

CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH 2645A— FALL 2023  
THE POSTCOLONIAL MIDDLE EAST

**Instructor:** Jean-Michel Landry  
**Office:** Loeb D799  
**Office Hours:** Wednesday, 15:00 – 17:00 (or by appointment)  
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**Course meets:** Wednesday 11:35 – 14:25

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**Course Description and Objectives:**

This course focuses on the modern Middle East, and traces developments within the region since the nineteenth century to the contemporary period. Together, we will discuss essays, movies, ethnographies, and documentaries that challenge commonplace narratives of timeless violence, irrational religiosity, and prehistoric misogyny. Throughout our discussions, we will focus our attention on power relations, economic insecurity, and gender dynamics. We will begin with a discussion of how European colonial rule shaped the Middle East as well as our understanding of it. Subsequently, we will discuss how the politics of interventionism, nationalism, and neoliberalism continue to affect the everyday life of those inhabiting the region today. Finally, with these different themes in mind, we will explore the much debated question of Islam, and attempt to situate this question within the much broader constellation of issues and concerns that impact human life in this region of the world.

By the end of the semester, students will have developed the ability engage the following questions: how has the Middle East come to occupy a particular place within Western popular and scholarly imaginary? How do we understand the struggles and histories of the region outside of this framing? How do we begin to develop an analytical language that reflects the concerns of the diverse inhabitants of this region?

**Ethics and Politics of this Course:**

I consider this course as an opportunity to forge a community of learning together. Forging such a community involves that we acknowledge, respect and take advantage of the multifaceted diversity that composes this class. This class will be socially, racially, religiously, and economically diverse. We will also read the course materials different, and hopefully disagree on several points. But we will approach these disagreements as opportunity to listen to, and learn from, one another. No prejudicial comments or behaviors will 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.

### Readings

All other course materials are available as PDF on ARES. This course is based on a collection of original texts. Students looking for a companion to the weekly readings will find the following book on reserve at MacOdrum Library.

> Lockman, Zachary. 2004, *Contending Visions of the Middle East The History and Politics of Orientalism*. Cambridge: Cambridge University Press.

### Course Requirements & Methods of Evaluation:

>> *Four Response Papers (20%)*. Over the semester students will write four response papers (200-300 words), each engaging one of the required weekly readings identified with a star (\*) in the list below. Response papers must be uploaded on Brightspace the Friday before the class for which the reading is assigned. Response papers are not summaries; they are occasions to develop one's thoughts and questions about the texts assigned for a particular week. Below are four approaches meant to help you write effective reading responses.

A) Interpretive Response Paper. Choose a passage, a concept, or an argument from one of the assigned texts. Consider the following questions as you write:

1. What does the author is trying to accomplish with this passage/concept/argument?
2. Are there any alternative readings or interpretations of this passage/concept/argument
3. What other excerpts of the text support my interpretation?

B) Comparative Response Paper. Compare two authors you read in this class on a concept, an argument, or a theme.

C) Connective Response Paper. Consider how would an author (e.g., Edward Said, Lila Abu-Lughod, Saba Mahmood) would respond to an issue of your choice that is not directly addressed in the assigned reading.

D) Critical Response Paper. You may wish to criticize or argue against the authors. You may argue that the author's work has an inconsistency, or that it fails to offer a convincing explanation. But the evidence for such an argument needs to be in the text.

>> *Reflection paper on the movie The Battle of Algiers (10%)*. On week 6, we will watch the movie *The Battle of Algiers* in class. At home, students will write a 500-word reflection paper on the movie, and its treatment of colonialism, violence, and the anti-

colonial struggle. The reflection paper is due on Wednesday, October 18<sup>th</sup>, on Brightspace.

>> *Reflection paper on Colloquium Series Talk (10%).* Talk to be announced and assignment discussed in class.

>> *Take-home Mid-term Exam (20%)* Students will select two questions (out of four), and answer each of them in 4 typewritten pages double-spaced (1000-1200 words). The exam will cover the material in the first half of the course (including the class on “Colonialism and Sexuality”). The mid-term is due on Friday, November 3<sup>rd</sup>, on Brightspace.

>> *Final Project: Battle of the Books (20%)* Inspired by the annual CBC Canada Reads (or “Battle of the books”), students will be required to select an ethnography, prepare an individual book review (10%, due on December 6<sup>th</sup> on Brightspace) and champion the book in our final class (10%, also on December 6<sup>th</sup> in class). Students will first select an ethnography that relates to the anthropology of the Middle East from a pre-selected list of books (done in class on November 8<sup>th</sup>).

In their individual book review 7-8 pages double-spaced (2000-2200 words), 10%, students should develop their own critical assessment of the selected ethnography or book, using the critical, thinking and writing skills learned in class, as well as their newly-gained knowledge about the Middle East. Further guidelines and grading criteria will be provided in class.

