



Carleton University

**Department of
Sociology and
Anthropology**

Sociology 2160A War and Society

Fall 2023

Prerequisites: Second Year Standing

Course Delivery: In person, Mondays 2:35-5:25

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Loeb C773

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Office Hours: Mondays 12:30-2:00

Course Overview:

Although war has been a part of human experience since before recorded history, it is an understudied phenomenon within the discipline of sociology. Our knowledge of war tends to be abstract – at the level of international relations, state-level politics, political economy, and military science. Sociology can address the gaps in our understanding of war by applying its own categories of analysis to this social process. What are the causes of war? How are people socialized into killing and dying? By what processes are citizens drawn into an acceptance of war? How do categories of identity such as gender, age, and race affect the conduct of war? What is the on-the-ground experience of people in war zones today? What are the social bases for processes such as empire building, genocide, and terrorism today? In this course, we want to address these questions while developing a set of analytical tools for understanding the experience of war in the contemporary world.

Learning Objectives and Outcomes

- Introduce students to central issues in the Sociology of War,
- Develop student knowledge of how social institutions produce the conditions for war,
- Develop student knowledge about the relationship between ideology and war,
- Examine how social relations produce individuals willing to fight in wars.

- Recognize social factors leading to violent behaviours in individuals,
- Recognize the existence of social and political factors that may lead to war and genocide,
- Critically analyze institutional discourses designed to promote support for war,
- Develop skills in critically analyzing public representations of war,
- Instruction and experience in research essay writing.

Inclusiveness Statement

One of the pleasures of working in an academic environment is that we have the opportunity to share diverse and unique perspectives on social issues freely and openly. This means we each have a responsibility to ensure that everyone in the class feels comfortable contributing their knowledge and perspectives in a convivial atmosphere. As sociologists, we know that everyone's experience is a product of different personal life paths intersecting with historical processes, which means that different people have encountered processes and structures of race, ethnicity, religion, class, gender, sexuality, and ability in diverse ways. We also know that our thinking expands when we are exposed to contradictory ideas and do the work of reconciling them with what we know. Being inclusive involves recognizing these different experiences, constantly reflecting on our positions within social processes, and valuing, respecting, and learning from the experiences of our classmates.

Topics in this class include politically and socially dynamic issues including how people have been excluded, exploited, and subjected to violence. I encourage everyone to think and act with care and be open to the possibilities of rethinking how our experiences should influence

our actions towards ending the ways in which people are marginalized, brutalized, excluded, and/or exploited.

We must also acknowledge the unceded territory of the Algonquin Nation on which Carleton University operates, and Omàmiwininiwag stewardship of this land. We are grateful and honoured to have the opportunity to enjoy, work and learn within this territory.

Format and Method of Delivery

This is a lecture-based, in-person course. Each week, in addition to lecture material, we will discuss the course readings, analyze current events, and discuss video material to gain an understanding of social processes involved in war. Office hours will be in person or by Zoom and the Zoom link is posted on the Brightspace site.

Required Readings

The course readings are a set of articles and chapters available on the Brightspace site for this course. Please see the class schedule below.

Evaluation

***Please note: Assignments 1 and 2, and the take-home final exam can be submitted on the course Brightspace site or students may submit a hard copy to the Sociology and Anthropology Main Office (Loeb B750). The Mid-Term exam will be completed on the Brightspace site.**

Assignment 1 – Recruitment website comparison (October 16)	25%
Mid-Term Quiz (open on November 6, due on November 10)	20%
Assignment 2 – Autonomous Lethal Weapons Policy Paper (December 8)	25%
Take home Final Exam (due on December 22)	30%

Assignments and exams will be submitted electronically through Brightspace.

Late Policy

No extensions will be granted without approval prior to the deadline. For assignments, deductions of one grade point (ex. an A- becomes a B+) will begin on the day following the due date. Assignments will not be accepted if they are more than seven days late. Exam portals will be closed at the end of the day they are due.

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/>

ASSIGNMENT 1: RECRUITMENT WEBSITE COMPARISON – CANADA AND THE U.S.

- **25% of grade**
- **Due on October 16**
- **Include a title page**
- **Must be typed, double-spaced, 1 inch margins, 12 pt Times New Roman font**
- **Must include a bibliography; use the citation style of your choice**
- **Length: 1200 words**

Today, people looking to join the armed forces will first turn to websites to gather information about how to go about applying. At the same time, they will learn about other aspects of the armed forces as the military seeks to attract recruits by framing military training, lifestyle, and career opportunities in particular ways. Although there will be a lot of similarities in how different countries portray their armed forces on recruitment websites, there are also differences that tell us something about different military cultures and the place of the military within a nation. This assignment asks you to view the Canadian Armed Forces recruitment website and the United States Army website to compare and contrast the ways in which each country portrays its armed forces. The research questions for this assignment are: how is each military presenting/selling itself? What image of military life do you take away from a viewing of the sites? How do the two sites compare and what do their similarities and differences tell you about military cultures in Canada and the United States?

