

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI 5806W/ANTH 5708W 2020: Engaged Social Research

Course location: A715 Loeb

Course meets: Thursdays, 2:35-5:25pm,
January 9 to April 2

Prerequisites: Graduate studies

Instructor: Chris Dixon

Email: chris.dixon@carleton.ca

Office: TBD

Office hours: by appointment

Social movements generate new knowledge, new theories, new questions. The most radical ideas often grow out of a concrete intellectual engagement with the problems of aggrieved populations confronting systems of oppression.

- Robin Kelley, *Freedom Dreams*

Course Description:

Scholars have long agonized about how to best conduct research that will contribute to efforts to create a more just, equitable, and regenerative society. In the social sciences, this agonizing often takes the form of heated debates about methodology. Yet these debates, and the terms they mobilize, frequently obscure more than they illuminate. They all too often substitute pre-packaged formulas for productive uncertainties, and lend themselves to intellectual point-scoring rather than humble, pragmatic reflection. At their worst, such methodological debates make it harder to work through the difficult challenges and contradictions that inevitably come up in – and, indeed, are central to – any attempt to do research that matters in the world.

Taking a more practical focus, this course will explore how to conduct relevant and responsible research aimed toward social justice. Together, we will dig into core questions that face researchers motivated by transformative aspirations: How do people make social change happen, and what role can research play in this? How should we understand ourselves, individually and collectively, in relation to the research we conduct? Where does knowledge about social reality come from, and how can we usefully participate in producing that knowledge? How should we understand our research in relation to ruling relations and institutions? And as university-based scholars, how can we collaborate with – and sustain accountable relationships with – people engaged in efforts to change the world? Drawing from a range of approaches, this course will focus on orienting toward social struggle, making research processes useful for those involved, maintaining humility and humor, working with unease and uncertainty, and setting goals beyond academic expectations.

Course Objectives:

- ★ To investigate key questions facing researchers who are motivated by transformative aspirations
- ★ To locate ourselves in relation to the research we conduct
- ★ To explore theories of change and their implications for research aims and approaches
- ★ To identify guiding principles and useable practices for engaged social research

Course Outcomes:

- ★ Manifest ability to practice critical analysis, including analysis of ourselves and our research practices
- ★ Show capacity to draw creatively and thoughtfully on a range of approaches to engaged social research
- ★ Demonstrate progress toward grappling with and generating hard questions with a discerning mind and open heart

Readings:

All required readings are listed in the schedule below by date. You can access those with URLs directly online. The rest are available through Ares – the electronic reserves of the Carleton library.

Course Requirements & Methods of Evaluation:

1. (25%) Circulation and sharing of weekly 50-250 word thought-provoking questions, participation in class discussion, and attentive engagement with one another's ideas. Thought-provoking questions are due by 9am on Wednesdays.
2. (50%) Three 3-4-page reading responses, due any time before March 12. You must turn in one response on or before January 30. These should offer more than description and summarizing, and can be in dialogue with your "thought provoking question" for a given week's readings. You'll be aiming to read synthetically across the term. Commentaries are due by class time on the day you decide to submit them.
3. (20%) Your choice of a final project:
 - a) One 20-page essay, building on at least one of your reading responses, the final version of which will be due on April 7 (a draft will be due, and we'll have consultations about these).
 - b) One 15-20 minute presentation, to be given during the final two weeks of class (a proposal will be due, and we'll have consultations about these). You will need to submit a written presentation plan and a post-presentation reflection on how the presentation and discussion went. These will be due on April 7.
 - c) Collaborative options for a & b: One 20-page essay co-written with one other student or one 15-20 minute presentation co-prepared and co-presented with 1-2 other students. If you choose the presentation option, you will need to submit a written presentation plan and a post-presentation reflection on how the presentation and discussion went. All of these will be due on April 7.
 - d) Something else that you propose to me and I approve. This will be due on April 7. You will submit a short proposal informing me of which of these options you choose by February 13.
4. (5%) Two 1-page written self-evaluations, one of which you will complete at the midpoint of the semester and one of which you will complete at the end of the semester (we'll discuss these in advance and I'll provide you with prompts).

