

Global Welfare States
Political Science 4215F
Fall 2020

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Office hours: Tuesdays 2-3, or by appointment

Course Description:

As is perhaps to be expected in the case of a complex political phenomenon subjected to intense politicization, the welfare state has been variously interpreted. It is certainly true that the conditions that supported the western welfare state in earlier decades have weakened, if not dissolved, but the meaning of this remains far from clear. As we will see, the welfare state was always plural, deriving from a number of different economic, social, ideological, and institutional sources, and assuming qualitatively different forms in different contexts. There are at least three welfare ‘worlds’ or regimes rather than just one welfare state. Arguably, this number has grown as many countries from the global South have developed substantial and in some respects quite different welfare states. However, in recent decades, demographic change, globalization, and post-industrialization, among other developments, have exerted great pressure on the global welfare states. The case that the established welfare state had become unsustainable or, worse, a hindrance to progress, has supported attempts to challenge or retool welfare states in significant ways. While this might initially have involved retrenchment, more recently it has involved the redirection of state spending toward measures that stand as investments in a more dynamic and competitive society. Are we seeing signs of global convergence in welfare state development? What might this look like? Or are different welfare regimes changing in ways that reflect the distinctiveness of their economic, social, and political settings, as well as the legacies of past policies? This seminar will explore these and other questions by devoting particular attention to processes of welfare state formation and reform in Europe, East Asia, and Latin America.

Course Format:

This seminar will be conducted “synchronously,” which means that we will meet as a group on a weekly basis at the time scheduled by the registrar to discuss a common set of readings. Although this will not be quite the same as an in-person seminar experience, we will try to approximate it to the maximum extent possible. If we all commit to preparing effectively in advance of the weekly meetings, and using these meetings to explore key ideas in detail while respectfully sharing our distinctive perspectives on them, then this pedagogical experiment will prove a great success!

Learning Outcomes:

Participants in this seminar will:

- (a) acquire an understanding of the role of the welfare state and the relationship between the welfare state and such key elements of modernity as economic development and state formation;
- (b) become able to critically assess the case for the existence of three or more welfare regime types rather than a singular welfare state, and explore the applicability of this framework to a significant number of countries across at least three global regions;
- (c) develop the ability to relate welfare regime types to their characteristic policy types;

- (d) learn to make sense of and apply the major theories explaining both the emergence and reform of welfare states, and to evaluate the extent to which the retrenchment and/or recasting of welfare states have occurred and may continue to do so.

Prerequisites: Political Science 2245E or 2231E.

Antirequisite: Political Science 4406G.

Requirements and Grading:

The breakdown of the grade will be as follows:

- (a) presentation (10 minutes): 15%;
- (b) participation: 20%
- (c) first take home exam, due October 28 (8-10 pages): 25%
- (d) second take home exam, due December 17 (14-16 pages): 40%

Presentation (15%): Students are expected to find one additional journal article or book segment (roughly 20-25 pages) that sheds fresh light on the relevant week's assigned materials. The presentation will involve: (a) elaboration upon the question, thesis, argumentation, and evidence in the selected article; (b) discussion of the major points of contact with one or more of the assigned readings; (c) an attempt to spell out the key analytical implications and bases for criticism; and (d) identification of two discussion questions. The presentations will be timed, in order to make all possible accommodation for the subsequent seminar discussion.

Participation (20%): Students are expected to attend the seminar regularly and be prepared to participate in discussions of the assigned topics and readings. Participation will be assessed based not just on the frequency of the student's contributions, but more fully on the extent to which they are relevant, well-informed, and at the highest level also insightful. Any student who fails to attend at least **nine** sessions without cause may not be permitted to submit the final take home exam.

Mid-Term Take Home Exam (25%): Students will respond to a series of questions related to the seminar coverage up to that point, while also incorporating one additional reading item (journal article or book segment) that enhances their understanding of the material they are addressing in a significant way. One week will be provided for completion of this assignment. The due date will be October 28.

Final Take Home Exam (40%): The format will be similar to that of the first review assignment, but in this case students will incorporate two carefully selected additional research items (journal articles or book segments). As before, one week will be provided for completion of the assignment. The due date will be December 17.

Readings

Week One: Theorizing the Worlds of Welfare (September 16)

Gosta Esping-Andersen, *The Three Worlds of Welfare Capitalism* (Princeton University Press, 1991), chapters 1-3.

