

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

LANGUAGE, CULTURE, AND GLOBALIZATION

ANTH 3010

WINTER 2023 (0.5 credits)

Instructor: Donna Patrick

Office Hours: By appointment

Email: donna.patrick@carleton.ca

Method of Delivery: Course meets once a week on Tuesdays for approximately two hours by Zoom, for synchronous online lecture and seminar-style (smaller group) discussion. Students will be expected to engage with additional course content (videos, readings, and Discussion Forum) throughout the term.

A Zoom link will be sent to the students by e-mail and posted on Brightspace. The class is scheduled to meet on Tuesdays 8:35–11:25 am (but exact meeting times within these three hours to be determined).

Pre-requisites & Precluded Courses: This course is limited to students with second-year standing or higher.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. Acknowledging territory in the Ottawa area shows our recognition and respect for the Omàmiwininiwag (Algonquin people in the Algonquin language).

This class is committed to nurturing a space where students, the teaching assistant, and the professor can all engage in the exchange of ideas and dialogue, without fear of being made to feel unwelcome or unsafe due to any aspects integral to one's personhood, including biological sex, sexual orientation, gender identity or expression, race/ethnicity, linguistic and cultural background, age, physical or mental ability. We recognize our responsibility to respect differences of perspective and to continually strive to maintain an environment wherein all interactions are based on respect.

Course Description and Objectives:

This class investigates language and communicative practices in a variety of social, cultural, political and economic contexts. These contexts include language policies and practices as seen through the lens of colonialism and decolonization, language spread, and the resurgence of smaller languages in a global context. We will explore some of the theoretical and methodological contributions of linguistic ethnographic approaches to the study of language and communicative practices in a number of geographic, community, and institutional contexts.

Topics addressed include the following ones, particularly as they intersect with culture, power, race, ethnicity, indigeneity, gender, nationhood and political economy: dominant and minority languages; language and colonialism; Indigenous languages and decolonization; language politics and policies; language ideologies; and globalization.

The basic objective of this course is to critically examine the links between people, place, language, and globalization. To do this, we examine social constructs related to race, class, gender, and other social dynamics that have shaped peoples lived realities. We also consider social, political, economic, and environmental transformations that have shaped our contemporary world and the meaning-making processes within it.

Specific course objectives include providing students with: (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, globalization, culture, environment, and institutional practices; (iii) a critical analysis of language and race, ethnicity and cultural and social identities; (iv) a broad basis from which to further one's understanding of interdisciplinarity; and (v) opportunities to foster skills in synthesizing and analyzing academic material related to the topics discussed in this course.

Required Readings:

PLEASE REFER TO BRIGHTSPACE, WHERE DETAILED REQUIREMENTS ARE PROVIDED FOR EACH WEEK OF THIS COURSE.

Course Requirements and Methods of Evaluation:

Final grades will be based on student contributions to class discussions over Zoom and the online Discussion Forum in Brightspace (20%). There will also be two individual short writing assignments based on the readings (2 x 10% = 20%); a Linguistic Landscape Project (25%); and a final take-home exam consisting of a final paper (35%).

Since the discussions during the seminar constitute a major portion of the work for the class, attendance is mandatory. There is no way to make up for missed classes. Please advise the Professor by e-mail if you have to miss a class.

All assignments will be explained in class and on Brightspace. Assignments will be submitted to Brightspace.

In addition to the group Zoom meetings, the Professor will offer individual Zoom or telephone meetings with students in order to offer guidance, tutoring and discussion about assignments. These meetings will serve as “office hours” and can be set up with the Professor through e-mail.

EVALUATION:

PARTICIPATION: 20%

This includes attending Zoom class meetings and submitting to the discussion forum on

Brightspace, where questions will be posted; all students are expected to provide answers and responses to other students' posts. All of the questions, answers, and responses will be submitted to the discussion forum, for which student participation is required for receiving participation marks. There will also be participation in small groups and in-class discussion via our Zoom meetings.

SHORT WRITTEN ASSIGNMENTS: 20%

2 X 10% = 20%, DUE: 11:59 pm EST due on

Friday, February 3

Friday, March 3

Details of assignments will be discussed in class and on Brightspace.

LINGUISTIC LANDSCAPE ASSIGNMENT: 25%

DUE: Friday, March 24 [Week 11]

Must be submitted by due date. Details to be discussed in class.

