# Colonialism and Post-Colonialism

## Department of Sociology and Anthropology
## Carleton University



**The man with the yellow hat said:
"Be a good little monkey."
~Curious George illustrations.**

**Instructor:** Dr. Kara Brisson-Boivin

**Email:** karabrisson@cunet.carleton.ca

**Office Hours:** Mondays 10:00am—12:00pm
or by appointment, on Zoom

**Weekly Classes:** Tuesdays 2:35pm -
5:25pm

**Weekly Discussion Zoom:**
Tuesdays 4:00pm-5:15pm on Zoom
(links in Brightspace)

**Pre-requisites:** ANTH 4730, 3rd year standing or permission of the instructor. SOCI 4730, fourth-year standing

**Course Delivery:** BLENDED
This course is offered online through distance/ remote delivery only. Course lectures, discussions, assignments, grades, are delivered via the course website on Brightspace and on Zoom

# Course Description

Colonialism plays a central role in the organization of our political, economic, and social relations. Utilizing a mix of empirical and theoretical texts, as well as thematic learning modules, this seminar course will examine a selection of core issues concerning colonialism and post-colonialism: the various forms of intersecting colonial histories and their impact on the world, the formation of colonial regimes, governmentality, labour systems, and missionization, anti-colonial critique and resistance, the emergence of postcolonial theory for understanding the effects of colonial rule in the absence of colonies, colonial knowledge/power, questions of identity, subjectivity, and agency, and projects of decolonization. The aim is to provide space for a thoughtful analysis of the intersections of colonial relations of power, race, gender, class, sexuality, and culture.

This course offers students a valuable opportunity to observe theory in action through a series of weekly learning modules where students will apply key concepts, ideas, theories and methods to empirical case studies or 'colonial objects' in preparation for the final project, and as valuable resources for their 'everyday' encounters with colonialism.

**Some key questions students will examine in this course:**

• **How or why is the theoretical and empirical study of colonialism valuable?**

• **How does colonial knowledge/power impact our understanding and experience of place? environment? religion? politics? technology? punishment? food? music? sport? fashion?**

• **Is the recognition paradigm an effective theoretical and political frame for projects of decolonization?**

• **What are some ways that settlers can be allies in efforts to decolonize?**



*Ugly Delicious. Season One, Episode 2: "Tacos"*

## Course Learning Outcomes

In this course we will strive to: search for understanding, acquire knowledge and concepts, and develop or improve reading, writing, analytical, and critical thinking skills.
By the end of this course, students will be able to:

• Demonstrate a thorough knowledge of the intersecting histories of colonialism in various contexts; the social, economic, political, military, and cultural legacies of colonialism, anti-colonial resistances, the post-colonial condition, the subordination of Indigenous peoples, and the colonial present.

• Apply course materials (theoretical frameworks and empirical examples) to critically analyze and engage with concepts of; colonialism, imperialism, (white) settler societies, the post-colonial, the neo-colonial, decolonization, nationalism, knowledge/power, politics of recognition/representation.

• Improve skills in formulating research questions, gathering, assessing, and synthesizing a range of information to reflect upon, write about, and creatively present their knowledge of and opinions about the above key concepts and ideas.

• Communicate and share their thoughts and opinions, especially with fellow students, in a **respectful, constructive, non-judgmental and non-confrontational manner**.

## Required Course Readings:

**Kris Manjapra (2020). Colonialism in Global Perspective. Cambridge University Press.**

**Glean Sean Coulthard (2014). Red Skin White Masks-Rejecting the colonial politics of recognition. Minnesota Press.**

*James W. Daschuk. (2013). Clearing the Plains: disease, politics of starvation, and the loss of Indigenous life. University of Regina Press.*

