



**Political Science 2218F (570) (571)
SOCIAL POLICY AND THE PUBLIC GOOD
Fall/ Winter 2025-2026**

Instructor: J. Newman
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Course Information

Calendar Description:

This course addresses core social policy debates (in areas such as health, education, immigration, among others), how the state marshals resources to create and administer these programs and how citizens mobilize to have their preferences heard.

Antirequisite(s): Political Science 2146 or Political Science 2246E.

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: POLISCI

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol 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.

KING'S UNIVERSITY COLLEGE
Political Science 2218F – 570

Social Policy and the Public Good
2025

This is an in-person class

Dr. Jacquie Newman

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Office hours information can be found on OWL Brightspace

COURSE DESCRIPTION

This course addresses core social policy debates (in areas such as health, education, immigration, among others), how the state marshals resources to create and administer these programs and how citizens mobilize to have their preferences heard.

Why should we have a social safety net, and what should it look like? How do our varying conceptions of the common good determine social policy provision? This class examines the Canadian social policy regime, its evolution, and its provision of public goods such as healthcare, childcare, employment insurance, education, and support for Indigenous communities and other equity-seeking groups. This course will also introduce students to the practices of policy analysis, development, and communication.

COURSE OBJECTIVES:

1. Identify and describe the historical development and institutional foundations of Canadian social policy, including the role of federalism, colonialism, and the welfare state.
2. Explain key theoretical frameworks used in the analysis of social policy, including liberalism, neoliberalism, social democracy, feminist political economy, and Indigenous critiques.
3. Understand the Canadian social policy regime and analyze the policy-making process, including the roles of government actors, civil society, advocacy groups, and social movements.
4. Reflect on the ethical and political dimensions of social policy, including questions of care, justice, responsibility, and citizenship in a settler-colonial context.
5. Critically evaluate social policies in areas such as income security, health care, housing, child care, and employment through an equity-based and intersectional lens. Assess the impacts of social policy on different population groups, with attention to gender, Indigeneity, race, class, disability, and immigration status.
6. Develop practical skills in political science scholarship and writing. Practice interpreting and using evidence (qualitative, quantitative, and lived experience) in the evaluation of social policy. Develop and communicate policy arguments and

recommendations in clear, persuasive writing and/or presentations. This includes an introduction to writing informational briefs and letters to the editor.

- Engage in informed debate about the goals, trade-offs, and ideological underpinnings of contemporary policy reforms and public discourse.

REQUIRED TEXTS

There is no one required text for this class. All readings both required and recommended will be made available to the class through OWL Brightspace at no additional cost.

Highly Recommended:

Marc Menard. 2015. *Political Argument: A Guide to Research, Writing and Debating*. Markham: Oxford University Press, Canada.

COURSE REQUIREMENTS

Assignment	Mark & Due Date	Description
Attendance & Tutorial Participation	20% Mid-term mark October 13-10% Final mark first week of December – 10% Total: 20%	Tutorials: each week will include an hour of discussion, debates, and writing and research skills development. Attendance for the Friday tutorial session is mandatory. Full attendance will result in an average grade, contributions in tutorial sessions will enhance that grade. Discussions will be respectful. Please see the “rules of engagement” below.
Mid-term op-ed piece	20% Due October 15 th 2025	An op-ed a short, persuasive article that expresses the writer’s opinion on a current issue, event, or debate for publication in a newspaper or magazine. Unlike a research paper, an op-ed is written for a general audience and aims to influence public opinion or spark conversation. A good op-ed takes a clear stance, offers evidence or examples, and is written in a compelling, accessible style. Students will write an original op-ed on a topic related to a Canadian social policy issue. Your goal is to persuade a general, educated audience by presenting a

		strong, evidence-based opinion in a clear and engaging way. Length: 700–900 words
Policy Assessment	40% Due November 28 th , 2025	A paper that evaluates how well a specific social policy achieves its stated goals and analyzes its intended and unintended consequences. Analysis should consider both policy effectiveness (how well it works) and broader social impacts (who benefits, who is excluded, and what the ripple effects are). Length: 1500–2000 words
Final Exam	20% TBA	Exams will be in-person sit-down written exams occurring in the university scheduled exam period in December 2025 (Date TBA) Format will be multiple choice and short answer (identification and significance) questions. Time allocated will be 3 hours, but exams should only take 2 hours

Note that in order to receive a passing grade in this course, you must normally complete all major components including the written assignments (briefing paper, letter to the editor), participation and attendance requirements, and the final exam. Failure to complete these components of the course can result in a final grade of 48 being submitted to the Registrar regardless of whether a higher grade was actually achieved.

