

CARLETON UNIVERSITY  
INSTITUTE OF POLITICAL ECONOMY

PECO 5503  
FALL 2022

THE POLITICAL ECONOMY OF LABOUR:  
FROM SOCIAL DEMOCRACY TO NEOLIBERALISM

Wednesdays 2:35 - 5:25, 1524 DT

**Instructor:** Stephen Maher

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**Office:** 1503 DT

**Office Hours:** Wednesdays and Thursdays by appointment

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

**Course Description:**

After its success in winning universal suffrage, Social Democratic parties were established across Europe to express the power of the labour movement in the parliaments of capitalist states. Yet neither these parties nor trade unions have been able to significantly challenge neoliberal restructuring, which has rolled back the important victories of the postwar “Glorious Thirty Years” – including improvements in living standards, universal healthcare, pensions, unemployment insurance, and nationalization of some industries. Instead, Social Democratic parties have come to accommodate the “new realities” of capitalist globalization, even openly embracing market reforms under the rubric of the “Third Way.” Consequently, these parties – in many cases along with the trade unions that support them – became disconnected from their working-class base and, especially after the 2008 crisis, came to be widely delegitimated. Rather than *transforming* capitalist states, they were *transformed by* capitalism. Yet the various left alternatives that emerged in the wake of 2008 have fared little better.

This course will focus on the relationship between labour unions, Social Democratic parties, and states in Europe and North America. It will begin by covering the origins of Social Democracy and the mass party in Europe in the interwar years, and assess the role of these parties and trade unions in expanding the welfare state and improving workers' living standards in different national contexts. We will also consider how trade unions and welfare states have both reproduced and challenged racial

and gender hierarchies. The course will then evaluate the ‘impasse of Social Democratic politics’ by the 1980s, as these parties were politically reoriented in the face of new market pressures and neoliberal restructuring. Subsequently, it will look at the impacts of post-1980s globalization on social democracy and trade unions, considering debates on ‘varieties of capitalism’ and the retrenchment of the welfare state. Finally, it will consider left alternatives – from Bennism in the UK to Die Linke, Bloco, Syriza, and Podemos – as well as possibilities for renewing social democratic politics and union power.

### **Course Objectives:**

- Analyze the evolving relationships between social democratic parties, trade unions, and states over the twentieth century.
- Assess the strategies and structure of social democratic parties, and the contradictions of the welfare state, in relation to the development of global capitalism.
- Consider major left alternatives to the dominant forms of social democratic politics, and the barriers these initiatives have faced.
- Clarify the role of social democratic parties and left alternatives in challenging and reinforcing trajectories of political and economic restructuring.

### **Format:**

The seminar will be structured as a weekly three-hour in-person and online hybrid. To avoid unnecessary delays and disruptions, online participants should be logged on and ready to begin class at the scheduled time. For the first half of each seminar, I will introduce key themes, arguments, and critical questions raised by the week’s readings. The second half will consist of a discussion structured around questions submitted by participants prior to class (discussed below). I will select several particularly thoughtful or challenging questions as the basis for class discussion, and may ask students to read or elaborate on the questions they submit. All seminar participants should come to class prepared and ready to actively participate.

### **Course Materials:**

All texts in the course outline (see page 3) are available in the library, online, or in local bookstores.

### **Course Requirements:**

- **Attendance and Participation (10%)**

Regular attendance and thoughtful, prepared participation will be expected from all seminar participants. Students will be expected not only to attend seminars, but also to contribute substantively in a way that demonstrates considered reflection on course material as well as engagement with the other students’ contributions to the discussion.

- **Weekly Comments (20%)**

You will be asked to submit one comment or question each week (no longer than 250 words) seeking to clarify issues that arise out of that week's readings should be submitted via email to the above address by 10:00 AM on the Tuesday before the Wednesday seminar. These questions will be used to help structure the discussion in each seminar, and participants may be asked to read and elaborate on the question they have posed.

