

YORK UNIVERSITY
FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES
DEPARTMENT OF POLITICAL SCIENCE

Course: AP/POLS 3580 6.0 – *South Korea: The Politics of Compressed Modernity*

Course Webpage: <http://www.thomasklassen.net/york-pols-3580---2016.html>

Term: Summer 2016 (O1 term)

Prerequisite / Co-requisite: None

Course Instructor

Thomas Klassen Email: tklassen@yorku.ca
Office: Department of Political Science, Ross South, Room 636
Office hours: by appointment

Time and Location

Seminars May 2, 3, 4, 5 and 6 from 9:00am-1:00pm in Ross North 814

May 9 to June 5 in Seoul, South Korea

Expanded Course Description

This is a study abroad course with one intensive week of classes at the Keele Campus of York University, followed by four weeks in Seoul, South Korea. All activities outside of Canada for this course will take place only in South Korea.

The course is an extraordinary opportunity to learn about South Korea, focussing on its rapid transformation in the past five decades. The theme of the course is that rapid political and social change in Korea impacts youth as much as the elderly. The course studies the political debates and cultural shifts – including intergenerational conflicts – that arise during condensed change.

The first part of the course is a review of the key developments and trends that have shaped politics, and the welfare state, in South Korea during the past five decades. The course then turns to focus on two current debates, conflicts, and policies that arise from rapid political and social change: i) the politics of work, unemployment and retirement, ii) the politics of and family (such as, will there be enough children to support the elderly) and the politics of rites of passage (educational exams, military service and

suicide).

In Seoul, South Korea, students will participate and observe different activities and events. There will be field trips within Seoul, and to other parts of Korea, including the DMZ (the demilitarized area separating North and South Korea). Students will have the opportunity to conduct participant observation field research at several locations within Seoul.

Students in the course will have the opportunity to interact and work with students at [Yonsei University](#), where the study abroad course will hold classes. York University students will use the libraries at other facilities at Yonsei University while in Korea.

The course focuses on the three degree-level expectations of undergraduate courses in Political Science: critical skills, political analysis, and democratic awareness. For critical skills, students will be encouraged to understand what it means to think theoretically, identify assumptions and develop a range of communication skills. For political analysis, students will explore the importance of connections between politics and social life. For democracy awareness, students will develop an understanding both of the forces that sustain consensus and of those that can work to open up alternative possibilities.

Course Text / Readings

Required texts

Tudor, Daniel. 2012. *Korea: The impossible country*. North Clarendon, Vt.: Tuttle Publishers. [available at the York Bookstore]

Klassen, Thomas R. and John A. Dwyer. 2015. *How to succeed at university (and get a great job!): Mastering the critical skills you need for school, work and life*. Vancouver: University of British Columbia Press. available as a free download at: http://www.ubcpres.ca/search/title_book.asp?BookID=299174910 [also available at the York Bookstore]

Required video

Tiger Spirit by Min Sook Lee. 2008. National Film Board of Canada – available as a streaming video through the York University Libraries (73 minutes) at: <https://www.library.yorku.ca/find/Record/3222317>

Key reference text at the York Libraries

Chang, Kyung-Sup. 2010. *South Korea under compressed modernity: Familial political economy in transition*. London: Routledge. [on reserve at Scott Library]

Additional reference texts at the York Libraries

Ahn, Byong-Man. 2003. *Elites and political power in South Korea*. Cheltenham, UK: Edward Elgar. [on reserve at Scott Library]

Armstrong, Charles K., ed. 2006. *Korean society: Civil society, democracy, and the state*. London: Routledge. [available as e-book from York Libraries]

Choi, Jang-jip. 2012. *Democracy after democratization: The Korean experience*. Stanford, CA: Stanford University/Walter H. Shorenstein Asia-Pacific Research Center. [on reserve at Scott Library]

Diamond, Larry and Byung-Kook Kim, eds. 2000. *Consolidating democracy in South Korea*. London: Lynne Rienner Publishers. [on reserve at the Scott Library]

Elwood, Paul H. and Jeremy B. Albertus, eds. 2008. *Korea: Economic, political and social issues*. New York: Nova Science Publishers. [on reserve at Scott Library]

Higo, Masa and Thomas R. Klassen, eds. 2015. *Retirement in Japan and South Korea The past, the present and the future of mandatory retirement*. Abingdon, Oxon: Routledge. [on reserve at Scott Library]