Policies Regarding Written Work: You Must Submit Your Own Work

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/handbook/appeals/scholoff.pdf>

Back up!, Back up!!, Back up!!: Did I mention that you should back up and save your work in multiple areas. Students are to keep an electronic and a hard copy of their assignments and essays in their files. Students must also keep a copy of their research notes and rough drafts. Keep copies of all the articles and research you download for the paper in a file. Also include your notes, outline, and drafts of the paper. This provides evidence of your own work in case of questions and will also save your ass if you accidentally delete or lose your paper because of some sort of computer glitch. Save copies to the cloud, a USB stick, etc. In other words, save your work as you progress through an assignment.

Plagiarism: 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 (refer to Policies at the back of this syllabus and/or Scholastic Discipline under the Senate Policy on Academic Rights and Responsibilities at [http://www.uwo.ca/univsec/handbook/.](http://www.uwo.ca/univsec/handbook/))

Use of AI Tools: AI tools (e.g., ChatGPT) may be used for outlining or research, but all written assignments must be your own original work. Submissions generated or written by AI are not permitted. Remember, AI is a word machine, not a truth machine—its outputs can be inaccurate and/or misleading. Approach any AI-generated content with the same critical scrutiny you would apply to other sources.

Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content. Further, any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

TurnItIn: All required papers may be subject to submission for textual similarity review and use of AI writing platforms to the commercial detection software under license to the University (TurnItIn). All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism and AI use in 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>

Policy on late assignments:

Late Penalty Policy Late assignments will automatically be penalized 2% a day for lateness after 5 days the assignment will receive a grade of zero unless there are extenuating circumstances such as illness or personal emergency (documentation is required). Extensions may be granted in instances where illness, personal or family emergency, or mental health issues are a factor, though waiting until after the deadline to meet with an academic counsellor or request an extension from your professor will increase the possibility that you will incur a late penalty or receive zero.

http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

If you feel that you have a medical or personal problem that interferes with your work, you should contact the Academic Dean's Office as soon as possible. Problems may then be documented and possible arrangement to assist you can be discussed at the time rather than on a retroactive basis. In general, retroactive requests for grade revision on medical or compassionate grounds will not be considered. Students are also advised to read the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

CONTACTING THE PROFESSOR

I understand that not everybody can make these hours because of class and work schedules and I am generally happy to see students outside of office hours when I'm on campus. Appointments can also be made to meet over zoom.

The best way to reach me is by e-mail. I do check my e-mail regularly. However, please do not expect an immediate response. I will try to reply in a timely manner, but if it is more than three days please send me a reminder. I generally do not respond to student e-mail requests on the weekend or late evenings.

Sometimes students request to meet a professor after receiving back an assignment. If this is the case, I expect you to wait 24 hours before contacting me. This allows time for you to fully read the comments and consider them. If after that time you still would like to discuss the assignment, please be clear as to the specific aspects you wish to discuss and possibly appeal, write them down and then make an appointment.

LECTURE AND READING SCHEDULE

Material covered in lectures is often not the same as material covered in the assigned readings. These two sources should be viewed as complementary and not redundant. Look for themes and synergies in all the aspects of the course.

Classroom Etiquette: Please refrain from private conversations during lectures, as they can be distracting to others. If another student is disrupting your focus, you are encouraged to politely ask them to stop. If you're uncomfortable doing so or the issue continues, speak with the instructor.

Laptops can be valuable for note-taking, but they may also be distracting. I reserve the right to ask students to close their laptops if they are disrupting the class or nearby students. Please refer to the University-College policy on **Use of Electronic Devices** at the end of the syllabus.

BTW: There are now numerous studies indicating that note taking by hand results in higher retention and understanding of the material being presented. Consider going old school and using a notebook.