Instructions

- Visit the Canadian Armed Forces website at <https://forces.ca/en/>. Go to the menu and explore the various entries, focusing on “Careers,” “Joining the Forces,” and “Life in the Forces.”
- Visit the United States Army website at <https://www.goarmy.com>. Go to the menu and explore the various entries, focusing on “Careers and jobs,” “Benefits,” “Lifestyles,” and “Parents & Family.”
- Do a comparative study of the two websites focusing on questions of how they portray military lifestyles and the benefits of being in the military.
- Provide a brief comparative guide of topics and themes present on each website (this can be presented in chart form if you wish).
- Take note of where the two sites differ in content, levels of detail, and emphases. Analyze these differences drawing on concepts we have learned in class as well as any other academic sources you are using in your analysis.

Requirements

- Develop a strong title that relates to your review of the two websites and identifies the main point you want to make.
- In your introductory paragraph provide a clear thesis statement and set out the lines of exploration you will be employing in your paper.
- Your analysis must show critical thought, not necessarily by “criticizing” the websites but rather by viewing them as constructions that are meant to create a particular reality about military life and careers. Ask questions such as: How is this ‘reality’ constructed? What is included and what is absent in the presentation of military life? What is emphasized and what is de-emphasized?
- Reference and provide support from at least two academic sources, other than lecture material (these can come from course material).
- Provide evidence from the websites. Integrate quotations and images from the websites and from your academic sources but use only those that are most relevant to the points you are making. Limit yourself to no more than 2 quotations per page and make sure that you cite your quotes to avoid plagiarism. The majority of your work should be written in your own prose.

Ideas to Consider

- What do you see when you first enter each website? What images are presented to capture your attention and set the tone for the site?
- What is included in each website and what are the notable absences?
- How do the different sections of the website work together to produce a particular vision of life in the armed forces?
- How would you characterize that vision?
- What values are emphasized?
- How are diversity and inclusiveness discussed?
- What material benefits are emphasized?
- How would you characterize the levels of militarism in each website?

- What mission of the armed forces is emphasized in each website?
- Who is included and who is absent in the characterization of each country's military?

Grading Rubric

Thesis statement and lines of exploration...../5

Analysis, critical thought...../15

Writing clarity and bibliography
(including spelling, grammar, a clear bibliography, logical framing, and organization)...../5

Total..... /25

ONLINE MID-TERM QUIZ

- **20% of grade**
- **Opens on the course's Brightspace site on November 6**
- **Due by 11:59 p.m. November 9**
- **Details will be circulated prior to Reading Week**

The mid-term exam will open on November 6 at 8:00 a.m. on our Brightspace site. Once students open the exam, they will have 1 hour to complete it. The exam will close on November 9 at 11:59 p.m.

ASSIGNMENT 2: NEWS ANALYSIS OF THE UKRAINE WAR

- **25% of grade**
- **Due on December 8**
- **Include a title page**
- **Must be typed, double-spaced, 1 inch margins, 12 pt Times New Roman font**
- **Must include a bibliography; use the citation style of your choice**
- **Length: 1200 words**

Russia's invasion of the Ukraine, starting on 24 February 2022, has been one of the most heavily covered wars of the past decade. Not only is it often referred to as the first social media war, but also, it is a central feature of news reporting in the mainstream, online, and alternative presses. Although the war is distant from North America and does not directly involve Canadian or American militaries, it has important implications for global peace and security. In this assignment, you are asked to analyze press coverage of the Ukraine War to examine how a

particular aspect of that war is being framed in the press. The purpose of the assignment is to explore techniques used by journalistic sources to make sense of wars and to interpret conflicts in ways that may shape audience perceptions.

Your research questions include: How are news sources framing the issue? Are audiences being encouraged to adopt a particular definition of the problem, a causal interpretation, or approval of a type of action to address the problem?

Instructions

- Conduct online research and find at least 10 news sources about the Ukraine War.
- Focus on one particular event or process of the war, for example: the Wagner Group coup, the siege of Mariupol, the economic sanctions leveled against Russia, military hardware and technology support provided by Western nations, social media warfare during the conflict, China's support for Russia, the character of Vladimir Putin, etc.
- You can take all of your news sources from one media outlet, for example, CBC, BBC, CNN, Al Jazeera, or you can take sources from more than one outlet and compare how different news agencies frame the issue. I recommend no more than three different news outlets.
- When reading the articles, develop a coding strategy. Look for characteristics such as:
 - Language use and use of particular words to characterize the event/process
 - Use of imagery and metaphors to characterize the issue and the actors
 - Use of stereotypes, oversimplifications, dehumanizing language
 - Who is being quoted? Who is being consulted as experts? Who is allowed to define the situation?
 - Who is excluded from the reporting? Who is not given a voice?
 - Are there any moral evaluations present in the reporting?
 - Do you find any common, repeated themes emerging from the news reports?
- Make sure to demonstrate your claims by providing evidence from the news reports.
- Be careful to cite any quotes and references to the news reports.