During the Battle of the Books (in class, 10%), students will champion their selected ethnography during several short rounds (specific instructions will be provided in class). Students who have selected the same ethnography as their peers may work collectively to provide arguments as to why their ethnography should be chosen as the class favorite. Further guidelines and the grading criteria will be provided in class.

>> *Active Participation (20%)* This is a challenging course with a lot of reading. It is therefore important for students to actively participate by doing all assigned reading before the lecture, attending every lecture and taking notes on the material.

In preparation for our class meetings, students should read the assigned materials and prepare 1-2 questions and/or comments for discussion to share orally with your classmates. To help you prepare, consider the following aspects:

- 1) What are the key points, claims and/or arguments in the selected readings that you find particularly interesting, or significant, and why?
- 2) What are the strengths and limitations of the readings? Are you convinced by the argument? Why or why not?
- 3) What are some of the questions provoked by the readings?
- 4) What are some of the claims or concepts you don't fully understand?

5) In which ways do the readings assigned on a specific week speak to one another,

relate to previous course materials?

### Schedule of Readings:

Readings are to be completed by their corresponding date. Please read the assigned texts in the order they are listed.

#### WEEK 1: INTRODUCTION (September 6th)

[No reading assigned]

#### WEEK 2: WHAT IS THE MIDDLE EAST? (September 13th)

##### Required

- \* Khalidi, Rashid. 1998, "The 'Middle East' as a Framework of Analysis: Re-mapping A Region in the Era of Globalization." *Comparative Studies in South Asia, Africa and the Middle East* 18(1): 74-81.\*
- \* Mamdani, Mahmood. 2004, *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*. New York: Three Leaves Press/Doubleday, pp. 17-44.

##### Suggested

- Eickelman, Dale. 1989, *The Middle East. An Anthropological Approach*. Englewood Cliffs: Prentice Hall, pp. 1-14.
- Keddie, Nikki. 1973, "Is There a Middle East?" *International Journal of Middle East Studies* 4: 255-273.

Film (in Class): *The Middle East: New Frontiers* (TV Ontario).

#### WEEK 3: ORIENTALISM, NOW AND THEN (September 20th)

##### Required

- \* Said, Edward. 1978, *Orientalism*. New York: Vintage, pp. 1-28.

##### Suggested

- Rodinson, Maxime. 2002 [1993], *Europe and the Mystique of Islam*. IB Tauris.
- Abdel-Malek, Anouar. 1963, "Orientalism in Crisis." *Diogenes* 11(44): 103-140.
- Lockman, Zachary. 2004, *Contending Visions of the Middle East The History and Politics of Orientalism*. Cambridge University Press.
- Thierry Hentsch, 1992 [1988], *Imagining the Middle East*. Black Rose Books.
- Macfie, Alexander Lyon, 2000, *Orientalism. A Reader*. New York: New York University Press.

Film (in Class): *Edward Said on Orientalism* (2002)

#### WEEK 4: ORIENTALISM AND EMPIRE (September 27th)

Required

\* Fanon, Frantz. 2004 [1961] *The Wretched of the Earth*. New York: Groove Press, pp. 1-52.

Césaire, Aimé. 2017 [1955], “Between Colonizer and Colonized” [Except from *Discourse on Colonialism*] in C. Lemert (ed.), *Social Theory. The Multicultural, Global, and Classic Readings*. London: Routledge, pp. 271-272.

Wolfe, Patrick. 2006, “Settler colonialism and the elimination of the native.” *Journal of Genocide Research* 8(4): 387-409.

Suggested

Mitchell, Timothy. 1988, *Colonizing Egypt*. Berkeley: University of California Press.

Hourani, Albert. 2002, *The History of the Arab Peoples*. Cambridge: Harvard University Press, pp. 265-299.

Film (in class): Trailer of *The Battle of Algiers*.

**WEEK 5: SETTLER COLONIALISM: *THE BATTLE OF ALGIERS* (October 4th)**

[No reading assigned]

Film (in class): *The Battle of Algiers* (1966).

Reflection paper due on October 18th.

**WEEK 6: COLONIALISM AND SEXUALITY (October 11th)**

Required

\* Alloula, Malek. 1986 [1981], *The Colonial Harem*. Minneapolis: University of Minnesota Press, chapters 1, 2 & 10.

Porterfield, Todd. 1994 “Western Views of Oriental Women in Modern Painting and Photography” in *Forces of Change: Artists of the Arab World*. Washington: The National Museum of Women in the Arts, pp. 89-102

Suggested

Massad, Joseph. 2007, *Desiring Arabs*. Chicago: University of Chicago Press, pp. 160-205

>> MIDTERM QUESTIONS DISTRIBUTED (IN CLASS) ON OCTOBER 11th <<

>> READING WEEK – NO CLASS ON OCTOBER 25th <<

**WEEK 7: NATIONALISM (October 18th)**

Required

Anderson, Benedict. 1983, *Imagined Communities*. New York: Verso, pp. 1-7.