FINAL TAKE HOME: 35%

DUE: 11:59 pm EST Thursday, April 27

The final take-home will involve writing a short essay based on a topic provided by the Professor. Students will submit their paper in essay format. Details to be discussed in class.

WEEKLY TOPICS AND READINGS:

WEEK 1. Tuesday January 10:

WE WILL MEET BY ZOOM at 9 am EST. Zoom Link is posted on Brightspace.

Course Introduction.

We will go through the course syllabus and the required assignments and participation. We will also go through some of the key concepts and perspectives in studying and talking about language. These include concepts from the fields of linguistic anthropology, linguistic ethnography, and sociolinguistics and the concept of globalization.

Come prepared to introduce yourself and your areas of interest. This includes what you are studying at university and your goals for this class and reflections on your own plurilingual practices.

For this week, there is one short reading about metaphors that we use in English. We will examine how this metaphorical use of language is taken for granted and how it shapes our social reality. Students are asked to visit Brightspace and to start reading for next week. There will be some guiding questions posted to the Discussion Forum that refer to the readings for WEEK 2. All students should post their comments to the Discussion Forum by next class.

Required readings:

Lakoff, George and Mark Johnson. 1980. *Metaphors We Live By*. Chicago:

University of Chicago Press, pp. 3-21.

Suggested Reading:

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.

WEEK 2. Tuesday January 17:

Linguistic anthropology: From the late 1800s to the 2020 global pandemic

This week is an introduction to Linguistic Anthropology. We continue our discussion about key concepts in the field, through a historical lens. These include concepts such as the ontological basis for language study; linguistic relativity; habitus; and language as social action – or as a “way of acting in the world”.

We further discuss language in the current situation of a global pandemic. “PanMeMic” (pronounced like *pandemic*) is a group of international language scholars and students forming a collective on “Pandemic Meaning Making of Interaction and Communication”. This is a *transmedia* space, sharing “reflections, observations, and experiences” in communication and interaction practices during and after the COVID-19 pandemic. What kinds of signs, words, images, metaphors, and other semiotic devices have entered the realm of everyday communication and being? What kinds of “informed observations” can serve to position ourselves and to share, collaborate, debate and learn from and with other social actors?

Required reading:

1. Duranti, Alessandro. 2011. “Linguistic anthropology: The study of language as a non-neutral medium”. *The Cambridge Handbook of Sociolinguistics*, edited by Rajend Mesthrie and Walt Wolfram. Cambridge: Cambridge University Press, pp. 28-46.
2. 2020. “PanMeMic Manifesto: Meaning making in the Covid-19 pandemic and the future of social interaction”. *Working Papers in Urban Language & Literacies*. Paper 273.
3. <https://panmemic.hypotheses.org/>
4. Other links provided on Brightspace.

WEEK 3. Tuesday January 24:

Language, Race, and Class: Multilingualism and Transnationalism

This week we continue our introduction to the study of language and linguistic interaction. We examine the concept of “language” – defined as a code or a “named language”. We also examine the notion of multilingual (or plurilingual) language practices, seen as *semiotic resources* which speakers draw on from multiple language repertoires. We examine the ways in which speakers use specific words, sounds, accents, and shared meanings depending on who they are speaking to (their interlocutors) and under what circumstances. We also examine the notion of “language prejudice” and how it develops and is marked through accents and other complex signs of difference. See cuLearn for a complete list of the concepts we will cover.

Required reading:

1. Urciuoli, Bonnie. 1996. *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*. Long Grove, IL: Waveland Press.
“Introduction: The semiotics of exclusion”, pp. 1-14.
2. Rampton, Ben. 2019. “What do we mean by ‘multilingual’? Linguistic repertoires”. *Working Papers in Urban Language & Literacies*. Paper 260. Hub for Education & Linguistic Diversity, King’s College London, UK.

WEEK 4. Tuesday January 31:**Language in our Everyday Lives: Public Space and the Linguistic Landscape****First Short Written Assignment due: Friday, February 3.**

This week students are introduced to the concept of “linguistic landscape” which will be the topic of an assignment due March 25 (25%). We will examine the notion of linguistic landscape as well as the notions of “public space”, public pedagogy, and how language and race/racialization intersect.