Kil, Soong Hoom and Chung-in Moon, eds. 2001. *Understanding Korean politics: An introduction*. Albany: State University of New York Press. [on reserve at Scott Library]

Kim, Samuel, ed. (2003). *Korea's Democratization*. Cambridge: Cambridge University Press. Ch. 1. [available as an e-book from York Libraries]

Klassen, Thomas R. and Yunjeong Yang, eds. 2014. *Korea's retirement predicament: The ageing tiger*. Abingdon, Oxon: Routledge. [on reserve at Scott Library]

Prendergast, David. 2005. *From elder to ancestor: Old age, death and inheritance in modern Korea*. Folkestone, Kent: Global Oriental. [on reserve at Scott Library]

Students will also have full access to the Yonsei University Library. Books such as these will be of interest:

Kim, Kyong-dong (ed.). 2008. *Social change in Korea*. Paju: Korea Herald Press and Jimoondang. [on the shelves: 303.40951 008a – 3rd floor of the Central Library]

Ok, Gwang. 2007. *The transformation of modern Korean sport: Imperialism, nationalism, and globalization*. Seoul: Hollym. [on the shelves: 796.0951 007a – 3rd floor of the Central Library]

Seth, Michael J. 2002. *Education fever: Society, politics, and the pursuit of schooling in South Korea*. Honolulu : University of Hawaii Press. [on the shelves: 370.951 002b – 3rd floor of the Central Library]

Chang's *South Korea under compressed modernity: Familial political economy in transition* book is also on the shelves [306.850951 010a – 3rd floor of the Central Library]

All required readings for this course are from: **i)** Tudor's *Korea: The impossible country* book (which students must purchase), **ii)** books available on-reserve at the Scott Library, **iii)** books and articles available electronically from the York Libraries, **iv)** books available at the Yonsei Central Library, or **v)** following the links in this course outline.

Evaluation

| | |
|---|-------|
| Policy diary | – 10% |
| Book chapter review | – 15% |
| Research paper proposal | – 5% |
| Participation | – 15% |
| Final research paper | – 40% |
| Reflective paper on field research and learning | – 15% |

Details on these assignments, including due dates, are found below.

Policy Diaries Guidelines

Select one area of interest in regards to rapid social change and the politics of youth and ageing in South Korea. Search the mass media literature on a daily basis to find news stories. You can use “google media” <http://news.google.ca/nwshp?hl=en&tab=wn> or a similar service to help you, as well as the five Korean English-language newspapers listed below.

The Korea Herald: <http://www.koreaherald.com/>
The Dong-A Ilbo: <http://english.donga.com/>
The Korea Times: <http://www.koreatimes.co.kr/www/index.asp>
Korea JongAng Daily: <http://koreaajoongangdaily.joins.com/>
The Hankyoreh: http://english.hani.co.kr/arti/english_edition/

As well, as well as Korea Exposé at <http://www.koreaexpose.com/>

Write a summary, in your own words, of developments on your topic. What has happened? What are the influential groups and individuals? What are the central debates? What has been proposed, and by whom?

The policy diary will be at least five double-spaced pages and is due on **May 5**.

Book Review Guidelines

Select one chapter from the Chang's book *South Korea under compressed modernity: Familial political economy in transition*. Read this chapter and then read the chapter, or chapters, on the same topic in Tudor's *Korea: The impossible country* book. Then write an eight-page (double-spaced) review of the Chang chapter using the Tudor chapter(s) as points of reference, comparison and contrast. Please check with me in advance to confirm the selection of your specific chapters.

The review is not a summary of the chapter(s), just as a movie review is not a mere summary of a film.

The review should include most the following (in whichever order you think is best):

1. A summary of the content of the Chang chapter(s) being reviewed, which should be no longer than one page.
2. What, in your own words, is Chang trying to demonstrate, achieve or explain in the work?
3. A brief discussion of Chang's chapter fits with the contents and arguments of the relevant chapters Tudor's book?
4. Possibly a discussion of the research methods of the Chang and Tudor chapters: What are these? Do they seem reasonable to you in order to answer the question(s) of the author?
5. A discussion of the flaws of the Chang chapter: Are the conclusions reasonable? Are you convinced by the conclusions? Why or why not? Does Tudor agree? What would you like to have seen added (or deleted) from the work? What would you have done differently?
6. What was the most interesting part of the Chang 9 (and Tudor) chapters for you, and why?
7. Why did you select this particular chapter from Chang?

