

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
ANTH3225 C
2023 WINTER
ANTHROPOLOGY OF MOBILITY

Instructor: Vivian Solana
Email: Vivian.solana@carleton.ca
Office: B745 Loeb Building
Phone Number: ext 3571
Office Hours: By appointment
Method of Delivery: In Person
Classroom: Southam Hall, Room 403
Class meets: Mondays, 11:35-14.25

Course Description and Objectives:

Our world is in constant motion. Animals, plants, pathogens, water, air, capital, commodities, technologies, ideas, information and images are constantly flowing across human borders, both physical and imagined. What do human attempts to encourage, contain, manage and regulate these flows allow us to understand about our contemporary world? What do we learn about humanity when we study what happens when animals, ideas and things move? This course explores the theoretical and methodological implications of the “mobility turn” in socio-cultural anthropology. We will consider different forms of (in)mobility, from exile, migration, religious, political and social movements, capital flows, commodity chains and tourism to examine the role that (in)mobility plays in the making of socio-cultural worlds. We will draw on a thematically and geographically diverse set of theoretical, historical, and ethnographic texts to explore how mobility/immobility provides a window through which to understand and denaturalise the workings of global capitalism, the nation-state, imperialism, colonialism, and neoliberalism in our world today.

Course Objectives:

- Examine the value of mobility and immobility as analytical lenses
- Understand the theoretical and methodological implications of the “mobility” turn in anthropology
- Hone students’ research, reading, discussion, analytical, writing and presentation skills

Readings:

There is no single textbook required for this course.

All required course readings, films and podcasts are listed in the course outline and will be available online through the Mac O'Drum library, Brightspace and Ares.

Course Requirements & Methods of Evaluation:

Assignment	Due Date	Grade
Reading Responses	Weekly (post by end of the day on Saturdays)	40% (BEST 5/10)
Classroom Participation		
Participation	Mondays 11.25 am- 2.25 pm, note that class on April 10th will take place through Zoom	10% (1% per session)
Group Presentation	Once a term. Sign up to schedule during week 1.	10%
Capstone Assignment:		
Step 1 Submit Proposal	February 28 (end of day)	10%
Step 2 Student Conference	April 3 (in class)	10% (+ Class participation)
Step 3 Peer-review workshop	April 10 (zoom class)	Class participation
Step 3 Submit Final Assignment	April 12 (end of day)	20%
Bonus Activity	March 20 (in class)	3%

1. Reading Responses, 40%

This is an advanced seminar course organised around the collective discussion of curated readings. As such, it is essential that you arrive to our class on Tuesdays having completed the readings assigned for each week. Our weekly reading forums on Brightspace offer a safe space of engagement on the readings with your peers and instructor. As such, they will contribute to build community beyond our physical classroom. You are strongly encouraged to post respectful responses (see class policies) to your peer's reflection pieces throughout the course.

Every week explores a different topic. By the end of the day every Saturday, you will post 200-400 word-long reflections on your weekly readings (or any other assigned visual or audio materials). The deadline allows Vivian (and everyone else in class) 24 hours to read and engage with your responses before our virtual class. Weekly responses posted past this deadline are welcome, but they will not count towards your grade for this assignment.

These are the kinds of questions you can answer in your responses: Taken together, what did you learn about the week's topic from these materials? What did you think about the perspectives offered by the authors on said topic? What ideas spoke to you the most? Why? Did you have a favourite text? Why? By contrast, is there an idea proposed by an author that you are critical of, how so?

2. Class Participation, 20%

Vivian will introduce the session with a discussion on the readings as they pertain to the week's topic. From week 2 to week 10, Vivian's introduction will be followed by a student group presentation. The group presentations should be 20 to 30 minutes long. They should summarize the group's take on the materials assigned for the week and how they have enhanced their understanding of the week's topic. The group presentation should end posing a question for class discussion.

During week 1, you sign up to the week you want to present in through a google document that I will make available through Brightspace.