I will evaluate all work on a pass/no pass system and I will provide written feedback on all commentaries, drafts, and final projects. If I mark a short paper or thought-provoking question as "no pass," you will have an opportunity to revise it for full credit. Your completion of the assignments, along with your self-evaluation, will determine your final grade for this class.

Please submit all written work through CULearn.

General comments:

- ★ Welcoming classroom: In this classroom, we collectively – students and instructor alike – try to make sure that everyone is safe enough to be present, learn, and share their understanding of course material. This means that talk or behavior that disrespects or demeans others is not acceptable. For example, rape jokes, racist comments, and expressions such as “that’s retarded” or “that’s so gay” would be inappropriate. In some cases we would talk about anything like this on the spot, and in other cases, it would be addressed outside of class. As needed in relation to the readings we do and discussion we have, I will aim to provide regular and appropriate content and trigger warnings, and welcome your input on what I can do to make this class workable for you.
- ★ Attendance: I expect you to attend every class meeting prepared to discuss any reading assigned for the class.
- ★ Participation: My experience is that classes are fruitful and delightful when most of the people in the group are actively engaged in the discussion, either talking or listening. Practically speaking, I will expect all of us to be mindful of our speech; those of you who tend to wander far afield in discussion, or talk too much, or too little, please monitor yourselves and work with me and the others in the class to stay on course, develop your listening skills, or weigh into discussions.
- ★ Support: If you have any trouble with the readings, completing work on time, or any aspect of the course, don’t hesitate to get in touch with me. I try to respond to all email within 48 hours, and I am happy to set up a meeting with you if need be.

Schedule:

Date	Tasks/texts
Class 1: January 9	Introductions to each other and the course.
Class 2: January 16 What is engaged social research? 92 pages	bell hooks, “Theory as Liberatory Practice” in <i>Teaching to Transgress: Education as the Practice of Freedom</i> (New York: Routledge, 1994), 59-75 Laura Pulido, “FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist” in <i>Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship</i> , edited by Charles Hale (Berkeley: University of California Press, 2008), 341-365 Data Center, <i>An Introduction to Research Justice</i> (Oakland: Data Center, 2015), 1-12, 25-28, 32-42. Available at: https://www.datacenter.org/wp-content/uploads/Intro_Research_Justice_Toolkit_FINAL1.pdf Scott Neigh, “Introduction” in <i>Resisting the State: Canadian History Through the Stories of Activists</i> (Black Point, NS: Fernwood Publishing, 2012), 6-24 Derek Seidman, “The Hidden History of the SNCC Research Department,” <i>LittleSis</i> , May 2, 2017. Available at: https://news.littlesis.org/2017/05/02/the-hidden-history-of-the-sncc-research-department (9 pages)
Class 3: January 23 Research toward	Linda Tuhiwai Smith, <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> , 2 nd Edition (London: Zed, 2012), 1-60 (Introduction & Chapters 1-2) Leanne Betasamosake Simpson, <i>As We Have Always Done: Indigenous Freedom Through Radical Resistance</i> (Minneapolis: University of Minnesota Press, 2017),