Attention should be paid to the manner in which the review is structured, especially the order in which the material is presented. The review should be coherently organized, and concisely written without grammatical and spelling errors. Try to avoid too many headings. The review will be of at least five pages and is due on **May 13**.

Research Essay Proposal Guidelines

The proposal may be conceived as a map that provides direction for the research and writing of the research essay. The more detailed and developed the map, the less difficult it should be to write the final research essay.

You may select any topic of interest related to the politics of youth and ageing in Korea, although logically it must be closely linked to the topics covered in the course and to your previous policy diaries, chapter reviews, and required readings for this course. Indeed, the readings for our course will provide you with suggestions or ideas, as well as sources. Aim to have a focussed topic (problem, issue, controversy, debate or dilemma). In your proposal you should also indicate why what you have selected to explore is interesting and important.

The proposal will require library and web-based research and you must include a bibliography that includes the works consulted so far.

There is no specific format that will be most appropriate for the proposal. The length of the proposal should be no less than three pages, in addition to the bibliography. You must send a draft of the proposal to the instructor for feedback. The proposal is due on **May 20**.

Research essay guidelines

The research essay must be professional in all aspects. As such, it must have a cover page, title, table of contents, five or six sections (such as an introduction, etc.), bibliography and, if you wish, appendices. You are encouraged to use a few visual aids – graphs, charts, photos, diagrams and tables – that must be clearly labelled and referenced. The essay should be a holistic work that demonstrates considerable research and reflection, as well as strong writing skills.

Be sure to utilize the database that you will develop while in Korea in writing the essay. This includes: photos, brochures, observations you made, discussions you had with people in Korea, notes from lectures and meetings, and more.

The essay must be at least 16 pages in length using double-spacing and 12 point font. Grades will be deducted for grammatical errors. You must have the paper read (edited) by others before submitting it. At least 50% of your citations must be from academic sources (books and articles). Please attach your proposal to the essay.

More details about the expectations for this paper will be provided during the course. The research paper is due one week before the last day of the Summer O3 term.

Reflective paper guidelines

The writing of the reflective paper should begin when you arrive in Korea (or before) and be the last writing for the course. The objective of the paper is to analyze your progress in understanding Korean politics and culture, and the role that field research played in furthering your knowledge of Korea.

The paper should answer these three questions: 1) what you learned about the politics of youth and old age while in Korea; 2) what you learned about Korea or Koreans while in Korea; 3) what you learned about yourself while in Korea.

You can write in the first person ("I ...") and you can be as creative as you like. For example, use a diary format, include photos, etc. The only requirement is sparkling, concise and clear language without grammatical errors.

The reflective paper is due on, or before, the last day of the Summer O3 term. Aim for a paper of eight pages.

Grading, Assignment Submission, and Lateness Penalties

Grading: Percentage grades will be provided for each assignment. The final letter grade will be determined as illustrated:

| Grade | Per Cent Range | Description |
|--------------|------------------------|--------------------|
| A+ | 90-100 | Exceptional |
| A | 80-89 | Excellent |
| B+ | 75-79 | Very Good |
| B | 70-74 | Good |
| C+ | 65-69 | Competent |
| C | 60-64 | Fairly Competent |
| D+ | 55-59 | Passing |
| D | 50-54 | Marginally Passing |
| E | (marginally below 50%) | Marginally Failing |
| F | (below 50%) | Failing |

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. Information on the Pass/Fail Grading Option is at:

<http://www.yorku.ca/laps/students/passfail.html>

Please note that students who wish to designate a course as Pass/Fail must do so within the first two weeks of the term in which the course begins.

Last Date to Withdraw from the Course: The last day to withdraw from this course without incurring an academic penalty is **June 3, 2016**.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be submitted in-person when the course meets at the Keele Campus, and electronically once the course is held in South Korea. Students are encouraged to submit drafts of assignments for review and feedback prior to the due dates.

Late assignments: Assignments received later than the due date will not be graded. Exceptions to this policy might be granted only in extraordinary situations, which require supporting written documentation deemed adequate by the instructor, and advance notification by the student.

ADDITIONAL INFORMATION

The nature of a Study Abroad course involves an open mind-set to new experiences and a willingness to engage with a different environment and a variety of individuals. If at any time during the course you have questions or concerns about any aspect of our course, or are uncertain about how to proceed, please speak to the instructor.