- *Participation, 10%* Each time you come to class will contribute 1% towards your final grade for this assignment. Coming to class and participating in class discussion is a vital part of your learning journey. However, I am more than aware that life happens and there will likely be occasions when you won't be able to make it despite your best intentions. Taking this into account, note that we will meet 12 times. This means that you can be absent up to two weeks without any repercussions to this portion of your participation marks.
- *Group presentation, 10%* Once a term in a group of 3 students

3. Capstone Assignment:

3.1 Submit Proposal, 10%

Choose a human group (could be a nation, a sub-culture, a racial group, a gender, a class, another animal or insect, a commodity, a social movement, an object, a song, an art piece, a symbol or an idea. Research its (in)mobility across the globe and across time. How does your mobile subject of study circulate or fail to circulate across time and space? What do you learn about humanity and our contemporary world from examining the movement of your chosen object of study? Write an essay that describes your research findings.

Word count: 500 words (including bibliography and notes)

Sources: Find a minimum of a preliminary four external sources

3.2 Student Conference, 10% (+ class participation points)

We all want to learn something about what each of you are learning through your independent research! On April 3rd we will have a special class where each of you will deliver a brief presentation about your research topic and main argument.

3.3 Peer-review workshop, class participation marks

On the final day of class, we will meet online for a guided peer-review workshop that will help you work on your final papers. It is very important that you bring a draft of your research essay to this session.

3.4 Submit research essay, 20%

Choose a human group (could be a nation, a sub-culture, a racial group, a gender, a class, another animal or insect, a commodity, a recipe or food stuff, a social movement, an object, a song, an art piece, a symbol or an idea. Research its (in)mobility across the globe and across time. How does your mobile subject of study circulate or fail to circulate across time and space? What do you learn about humanity and our contemporary world from examining the movement of your chosen object of study? Write an essay that describes your research findings.

Word count: 1500 words (including bibliography and notes)

Sources: Use a minimum of four external sources and draw on a minimum of three course materials into your discussion.

4. Bonus Activity, 3%

On March 20, bring an object to class and prepare a 3 to 5 minute presentation about its movement: when, where and how does it move? What do we learn about this object, about humanity, or about our contemporary world from reflecting about your chosen object's movement through time and space?

Course Expectations

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.

1. January 9: Introduction

2. January 16: Anthropology's Mobility Turn

Gupta, Akhil and James Ferguson. 1991. Beyond "Culture": Space, Identity, and the Politics of Difference, *Cultural Anthropology* 7(1): 6-23.

Ingold, Tim/ 2011 "Culture on the Ground: The World Perceived Through the Feet", in *Being Alive: Essays on Movement, Knowledge and Description*. Routledge, New York, 41-62.

Noel Salazar. 2017. Special Issue: Key figures of mobility: an introduction, *Social Anthropology*, vol. 25. issue 1.

Recommended

James Clifford, "Traveling Cultures," in *Routes: Travel and Translation in the late Twentieth Century*, pp. 17-46.

3. January 23: Mobile Research Sites

Gupta, Akhil and James Ferguson 1997 Discipline and Practice: "The Field" as site, Method, and Location in Anthropology" In *Anthropological Locations: Boundaries and Grounds of a Field Science*, eds. Akhil Gupta and James Ferguson. University of California Press, Berkeley, pp1-16.

Dalsgaard, Steffen. 2013. "The field as a temporary entity and the challenges of the contemporary" *Social Anthropology*, 22(2), 213-225

Marcus, George. 1991. "Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography" *Annual Review of Anthropology*, VOL 24, pp 95-117.

Recommended

Rasmussen Susan J., 2003, « When the Field Space Comes to the Home Space: New Constructions of Ethnographic Knowledge in a New African Diaspora», *Anthropological Quarterly*, Vol. 76, n°1, pp.7-32

4. January 30: Beyond Colonial Metanarratives

McDougall, James and Judith Scheele, 2012. "Introduction" 1-17 in *Saharan Frontiers: Space and Mobility in Northwest Africa* eds. James McDougall and Judith Scheele.