<p>decolonization</p> <p>102 pages</p>	<p>11-37 (Chapters 1-2)</p> <p>Craig Fortier, “Unsettling Methodologies/Decolonizing Movements,” <i>Journal of Indigenous Social Development</i> 6, no. 1: 20-36. Available at: https://umanitoba.ca/faculties/social_work/media/V6i1-02_fortier.pdf</p>
<p>Class 4: January 30</p> <p>Self-reflective research</p> <p>85 pages</p>	<p>Eli Clare, <i>Exile and Pride: Disability, Queerness, and Liberation</i>, 2nd Edition (Cambridge, MA: South End Press, 2009), ix-xiv, 1-13 (“preface to the 2009 edition,” “a note about gender,” and “the mountain”)</p> <p>Himani Bannerji, “But Who Speaks for Us? Experience and Agency in Conventional Feminist Paradigms” in <i>Thinking Through: Essays on Feminism, Marxism, and Anti-Racism</i> (Toronto: The Women's Press, 1995), 55-95</p> <p>Natalie Clark, Sarah Hunt, Georgia Jules, and Trevor Good, “Ethical Dilemmas in Community-Based Research: Working with Vulnerable Youth in Rural Communities,” <i>Journal of Academic Ethics</i> 8, no. 4 (2010): 243-252</p> <p>Eve Tuck, “Suspended Damage: A Letter to Communities,” <i>Harvard Educational Review</i> 79, no. 3 (2009): 409-427.</p>
<p>Class 5: February 6</p> <p>How does social change happen?</p> <p>88 pages</p>	<p>Cynthia Kaufman, “Organizing to Make a Difference” in <i>Ideas for Action: Relevant Theory for Radical Change</i>, 2nd Edition (Oakland: PM Press, 2016), 261-298</p> <p>Jane McAlevey, “Introduction” in <i>No Shortcuts: Organizing for Power in the New Gilded Age</i> (New York: Oxford University Press, 2016), 1-26</p> <p>George Lakey, “Strategizing for a Living Revolution” in <i>Globalize Liberation: How to Uproot the System and Build a Better World</i>, edited by David Solnit (San Francisco: City Lights, 2004), 135-160</p>
<p>Class 6: February 13</p> <p>Where does knowledge come from?</p> <p>77 pages</p>	<p>Joe Kadi, “Stupidity, ‘Deconstructed’” in <i>Thinking Class: Sketches from a Cultural Worker</i> (Boston: South End Press, 1996), 39-57</p> <p>Aziz Choudry, “Knowledge Production, Learning, and Education in Social Movement Activism” in <i>Learning Activism: The Intellectual Life of Contemporary Social Movements</i> (Toronto: University of Toronto Press, 2015), 1-40</p> <p>Mariolga Reyes Cruz, “What if I Just Cite Graciela? Working Toward Decolonizing Knowledge Through a Critical Ethnography,” <i>Qualitative Inquiry</i> 14, no. 4 (2008): 651-658</p> <p>Robin Kelley, “‘When History Sleeps’: A Beginning” in <i>Freedom Dreams: The Black Radical Imagination</i> (Boston: Beacon Press, 2002), 1-12</p>
<p>February 17-22</p>	<p>No class – winter break!</p>
<p>Class 7: February 27</p> <p>Approaches: radical geography, critical criminology, and critical legal studies</p> <p>99 pages</p>	<p>Ruth Wilson Gilmore, <i>Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California</i> (Berkeley: University of California Press, 2007), 5-29 (Introduction)</p> <p>Harsha Walia and Proma Tagore, “Prisoners of Passage: Immigration Detention in Canada” in <i>Beyond Walls and Cages: Prisons, Borders, and Global Crisis</i>, edited by Jenna Loyd, Matt Michelson, and Andrew Burrige (Athens, GA: University of Georgia Press, 2012), 74-90</p> <p>Sarah Speight, Souheil Benslimane, Lydia Dobson, Aaron Doyle, and Justin Piché, <i>Jail Accountability & Information Line, Quarterly Report #2</i> (Ottawa: CPEP, 2019), 4-36. Available at: https://cp-ep.org/wp-content/uploads/2019/09/Jail-Hotline_Q2-Report_Final.pdf</p> <p>Yellowhead Institute, <i>Land Back: A Yellowhead Institute Red Paper</i> (Toronto: Yellowhead Institute, 2019), 6-33</p>