- **Short Paper (20%)**

You will be required to write a short paper (minimum 1000 words/maximum 1500 words) reflecting on themes, issues, or questions raised in the first half of the course, drawing on at least two assigned readings. These papers should be submitted in hard copy on November 2.

- **Long Paper (50%)**

A final long paper (minimum 5,000 words/maximum 7,500 words) which seeks to make a theoretical, historical, comparative and/or case study contribution to the concerns of this seminar should be submitted in hard copy no later than December 9.

### **Late Work:**

Papers and weekly questions must be completed on time. Given that they are integral to the seminar format, late question cannot be accepted. Late papers submitted without proper supporting documentation will be penalized 5% per day (including weekends). Students who will be unable to meet course deadlines are encouraged to consult with me in advance.

### **Computers, Cell Phones, and Electronics:**

Cell phones should be turned off and put away throughout the duration of the seminar, except in the case of participants who are emergency contacts for children or family dependents. Likewise, laptop computers should not be used in class except with documentation from the PMC that a computer is required for note-taking. In the latter case, access to the Internet should be disabled. E-readers are permissible provided they are flat on the table and in "Airplane mode", without external keyboards.

### **Important Note on Course Expectations:**

A major objective of this seminar is to encourage students to challenge themselves to think through the material, in part by participating in collective discussion. This means that the seminar will be most successful if it enables us to consider a range of perspectives, ideas, and arguments. In order to support this objective, and sustain the openness that is what the university is about, every seminar participant must feel that the classroom is a safe and welcoming environment for them. As such, there is no room for racism, sexism, homophobia, or other forms of bigotry in these discussions. Moreover, all students must address other participants respectfully, using their preferred name and gender pronoun. I welcome input and feedback on how to make the seminar workable for all students.

### **Seminar Schedule:**

## September 7 Introductions

### September 14 State Power, Class Power, and Parties

- Leo Panitch and Colin Leys, *Searching for Socialism*, London: Verso, 2020, Preface & Ch. 1, pp. 1-29.
- Ralph Miliband, *Marxism and Politics*, Oxford University Press, 1977, pp. 69-120.
- Mary McIntosh, "The State and the Oppression of Women," in Annette Kuhn and AnnMarie Wolpe, eds., *Feminism and Materialism*, London: Routledge, 1978, pp. 254-285.

### September 21 The Mass Party & the Origins of Social Democracy I

- Geoff Eley, *Forging Democracy*, Oxford University Press, 2002, Introduction & Part I, pp. 3-122.

### September 28 The Mass Party & the Origins of Social Democracy II

- Eley, *Forging Democracy*, Part II, pp. 123-233.

### October 5 The Glorious Thirty Years

- Donald Sassoon, *One Hundred Years of Socialism*, New York: I.B. Tauris, Ch. 6, pp. 137-166.
- Gerassimos Moschonas, *In the Name of Social Democracy*, trans. Gregory Elliot, London: Verso, 2002, Part I, pp. 13-70.
- Panitch and Leys, *Searching for Socialism*, Ch. 2, pp. 30-57.
- Grace Blakeley, *Stolen*, London: Repeater Books, 2019, pp. 40-59.

### October 12 Gender, Race, and the Welfare State

- Gosta Esping-Anderson, *The Three Worlds of Welfare Capitalism*, Cambridge, UK: Polity Press, 1990, pp. 13-54.
- Ann Orloff, "Gender and the Social Rights of Citizenship," *American Sociological Review* 58:3, 1993, pp. 303-328.
- Joya Misra and Frances Akins, "The Welfare State and Women: Structure, Agency, and Diversity," *Social Politics: International Studies in Gender, State & Society*, 5:3, 1998, pp. 259-285.
- Jill Quadagno, "Another Face of Inequality: Racial and Ethnic Exclusion in the Welfare State," *Social Politics* 7:2, 2000, pp. 229-237.

