

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH 6000 — FALL 2024
DOCTORAL SEMINAR

Instructor: Jean-Michel Landry
Office: Loeb D799
Office Hours: Tuesday 3:00 -4:30 (or by appointment)
Email: jean-michel.landry@carleton.ca

Class Time: Wednesday 11:35 - 2:25

Method of Delivery: In person (no exception).

Course Description and Objectives

The *Doctoral Seminar* (ANT 6000) aims to introduce graduate students to our PhD program. Together with *Research Design* (ANTH 6002), it will help you define your thesis project, and situate it within the debates animating the discipline today. The first two meetings (*i.e.*, weeks 2 and 3) of the class focus on the PhD program's theme: Engaged Anthropology. The goal is to help you develop a nuanced and informed approach to the complexities of anthropological research. Such awareness should help you anticipate and debate whatever challenges your chosen stances might incur. These first weeks are led by the instructor, who will introduce some key theoretical contributions within and beyond Anthropology.

Students will lead the following meetings. Our attention will center around four broad themes of anthropological inquiry: the political economy of neoliberalism (weeks 4 & 5), multiculturalism and the politics of recognition (weeks 6 & 7); feminism & empire (weeks 8 & 9); colonial configurations of power (weeks 10 & 11). We will get acquainted with each of these four themes by discussing some of the most influential contributions made on them within the social sciences and critical humanities. Then we will examine how anthropologists have approached and engaged these same themes by way of ethnographical inquiry. Our aim will be to appreciate what it means to study something like neoliberalism or colonialism *as an anthropologist*, that is with the conceptual and methodological tools the discipline has made available to us. Weeks 12 and 13 are left open; their content will be decided by you, the students of class.

In preparing the course content, you will not only deepen your knowledge of your own work, but learn to effectively communicate its importance to your peers. Similarly, in engaging with material outside your area of interest, you will learn to better situate your work in its historical, intellectual, and political context.

Ethics and Politics of this Course

Anthropology is unthinkable without colonialism. We will not try to escape this fact in this course. Rather, we will do our best to read, write, talk, think, and do a version of anthropology that might indeed dissolve some of the ways it has secured its authority as an academic discipline. That we will do so in a geopolitical context of settler-colonial occupation severely limits our chances of success. We should still try, and be kind and patient and generous with each other in the effort.

This course is in this sense an attempt 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 differently, 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.

Readings

Books

> Elyachar, Julia. 2005, *Markets of Dispossession. NGOs, Economic Development, and the State in Cairo*. Durham: Duke University Press.

> Povinelli, Elizabeth. 2002, *The Cunning of Recognition. Indigenous Alterities and the Making of Australian Multiculturalism*. Durham: Duke University Press.

> Mahmood, Saba. 2005, *Politics of Piety. The Islamic Revival and the Feminist Subject*. Princeton: Princeton University Press.

All books and articles assigned are available via ARES.

Course Requirements & Methods of Evaluation

Since this seminar is a yearlong undertaking, your grade in the Fall term has no official status. It is provisional, and will be averaged with your grade from the Winter term. For the Fall term, your grade, out of 100%, will be assessed as follows:

— *Reading Responses (20%)*. Over the semester, you will submit ten reading responses engaging the required the weekly readings. Reading responses are not summaries; they are occasions to develop your thoughts and raise questions about the assigned texts. You can reflect on a passage from one of the readings, discuss the main argument, draw connections with materials covered in previous weeks, the news or your life. They are graded as pass or fail, and must be submitted on cuPortfolio (<https://cuportfolio.carleton.ca/>) each Tuesday (at noon or earlier) *before* the class devoted to the response's topic. For instance, the reading response on Neoliberalism (week 4) is due on Tuesday, September 24 at noon. Reading responses can vary in length, but should be range between 400 and 500 words.

— *Presentation and Discussion Leadership (30%)*. Each student will lead two meetings of the seminar (one on a theme and one on an ethnography; more on this distinction on September 4th). Leading the seminar means introducing the assigned materials and guiding the class discussion on some of the questions the text(s) raises over a period of roughly 90 minutes. One model is to start with a brief critical summary, around 15-20 minutes, in which you bring to the fore what you find valuable, or questionable, before raising 2-3 key questions (which you contextualize and situate) to your peers. You're encouraged to be creative in terms of format and issues raised and can use slides, clips, group activities, etc. As long as you meaningfully and critically engage with the materials, you're welcome to move the discussion to where your interests lie and to use your presentation time creatively.

— *Active Participation (30%)*. Learning is most often a collective practice. And a seminar is a space where we will make sense of assigned materials by engaging it as well as each other understanding of it. You are therefore expected to come well prepared for our discussions, and take an active part in them during the meetings. Preparing oneself means something other than doing the readings; and participating in discussions means something else than talking a lot. Active participation also means being on time, listening, reflecting, doubting, stumbling over one's own words at times, changing one's minds, and being mindful of one's role in creating a mutually supportive and intellectually rich learning environment. It means figuring out what matters in the readings and finding ways to think alongside others about the significance of the materials. In preparation for our weekly meetings, you should prepare 1-2 questions and/or comments for discussion. Reading responses should be helpful in this regard.

— *Final Paper (20%)*. In their final papers, students will be invited to situate their research project within a particular field of debate within and beyond the discipline, and articulate how their anthropological approach will contribute to it. Your final paper can also take various formats and you are welcome to discuss your ideas with me, bearing in mind that I expect you to submit a final paper of 20 pages.

Final Paper Proposal (5%) are due on October 30th. They consist of no more than 1-2 pages and a bibliography describing your plan for the final paper. The purpose of the proposal is to identify the feasibility of the project, and ensure that students began working on their final project early in the term.