\* Abu-Lughod, Lila. 2005, *Dramas of Nationhood. The Politics of Television in Egypt*. Chicago: University of Chicago Press, pp. 3-27.

Suggested

Chatterjee, Partha. 1986, *Nationalist Thought and the Colonial World. A Derivative Discourse*. Minneapolis, pp. 1-35.

Massad, Joseph. 2001, *Colonial Effects. The Making of National Identity in Jordan*. New York: Columbia University Press, pp. 18-49.

Hourani, Albert. 2002, *The History of the Arab Peoples*. Cambridge: Harvard University Press, pp. 299-310.

Film (in class): Umm Kulthum: A Voice Like Egypt (1996; excerpts)

>> READING WEEK : OCTOBER 23-27th <<

WEEK 8: WESTERN INTERVENTIONS (November 1st)

Required

\* Mitchell, Timothy. 2002, *Rule of Experts. Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press, pp. 209-243.

Abu-Lughod, Lila. 2002, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3): 783-790.

Suggested

Mohanty, Chandra. 1991, "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *boundary 2* 12(3): 333-358.

Hirschkind, Charles, and Saba Mahmood. 2002, "Feminism, the Taliban, and Politics of Counter-Insurgency." *Anthropological Quarterly* 75(2): 339-354.

>> MID TERM (TAKE HOME) EXAM DUE ON NOVEMBER 3rd <<

WEEK 10: NEOLIBERALISM (November 8th)

Required

\* Elyachar, Julia. 2005, *Markets of Dispossession. NGOs, Economic Development, and the State in Cairo*. Durham: Duke University Press. (Selection TBA)

Sukarieh, Mayssoun. 2012, "The Hope Crusades: Culturalism and Reform in the Arab World." *PoLAR: Political and Legal Anthropology Review* 35(1): 115-134.

Suggested

Abu-Lughod, Lila. 2009, "Dialects of Women's Empowerment: The International Circuitry of the Arab Human Development Report 2005." *International Journal of Middle East Studies* 41(1).

Harvey, David. 2005, *A Brief History of Neoliberalism*. Oxford: Oxford University Press.

>> CHOICE OF ETHNOGRAPHY (IN CLASS) <<

WEEK 10: Class does not meet on November 15th

WEEK 11: ISLAM (November 22nd)

Required

Hirschkind, Charles. 2006, *The Ethical Soundscape. Cassette Sermons and Islamic Counterpublics*. New York: Columbia University Press, pp. 105-113

\* Deeb, Lara. 2006. *An Enchanted Modern. Gender and Public Piety in Shi'i Lebanon*. Princeton: Princeton University Press, pp. 99-128.

Suggested

Hirschkind, Charles. 1997, "What is Political Islam?" *Middle East Research & Information Project* (205).

Salomon, Noah. 2016, *For Love of the Prophet. An Ethnography of Sudan's Islamic State*. Princeton: Princeton University Press, pp. 158-196.

Messick, Brinkley. 1993, *The Calligraphic State. Textual Domination and History in a Muslim Society*. Berkeley: University of California Press, pp. 15-36.

Pandolfo, Stefania. 2018, *Knot of the Soul. Madness, Psychoanalysis, Islam*. Chicago: The University of Chicago Press, pp. 246-264.

Film excerpts (in Class): Shi'a Echoes from Lebanon

Guest speaker: TBA

WEEK 12: ISLAM AND GENDER (November 29th)

Required

\* Ahmed, Leila. 1992, *Women and Gender in Islam. Historical Roots of a Modern Debate*. New Haven: Yale University Press, pp. 127-168.

\* Mahmood, Saba. 2001, "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology* 16(2): 202-236.

Suggested

Fanon, Frantz. 1985 [1959], *A Dying Colonialism*. New York: Grove Press, pp. 35-67.

Boddy, Janice. 1989, *Wombs and Alien Spirits: Women, Men, and the Zar Cult in Northern Sudan*. Madison: University of Wisconsin Press.

Mahmood, Saba. 2007, "Saba Mahmood" in *The Present as History. Critical Perspectives on Contemporary Global Power*. N. Shaikh, ed. New York: Columbia University Press, pp. 148-171.

Film (in Class): The Light in her Eyes

WEEK 13/ BATTLE OF THE BOOKS (December 6th)

[No reading assigned]



## >> FINAL PROJECT (BOOK REVIEW) DUE ON DECEMBER 6th <<

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

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

### Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto: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](http://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](http://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](http://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.