Scheele, Judith. 2012. "Garage or Caravanserail: Saharan Connectivity in Al-Khalil, Northern Mali, pp 222-237 in *Saharan Frontiers: Space and Mobility in Northwest Africa* eds. James McDougall and Judith Scheele

Engseng Ho, "Empire through Diasporic Eyes: A view from the Other Boat." *CSSH* 46, 2 (2004)

Recommended

Desai, Gaurav. 2013. "Ocean and narration" pp 1-20 in *Commerce with the Universe: Africa, India, and the Afrasian Imagination*, Columbia University Press

5. February 6: Transnationalism & Diaspora

Daswani, Girish. 2013. "The Anthropology of Transnationalism and Migration" *A Companion to Diaspora and Transnationalism*. Pp. 29-53.

Choose two from the following three:

Silvia Amenara. Making digital "home-camps": Mediating emotions among the Sahrawi refugee diaspora *Journal: International Journal of Cultural Studies* Special Issue: Migration, Digital Media, and Emotion

Yount-André Chelsie. 2018. Gifts, trips and Facebook families: children and the semiotics of kinship in transnational Senegal. *Africa* 88 (4) 2018: 683-701

Lynnette Arnold. 2020. "Communication as Care across Borders: Forging and Co-Opting Relationships of Obligation in Transnational Salvadoran Families" *American Anthropologist*, Vol. 123, No. 1, pp. 137–149.

Recommended

Hall, Stuart. 1991. "Cultural Identity and Diaspora" in *Colonial Discourse and Post-colonial Theory: A Reader*. Eds. Edited by Patrick Williams and Laura Chrisman. New York and London: Harvester Wheatsheaf. Pp. 392-403.

Arjun Appadurai (1996), *Modernity at Large: Cultural Dimensions of Globalization*, (chapter 2: Disjuncture and Difference in the Global Cultural Economy).

Coe, Cati. 2008. "The Structuring of Feeling in Ghanaian Transnational Families" *City & Society*, 20 (2): 222-250.

Schiller, Nina Glick, Linda Basch, and Cristina Szanton Blanc. "From immigrant to transmigrant: Theorizing transnational migration." *Anthropological quarterly* (1995): 48-59.

6. February 13: On Borders and Methodological Nationalism

Mongia, Radhika Vyas. 1999. "Race, Nationality, Mobility: A History of the Passport." *Public Culture* 11(3): 527-55

Simpson, Audra. *Mohawk interruptus: Political life across the borders of settler states*. Duke University Press, 2014. Chapter 5 pp. 115-135.

Wimmer, Andreas and Nina Glick-Schiller. 2003. "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology." *The International Migration Review* 37, no. 3: 576–610.

Recommended

Gupta, Akhil. 1992. "The Song of the Nonaligned World: Transnational Identities and the Reinscription of Space in Late Capitalism" *Cultural Anthropology*, Feb., 1992, Vol. 7, No. 1, *Space, Identity, and the Politics of Difference* (Feb., 1992), pp. 63-79

Josiah Heyman and John Symons. 2012. "Borders." In Fassin (ed.): *A Companion to Moral Anthropology*, pp. 540-554.

7. February 20: Reading Week

8. February 27: Infrastructures and economies of (in)mobility

Dalakoglou, Dimitris. 2010. "The Road: An Ethnography of the Albanian-Greek Cross-Border Motorway" *American Ethnologist*, Vol. 37, No. 1, pp. 132-149

Bhimull, Chandra. 2017. Pp 1-31 in *Empire in the Air: Airline Travel and the African Diaspora*, Social Transformations in American Anthropology, New York University Press.