<p>Class 8: March 5</p> <p>Approaches: workers' inquiry, activist research, and collective ethnography</p> <p>95 pages</p>	<p>Lydia Hughes and Felice Campanile, "Rebellion at the LSE: A Cleaning Sector Inquiry," <i>Notes from Below</i> (2018). Available at: https://notesfrombelow.org/article/rebellion-lse-cleaning-sector-inquiry (10 pages)</p> <p>Jacqueline Oxman-Martinez, Jill Hanley, Leslie Cheung, <i>Another Look at the Live-in-Caregivers Program: An Analysis of an Action Research Survey Conducted by PINAY, the Quebec Filipino Women's Association With The Centre for Applied Family Studies</i> (Montréal: Immigration et métropoles, 2004), 1-29. Available at: http://s3.amazonaws.com/migrants_heroku_production/datas/198/Oxman-Martinez_Hanley_Cheung_2004_original.pdf?1312424790</p> <p>Robyn Maynard, "Misogynoir in Canada" in <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i> (Black Point, NS: Fernwood Publishing, 2017), 128-157</p> <p>John Clarke, "Researching for Resistance: OCAP, Housing Struggles, and Activist Research" in <i>Sociology for Changing the World: Social Movements/ Social Research</i>, edited by Caelie Frampton, Gary Kinsman, AK Thompson, and Kate Tilleczek (Blackpoint, NS: Fernwood Publishing, 2006), 119-132</p> <p>Biju Mathew, "Conversations on the M60: Knowledge Production through Collective Ethnographies" in <i>Learning from the Ground Up: Global Perspectives on Social Movements and Knowledge Production</i>, edited by Aziz Choudry and Dip Kapoor (New York: Palgrave Macmillan, 2010), 157-171</p>
<p>Class 9: March 12</p> <p>Approaches: political activist ethnography and militant ethnography</p> <p>95 pages</p>	<p>Sarah Rodimon, "'We Have the Law, We Need the Access!': Activism, Access & the Social Organization of Abortion in New Brunswick" (PhD thesis, Carleton University, 2018), 14-47. Available at: https://curve.carleton.ca/40c6c1b6-acc4-4549-b0fd-99d9205825a2</p> <p>George Smith, "Political Activist as Ethnographer" in <i>Sociology for Changing the World: Social Movements/ Social Research</i>, edited by Caelie Frampton, Gary Kinsman, AK Thompson, and Kate Tilleczek (Blackpoint, NS: Fernwood Publishing, 2006), 44-70</p> <p>Gary Kinsman, "Direct Action as Political Activist Ethnography: Activist Research in the Sudbury Coalition Against Poverty," in <i>Political Activist Ethnography: Studies in the Social Relations of Struggle</i>, edited by Ian Hussey and Laura Bisallion (forthcoming), 1-24</p> <p>Jeffery Juris, "Practicing Militant Ethnography with the Movement for Global Resistance in Barcelona" in <i>Constituent Imagination: Militant Investigations // Collective Theorization</i>, edited by Stevphen Shukaitis and David Graeber with Erika Biddle (Oakland: AK Press, 2007), 164-176</p>
<p>Class 10: March 19</p> <p>Approaches: movement-based research, oral history, and participatory action research</p>	<p>Deborah Gould, "The Pleasures and Intensities of Activism; or, Making a Place for Yourself in the Universe" in <i>Moving Politics: Emotion and ACT UP's Fight Against AIDS</i> (Chicago: University of Chicago Press, 2009), 181-212</p> <p>Scott Neigh, "'I Call it Surviving': Lynn Jones on Fighting Racism in the Community and in the Labour Movement" in <i>Resisting the State: Canadian History Through the Stories of Activists</i> (Black Point, NS: Fernwood Publishing, 2012), 105-127</p> <p>Martha Stiegman and Sherry Pictou, "How Do You Say <i>Netuklimk</i> in English? Using Documentary Video to Capture Bear River First Nation's Learning</p>

