

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**COURSE NUMBER /SECTION
FALL 2023
ANTH 4205A/ ANTH 5205A/ ENGL 5900F
LANGUAGE, PLACE, AND THE NORTH**

Instructor: Abra Wenzel
Office: Loeb C770
Office Hours: Wednesdays 12:00-2:00
Email: abrawenzel@cunet.carleton.ca

Course meets: Wednesday 2:35-5:25

Pre-requisites & Precluded Courses: Fourth-year standing or permission of the instructor. Also offered at the graduate level, with different requirements, as ANTH 5205 and ENGL 5900, for which additional credit is precluded. Must be enrolled in Graduate Studies or Research.

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 AND OBJECTIVES

This course investigates the intersection of language with places, spaces, and the environment, with a focus on Indigenous peoples and the Arctic and subarctic regions of Canada. It aims to provide an interdisciplinary perspective drawing on readings from anthropology, anthropological linguistics, indigenous languages, applied linguistics, geography, environmental studies, and northern studies.

The course objective is to use the lens of people, place, and language in order to critically think and understand the Arctic and the Inuit homelands—regions that have undergone rapid social, political, economic, and environmental transformations, especially in the past few decades. The

focus on Inuit and other Indigenous peoples includes an examination of colonial history and resistance and the role of Indigenous languages in defining and transforming cultural and geographic space. The readings are from Inuit and other Indigenous and non-Indigenous authors.

Other course objectives are to provide: (i) an introduction to the analysis of language and social meaning-making practices; (ii) opportunities to critically reflect on history and processes of colonialism; and on language, culture, environment, and institutional practices; (iii) a broad basis from which to further one’s understanding of interdisciplinarity and (iv) opportunities to foster skills in synthesizing and analysing academic material related to the topics discussed in this course.

Topics addressed include Indigenous languages, literacies, writing systems and standardization; language ideologies as related to social, linguistic, moral, environmental, and political relationships; place-making and place names; constructions and negotiations of identity and community; cultural and collective knowledge and memory; and the reclamation of linguistic and cultural resources.

Course Requirements & Methods of Evaluation:

Final grades will be based on students’ participation throughout the semester, as well as a series of short individual and group assignments. Students will also have to prepare and write a final essay with accompanying presentation to be delivered at the end of the course.

| Assignment | Weight | Due Date |
|-----------------------------|--------|---------------------------|
| Participation | 20% | Throughout Semester |
| Individual Short Assignment | 10% | September 27 |
| Group Assignment | 10% | October 18 |
| Essay Proposal | 10% | November 1 |
| Presentation | 20% | November 22 & November 29 |
| Final Take-Home | 30% | December 22 |

- 1. Participation (20%):** This includes (1) attending all classes (not attending a class will result in a loss of participation marks); (2) Completing the assigned readings/materials before class. (3) Coming to class prepared to discuss the assigned materials. (4) Facilitating and leading a class discussion (see below). ATTENDANCE IS MANDATORY.

Readings in any given week are organized around a topic, and topics have been grouped within the themes of the course. In each week there are going to be required readings that the whole group will do (marked in the syllabus). At the beginning of the semester, students will, in groups, select a week(s) to divide of the readings to then present to the class. These 10-minute presentations should not only summarize but should show thoughtful reflection that engage their colleagues in debate and dialogue about the papers,

the issues raised and the relationships between them. Following the presentations, seminar groups are expected to lead substantive discussions on reading and its relationship to the topic of the week and overarching course themes.

2. **Individual Assignment (10%):** Assignment to be discussed in class.
3. **Group Assignment (10%):** Assignment to be discussed in class.
4. **Essay Proposal (10%):** Students will submit a proposal outlining their intended essay topic. Further instructions will be available on Brightspace and will be discussed in class.
5. **Preliminary Final Essay Presentation (20%):** Students will share with each other the essence of their research papers *in conference paper-style presentations*. These presentations will be 15 minutes long (which is typically like reading a 7 1/2 page paper) and time will be given for questions and discussion from class mates. Commentary and discussion on these presentations by fellow students should be used to help refine the final written research papers. These presentations will be split over the last two weeks of the course.
6. **Final Take-Home (30%):** Students will be free to choose a research topic that interests them, provided that it takes account of the issues of indigeneity, language, land, knowledge and/or autonomy from the courses' themes. Students should start thinking right away on topics they are highly motivated to investigate and clear their topics with me before too much work is done. The final papers will demonstrate a critical understanding of the issues and will draw linkages across the themes of the course. Further instructions will be discussed in class. Length of paper will differ dependent on year standing; fourth year undergraduate (15-20 pages), and graduate students (20-25 pages).