It is highly recommended that you download, photocopy and/or print some of the required readings while still in Canada.

For all the assignments you may find it useful to use the Student Papers and Academic Research Kit and related resources found at: <http://www.yorku.ca/spark/>. If you are unfamiliar with fully utilizing York Libraries e-resources, especially from off-campus, please speak to the instructor so that you can receive a short tutorial.

To prepare to travel to South Korea you may wish to contact or visit in person the Korea Tourism Office in Toronto. The address is 25 Adelaide St. East, Suite 1101 (take the subway to King station). You can also request free brochures and maps of Korea via: http://english.visitkorea.or.kr/enu/GK/GK_EN_2_7_5.jsp

Other useful information can be found at the South Korean official homepages: <http://www.korea.go.kr/eng/> and <http://www.korea.net/>

You may also look at the blog for the summer 2015 South Korea summer study abroad course: <http://www.thomasklassen.net/2015-south-korea-course.html>

CLASS SCHEDULE

PART I – COMPRESSED MODERNITY IN SOUTH KOREA

May 2 – Welcome, overview of the course and expectations, and introduction to the study of South Korea and compressed modernity

The Economist. 2013. The Koreas: Parallel worlds. A special report on South and North Korea. Available at <http://www.economist.com/news/special-report/21588197-38th-parallel-separating-north-and-south-koreas-most-important-dividing-line> [note use drop down menu beside “Special report: Parallel worlds” to read all articles]

Tudor – Introduction (pages 9 to 23) and Chapter 1

Chang – first six page. Available online at: http://www.amazon.ca/South-Korea-under-Compressed-Modernity/dp/0415575877#reader_0415575877

Subscribe to the Korea Institute for Health and Social Affairs (KIHASA) electronic newsletter at: <http://e-letter.kihasa.re.kr/subscribe01.jsp>

Email and KakaoTalk contact with Yonsei University students

May 3 – Koran History: The welfare state for youth and old age

Johnson, Malcolm (ed.). 2005. *The Cambridge Handbook of Age and Ageing*. Cambridge: Cambridge University Press, 2005. Chapter 7. Pp. 563-571. “The Social Construction of Old Age as a Problem” [available as an e-book via the York Libraries via <http://www.library.yorku.ca/find/Record/2316029>]

Lachman, Margie E. and Rebecca J. Yun. 2006. “Perceptions of aging in two cultures: Korean and American views on old age”, *Journal of Cross-Cultural Gerontology* 21(2): 55-70.

Watch: *Tiger Spirit* by Min Sook Lee. 2008. National Film Board of Canada – <https://www.library.yorku.ca/find/Record/3222317>

Tudor – Chapters 2 and 3

May 4 – Demographic trends in South Korea and globally

The Economist. 2009. *A slow-burning fuse: A special report of aging populations*

(special report), June 27. Available at: <http://www.economist.com/node/13888045> [note use drop down menu beside “Special report: Aging populations” to read all articles]

Mujahid, Ghazy. 2014. “Demographic change in Korea and East Asia” in T.R. Klassen and Y. Yang, eds. *Korea’s Retirement Predicament: The Ageing Tiger*. Abingdon, Oxon: Routledge. Chapter 2, pp. 21-38. [on reserve at York University, and available as an e-book]

Tudor – Chapters 4 and 5

Klassen and Dwyer – chapters 3 and 4 – available online at http://www.ubcpres.ca/search/title_book.asp?BookID=299174910

May 5 – The politics of South Korea: The role of young people in the quest for democracy

Sook-Jong Lee. 2006. “The Assertive Nationalism of South Korean Youth: Cultural Dynamism and Political Activism.” *SAIS Review* 26(2):123-132.

Cho, D.Y. 2006. “Korean Citizens’ Movement Organisations: Their Ideologies, Resources, and Action Repertoires.” *Korea Journal* 46(2):68-98.

Watch: *The Dynamic Development of Korean Democracy*. 2011. Prepared by the Korea Democracy Foundation. <https://www.youtube.com/watch?v=jUbuykLagps> [45 minutes] and review this article after watching the video: Dong, Wonmo. 1993. “Generational Differences and Political Development in South Korea.” *Korean Studies*, 17:1-16.