Sept. 5: Introduction to Politics 2218F

Tutorial: "Getting to Know You,"

Focus: Syllabus, expectations, and general discussion.

Sept. 10 & 12 Week 1: Introduction to Social Policy: theoretical and conceptual foundations

Reading:

T. H. Marshall. 1950/2014. "Citizen and Social Class" (excerpt) in C. Pierson, F.G. Castles, & I.K. Naumann (eds.) *The Welfare State Reader*, 3rd Edition. Cambridge, UK: Polity Press, pp. 28-37.

Gosta Esping-Andersen. 1990/2014. "Three Worlds of Welfare Capitalism," (excerpt) in C. Pierson, F.G. Castles, & I.K. Naumann (eds.) *The Welfare State Reader*, 3rd Edition. Cambridge, UK: Polity Press, pp. 136-150.

Sept. 17 & 19, Week 2: The Canadian Welfare State – Origins and Development

Focus: The development of social welfare in Canada.

Reading:

James J. Rice and Michael J. Prince. 2013. "Early Developments in Canadian Social Welfare," *Changing Politics of Canadian Social Policy*. 2nd Edition. Toronto: Toronto University Press, pp. 41-48.

Antonia Maioni. 2004. New Century, New Risks: the Marsh Report and the post-war welfare state in Canada." *Policy Options*. August 1, 2004.

Sept. 24 & 26, Week 3: Federalism and Social Policy

Focus: How Canada's federal structure affects social policy

Readings:

Keith C. Banting. 2020. "The Three Federalisms and Change in Social Policy," in Herman Bakvis and Claire Skogstad (eds.) *Canadian Federalism: Performance, Effectiveness, and Legitimacy*. 4th Edition. Toronto: Toronto University Press, pp. 282-308.

Shanon Dinan. 2024. "Where are the provinces in Canada's Welfare State boom?" *Policy Options*. June 27, 2024.

Oct. 1 & 3, Week 4: Neoliberalism and the Retrenchment of the Welfare State

Focus: Social policy after the 1980s

Readings:

Keith Banting and John Myles. 2013. "Introduction: Inequality and the Fading of Redistributive Politics," in K. Banting and J. Myles (eds.) *Inequality and the Fading of Redistributive Politics*. Vancouver: UBC Press, pp. 1-49

Paul Pierson. 1996/2014. "The New Politics of the Welfare State," (excerpt) in C. Pierson, F.G. Castles, & I.K. Naumann (eds.) *The Welfare State Reader*, 3rd Edition. Cambridge, UK: Polity Press, pp. 164-174

Recommended:

Debra Thompson in Conversation with Keith Banting. IN/EQUALITY: Inequality and Redistribution, April 12, 2023. <https://policyoptions.irpp.org/magazines/april-2023/inequality-and-redistribution>

Oct. 8 & 10, Week 5: Gender and Social Policy

Focus: How social policy impacts women and reproduces gender inequality

Readings:

James J. Rice and Michael J. Prince. 2013. "Gender and Social Policy: His and Her Welfare States," *Changing Politics of Canadian Social Policy*. 2nd Edition. Toronto: Toronto University Press, pp. 419-248

Jenna Phillips. 2024. "Worsening gender inequality in Waterloo is a warning for all of Canada," *Policy Options*. May 3, 2023.

Oct. 15 & 17, Week 6: Indigenous Peoples and Social Policy

Focus: Jurisdiction, colonialism, and self-determination

Readings:

Martin Papillon. 2019. "Segmented Citizenship: Indigenous Peoples and the Limits of Universality," in Daniel Beland, Gregory P. Marchildon, and Michael Prince (eds.) *Universality and Social Policy in Canada*. Toronto: University of Toronto Press, pp. 137-153

Cindy Blackstock. 2021. "Stealing 'Indian' human rights in 2021" *Policy Options*, 10 June 2021.

And three years later...

Cindy Blackstock. 2024. "Are Indigenous communities being set up to fail with the transfer of child welfare services?" *Policy Options*. Oct 18, 2024.