### October 19 Bennism and the Impasse of Social Democratic Politics

- Panitch and Leys, *Searching for Socialism*, Chs. 3 & 4, pp. 58-103.
- Hilary Wainwright, "Introduction," in Sheila Rowbotham, Lynne Segal, and Hilary Wainwright, *Beyond the Fragments*, Boston: Alyson Publications, 1979, pp. 1-20.
- Moschonas, *In the Name of Social Democracy*, Chs. 7 & 8, pp. 83-147.

### October 26

#### READING WEEK

### November 2 From Eurocommunism to Mitterand

- Fabien Escalona, "The Heritage of Eurocommunism in the Contemporary Radical Left," *Socialist Register 2017*, London: Merlin Press, 2016, pp. 102-117.
- Ralph Miliband, "Constitutionalism and Revolution: Notes on Eurocommunism," *Socialist Register 1978*, London: Merlin Press, 1977, pp. 158-171.

- Nicos Poulantzas, "Towards a Democratic Socialism," in *State, Power, Socialism*, London: Verso, 1980, pp. 251-265.
- Jane Jenson, "The French Communist Party and Feminism," *Socialist Register 1980*, London: Merlin Press, 1979, pp. 121-145.
- Peter Hall, *Governing the Economy*, New York: Oxford University Press, 1986, Ch. 8, pp. 192-226.
- Leo Panitch, "Is Socialism Doomed? The Meaning of Mitterand," *Monthly Review* 41:10, 1990.

For additional background on Mitterand, see: Sassoon, *One Hundred Years of Socialism*, Ch. 19, pp. 534-571.

### **November 9 Neoliberal Social Democracy and its Discontents**

- Moschonas, *In the Name of Social Democracy*, Ch. 9, pp. 154-176.
- Panitch and Leys, *Searching for Socialism*, Chs. 5 & 6, pp. 104-159.
- Sassoon, *One Hundred Years of Socialism*, Ch. 23, pp. 691-729 (esp. pp. 706-729).
- Liz Fekete, "Neoliberalism and Popular Racism," *Socialist Register 2016*, London: Merlin Press, 2015, pp. 1-20.

### **November 16 Social Democracy, Labour, and Globalization**

- Moschonas, *In the Name of Social Democracy*, Ch. 10, pp. 181-204.
- Greg Albo, "Contesting the New Capitalism," in David Coates, ed., *Varieties of Capitalism, Varieties of Approaches*, pp. 63-82.
- Peter A. Hall and David Soskice, *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*, Oxford, UK: Oxford University Press, 2001, Ch. 1, pp. 1-68.
- Nancy Fraser, "Contradictions of Capital and Care," *New Left Review* 100, 2016, pp. 99-117.

### **November 23 Settler-Colonialism, Economic Dependency, and Social Democracy in Canada**

- Gordon Laxer, "Class, Nationality and the Roots of the Branch Plant Economy," in *Studies in Political Economy*, 21, 1986, pp. 7-47.
- F. Laurie Barron, *Walking in Indian Moccasins: The Native Policies of Tommy Douglas and the CCF*, Vancouver: UBC Press, 1997, Introduction & Ch. 5, pp. xii-xix, 138-175.
- Bryan Evans, "From Protest Movement to Neoliberal Management: Canada's New Democratic Party in the Era of Permanent Austerity," in Bryan Evans and Ingo Schmidt, eds., *Social Democracy After the Cold War*, Edmonton, Athabasca University Press, 2012, pp. 45-97.

### **November 30 New Challenges from the Left and Labour?**

- Panitch and Leys, *Searching for Socialism*, Chs. 7 & 8, pp. 160-200.
- Hilary Wainwright, *Arguments for a New Left*, Oxford, UK: Blackwell Publishers, 1994, Ch. 3, pp. 66-89.
- Moschonas, *In the Name of Social Democracy*, Chs. 11-15, pp. 213-268.
- Rosemary Warskett, "Feminism's Challenge to Unions in the North: Possibilities and Contradictions," *Socialist Register 2001*, London: Merlin Press, 2000, pp. 329-338.