Policy on Late Assignments: All late assignments will be given a penalty of 3% per day, including weekends, and will not be accepted after seven days late. If an illness, injury, or other emergency impacts your coursework, it is your responsibility to contact the Professor as soon as possible to discuss if it would be in your best interest to drop the course or to arrange an alternative deadline. Any changes must be supported by documentation verifying sufficient cause.

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 |

REQUIRED TEXTBOOKS:

There are two required texts for this class. These will be read and discussed over the course of the semester alongside other required readings.

1. Basso, Keith. 1979. *Portraits of “The Whiteman”*: Linguistic play and cultural symbols among the Western Apache. Cambridge University Press.
2. Freeman, Mini Aodla [1978] 2015. *Life among the Qallunaat*. [2015 edition edited by Keavy Martin]. University of Manitoba Press.
 - a. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991000519829705153
3. NOTE: Readings are subject to change.

| | |
|--|----------------------|
| Week 1 (September 6) | Week 1 Introduction |
| Come prepared to introduce yourself and your areas of research interest. You will have an opportunity to discuss your (1) interests (2) background (3) and your goals for this class. | |
| Week 2 (September 13) | Indigenous Languages |
| <p>Indigenous Languages in Canada: This week we examine some national reports on statistics and Indigenous languages. Students will also be introduced to Arctic languages and to the text by Mini Aodla Freeman, that we will read throughout the course.</p> <p>Anderson, Thomas. 2018. Results from the 2016 Census: Aboriginal languages and the role of second-language acquisition. https://www150.statcan.gc.ca/n1/en/pub/75-006-x/2018001/article/54981-eng.pdf?st=iWnSIUX7</p> <p>Langlois, Stéphanie and Annie Turner. 2014. Aboriginal Languages and Selected Vitality Indicators in 2011. https://www150.statcan.gc.ca/n1/en/pub/89-655-x/89-655-x2014001-eng.pdf?st=NASq1KR</p> <p>National Collaborating Centre for Aboriginal Health (NCCAH). 2016. Culture and Language as Social Determinants of First Nations, Inuit and Métis Health. Prince George: University of Northern British Columbia. https://www.ccnsa-nccah.ca/docs/determinants/FS-CultureLanguage-SDOH-FNMI-EN.pdf</p> <p>Inuit Tapiriit Kanatami (ITK). 2018. Inuit Statistical Profile 2018 https://www.itk.ca/wp-content/uploads/2018/08/Inuit-Statistical-Profile.pdf</p> <p>Patrick, D. 2019. “Arctic Languages in the Age of Globalization” <i>Handbook of Minority Languages and Communities</i>, Edited by Gabrielle Hogan-Brun and Bernadette O’Rourke. Palgrave Press. Pp. 257-284.</p> <p>Introduction to Mini Aodla Freeman text that we will take up later in the course: [1978] 2015. <i>Life among the Qallunaat</i>. [2015 edition edited by Keavy Martin]. University of Manitoba Press.</p> | |

