

科目名/Subject	国際教養特定課題
曜日・講時・教室/Day/Period/Place	後期 月曜日 2講時 川北キャンパスA404
科目群/Categories	全学教育科目先進科目-国際教育
単位数/Credit(s)	2
対象学部/Object	全
担当教員(所属) /Instructor (Position)	末松 千秋 所属:
開講期/Term	2/4/6/8セメスター
科目ナンバリング /Course Numbering	ZAC-GLB803E
使用言語 /Language Used in Course	英語
メディア授業科目 /Course of Media Class	

授業題目 /Class Subject	【国際共修】Japanese Corporate Culture, Employment Practices (English) 日本の企業文化と雇用慣行 (英語)
授業の 目的と概要 /Object and Summary of Class	<p>This course introduces students to Japanese corporate culture with the history of changes in employment practices. The classes will cover the Japanese Style Management, Bubble Economy, and the Lost 20 Years. How did Japanese companies develop their management style? Why were Japanese manufacturers regarded as the strongest? What caused the Bubble Economy? Why did they have to give up the practices once thought to be essential? While answering these questions, the course will emphasize the role of employment practices to illustrate the Japanese culture. Two main objectives of the course are to possess the knowledge of Japanese employment practices and to understand the rationales for changes in the practices for the past 20 years.</p> <p>本科目は日本の雇用慣行変化について学習します。授業では、日本的経営、バブル経済、失われた20年を見ていきます。どのように日本的経営はなされたか、何故日本製造業は最強とみなされたか、何がバブル経済をもたらしたか、これらに回答しながら日本文化を学ぶため、雇用慣行の役割を把握します。二つの学習目標は、日本的雇用慣行に浮いての知識を深めること、そして過去20年間の雇用慣行変化について原因を理解すること、です。</p>
学修の 到達目標 /Goal of Study	<p>The goal of the course is to make students understand the basic principles of Japanese employment practices. Through the understandings the students are also expected to judge advantages and disadvantages of employment practices in other nations, especially those in their home country.</p> <p>本科目の最終目標は、日本の雇用慣行について基本原則を理解し、それらを通して他の国々の雇用慣行についても長所、短所を理解できるようになること、です。</p>
授業内容・ 方法と 進度予定 /Contents and Progress Schedule of the Class	<p>The course is a hybrid one. The students get access to Google Classroom and get the instructions and materials. The students staying in Sendai are strongly encouraged to show up and join the face-to-face class in the classroom. The students joining the course online need "Meet," and turn on the camera so that the instructor and other members can check the attendances.</p> <p>It consists of lectures, discussions, and presentations. The instructor will provide online lectures on key issues about the process of employment practices. Then, he will lead discussions about important items. In order for students to join the discussions actively the reading papers will be posted in the Google Classroom together with some assignments. Students will need to read the papers and related materials, turn in the assignments prior to due dates, and join the discussions actively in the class. A couple of classes toward the end will be devoted to the student presentations. Students in small groups will work on case studies and make a presentation on one of them. The time of each presentation will be 20 min to 30 min long, adjusted depending on the number of groups.</p> <p>The class schedule is as follows:</p> <ol style="list-style-type: none"> <li>1)Introduction: Present an overview of the course. Make the self-introduction of the instructor and the students. Discuss the economic development in Japan after World War II briefly.</li> <li>2)Theme: Japanese Style Management Discuss the three basic elements, Lifetime Employment, Seniority Ranking System, and Corporate Labor Union. What are advantages and disadvantage of the elements over other management styles?</li> <li>3)Theme: Japanese Employment Practices Illustrate the human resource management typical to the Japanese companies during 70's. They provided houses, dormitories, resort houses or loans. Employees traveled together and stayed overnight for harmony. Why were hot spring spots so prosperous? Who went there?</li> <li>4)Theme: Corporate Japan Besides the employment practices there were some systems peculiar to Japan, which supported the Japanese Style Management. Keiretsu, Shitauke, or Zaibatsu were often criticized from the US as unfair business practices. Were they really peculiar to Japan?</li> <li>5)Theme: The Strongest Manufacturing Under the Japanese Style Management employees worked quite hard. "Made in Japan" was (and still is) synonymous with the highest quality. How did the employment practices function to accomplish the highest quality?</li> </ol>

6)Theme: The Bubble Economy  
Accomplishing the economic success, how did most of Japanese feel? What was their “happiness?”