**The above course texts are available at Carleton University Bookstore and at the library on course reserve**

## Recommended Course Readings:
### For final assignments:
- James Akerman. 2009. The Imperial Map: Cartography and the Mastery of Empire. Chicago: University of Chicago Press.
- Lily Cho. 2010. Eating Chinese: Culture on the Menu in Small Town Canada. Toronto, University of Toronto Press.
- Laurent Dubois. 2012. *Haiti*: *The Aftershocks of History.* New York: Metropolitan Books.
- Franz Fanon (1952). *Black Skin White Masks.* Grove Press.
- Daniel Francis. 1992. The Imaginary Indian: The Image of the Indian in Canadian Culture. Vancouver, BC: Arsenal Pulp Press.
- Derek Gregory (2004). The colonial Present: Afghanistan, Palestine, and Iraq. Blackwell.
- Dorin Kondo. 1997. About Face: Performing Race in Fashion and Theatre. New York: Routledge.
- Sidney Mintz. 1985. *Sweetness and Power*. New York, N.Y.: Viking.
- Uma Narayan. 1995. "Eating cultures: Incorporation, identity and Indian food." *Social Identities,* Vol. 1 (1), 63-86.
- Fernando Ortiz. 1995/1940. Cuban Counterpoint: Tobacco and Sugar. New York, A.A. Knopf.
- Sally Price. 2001. *Primitive Art in Civilized Places.* Chicago: University of Chicago Press.
- Wolfgang Schivelbusch. 1992. Tastes of Paradise: A Social History of Spices, Stimulants, and Intoxicants. New York: Vintage Books.
- Henry Schwarz and Sangeeta Ray (2005). A Companion to Postcolonial Studies. Blackwell.
- Jody Wilson-Raybould. (2021). 'Indian' in the Cabinet: Speaking Truth to Power. Toronto, ON. Harper-Collins.

- **For the module on Techno-colonialism:**
- Ip, C.(2020). "DeepMind and Oxford University researchers on how to 'decolonize' AI. *Engadget.* https://www.engadget.com/deepmind-oxford-decolonial-ai-paper-161535009.html

- Kwet, M. (2019). "Digital Colonialism is threatening the Global South." *Science and Technology.* https://www.aljazeera.com/indepth/opinion/digital-colonialism-threatening-global-south-190129140828809.html

- LaFrance, A. (2016). "Facebook and the New Colonialism." *The Atlantic.* https://www.theatlantic.com/technology/archive/2016/02/facebook-and-the-new-colonialism/462393/

- Solon, O. (2017). "It's Digital Colonialism: how Facebook's free internet service has failed its users." *The Guardian.* https://www.theguardian.com/technology/2017/jul/27/facebook-free-basics-developing-markets

# Class Schedule

| DATE | MODULE TOPIC | READINGS AND REMINDERS |
|---|---|---|
| September 12 | **Introduction: Before You Begin** | **No assigned readings**<br>**Review: Instructor Information, Syllabus, Rubrics**<br>***select presentation dates*** |
| September 19 | **Colonial Histories:  WAR** | **Manjapra: Introduction, Chapter 1**<br>**Coulthard: Introduction** |
| September 26 | **Colonial Histories:  SETTLEMENT** | **Manjapra: Chapter 2**<br>**Coulthard: Chapter 1** |
| October 3 | **Colonial Histories:  PLANTATION** | **Manjapra: Chapter 3**<br>**Coulthard: Chapter 2, Chapter 3** |
| October 10 | **Colonial Histories: PORT** | **Manjapra: Chapter 4**<br>**Coulthard: Chapter 4, Chapter 5** |
| October 17 | **Technologies of Colonial Power: SCIENCE** | **Manjapra: Chapter 5**<br>**Coulthard: Conclusion**<br>**DUE: Project intention statement** |
| October 24*<br>*Fall Break | ***NO CLASS FALL BREAK*** | |