Requirements

- Develop a strong title that relates to your news media analysis and the issues involved.
- Provide a clear introductory paragraph in which you state the subject of your paper, what you will be examining in your paper, the questions you are asking, and the argument you are making.
- Briefly describe your coding strategy in the paper.
- Cite your news sources in a bibliography.
- If referencing lecture material, include the Professor's name, the date of the lecture, the title of the lecture taken from the course outline, the course name, and the university.
- If using academic sources, be sure to list them in your bibliography. Use the citation style of your choice.

- The majority of your work should be written in your own prose so be careful about including too many quotes from news sources per page. Be sure to cite your quotes to avoid plagiarism.

Grading Rubric

Effective introduction and organization of the paper...../5

Analysis, presentation of pros and cons, effectiveness of recommendations/15

Writing clarity and bibliography
(including spelling, grammar, a clear bibliography)/5

Total..... /25

TAKE HOME FINAL EXAM

- **30% of grade**
- **Due on December 22**
- **Details will be circulated by the end of November**

A Note on Appeals

If you wish to appeal a grade, you must do so within 7 days after the assignment/test is returned to you. To appeal a grade, please write me a note explaining that you wish to appeal the grade and outline specifically the grading errors that you wish to discuss. I will review the assignment/test and make a final evaluation that will be communicated to you in writing.

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

SOCI 2160 Class Schedule and Readings

September 11 **Introduction: How do we define war?**

September 18 **Producing the Soldier**

Randall Collins. 2009. "Micro and Macro Causes of Violence." *International Journal of Conflict and Violence* 3(1): 9-22.

Gwynne Dyer. 2004. "Anybody's Son Will Do." In *War: The New Edition*. Toronto: Random House Canada, pp. 30-62.

September 25 **Class Cancelled**

October 2 **State Armies**

Andrew Bacevich. 2005. "The Military Profession at Bay." In *The New American Militarism*. Oxford: Oxford University Press, pp. 34-68.

P.W. Singer. 2001/02. "Corporate Warriors: The Rise of the Privatized Military Industry and Its Ramifications for International Security." *International Security* 26(3): 186-220.

October 9 **Thanksgiving**
No classes

October 16 **Global Battle Space**

Martin Shaw. 2012. "Killing Spaces." In *War and Genocide*. Cambridge: Polity Press, pp. 128-144.

Martin Shaw. 2005. "The Global Surveillance Mode of Warfare." In *The New Western Way of War*. Cambridge: Polity Press, pp. 47-70.

***RECRUITMENT WEBSITE COMPARISON ASSIGNMENT IS DUE**

October 23 **Reading Week**
No classes

October 30 Civilians in War

Hugo Slim. 2007. "Chapter 2: Killing, Injury, and Rape." In *Killing Civilians*. London: Hurst and Co., pp. 37-70.

Laura Sjoberg and Jessica Peet. 2011. "A(nother) Dark Side of the Protection Racket: Targeting Women in Wars." *International Feminist Journal of Politics* 13(2): 163-182.

November 6 Mid-Term Quiz (online)

November 13 Non-State Armed Groups

Richard Schultz and Andrea Dew. 2006. "Tribes and Clans." In *Insurgents, Terrorists, and Militias*. New York: Columbia University Press, pp. 39-54.

Bard O'Neill. 2005. "Organization and Unity." In *Insurgency and Terrorism* (2nd ed.). Washington: Potomac Books, pp. 115-138.

November 20 The Technology of War

P.W. Singer. 2009. "The Psychology of Warbots." In *Wired for War*. New York: Penguin Books, pp. 297-314.

James Farwell and Rafal Rohozinski. 2011. "Stuxnet and the Future of Cyber War." *Survival: Global Politics and Strategy* 53(1): 23-40.

November 27 Understanding Genocide and Mass Slaughter

Leo Kuper. 1981. "Warrant for Genocide: Ideological Aspects." In *Genocide*. New Haven: Yale University Press, pp. 84-100.

Helen Fein. 1990. "Defining Genocide as a Sociological Concept." *Current Sociology* 38(1): 8-31.

Watch the video: <https://www.youtube.com/watch?v=9CAOnJrxmKk>

December 4 Everyday Life in the Battlezone

Arkady Babchenko. 2007. "The Summer of 1996." In *One Soldier's War*. New York: Grove Press, pp. 122-155.

Michael Stephenson. 2012. "Diamonds in the Mire." In *The Last Full Measure*. New York: Broadway Paperbacks, pp. 354-390.

December 8 Future War and Exam Review

Gwynne Dyer. 2008. "Scenario 1: The Year 2045," and "The Geopolitics of Climate Change." In, *Climate Wars*. Toronto: Random House, pp. 1-29.

Wayne Hunt. 2015. "War and Peace in a Robotic Future." *Queen's Quarterly* 122(4): 560-573.

***LETHAL AUTONOMOUS WEAPONS POLICY ASSIGNMENT IS DUE**

***TAKE HOME FINAL EXAM IS AVAILABLE ON BRIGHTSPACE**

ACADEMIC ACCOMMODATIONS AND REGULATIONS

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

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or **pmc@carleton.ca** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for December full fall and late fall examinations and fall/winter midterm examinations is November 15, 2023.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are

supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual

property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

- Students must always retain a hard copy of all work that is submitted.
 - Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
 - Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
 - In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
 - Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>
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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.