	Dinner (Team-building by each team)

DAY2: March 1 (Friday)

7:30-8:30	Breakfast
9:30-9:50	Openings by Prof. Kensuke FUKUSHI
9:50-10:00	Introduction by Dr. Naoko HOSOKAWA
10:00-10:50	Keynote Lecture: Prof. Yuya KAJIKAWA “Fragmentation or Integration? Potential of institutional, normative, and technological approaches to overcome”
11:00-12:00	Teambuilding
12:00-13:30	Lunch
13:30-15:10	Students’ Preliminary Presentations (initial ideas)

15:10-18:00	Teamwork
18:00-19:00	Optional gathering / Dinner

DAY3: March 2 (Saturday)

7:30-8:30	Breakfast
9:00-10:00	Training Session: Dr. Chunyan LI, “Design Better Public Health Interventions: Engaging and Co-creating with Community Stakeholders”
10:00-12:00	Teamwork
12:00-13:30	Lunch
13:30-14:30	Training Session: Dr. Laur KIIK “Nature, Nationalism, and the Commons Amid War: Kachin, Burma, China
14:30-18:00	Teamwork
18:00-19:00	Dinner

DAY 4: March 3 (Sunday)

7:30-8:30	Breakfast
9:00-11:00	Team Presentations
11:00-11:30	Feedback on Presentations
11:30-11:50	Reflection on Teamwork & Workshop
11:50-12:00	Closing remark by Prof. FUKUSHI
12:00-13:00	Lunch
<u>13:30</u>	<u>Departure of chartered bus from Yamanaka-ko</u>
<u>16:30</u>	<u>Expected arrival at Hongo Campus</u>

Presentation and assessment

Each group will present on the morning of DAY4.
The length of the presentation is 10 mins (maximum).

Presentations will be evaluated on the basis of

- Organisation & structure
- Delivery
- Argument & understanding
- Criticality & analysis
- Use of sources & evidence

More information on the criteria can be found in the Appendix of the GLP-GEfIL Programme Handbook, under the heading “group presentation”.

KEYNOTE SPEAKER



Prof. Yuya KAJIKAWA, Institute for Future Initiatives

Prof. Yuya Kajikawa is a professor at Institute for Future Initiatives, University of Tokyo. He is also a visiting professor at School of Environment and Society, Tokyo Institute of Technology, and at Nagoya University.

He received his bachelor's, master's, and Ph.D degrees from the University of Tokyo. His research interests include technology and innovation management, science policy, and sustainability science. He has numerous publications in peer-reviewed journals and conference proceedings, which cover a variety of disciplines including engineering, information science, environmental science, and management science. He is an Executive Editor of *Technological Forecasting and Social Change*, and an Associate Editor of *Frontiers in Research Metrics and Analytics*. He also serves as a member of the Editorial Board for *Sustainability Science*, *Sustainability*, and 3 other journals.

He is a Board Member at the Advisory Board for the Promotion of Science and Technology Diplomacy, Ministry of Foreign Affairs of Japan (MOFA). He is also appointed as advisors in governmental-funded innovation programs in Ministry of Economy, Trade and Industry (METI) and those in Ministry of Education, Culture, Sports, Science and Technology (MEXT). He has also worked with Japanese companies for R&D planning, new business development, venturing, and transformation for sustainability.

TRAINING SESSION SPEAKERS



Dr. Chunyan LI

Postdoctoral Fellow, Tokyo College

Dr. Chunyan Li is a post-doctoral fellow at Tokyo College, the University of Tokyo, Japan. She earned her Bachelor of Medicine in Preventive Medicine and Master of Science in Health Policy and Management from Peking University, China. Subsequently, she obtained her Ph.D. degree in Health Behavior from the University of North Carolina at Chapel Hill, the United States. As a trained social and behavioral scientist in public health, Dr. Li's research focuses on health equity among socially marginalized populations. Her work involves developing and testing digital health-enabled interventions for HIV/sexually transmitted infections (STI) prevention and sexual health promotion, and generating socially innovative solutions through crowdsourcing strategies and community engagement frameworks. Her research activities include employing both qualitative and quantitative approaches to assess health needs and evaluate the effectiveness and implementation results of intervention programs. She utilizes crowdsourcing strategies such as hackathons and open contests to foster community-engaged and socially innovative solutions for improving the HIV/STI prevention and care continuum. In her postdoctoral research at the University of Tokyo, Dr. Li concentrates on evaluating the accessibility of HIV prevention and sexual health care among international migrants in Japan, a population disproportionately impacted by the HIV epidemic.



Dr. Laur KIIK

Postdoctoral Fellow, Tokyo College

Global environmental crisis, revival of nationalism, and China's rise are each changing our world. But how do they connect?

I explore these connections in a large but understudied region where China and India meet Burma (Myanmar), a country that has not had a day of peace since the Second World War. These subtropical highlands are a patchwork of Christian and Buddhist peoples and nationalist movements, amid exceptional natural resources and biodiversity.

Specifically, I have since 2010 done ethnographic research among Kachin people, focusing on their war-time encounters with: 1) the Burmese inter-ethnic conflict; 2) Chinese-led natural resource economies; and 3) Western-led wildlife conservation.

On wildlife conservation more broadly, my publications have explored the role of the humanities and social sciences, especially: 1) ethnographic research about conservation; 2) ethics and people's self-reflection.

Overall, this research shows how people's suffering and nature's demise can become so entangled that they cannot be understood separately. Thus, I try to integrate insights from across the humanities, social sciences, and natural sciences.

I am now a postdoctoral research fellow at Tokyo College, the University of Tokyo.