7)Theme: Too Much Assets and Too High Labor Costs  
In 1991 the Bubble Economy ended with burst. Restructuring and re-engineering became key words in the business. What did they try to do?

8)Theme: Changes to Employment Practices  
Gave up the lifetime employment and the seniority ranking system and introduced temp employees and the performance related pay system. Why did they have to give up the practices once thought to be essential? What did the new system bring to employees?

9)Theme: Japanese Disease  
Serious problems spread to the society as a whole. The huge national debts, deflation, collapse in social securities, low birthrate, or elderly society… How are they going to solve them?

10)Case Study  
The automobile industry and the electronics industry were leading powers that had driven the Japanese economy. The class will discuss one company from those industries and exemplify the management systems discussed in the classes.

11)Case Study 2  
The class will discuss another company to learn about the applications of the management systems. The rest of the class will discuss important points on the student presentations. A set of case studies for the student presentation will be given out.

12)Student Presentations  
Student groups will make presentations followed by questions and answers.

13)Student Presentations  
Student groups will make presentations followed by questions and answers.

14)Student Presentations  
Student groups will make presentations followed by questions and answers.

15)Summary  
Return the graded student presentations and summarize the course.

本科目はハイブリッドです。仙台滞りの学生皆さんは対面授業に参加して下さい。「クラスルーム」に指示事項、教科書、参考文献、課題を掲示します。オンライン授業は「Meet」を使って行います。必ずカメラをオンにして顔を表示して下さい。  
授業は、講義、討議、プレゼンテーションで構成されます。講師は、雇用慣行について基本事項の講義を行い、重要事項について履修者と討議します。その討議に参加しやすくなるよう、授業前に読むべき教科書、文献の範囲を指定します。履修者はそれらを授業前に読んで、討議に参加する準備をして下さい。筆記課題もそれら教科書、文献に基づいています。最終授業前の2-3回は履修者のプレゼンテーションに当てられます。ケーススタディについて、一つをグループで発表してもらいます。発表時間は20-30分で履修者数によって調整します。  
授業の予定は以下の通りです。  
1. 概略紹介 科目概略説明、自己紹介、第2次世界大戦後の日本経済発展概略  
2. 日本の経営 終身雇用、年功序列、企業内労働組合が日本の経営の3本柱とされた、それらの長所、短所は。  
3. 日本の雇用慣行 1970年代の典型的雇用慣行を説明、何故企業は、社宅、寮、保養所を所有したか  
4. 日本株式会社 雇用慣行以外、系列、下請け、財閥が日本の経営に寄与、しかし米国から批難を受けた  
5. 最強の製造業 日本の雇用慣行の基、日本製は最高品質とみなされるようになった、雇用慣行はどのように寄与したか  
6. 何がバブルをもたらしたか。 経済発展を成し遂げた後、日本人従業員は何を感じたか  
7. 過剰設備と余剰人員 1991年以降バブル崩壊へ、リストラ、リエンジニアリングがキーワード、何が行われたのか  
8. 雇用慣行の変革 終身雇用、年功序列を断念し、成果主義導入へ、従業員はどう感じたか  
9. 日本病 深刻な不況が蔓延、天文学的政府債務、デフレ、社会保障制度崩壊、低出生率、高齢化社会などどう対処するか  
10. ケーススタディ1 日本経済を牽引した自動車産業、電機業界のケーススタディを学習  
11. ケーススタディ2 ケーススタディ他、プレゼンテーションについて指導  
12. グループプレゼンテーション1 履修者のプレゼンテーション  
13. グループプレゼンテーション2 履修者のプレゼンテーション  
14. 履修者グループプレゼンテーション3  
15. まとめ プレゼンテーションの講評と最終まとめ