Kees van Kersbergen and Barbara Vis, *Comparative Welfare State Politics: Development, Opportunities, and Reform* (Cambridge, 2014), chapter 3.

Week Two: The Liberal Regime

(September 23)

Kathleen Jones, *The Making of Social Policy in Britain: From the Poor Law to New Labour* (2000), chapters 1, 2, and 5.

David Edgerton, "War and the Development of the British Welfare State," in Herbert Obinger, Klaus Petersen, and Peter Starke, eds., *Warfare and Welfare: Military Conflict and Welfare State Development in Western Countries* (Oxford, 2018).

Theda Skocpol, *Social Policy in the United States: Future Possibilities in Historical Perspective* (Princeton University Press, 1995), chapter 6.

Week Three: The Social Democratic Regime

(September 30)

Bo Rothstein, "Labour-Market Institutions and Working-Class Strength," in Sven Steinmo, Kathleen Thelen, and Frank Longstreth, eds., *Historical Institutionalism in Comparative Analysis* (Cambridge University Press, 1992).

Dimitris Tsarouhas, *Social Democracy in Sweden: The Threat from a Globalized World* (Tauris Academic Studies, 2008), chapter 2.

Jukka Pekkarinen, "Keynesianism and the Scandinavian Models of Economic Policy," in Peter A. Hall, ed., *The Political Power of Economic Ideas: Keynesianism Across Nations* (Princeton University Press, 1989).

Lars Bo Kaspersen, "The Formation and Development of the Welfare State," in John L. Campbell, John A. Hall, and Ove K. Pedersen, eds., *National Identity and the Varieties of Capitalism: The Danish Experience* (DJOF Publishing, 2006), pp. 99-108, 127-30.

Week Four: The Conservative Corporatist Regime

(October 7)

John S. Ambler, ed., *The French Welfare State: Surviving Social and Ideological Change* (New York University Press, 1991), chapters 2 and 5.

Young-Sun Hong, *Welfare, Modernity, and the Weimar State, 1919-1933* (Princeton University Press, 1998), pp. 16-36.

Thomas Paster, "Business and Welfare State Development: Why Did Employers Accept Social Reforms?" *World Politics* vol. 65, no. 3 (July 2013).

Week Five: Taking Stock, Facing New Challenges

(October 14)

Kees van Kersbergen and Barbara Vis, *Comparative Welfare State Politics: Development, Opportunities, and Reform* (Cambridge University Press, 2014), pp. 78-102, 123-55.

Jan Zutavern and Martin Kohli, "Needs and Risks in the Welfare State," in Francis G. Castles, Stephan Leibfried, Jane Lewis, Herbert Obinger, and Christopher Pierson, eds., *The Oxford Handbook of the Welfare State* (Oxford University Press, 2010).

Volker Meier and Martin Werding, "Ageing and the Welfare State: Securing Sustainability." *Oxford Review of Economic Policy* vol. 26, no. 4 (2010), pp. 655-62.

Carl-Ulrik Schierup, "Migration, Minorities and Welfare States," in Christopher Pierson, Francis G. Castles, and Ingela Naumann, eds., *The Welfare State Reader* (Polity, 2014).

Week Six: The New Politics of the Welfare State

(October 21)

Paul Pierson, *Dismantling the Welfare State? Reagan, Thatcher, and the Politics of Retrenchment* (Cambridge University Press, 1994), Introduction, chapters 1 and 2.

Martin Seeleib-Kaiser, "The End of the Conservative German Welfare State Model." *Social Policy and Administration* vol. 50, no. 2 (March 2016).

Barbara Vis, "Taking Stock of the Comparative Literature on the Role of Blame Avoidance Strategies in Social Policy Reform." *Journal of Comparative Policy Analysis* vol. 18, no. 2 (2016).

Week Seven: Mid-Term Take Home Exam

(October 28)

The exam will be due on October 28 at 11:55 pm. There are no new assigned course readings for this week.

Week Eight: Reform and Reconfiguration

(November 11)

Kees van Kersbergen and Anton Hemerijck, "Two Decades of Change in Europe: The Emergence of the Social Investment State." *Journal of Social Policy* vol. 41, no. 3 (2012).