| DATE | MODULE  TOPIC | READINGS AND REMINDERS |
|---|---|---|
| October  31 | **Technologies of Colonial Power: SCHOOL** | **Manjapra: Chapter 6** <br> **Daschuk: Chapter 1, 2** |
| November 7 | **Technologies of Colonial Power: DEBT** | **Manjapra: Chapter 7** <br> **Daschuk: Chapter 3, 4** <br><br> **DUE: Project Proposal** |
| November 14 | **Technologies of Colonial Power: SPACE** | **Manjapra: Chapter 8** <br> **Daschuk: Chapters 5, 6** |
| November 21 | **Technologies of Colonial Power: BODY** | **Manjapra: Chapter 9** <br> **Daschuk: Chapters 7, 8** |
| November 28 | **Technologies of Colonial Power: TECHNO-COLONIALISM** | **Manjapra:  Epilogue** <br> **Daschuk: Chapter 9** <br> **Articles:** <br> **Mohamed, S, M-T, Ping, and W.Issac. (2020). "Decolonial AI: Decolonial Theory as Sociotechnical Foresight in Artificial Intelligence."** *Philosophy and Technology.* **https://doi.org/10.1007/s13347-020-00405-8** <br><br> **Hicks, J. (2020). "Digital Colonialism: why some countries want to take control of their people's data from Big Tech."** *The Conversation.* **https://theconversation.com/digital-colonialism-why-some-countries-want-to-take-control-of-their-peoples-data-from-big-tech-123048** <br><br> **\*See recommended readings\*** |
| December 5 | **Final Project Preparation** | **Daschuk: Conclusion, Critical Responses** |
| December 8 | **\*FINAL PROJECT DUE\*** | **DUE: Written Essay** <br> **        Creative Product** |

**About the weekly learning modules:**

This course is offered online, through distance/remote delivery *only* in a blended format.

Each week students in the course will meet together, and with the Instructor, on **zoom** for one 75-minute class discussion. Weekly discussions will take place during our regular scheduled course time: on **Tuesday's from 4:00-5:15pm EST.**

Students will have an opportunity to discuss the main theme(s) for each weekly module together and each student will take a turn (once over the course of the term) sharing their reflections on the weekly assigned readings and guiding their peers in discussion.

Links for the zoom meetings will be posted on the course website (Brightspace) at the top of that weeks module. A note about zoom meetings: I encourage you to have your camera on to engage with your colleagues. If you need help blurring a background please ask me, I'm happy to help with virtual backgrounds. Zoom meetings will NOT be recorded.

Students are expected to:
-do all of the readings for the weekly module (found in the course schedule);
-review the lecture posted on Brightspace for that week's module;
-participate actively during the weekly module discussion (on zoom) and;
-submit any assignments that may be due that week.

**I will do my best to ensure that weekly module content will be posted on the **Friday before our weekly discussion meetings****

# Course Requirements

## Methods of Evaluation

### Participation (25% total)
### *75min WEEKLY discussion on zoom

Active participation in class discussion is a critical part of content engagement for this course. Each week, three students will take a turn providing *one 10 minute guided reflection <u>each</u>* on the weekly readings/module topic. Student's will end their reflections by posing a discussion question to the class based on the weekly readings and module theme. We will spend the remaining 30 minutes of each weekly discussion responding to the three discussion questions posed by the three presenters that week. **Presentation dates will be chosen/ assigned in the first week of class.** Please come to the first class (September 12th) with your preferred presentation module topic (based on the course schedule) and I will do my best to assign students module topics of their choice.

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| **Participation:** *75min weekly zoom meeting attendance (10%)<br><br>*one ten minute guided reflection/ presentation (15%) | 25% | Ongoing |
| **Critical Reflection Papers (CRPs):** (3 X 10% each) | 30% | Ongoing |
| **Final Project:** *Intention Statement (not graded) *Proposal (5%) *Essay (20%) *Creative Product (20%) | 45% | DUE: October 17<br><br>November 7<br><br>December 8 |

Participation grades will be distributed at the end of the term via Brightspace once attendance and all course participation requirements have been taken into account. Please see the participation grading rubric on Brightspace for further details on the 10 minute guided reflection and other class participation requirements.

### Critical Reflection Papers-CRPs (30%)
### Due Friday's at 11:59pm on Brightspace

CRPs are intended to assess students' ability to think critically about a particular week's module topic(s) and readings. A critical reflection is **NOT** a summary of the assigned readings. Instead, students will submit a **3.5 page max** (double-spaced) reflection that incorporates their understanding of the main concepts, theories, and ideas from a particular weekly module. As well as **provide one example, illustration, or practical application** of that week's topic as found in contemporary encounters with (news articles, social media posts, podcasts, streaming shows, etc.) or objects of (clothing, music, food, art, etc.) colonialism or post-colonialism.