The presentation will account for 50% of the final grade, while the assignments and the overall class participation will contribute 30% and 20%, respectively. Discussions during the case studies and after the student presentations are more important and will make up one-half of the overall class participation. Low class attendance, missing three or more classes, will be regarded as no class participation. Overdue assignment may not be accepted.

Grades for the course will be assigned as follows:

- AA…… Excellent (90-100%)
- A…… Good (80-89%)
- B…… Fair (70-79%)
- C…… Passing (60-69%)
- D…… Fail (0-59%)

プレゼンテーション発表は成績の50%を占め、筆記の課題が30%、クラス討議参加(発言)が20%の配分です。ケーススタディでの発言はより重要とみなし、クラス討議全体の半分とします。低い出席率、3回以上クラス欠席の場合は、討議参加点数が与えられません。また期限遅れ課題は採点しないかもしれません。

成績評価方法  
/Evaluation Method

教科書および参考書  
/Textbook and References

No	書名	著者名	出版社	出版年	ISBN/ISSN	資料種別
1.	『Changes in Japanese Employment Practices: Beyond the Japanese Model』	Keizer, Arjan	Routledge	Routledge	978-0-415-44758-4	

関連URL  
/URL

Copies of the textbooks and other reading materials will be posted on the Google Classroom. Students need to read them before each class and prepare for the discussions conducted in the classes.

授業時間外学修  
/Preparation and Review

There will be four to five written assignments.

The final presentation is the group one. Students need to prepare for the presentation outside of the class hours.

授業での討議に参加するため、「クラスルーム」に掲示され、事前に範囲していきされる教科書、文献を授業前に読むことが必要です。4つから5つの筆記課題も、授業時間外に取り組んでもらい、それら教科書、文献に基づいています。またプレゼンテーションはグループで行ってもらい、その準備時間も授業時間外に行ってもらいます。

<p>実務・実践的授業 /Practical business</p> <p>※〇は、実務・実践的授業であることを示す。 /Note: "〇" Indicates the practical business</p>	<p>〇</p>
<p>授業へのパソコン持ち込み【必要/不要】 /Students must bring their own computers to class [Yes / No]</p>	<p>Yes. オンラインコースで、教科書、文献もパソコン上で見る必要があります。</p>
<p>連絡先(メールアドレス等) ※Emailは@の置き換えに注意 /Contact (Email, etc.)</p>	
<p>その他 /In Addition</p>	<p>Students enrolling in this course must have good English proficiency. 履修者は高い英語能力が必要です。講師は授業時間中は全て英語で話します。筆記課題も英語です。授業での討議も全て英語です。</p> <p>* This class is offered at the same time as ["Special Topics on Global Issues" in general education subjects/ " Special Seminar on Career and Skill Development " in common graduate school subjects]. この科目は [全学教育科目『国際教養特定課題』/大学院共通科目『キャリア・スキル開発特別演習』]との同時開講です。</p>
<p>更新日付 /Last Update</p>	<p>2023/03/06 11:59</p>

1単位の授業科目は、45時間の学修を必要とする内容をもって構成することを標準としています。1単位の修得に必要な学修時間の目安は、「講義・演習」については15～30時間に授業および授業時間外学修(予習・復習など)30～15時間、「実験、実習及び実技」については30～45時間の授業および授業時間外学修(予習・復習など)15～0時間です。

One-credit courses require 45 hours of study. In lecture and exercise-based classes, one credit consists of 15-30 hours of class time and 30-15 hours of preparation and review outside of class. In laboratory, practical skill classes, one credit consists of 30-45 hours of class time and 15-0 hours of preparation and review outside of class.