Kati Kuitto, "From Social Security to Social Investment? Compensating and Social Investment Welfare Policies in a Life-Course Perspective." *Journal of European Social Policy* vol. 26, no. 5 (2016).

Kees van Kersbergen and Jonas Kraft, "De-universalization and Selective Social Investment in Scandinavia?" in Anton Hemerijck, ed., *The Uses of Social Investment* (Oxford University Press, 2017).

Giuliani Bonoli, "The Political Economy of Active Labour Market Policy." *Politics & Society* vol. 38, no. 4 (2010).

Jane Gingrich and Silja Hausermann, "The Decline of the Working-Class Vote, the Reconfiguration of the Welfare Support Coalition and Consequences for the Welfare State." *Journal of European Social Policy* vol. 25, no. 1 (2015).

Week Nine: East Asia I: Productivism and South Korea in Comparative Perspective

(November 18)

Ian Holliday, "Productivist Welfare Capitalism: Social Policy in East Asia." *Political Studies* vol. 48 (2000).

Mason MS Kim, *Comparative Welfare Capitalism in East Asia: Productivist Models of Social Policy* (Palgrave, 2016), chapter 2 (18-35), chapter 3 (pp. 46-68), chapter 4.

Niccolo Durazzi, Timo Fleckenstein, and Soohyun Christine Lee, "Social Solidarity for All? Trade Union Strategies, Labor Market Dualization, and the Welfare State in Italy and South Korea." *Politics & Society* vol. 46, no. 2 (2018), pp. 205-10, 218-26 (the rest recommended).

Week Ten: East Asia II: Comparing Japan and Considering Reform

(November 25)

Gregory J. Kasza, "Welfare Policy and War in Japan," in Herbert Obinger, Klaus Petersen, and Peter Starke, eds., *Warfare and Welfare: Military Conflict and Welfare State Development in Western Countries* (Oxford, 2018).

Margarita Estevez-Abe, *Welfare and Capitalism in Postwar Japan* (Cambridge, 2008), chapter 1.

Ito Peng, "The Social Protection Floor and the 'New' Social Investment Policies in Japan and South Korea." *Global Social Policy* vol. 14, no. 3 (2014).

Soohyun Christine Lee, "Democratization, Political Parties and Korean Welfare Politics: Korean Family Policy Reforms in Comparative Perspective." *Government and Opposition* vol. 53, no. 3 (2018).

Week Eleven: Latin America I: Historical Origins and Neoliberalism

(December 2)

Stephan Haggard and Robert R. Kaufman, *Development, Democracy, and Welfare States: Latin America, East Asia, and Eastern Europe* (Princeton University Press, 2008), chapters 1 (pp. 56-59, 69-71 optional) and 2.

Evelyn Huber and John D. Stephens, *Democracy and the Left: Social Policy and Inequality in Latin America* (University of Chicago Press, 2012), chapter 6 (pp. 155-77).

Week Twelve: Latin America II: The Left Turn and Basic Universalism

(December 9)

Huber and Stephens, *Democracy and the Left*, chapter 6 (pp. 177-207).

Candelaria Garay, *Social Policy Expansion in Latin America* (Cambridge, 2016), chapter 1 (pp. 1-20).

Theodoros Papadopoulos and Ricardo Velazquez Leyer, "Two Decades of Social Investment in Latin America: Outcomes, Shortcomings and Achievements of Conditional Cash Transfers." *Social Policy and Society* vol. 15, no. 3 (2016).

Sara Niedzwiecki and Jennifer Pribble, "Social Policies and Center-Right Governments in Argentina and Chile." *Latin American Politics and Society* vol. 59, no. 3 (September 2017).

***Final Take Home Exam Due Thursday, December 17 at 11:55 pm.

Statements Concerning Online Etiquette ('Netiquette'):

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please "arrive" to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable
- unless invited by your instructor, do not share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the "raise hand" function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of "netiquette":

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.

- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately. Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct. In addition, as a security measure for all course outlines for online or blended courses, only participants using their UWO credentials will be permitted to access the class. If, for privacy reasons, a student wishes to use a pseudonym, they must have the pseudonym pre-approved by you before being allowed to participate in the online component of the course.

APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student’s responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems (“Clickers”)

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar*
<http://www.westerncalendar.uwo.ca/>)

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html for information on Medical Policy,

Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the

commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. https://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to

make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access

support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances:
Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.