85 pages	<p>Through Action” in <i>Learning from the Ground Up: Global Perspectives on Social Movements and Knowledge Production</i>, edited by Aziz Choudry and Dip Kapoor (New York: Palgrave Macmillan, 2010), 227-242</p> <p>Émilie Breton, Sandra Jeppesen, Anna Kruzynski, and Rachel Sarrasin, “Prefigurative Self-Governance and Self-Organization: The Influence of Antiauthoritarian (Pro)Feminist, Radical Queer, and Antiracist Networks in Quebec” in <i>Organize! Building from the Local for Global Justice</i>, edited by Aziz Choudry, Jill Hanley, and Eric Shragge (Oakland: PM Press, 2012), 156–73</p>
<p>Class 11: March 26</p> <p>Approaches: researching the opposition</p> <p>100 pages</p>	<p>Parastou Saberi, “Toronto and the ‘Paris problem’: community policing in ‘immigrant neighbourhoods,”” <i>Race & Class</i> 59, no. 2 (2017): 49-69</p> <p>Lesley Wood, “Protest as Threat” in <i>Crisis and Control: The Militarization of Protest Policing</i> (London: Pluto Press, 2014), 124-147</p> <p>Andrew Crosby and Jeffrey Monaghan, “Idle No More and the ‘Fusian Centre for Native Problems”” in <i>Policing Indigenous Movements: Dissent and the Security State</i> (Black Point, NS: Fernwood Publishing, 2018), 97-135</p> <p>Matthew Lyons, <i>Ctrl-Alt-Delete: The Origins and Ideology of the Alternative Right</i> (Somerville, MA: Political Research Associates, 2017), 2-21. Available at: https://www.politicalresearch.org/wp-content/uploads/2017/01/Lyons_CtrlAltDelete_PRINT.pdf</p>
<p>Class 12: April 2</p> <p>Getting practical</p> <p>61 pages</p>	<p>Jonathan Neale, “Why Radical Academics Often Find It Hard to Write, and What to Do about It,” <i>Anne Bonny Pirate</i>, April 19, 2015. Available at: https://annebonnypirate.wordpress.com/2015/04/29/why-radical-academics-often-find-it-hard-to-write-and-what-to-do-about-it (16 pages)</p> <p>Audra Mitchell, “Lifework,” <i>Worldly</i>, September 14, 2016. Available at: https://worldlyir.wordpress.com/2016/09/14/lifework (5 pages)</p> <p>Jeff Schmidt, “Now or Never,” in <i>Disciplined Minds: A Critical Look at Salaried Professionals and the Soul-Battering System that Shapes their Lives</i> (New York: Rowman & Littlefield Publishers, 2000), 265-280</p> <p>Caelie Frampton, Gary Kinsman, AK Thompson, and Kate Tilleczek, “New Directions for Activist Research” in <i>Sociology for Changing the World: Social Movements/ Social Research</i>, edited by Caelie Frampton, Gary Kinsman, AK Thompson, and Kate Tilleczek (Blackpoint, NS: Fernwood Publishing, 2006), 246-271</p>

Grades

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:

Academic Accommodations 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** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send 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*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the **Winter 2020** exam period is **March 13, 2020**.

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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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 more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: www.carleton.ca/sexual-violence-support

Accommodation 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 must 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](#)

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate

your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).

- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>
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Important Dates – Winter 2020

December 30, 2019	Deadline for course outlines to be made available to students registered in winter term courses.
December 25, 2019-January 1, 2020	University closed.
January 6, 2020	Winter term classes begin.
February 17, 2020	Statutory holiday. University closed.
February 17-21, 2020	Winter Break. Classes are suspended.
March 13, 2020	Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfill accommodation requests received after the specified deadlines.
March 24, 2020	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 7, 2020	Winter term ends. Last day of winter term and fall/winter classes. Last day for academic withdrawal from winter term and fall/winter courses. 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 winter term and fall/winter courses. Last day for take home examinations to be assigned, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
April 8-9, 2020	No classes or examinations take place.
April 10, 2020	Statutory holiday. University closed.
April 13-25, 2020	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.

April 25, 2020

All take-home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

May 15-27, 2020

Winter term and fall/winter deferred final examinations will be held.

May 18, 2020

Statutory holiday. University closed. No examinations take place.