### **December 7 New Impasses: The Limits of Post-Crisis Alternatives**

- Panitch and Leys, *Searching for Socialism*, Chs. 9 – 11, pp. 201-255.
- Hilary Wainwright, "Radicalizing the Movement-Party Relation: From Ralph Miliband to Jeremy Corbyn and Beyond," *Socialist Register 2016*, London: Merlin Press, 2015, pp. 80-100.
- Cristina Flesher Fominaya, "Between Movement and Party: The Case of Podemos," in Grace Blakeley, ed., *Futures of Socialism*, London: Verso, 2020, pp. 117-126.

- Paolo Gerbaudo, “A New Sorpasso?”, *NLR Sidecar*, 28 July 2022.
- Panagiotis Sotiris, “Syria: The Dream That Became a Nightmare,” in Catarina Principe and Bhaskar Sunkara, eds., *Europe in Revolt*, Chicago: Haymarket, 2016, Ch. 1, pp. 9-16.
- Stathis Kouvelakis, “Greece: Turning ‘No’ into a Political Front,” in Principe and Sunkara, eds., Ch. 2, pp. 17-30.

### Course Requirements & Methods of Evaluation:

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		DEF = Deferred

### Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**For students with disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 11, 2022** and for April examinations (Winter) is **March 15, 2023**.

**For pregnancy:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**For religious obligations:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**For survivors of sexual violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**For student activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **Carleton resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off campus resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>

- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

## Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you’re sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton’s [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

**Fall 2022 Dates and Deadlines** (Note: these can be updated without notice. Official dates and deadlines can be found online).

August 31, 2022	Deadline for course outlines to be made available to students registered in full fall, early fall and fall/winter courses.
September 5, 2022	Statutory holiday. University closed.
September 6, 2022	Academic orientation (undergraduate and graduate students). Orientation for new Teaching Assistants.
September 7, 2022	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 20, 2022	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
September 23-25, 2022	Full summer and late summer term deferred final examinations will be held.
September 30, 2022	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
October 7, 2022	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 10, 2022	Statutory holiday. University closed.
October 24-28, 2022	Fall break, no classes.
November 11, 2022	Last day to request Formal Examination Accommodation Forms for December full fall and late fall final examinations and fall/winter midterm examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

November 15, 2022	Last day for academic withdrawal from full fall and late fall courses
November 25, 2022	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 9, 2022	Fall term ends. Last day of full fall and late fall classes. Classes follow a Monday schedule (full fall and fall/winter courses only). Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for full and late fall courses.
December 10-22, 2022	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
December 22, 2022	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 25, 2022 through January 3, 2023 inclusive	University closed.
<b>Winter 2023 Dates and Deadlines</b>	
January 2, 2023	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 4, 2023	University reopens.
January 9, 2023	Winter term begins. Full winter and early winter classes begin.
January 20-22, 27-29, 2023	Full fall and late fall term deferred final examinations will be held.
January 31, 2023	Last day to withdraw from full winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
February 17, 2023	April examination schedule available online.
February 20, 2023	Statutory holiday. University closed.
February 20-24, 2023	Winter break, no classes.

March 15, 2023	<p>Last day for academic withdrawal from full winter, late winter, and fall/winter courses.</p> <p>Last day to request Formal Examination Accommodation Forms for April full winter, late winter, and fall/winter final examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.</p>
March 29, 2023	<p>Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).</p>
April 7, 2023	<p>Statutory holiday. University closed.</p>
April 12, 2023	<p>Winter term ends.</p> <p>Last day of full winter, late winter, and fall/winter classes. Classes follow a Friday schedule (full winter and late winter courses).</p> <p>Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p> <p>Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for full winter and late winter courses.</p>
April 13-14, 2023	<p>No classes or examinations take place.</p>
April 15-27, 2023	<p>Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.</p>
April 27, 2023	<p>All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p>
May 19-31, 2023	<p>Full winter, late winter, and fall/winter deferred final examinations will be held.</p>