1. Gorter, Durk. 2006. “Introduction: The study of the linguistic landscape as a new approach to multilingualism”. *International Journal of Multilingualism* 3(2), pp. 1-6.
2. Bolton, Kingsley. 2012. “World Englishes and linguistic landscapes”. *World Englishes* 31, pp. 30-33.
3. Hill, Jane. 1998. “Language, race, and White public space”. *American Anthropologist* 100(3), pp. 680-689.

Suggested reading:

Li, Jing and Danièle Moore. 2020. “(Inter)cultural production as public pedagogy: Weaving art, interculturality and civic learning in a community festival context”. *Language and Intercultural Communication* 20(4), pp. 375-387.

WEEK 5. Tuesday February 7:**Language Policy and Linguistic Duality in Canada**

This week we turn a critical eye to Canada and plurilingual practices in an officially multicultural society. We examine the notion of linguistic landscapes in the Canadian context by drawing on both Canadian and international examples.

Required reading:

1. Haque, Eve and Donna Patrick. 2015. “Indigenous Languages and the Racial Hierarchisation of Language Policy in Canada”. *Journal of Multilingual and Multicultural Development* 36(1), pp. 27-41.
2. Lamarre, Patricia. 2014. “Bilingual Winks and Bilingual Wordplay in Montreal’s Linguistic Landscape”. *International Journal of the Sociology of Language* 228, pp. 131-151.

Suggested Reading:

Additional readings as background for your Linguistic Landscape project are posted on Brightspace.

WEEK 6. Tuesday February 14:
Linguistic Landscape II

This week we continue our discussion of linguistic landscapes, in Canadian and global contexts. We will also discuss the assignment that is due in 4 weeks.

Required reading:

1. Hong, Seong-Yun. 2020. "Linguistic landscapes on street-level images". *International Journal of Geo-Information*.
2. Li, Jing & Steve Marshall. 2020. "Engaging with linguistic landscaping in Vancouver's Chinatown: a pedagogical tool for teaching and learning about multilingualism". *International Journal of Bilingual Education and Bilingualism*, 23(8), pp. 925-941.

Suggested reading:

Cenoz, Jason and Durk Gorter. 2006. "Linguistic Landscapes and Minority Languages". *International Journal of Multilingualism* 3(1), pp. 67-80.

WEEK 7. Tuesday February 21:

READING WEEK
 NO CLASS

WEEK 8. Tuesday February 28:

Cultural Identity, Language, and Globalization

Second Short Written Assignment due: Friday, March 3.

This week we focus on identities and globalization/glocalization. We also take a closer look at the concept of globalization.

Required reading:

1. Johnstone, Barbara. 2016. "The Sociolinguistics of Globalization: Standardization and Localization in the Context of Change." *Annual Review of Linguistics*. Pp. 349-365
2. Holliday, A. 2010. "Complexity in cultural identity". *Language and Intercultural Communication* 10.
3. Tong, Ho Kin, and Lin Hong Cheung. 2011. "Cultural identity and language: a proposed framework for cultural globalisation and glocalization". *Journal of Multilingual and Multicultural Development* 32, pp. 55-69.

WEEK 9. Tuesday March 7:
Language Ideologies and the Anthropocene

This week we focus on the notion of language ideologies. What are our beliefs and

conceptions about “language” and “languages”? How are worldviews shaped by language and how does language shape our world? How do other peoples’ perspectives on language shape our understanding of language and its relation to the living world around us?

Required Reading:

1. Rampton, Ben and Sam Holmes. 2019. “How we feel and think about language: language ideologies and the ‘total linguistic fact’”. *Working Papers in Urban Language and Literacies*, pp. 1-7.
2. Hauck, Jan David and Guilherme Orlandini Heurich. 2018. “Language in the Amerindian imagination: An inquiry into linguistic natures”. *Language & Communication* 63, pp. 1–8.
3. Costa, James. 2019. “Biocultural homogenization in the Anthropocene: Language, nature, society. In *From Biocultural Homogenization to Biocultural Conservation*, edited by Ricardo Rozzi et al. Cham: Springer, pp. 1-8.

Suggested Reading:

Povenelli, Elizabeth. 1995. “Do rocks listen? The cultural politics of apprehending Australian Aboriginal labor”. *American Anthropologist* 97(3), pp. 505-518.