*Yes*, it is *acceptable* for students to focus on a few central elements from the weekly module readings and lecture. Remember, the CRP is *not* a summary, and one of the objectives of this assignment is for students to synthesize course material while also applying what they've learned to a contemporary illustration.

Students may select when (which weekly module) they would like to submit their CRPs based on their own interests, schedule, and commitments. There are a total of **3 CRPs,** valued at 10**%** each, that students must submit for grading to count toward the **30%**. CRPs are due by the **end** of the module week, on **Friday's at 11:59pm on Brightspace**.

For example, if a student chooses to submit a CRP on **Technologies of Colonial Power: Space** this CRP must be submitted on Brightspace by 11:59pm on Friday November 17th. As a contemporary example, students might choose to use James Bridle's art installation work on Instagram: 'dronestagram' OR one of countless news articles covering the separation of families at various borderlands, to illustrate how space is a contentious tool of colonization that reorganizes and reengineers land and sea and our relationship with it.

Every effort will be made to return CRPs, with detailed feedback, within one week of submission.

Wherever possible students should reference (in-text) assigned readings for the week and submit a reference page in APA format at the end of their assignment (not included in the 3.5 page requirement). Students **must** include references for outside materials (news articles, web resources, videos, podcasts, social media posts, etc.). This will allow students to practice their citation skills, and receive feedback ahead of their final projects. Please refer to the CRP grading rubric on Brightspace for further details.

**Final Project (45%)**

**Part One: Intention Statement**
**DUE 11:59pm on October 17th on Brightspace:**

The project intention statement is required for approval but **it is not graded**. The statement should be about **200-250 words** in length and include these elements:
- A short description of the chosen object and your creative product idea
- A short description of the analytical themes, concepts, and ideas to be explored
- A list of preliminary references you will be using

| Part One: Intention statement | Approval not graded | DUE: October 17th |
|---|---|---|
| Part Two: Proposal | 5% | DUE: Proposal Nov 7th |
| Part Three: Creative Product Written Essay | 20% 20% | DUE: December 8th |

**Part Two: Project Proposal (5%)**
**DUE 11:59pm on November 7th on Brightspace**

The project proposal should be between **one and three pages** and should include:
- A more developed description of the chosen object (starting to demonstrate research) and your creative product idea
- A more developed description of the analytical themes, concepts, and ideas to be explored
- A list of references with special attention to outside, external sources
- Feedback incorporated from the intention statement

**Part Three: Creative Product (20%) and Written Essay (20%)**
**DUE 11:59pm on December 8th on Brightspace**

The final project will be a summative evaluation for this course which means that it is **cumulative**—covering all course material. Drawing on course material (readings, theories, approaches, concepts, discussions etc.) students will choose an object (e.g. a map, a work of art, a kind of food, crude oil, a toy, a high school textbook, a fashion style etc.) and create a product (e.g. a game, a children's book, a comic strip, a resource for schools or camps, a (YouTube) video, an Instagram or other social media page/account, a website, song lyrics, a podcast, etc.) as a medium in which to analyze and present the colonial and postcolonial lives of their chosen object. Along with this **creative product** students will submit a formal **written essay** which elaborates on the story of the object and provides an analysis of its colonial and postcolonial significance.

Students are required to explore the following questions in their project (but are not limited to these):
• **What are the interlocking colonial histories of your chosen object? What do these histories tell us about the making of colonial and post-colonial societies?**
• **What technologies of colonial power are evident in the production and consumption of your object?**
• **What can the social lives of these objects tell us about the possibilities as well as the challenges of contesting colonial and post-colonial power?**

Students must demonstrate their understanding and application of knowledge and concepts learned from the course through a thorough engagement with **all of the course readings** (the three assigned texts). However, students must include a **total of 10 citations** in their written essays (the three required texts count towards the 10 total citations).