Tudor – Chapters 6 and 7

May 6 – A politics of South Korea: The role of the elderly in shaping the present and future

Kim, Andrew Eungi. 2010. “Problems and Implications of Korea’s Ageing Population.” *Ageing and Politics: Consequences for Asia and Europe*. Singapore: Konrad Adenauer Stiftung. Pp. 157-171. [copy has been provided by the author for use in the course, with permission of the publisher]

Ki-Soo Eun. 2008. “Population Aging and Social Strategies for Aging Problems in Korea.” *Korea Journal*. Pp. 5-34.

“No Country for Old People” Korea Expose, September 24, 2014. <http://www.koreaexpose.com/voices/no-country-for-old-people/>

Tudor – Chapters 8 and 9

[We will have lunch together today on the York campus, and select roommates for our stay in Korea]

May 9 – Arrival in Korea – check in at [Ever8 Serviced Residence](#) [free internet is included in each room]

Welcome dinner in the Sinchon neighbourhood near the Ever8 Serviced Residence and Yonsei University

May 10 – Welcome meetings at Yonsei University, Campus tour, Library orientation, [Yonsei Global Lounge](#), and administrative tasks [assistance will be available for students who need internet or cell/smartphone service in Korea]

PART II: THE POLITICS OF WORK AND RETIREMENT

May 11 – Retirement politics under compressed modernity in East Asia [Yeonhui Hall, Yonsei Campus] – including meetings with Yonsei University students

Higo, Masa and Thomas R. Klassen, eds. 2015. *Retirement in Japan and Korea The past, the present and the future of mandatory retirement*. Routledge [to be provided] – chapters 1 and 2

Tudor – Chapters 10 and 14

May 12 – Visit to, and guided tour of, the National Museum of Korean Contemporary History. See: <http://www.much.go.kr/en/mainen.do>

May 14 – Citizens, consumers and youth culture: Walking tour/lecture of the Hongdae neighbourhood. The tour/lecture leader is Professor Greg Sharzer, Kyung Hee University, who earned his PhD in political science at York University. Students from Kyung Hee University will join the tour/lecture.

May 17 – The politics of work, retirement and social change (part 1) – visit to Seoul Museum of History – See: <http://eng.museum.seoul.kr/eng/index.do>

OECD. 2007. *Facing the Future: Korea's Family, Pension and Health Policy Challenges*. Paris: OECD. <http://www.oecd-ilibrary.org.ezproxy.library.yorku.ca/social->

[issues-migration-health/facing-the-future_9789264065406-en](https://www.globalbrief.ca/blog/2010/01/12/south-korea-ageing-tiger/)

Klassen, Thomas R. 2010. "South Korea: Ageing tiger," *Global Brief* (web exclusive), January 12. globalbrief.ca/blog/2010/01/12/south-korea-ageing-tiger/

Tudor – Chapters 15 and 16
Dwyer and Klassen – chapters 5 and 6

May 18 – The politics of work, retirement and social change (part 2) [Yeonhui Hall, Yonsei Campus]

Klassen, Thomas R. 2010. "Korea: Extending working lives," *Global Brief* (web exclusive), April 29. <http://globalbrief.ca/blog/2010/04/29/extending-working-lives/>

Yin, R. K. 2009. *Case Study Research: Design and Methods* (4th Ed.). Thousand Oaks, CA: Sage. Chapter 2, "Identifying your case(s) and establishing the logic of your case study."

Tudor – Chapters 17 and 18

May 19 – Modernization and occupation – visit to Seodaemun Prison History Museum. See: <http://www.sscmc.or.kr/culture2/foreign/eng/eng01.html>

Tudor – Chapters 19 and 20

Pirie, Iain. 2006. "Social injustice and economic dynamism in contemporary Korea." *Critical Asian Studies* 38(3):211-243.

May 21 – Deviance and social change in a homogeneous society: Walking tour/lecture of the Itaewon neighbourhood with Professor Greg Sharzer. Students from Kyung Hee University will join the tour/lecture. See: <http://groovekorea.com/article/itaewon-freedom/>

May 24 – Full day research field trip to a Korean high tech manufacturing plant in an industrial park, with a trip to the [Hwaseong Fortress](#) in Suwon

May 25 – structured individual activities including participant observation research

PART III – THE POLITICS OF FAMILY AND OF RITES OF PASSAGE

May 26 – The politics of families - Visit the National Assembly of Korea and Yeouido and/or Blue House (presidential home). See: <http://korea.assembly.go.kr/>

Kim, Andrew Eungi. 2009. "Global migration and South Korea: foreign workers, foreign brides and the making of a multicultural society." *Ethnic and Racial Studies* 32(1):70-92.