| | |
|--|---|
| Week 3 (September 20) | Language, Place, and Connection |
| <ul style="list-style-type: none"> • Read: Basso “Portraits of a Whiteman” Chapters 1 and 2. • Read: Rasmussen, Derek and Tommy Akulukjuk. 2009. “My Father was Told to talk to the Environment First Before Anything Else”: Arctic Environmental Education in the Language of the Land. In McKenzie, Hart, Bai and Jickling (Eds.). <i>Fields of Green: Restorying culture, environment, and education</i>. Cresskill, NJ: Hampton Press. Pp 285- 292. • Read: Akulukjuk, Tommy and Derek Rasmussen. 2018. “Art is that which takes something real and makes it more real than it was before”. <i>Art, EcoJustice, and Education: Intersecting Theories and Practices</i>. Pp. 59-70. | |
| Week 4 (September 27) | Language, place, and identity: economy, kinship and sharing |
| <p>This week we look/discuss the connection of people, place, and language amongst Inuit economy.</p> <ul style="list-style-type: none"> • Read: Basso Chapters 3, 4, and 5. • Listen to Episode 1 of “Another Country: Change and Resilience in Nunavik”. https://www.cbc.ca/radio/ideas/inuit-community-of-puvirnitug-1.6887339 • Read: Wenzel, G. (1991). “Introduction” and “Chapter 1” in <i>Animal rights human rights: Ecology, economy, and ideology in the Canadian Arctic</i>, pp 1-34. London: Belhaven Press. <p>Assignment 1 due: Submit on Brightspace before Wednesday’s class.</p> | |
| Week 5 (October 4) | Language place and identity: colonialism and displacement |
| <p>This week we will discuss the connection of language, and place, and of disruption.</p> <p>Watch in Class: Inuit Knowledge and Climate Change (Directors: Ian Mauro & Zacharius Kunuk)</p> <ul style="list-style-type: none"> • Read: Mini Aodla Freeman, [1978] 2015. <i>Life among the Qallunaat</i>. Read at least the first 100 pages. • Read: Patrick, D., & Tomiak, J. A. (2008). Language, culture and community among urban Inuit in Ottawa. <i>Études/Inuit/Studies</i>, 32(1), 55-72 • Listen to Episode 2 of “Another Country: Change and Resilience in Nunavik”. https://www.cbc.ca/radio/ideas/sanaaq-first-novel-in-inuktitut-1.6889826#:~:text=In%20the%20early%201950s%2C%2022,a%20period%20of%20profound%20change. • Watch: https://youtu.be/OOTk0IhcaNQ | |
| Week 6 (October 11) | Language, learning, storytelling, and environment. |

This week we discuss language, storytelling at home, myth, and environment.

- **Read:** Continue reading Mini Aodla Freeman
- **Listen** to Episode 3 of “Another Country: Change and Resilience in Nunavik”. <https://www.cbc.ca/radio/ideas/mitiarjuk-nappaaluk-defender-of-inuktitut-1.6890188>
- **Read:** Ingold, Tim. 2011. *Being Alive: Essays on Movement, Knowledge and Description*. London: Routledge, Chap. 14, “Naming as Storytelling: Speaking of Animals among Koyukon of Alaska”, pp. 165-175.
- **Read:** “Sarah (Mitchell) Bonnetplume, 63-70. In *Our whole Gwich’in way of life has changed: Stories from the people of the land*. McCartney, L. & Gwich’in Tribal Council. Edmonton: Polynya Press.

Week 7 (October 18)

Language, learning, storytelling, and environment.

This week we discuss language, life histories, storytelling, science, and the environment.

- **Read:** Continue reading Mini Aodla Freeman (To be finished during the reading week).
- **Listen** to Episode 4 of “Another Country: Change and Resilience in Nunavik”. <https://www.cbc.ca/radio/ideas/bobby-kenuajuak-my-village-in-nunavik-film-1.6889144>
- **Read:** Julie Cruikshank. 2005. “Introduction: The Stubborn Particulars of Voice” in *Do Glaciers Listen?: Local Knowledge, Colonial Encounters, and Social Imagination*. Vancouver: UBC Press, Pp. 1-20.
- **Read:** Julie Cruikshank. 2005. Chapter 3. in *Do Glaciers Listen?: Local Knowledge, Colonial Encounters, and Social Imagination*. Vancouver: UBC Press

Group Assignment due: Submit before Wednesday’s class and come prepared for discussion.

Week 8

Fall Reading Week

FALL READING WEEK

Week 9 (November 1)

Language, Place, and Revitalization

This week and next week (Week 5 and Week 6) we examine aspects of language and place. We will also watch a film on the revitalization of Cherokee, for class discussion.

Watch in class: <https://youtu.be/e9y8fDOLsO4>

- **Read:** Rosborough, Trish, chuutsqa Layla Rorick and Suzanne Urbanczyk. 2017. Beautiful Words: Enriching and Indiginizing Kwak’wala Revitalization through Understandings of Linguistic Structure. *Canadian Modern Language Review* Vol. 73, No. 4 November 2017 pp. 425-437.
- **Read:** Tulloch, Shelley, Adriana Kusugak, Cayla Chenier, Quluuq Pilakapsi, Gloria Uluqsi, and Fiona Walton. 2017. *Transformational Bilingual Learning: Re-engaging*

marginalized learners through language, culture, community, and identity. *Canadian Modern Language Review* Vol. 73, No. 4 November 2017. Pp. 438-462.