The final project, due on **December 8th at 11:59pm** on Brightspace, is comprised of two parts:
1. A **creative product (20%)** which acts as a visual and/or aural medium through which to analyze and present the colonial and post-colonial significance of their chosen object in an accessible form for a broad audience.
2. A formal **written essay (20%)** between *8-10 double-spaced pages* (excluding references) which elaborates on the story of the object and analysis of its colonial and postcolonial significance. A reference page, following proper APA format, is required and is NOT included in the 8-10 page limit.

**The completed project will be graded according to the following:**
• Knowledge of the object and the social context within which it emerged
• Understanding of relevant concepts and application of these concepts to develop an analysis that enriches viewers' understandings of the object
• Clear and effective communication of points/arguments

| **All citations should be in APA format** **Referencing Social Media** | All written work is to be double-spaced, 12 point font | All late submissions will be penalized at the rate of 5% per day up to three days |
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**Please refer to the grading rubric on CULearn for further details**

**Students are encouraged (but not required) to share their final creative products with their peers on Brightspace in the discussion forum on December 8th**

**Late Assignments:** Intention statements and project proposals will **NOT** be accepted late. For each late assignment (CRPs or Final Project), a five per cent reduction will be subtracted for each day late up to three days (for example a 90/100 becomes an 85 if one day late). After three days, late assignments will not be accepted without proper documentation.

**Respectful Reflection:** In this course we will have multiple opportunities in reading, writing, and discussions to reflect on our colonial present and the central role colonialism plays in our everyday interactions. We all have different backgrounds and life experiences that provide unique perspectives on these issues and how best to respond to them. These differences provide us with an invaluable opportunity to learn from and understand one another but it does not mean that we have to agree with one another. However, it is expected that together in this course, we will: think and act with care; be open to the possibilities of rethinking or considering new perspectives, ways of knowing and/or ways of being; and engage in discussion, writing, reading, and reflection that is rooted in mutual respect. Derogatory comments and hateful behaviour 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 Anishinaabe nations. As a non-Indigenous settler who facilitates learning about colonialism on these lands, I am committed to my own ongoing education about decolonizing educational spaces and practice, and acting in the broader service of reconciliation, social justice, and equity. In this course, I have tried to present us with an opportunity to learn from Indigenous scholars so that as Glen Sean Coulthard (2014) will teach us, we can "draw critically on the past to radically transform the colonial power relations of our present."

**Communication with Instructor:** Please use the "Ask Here" discussion forum at the top of the Brightspace page for all course related questions (about content, assignments, rubrics, etc.). This way, the entire class gets the benefit of seeing these questions and more importantly the Instructors response to these questions. For all other inquiries, please use my Carleton email address: KaraBrisson@cunet.carleton.ca. I will do my best to respond to emails within 24hours. I am very approachable and would love to chat about any questions or concerns you have in my virtual office hours. If you are not available during my scheduled office hours, please contact me to request an appointment.

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

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| 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 December 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 click here.

**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 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

**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 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.

**Important Dates and Deadlines for Fall 2023:**

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| **August 29, 2023** | Deadline for course outlines to be made available to students registered in fall and fall/winter term courses. |
| **September 4, 2023** | Statutory holiday. University closed. |
| **September 5, 2023** | Academic orientation (undergraduate and graduate). Orientation for new Teaching Assistants. |
| **September 6, 2023** | Fall term begins. Full fall, early fall, and fall/winter classes begin. |
| **September 19, 2023** | Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses. |
| **September 24-24, 2023** | Full and late summer term deferred final examinations held. |
| **September 30, 2023** | Last day to withdraw from full fall term and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript. |
| **October 6, 2023** | December examination schedule (fall term final and fall/winter mid-terms) available online. |
| **October 9, 2023** | Statutory holiday. University closed. |
| **October 23-27, 2023** | Fall break. No classes. |
| **November 11, 2023** | Last day to request formal exam accommodations for December 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. |

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| **November 15, 2023** | Last day for academic withdrawal from full fall and late fall courses. |
| **December 1, 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 examination period (see <u>examinations regulations</u> 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 (full fall and fall/winter courses only). Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for full and late fall courses. |
| **December 10– 22, 2023** | Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses may be held. Examinations are |
| **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- January 3, 2024** | University closed. |