Lim, Timothy. 2010. "Rethinking Belongingness in Korea: Transnational migration, 'migrant marriages' and the politics of multiculturalism." *Pacific Affairs* 83(1):51-71.

"As Families Change, Korea's Elderly Are Turning to Suicide." *New York Times* (Asia Edition). Feb 16, 2013. <http://www.nytimes.com/2013/02/17/world/asia/in-korea-changes-in-society-and-family-dynamics-drive-rise-in-elderly-suicides.html?pagewanted=all>

May 27 - structured individual activities including participant observation research in the day time, along with dinner at the home of the Klassen family in Seoul

May 31 – The politics of rites of passage – Visit the [War Memorial Museum of Korea](#)

Seth, Michael J. 2012. "Education zeal, state control and citizenship in South Korea." *Citizenship Studies* 16(1):13-28.

Park, Jin-Kyu. 2009. "'English fever' in South Korea: its history and symptoms." *English Today* 25(1):50-57.

BBC News Is South Korean education 'best in world'? 2013. *BBC News*.
<https://www.youtube.com/watch?v=JFpTdEFqXI>

In Hypercompetitive South Korea, Pressures Mount on Young Pupils. 2011. *PBS Newshour*. <https://www.youtube.com/watch?v=WpS2JJYfbZ8>

Tudor – Chapters 23 and 24

Kim, Seong Yi, Myoung-Hee Kim, Ichiro Kawachi, and Youngtae Cho. 2011. "Comparative Epidemiology of Suicide in South Korea and Japan: Effects of Age, Gender and Suicide Methods." *The Journal of Crisis Intervention and Suicide Prevention* 32(1):5-14.

Normile, Dennis. 2012. "Korea Tackles a Mushrooming Problem." *Science* 23 338(6110):1026-1027.

"South Korea's exam suicides". 2011. Al Jazeera English edition.
<https://www.youtube.com/watch?v=8o0tcZ4mru8>

"Get Real: South Korea School Stress." *Channel NewsAsia*. Jan 14, 2014.
http://www.youtube.com/watch?v=MXKFRB3I_LI

Shining a light on South Korean youth suicides. *Al Jazeera*. Mar 27, 2014
http://www.youtube.com/watch?v=d9RTUS_97dl

June 2 – Field trip to the DMZ (Demilitarized Zone, separating North and South Korea). This is a full-day event starting at 7:00am.

Moon, Seungsook. 2005. "Trouble with Conscription, Entertaining Soldiers: Popular Culture and the Politics of Militarized Masculinity in South Korea." *Men and Masculinities* 8:64-92.

Kwon, Insook. 2000. "A Feminist Exploration of Military Conscription: The Gendering of the Connections Between Nationalism, Militarism and Citizenship in South Korea." *International Feminist Journal of Politics* 3(1):26-54.

South Korean students battle to stay out of the military. *Asia Calling TV*. Apr 27, 2014.
<http://www.youtube.com/watch?v=l8scWoJQSpA>

June 3 – Presentation/review by students of research proposal and research to-date
 [Yonsei University, Yeonhui Hall]

Tudor – Chapters 25 and 26

June 4 – Debriefing with course director

Farewell dinner and party with Yonsei students and other special guests

Tudor – Chapters 27 and 28, and Epilogue

June 5 – check out of Ever8 Service residence

IMPORTANT COURSE INFORMATION

Academic Honesty and Integrity

York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty (<http://www.yorku.ca/secretariat/policies/document.php?document=69>). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards.

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve students' research and writing skills, and cope with University life. Students are expected to review the materials on the Academic Integrity website at - <http://www.yorku.ca/academicintegrity>.

Access/Disability

York University is committed to principles of respect, inclusion and equality of all persons with disabilities across campus. The University provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available at the following websites:

Counselling & Disability Services – <http://www.yorku.ca/disabilityservices>

Counselling & Disability Services at Glendon - <http://www.glendon.yorku.ca/counselling>

York Accessibility Hub - <http://www.yorku.ca/accessibilityhub/index.htm>

Ethics Review Process

York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants*. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an *Application for Ethical Approval of Research Involving Human Participants* at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the course director immediately.

Student Conduct in Academic Situations

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or harassing behaviour by students in academic situations is available at - <http://www.yorku.ca/secretariat/policies/document.php?document=82>