WEEK 10. Tuesday March 14:

Indigenous languages and revitalization

Required viewing:

Film: *Âs Nutayuneân: We still live here*. 2010 (1 hour and 25 min.) Tells the story of cultural revival by the Wampanoag of Southeastern Massachusetts. Their ancestors ensured the survival of the Pilgrims in New England and lived to regret it. Now they are saying loud and clear in their Native tongue, *Âs Nutayuneân—We Still Live Here*.

Required reading:

1. Brody, Hugh. 2000. *The Other Side of Eden: Hunters, Farmers and the Shaping of the World*. Vancouver: Douglas & McIntyre. Chap. 4, “Words”, pp. 167-220.
2. Reo, Nicholas J., Sigvanna Meghan Topkok, Nicole Kanayurak, James N. Stanford, David A. Peterson, Lindsay J. Whaley. 2019. “Environmental Change and Sustainability of Indigenous Languages in Northern Alaska.” *Arctic* 72 (3): 215-228.

WEEK 11. Tuesday March 21:

Linguistic Landscape Assignment Due Friday, March 24

Required viewing (available at link below):

First Language: The race to save Cherokee. Hutcheson, Neal (filmmaker); Cullinan, Danica, (filmmaker); Wolfram, Walt, North Carolina State University (producer). North Carolina Language and Life Project 2014 (producer)

<https://www.youtube.com/watch?v=e9y8fDOLsO4>

Required reading:

1. Fitzgerald, Colleen M. 2017. Understanding language vitality and reclamation as resilience: A framework for language endangerment and 'loss.' *Language* 93(4):e280 – e297.
2. McIvor, Onawa., Napoleon, A., and Kerissa, M.D. 2009. "Language and culture as protective factors for at-risk communities. International." *Journal of Indigenous Health* 5(1):6 – 25.

Suggested reading:

Schwab-Cartas, Joshua. 2018. "Keeping up with the sun: Revitalizing Isthmus Zapotec and ancestral practices through cellphilms". *Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 74(3), pp. 363–387.

WEEK 12. Tuesday March 28:**Colonialism, Globalization, Race and Racialization**

This week we examine in more depth some of the concepts related to race and the history of colonialism and globalization.

Required reading:

1. Rosa, Jonathan & Nelson Flores. 2017. "Unsettling language and race: Toward a raciolinguistic perspective". *Language in Society* 46(5), pp. 621–647.
2. Henry, Eric S. 2020. The Otherness of Talk: Raciolinguistics and the White Foreign Body of English in China. *Anthropological Forum* (30) 4: 377-397.

Suggested reading:

1. Crump, Alison. 2014. "Introducing LangCrit: Critical language and race theory". *Critical Inquiry in Language Studies*, 11/3, 207–224.
2. Rosa, Jonathan Daniel. 2016. "Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts". *Journal of Linguistic Anthropology* 26(2), pp. 162-183.

WEEK 13. Tuesday April 4:**Course Wrap-up**

Required reading, see Henry 2021. Pdf to download below.

Henry, Eric. 2021. "Narrating the Future Self: Strategic Syllisation and Cosmopolitan Stancetaking" In *Unpacking Discourses on Chineseness: The Cultural Politics of Language and Identity in Globalizing China*". Edited by Shuang Gao and Xuan Wang, *Multilingual Matters*. Pp. 106-125.

Discussion of readings and topics covered in the course. Review for Take-home. No reading assignments.

FINAL TAKE-HOME ASSIGNMENT DUE Thursday, April 27, by midnight

There is no scheduled class for **WEEK 14**, but please feel free to make an appointment with the Professor or Teaching Assistant to discuss your final paper or any matters related to the course.

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 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.

Important Dates and Deadlines

Winter 2023

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	Last day for academic withdrawal from full winter, late winter, and fall/winter courses. 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.
March 29, 2023	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).
April 7, 2023	Statutory holiday. University closed.
April 12, 2023	Winter term ends. Last day of full winter, late winter, and fall/winter classes. Classes follow a Friday schedule (full winter and late winter courses). 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 winter and late winter courses.
April 13-14, 2023	No classes or examinations take place.

This class is committed to nurturing a space where students, the teaching assistant, and the professor can all engage in the exchange of ideas and dialogue, without fear of being

made to feel unwelcome or unsafe due to any aspects integral to one's personhood, including biological sex, sexual orientation, gender identity or expression, race/ethnicity, linguistic and cultural background, age, physical or mental ability. We recognize our responsibility to respect differences of perspective and to continually strive to maintain an environment wherein all interactions are based on respect.