- **Watch:** <https://youtu.be/wUqLPkc401A>
- Discussion of Aodla Freeman.

Proposal Due: Proposal must be submitted to receive feedback

Week 10 (November 8)

Language, Place, and Revitalization

This week we continue to examine aspects of language, place, and revitalization.

Watch in class: Voices on the Rise: Indigenous Language Revitalization in Alberta (Episode 1). <https://youtu.be/-dtEujiPUE0>

- **Read:** Chiblow, S., & Meighan, P. J. (2022). Language is land, land is language: The importance of Indigenous languages. *Human Geography*, 15(2), 206-210.
- **Read:** Parlee, B. & Caine, K. (2018). “Introduction”. In *When the caribou do not come: Indigenous knowledge and adaptive management in the Western Arctic*, pp 3-29. Vancouver: UBC Press.
- **Read:** McMillan, R. (2018). “Dene youth perspectives: Learning skills on the land”. In *When the caribou do not come: Indigenous knowledge and adaptive management in the Western Arctic*, pp 107-128. Vancouver: UBC Press.
- **Watch:** K’I Tah Life Among the Birch. <https://www.nfb.ca/film/ki-tah-amongst-the-birch/>

Week 11 (November 15)

Environment and Art

This week we will look at Indigenous artists, traditional arts, and their connection to community (people and place).

- **Read:** Malbeuf, A. (2016). *Apihkêw (s/he braids, s/he weaves, s/he knits)* (Doctoral dissertation, University of British Columbia).
- **Read:** Matthews, M. (2016). “Animacy: Linguistic Considerations”. In *Naamiwan’s drum: The story of a contested repatriated Anishinaabe artefacts*. Toronto: University of Toronto Press.
- **Watch:** “Weaving the Future” (Orenda Tribe). <https://youtu.be/b7yxY4G1xls>.

Week 12 (November 22)

Presentations

No readings assigned. Come prepared to listen, ask questions, and discuss.

Week 13 (November 29)

Presentations

No readings assigned. Come prepared to listen, ask questions, and discuss.

Week 14 (December 6)

Conclusion

Wrap up of the course. We will discuss the semester.

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 December full fall and late fall examinations and fall/winter midterm examinations is November 15, 2023.

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/>
-

Important Dates and Deadlines: Fall 2023

- August 29, 2023: Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
- September 1, 2023: Last day for receipt of applications from potential fall (November) graduates.
- September 4, 2023: Statutory holiday. University closed.
- September 5, 2023: Academic orientation (undergraduate and graduate students).

Orientation for new Teaching Assistants.

All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
- September 6, 2023: Fall term begins. Full fall, early fall, and fall/winter classes begin.
- September 12, 2023. Last day for registration and course changes (including auditing) in early fall courses.
- September 19, 2023: Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

Last day to withdraw from early fall courses with a full fee adjustment.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.

- September 22-24, 2023: Full summer and late summer term deferred final examinations will be held.
- September 30, 2023: Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
- October 1, 2023: Last day for academic withdrawal from early fall courses.

Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- October 6, 2023: December examination schedule (fall term final and fall/winter mid-terms) available online.
- October 9, 2023: Statutory holiday. University closed.
- October 13, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- October 15, 2023: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
- October 20, 2023: Last day of early fall classes.

Last day for final take-home examinations to be assigned in early fall courses, 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 that can be specified by a course instructor as a due date for term work for early fall courses.
- October 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.

October 23-27, 2023: Fall break, no classes.

October 28-29,

November 4-5, 2023: Final examinations in early fall undergraduate courses will be held.

October 30, 2023: Late fall classes begin.

November 10, 2023: Last day to withdraw from late fall term courses with a full fee adjustment.

November 15, 2023: Last day for academic withdrawal from full fall and late fall courses.

Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 17-19, 2023: Early fall undergraduate deferred final examinations will be held.

November 24, 2023: 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 1, 2023: Last day for receipt of applications from potential winter (February) graduates.

Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official 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 8, 2023: Fall term ends.

Last day of full fall and late fall classes.

Classes follow a Monday schedule.

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 that can be specified by an instructor as a due date for term work for full and late fall courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

December 9, 2023: No classes or examinations take place.

December 10-22, 2023: 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, 2023: 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,
2023 through
January 3, 2024
inclusive:

University closed.