Reeves, Madeleine. 2013. "Clean Fake: Authenticating Documents and Persons in Migrant Moscow." *American Ethnologist* 40, no. 3: 508–24.

Recommended

Larkin, Brian. 2013. "The Politics and Poetics of Infrastructures" *Annual Review of Anthropology*. 42: 327-343. doi: 10.1146/annurev-anthro-092412-155522

9. March 6: Race, class and gender of (in)mobility

Brown, Jacqueline Nassy. 1998. "Black Liverpool, Black America, and the Gendering of Diasporic Space." *Cultural Anthropology* 13, no. 3: 291–325.

Besteman, Catherine. 2012. "Translating Race across Time and Space: The Creation of Somali Bantu Ethnicity." *Identities: Global Studies in Culture and Power* 19(3): 285-302.

Orta, Andrew. 2013. "Managing the margins: MBA training, international business, and 'the value chain of culture.'" *American Ethnologist* 40(4): 689-703

Recommended

Aiwa Ong. 1999. Pp 1-27 in *Flexible Citizenship: The Cultural Logics of Transnationality*, Duke University Press.

10. March 13: Mobile Ideas

Graeber, David and David Wengrow. 2021. "Wicked Liberty: The indigenous critique and the myth of progress" chapter 2 in *The Dawn of Everything: A New History of Humanity*, Penguin Books

Merry, Sally Engle. 2006. "Transnational Human Right and Local Activism: Mapping the Middle" *American Anthropologist*, vol. 108, n1. Pp 38-51.

Wilder, Gary. 2015. "Introduction: Unthinking France, Rethinking Decolonization" in *Freedom Time: Negritude, Decolonization, and the Future of the World*, pp 1-17.

Recommended

Hilary Cunningham. 1999. "The Ethnography of Transnational Social Activism: Understanding the Global as Local Practice" *American Ethnologist*, Vol 26. N 3, pp 583-604.

11. March 20: Mobile Matter

Latour, Bruno. "Introduction: How to Resume the Task of Tracing Associations" in *Reassembling the Social: An Introduction to Actor Network Theory*, Oxford University Press

Matsutake Worlds Research "A new form of collaboration in cultural anthropology: Matsutake Worlds, 2009 in *American Ethnologist*, vol 36. N2.

Navigate & Read: "Matsutake Worlds Live":
<https://people.ucsc.edu/~atsing/migrated/matsutake/>

Recommended

Appadurai, Arjun. 2006. "The thing itself" *Public Culture*, 18:1

12. March 27: Mobile Insects

- Guest Lecture: Columba Gonzalez-Duarte –

Gonzalez-Duarte, Columba. 2022. Borders of Care: Ethnography with the Monarch Butterfly, *American Ethnologist* website, 18 May 2022,
[\[https://americanethnologist.org/features/reflections/borders-of-care-ethnography-with-the-monarch-butterfly\]](https://americanethnologist.org/features/reflections/borders-of-care-ethnography-with-the-monarch-butterfly)

Kosek, Jake. 2010. "Ecologies of Empire: On the New Uses of the Honeybee" *Cultural Anthropology*, Vol. 25, issue 4, pp 6650-678.

Navigate & Read: "Feral Atlas: The More-Than-Human Anthropocene" curate and edited by Anna Tsing, Jennifer Deger, Alder Keleman Saxena and Feifie Zhou: <https://feralatlas.org/#>

Recommended

Hugh Raffles, 2011. Pp 3-712 from *Insectopedia*, Penguin Random House.

13. April 3: Student conference

14. April 10: Peer-review workshop on final papers (class on-line)

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
A = 85-89

B+ = 77-79
B = 73-76

C+ = 67-69
C = 63-66

D+ = 57-59
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 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.

Winter 2023 Dates and Deadlines

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.
April 13-14, 2023	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. No classes or examinations take place.

April 15-27, 2023	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 27, 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.
May 19-31, 2023	Full winter, late winter, and fall/winter deferred final examinations will be held.