Oct. 22 & 24, Week 7: Race, Immigration, and Social Inclusion

Focus: Immigration, racialized inequality, and systemic barriers

Readings:

Tracy Smith-Carrier. 2019. "Universality and Immigration: Differential Access to Social Programs and Societal Inclusion," in Daniel Beland, Gregory P. Marchildon, and Michael Prince (eds.) *Universality and Social Policy in Canada*. Toronto: University of Toronto Press, pp. 155-178.

Claude Lavoie. 2023. "What good does immigration bring?" *Policy Options*. July 12, 2023.

Oct. 29 & 31, Week 8: Poverty and Income Security

Focus: Social assistance, inequality, and the welfare state

Dennis Raphael. 2020. "Politics of Poverty," *Poverty in Canada: Implications for health and quality of life*, 3rd Edition. Toronto: Canadian Scholars

Olivier Jacques and Alain Noel. 2021. "Help for the poor works best when combined with help for all." *Policy Options*, October 1, 2021.

Podcast: Basic Income and a Just Society. An interview between Jennifer Ditchburn and Senator Kim Pate. *Policy Options IRPP*, March 6, 2024.

<https://policyoptions.irpp.org/magazines/march-2024/interview-ditchburn-pate/>

Fall Reading Week

Nov. 12 & 14, Week 9: Health Policy in Canada

Focus: Medicare and public health

Readings: TBA

[Toba Bryant, Dennis Bryant & M. Rioux (eds.) *Staying Alive Critical Perspectives on health illness and health care*. Toronto: Canadian Scholars Press.]

Tom McIntosh. 2022. "Canada's premiers are missing a real chance to fix our ailing health care system," *The Conversation*. May 15, 2022.

Danvaal Raza. 2021. "Canada has a health-care investment problem," *Policy Options*. October 21, 2021.

Podcast: Debra Thompson in Conversation with Javeed Sukhera. *IN/EQUALITY: Inequality and Health-care Bias*. *Policy Options/IRPP*. September 20, 2023.

<https://policyoptions.irpp.org/magazines/september-2023/inequality-health-care-bias/>

Nov. 19 & 21, Week 10: Housing and Homelessness

Focus: Housing policy, affordability, and homelessness

Readings:

Alison Smith. 2022. "Homelessness," *Multiple Barriers: The Multilevel Governance of Homelessness in Canada*. Toronto: University of Toronto Press, pp. 25-48

Daniel Kudla. 2024. "Why the 'housing first' approach has struggled to fulfil its promise of ending homelessness." *The Conversation*. November 6, 2024

Podcast: Debra Thompson in Conversation with Alison Smith, *IN/EQUALITY: Inequality and homelessness*. *Policy Options/IRPP*, April 19, 2023.

<https://policyoptions.irpp.org/magazines/april-2023/inequality-and-homelessness/>

Nov. 26 & 28, Week 11: Environmental Justice and Climate Policy

Focus: Climate crisis, environmental inequality, and green social policy

Readings:

Zahir Sadeque. 2010/2014. "How Climate Change Will Shape the Social Policy Framework" (excerpt) in C. Pierson, F.G. Castles, & I.K. Naumann (eds.) *The Welfare State Reader*, 3rd Edition. Cambridge, UK: Polity Press, pp. 338-421.

Tuuli Hirvilammi, et. al., 2023. "Social Policy in a Climate Change Context: Towards an Ecosocial Research Agenda" (excerpt). *Journal of Social Policy*. (2023), 52, 1-2, pp 7-12.

Podcast: Debra Thompson in Conversation with Ingrid Waldron IN/EQUALITY: Inequality and Environmental Racism. September 6, 2023.

<https://policyoptions.irpp.org/magazines/september-2023/inequality-environmental-racism/>

Podcast: Jennifer Ditchburn, Yasmin Abraham, Lisa Rae, Nate Wallace. An all-in approach to solving Canada's affordability and climate crisis. Policy Options/IRPP, February 14, 2024. <https://policyoptions.irpp.org/magazines/february-2024/an-all-in-approach-to-solving-canadas-affordability-and-climate-crises/>

Dec. 3 & 5, Week 12: Municipalities and Community-Based Social Policy
Focus: Local-level delivery, NGOs, civil society

Readings: TBA

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:
https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:
<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammarchecking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

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.