Final Paper (15%) are due on cuPortfolio by December 6th. The criteria used to grade the final paper include: 1) quality of analysis and engagement with the literature (i.e. topic is treated fully, convincingly, with supportive evidence); 2) clarity of thesis and well-articulated argument; 3) critical reflection and original thought; and 4) overall writing style.

IMPORTANT: If you are struggling and need an extension, contact me ahead of the deadline and we'll see what is feasible and reasonable. Otherwise, if I don't hear from

you, for late assignments, 5% of the final grade will be deducted for each day late and they will not be accepted more than 7 days after the deadline (including weekends). If you find yourself unable to attend the class which you are scheduled to lead, you will lose the points for that assignment unless you make alternate arrangements.

Schedule:

Readings and assignments are to be completed by their corresponding date. "Suggested" readings are additional selections that may improve your mastery of the material, but aren't required. Please read the assigned texts in the order they are listed.

WEEK 1: INTRODUCTION (Sept. 4th)

[No reading required]

WEEK 2: SCIENCE AS VOCATION / POLITICS / VIOLENCE (Sept. 11th)

Required Readings

Weber, Max

1919 [1958], "Science as a Vocation." In *From Max Weber: Essays in Sociology*. H. H. G. C. W. Mills, ed. Pp. 129-156. New York: Oxford University Press.

Foucault, Michel

1977, "The Political Function of the Intellectual." *Radical Philosophy*. 17(13): 126-133.

Spivak, Gayatri Chakravorty

1988, "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*. C. N. L. Grossberg, ed. Pp. 271-313. Urbana: University of Illinois Press.

Suggested Readings

Brown, Wendy

2023, *Nihilistic Times. Thinking with Max Weber*. Cambridge: Harvard University Press.

Foucault, Michel

1972, "Intellectuals and Power: A Conversation Between Michel Foucault and Gilles Deleuze." In *Language, Counter-Memory, Practice: selected essays and interviews by Michel Foucault*. D. F. Bouchard., ed. Pp. 205-217. Ithaca: Cornell University Press.

Guha, Ranajit, and Gayatri Chakravorty Spivak

1988, *Selected Subaltern Studies*. Oxford: Oxford University Press.

Suggested Film

The Question of Silence (M. Gorris, 1982)

WEEK 3: THE TROPES OF OUR DAYS: “EXPERIENCE,” “SUFFERING,” “DECOLONIALISATION” (Sept. 18th)

Required Readings

Scott, J. W.

1991, “The Evidence of Experience.” *Critical Inquiry* 17: 777-797.

Robbins, Joel

2013, “Beyond the suffering subject: toward an anthropology of the good.” *Journal of the Royal Anthropological Institute* 19:447-462.

Táíwò, Olúfémi

2022, “What, after all, is Decolonisation?” In *Against Decolonisation. Taking African Agency Seriously*. Pp. 21-66. New York: Hurst.

Suggested Readings

Quijano, Aníbal

2024, *Foundational Essays on the Coloniality of Power*. Durham: Duke University Press.

Scott, David

1999, *Refashioning Futures. Criticism after Postcoloniality*. Princeton: Princeton University Press.

WEEK 4: THINKING ABOUT NEOLIBERALISM (Sept. 25th)

Brown, Wendy

2015 “Undoing Democracy: Neoliberalism’s Remaking of State and Subject” In *Undoing the Demos. Neoliberalism’s Stealth Revolution*. New York: Zone book (pp. 17-46).

Dardot, Pierre, and Christian Laval

2013 “Manufacturing the Neo-Liberal Subject” In *The New Way of the World : on Neoliberal Society*. New York: Verso.

Boltanski, Luc, and Eve Chiapello

2007 “On the Spirit of Capitalism and the Role of Critique” In *The New Spirit of Capitalism*. New York Verso.

WEEK 5: CREATING MARKETS IN TODAY’S CAIRO (Oct. 2nd)

Required Readings

Elyachar, Julia

2005, *Markets of Dispossession. NGOs, Economic Development, and the State in Cairo*. Durham: Duke University Press.

WEEK 6: THE POLITICS OF RECOGNITION (Oct. 9th)

Required Readings

Kymlicka, Will

1995, *Multicultural Citizenship : a Liberal Theory of Minority Rights*. Oxford: Oxford University Press (pp. 10-33)

Taylor, Charles

1994, "The Politics of Recognition". In *Multiculturalism. Examining the Politics of Recognition*. Princeton: Princeton University Press. (pp. 25-50)

Fraser, Nancy

1995, "From Redistribution to Recognition? Dilemmas of Justice in a 'Post-Socialist' Age." *New Left Review*: 68-93.

WEEK 7: THE CUNNING OF RECOGNITION (Oct. 16th)

Required Readings

Povinelli, Elizabeth

2002, *The Cunning of Recognition. Indigenous Alterities and the Making of Australian Multiculturalism*. Durham: Duke University Press.

READING WEEK – NO CLASS ON OCTOBER 23rd <<

WEEK 8: FEMINISM AND EMPIRE (Oct. 30th)

Required Readings

Haraway, Donna

1988, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14(3): 575-599.

Mohanty, Chandra

1988, "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review* 30: 62-82

Abu-Lughod, Lila

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

Butler, Judith

2024, "The Global Scene" In *Who's Afraid of Gender?* Pp. 37-72. Toronto: Knoff.

Suggested Films

Judith Butler: Philosophical Encounters of the Third Kind (P. Zadjermann, 2006)

WEEK 9: FEMINISM, SECULARISM, AND EMPIRE (Nov. 6th)

Required Readings

Mahmood, Saba

2005, *Politics of Piety. The Islamic Revival and the Feminist Subject*. Princeton: Princeton University Press.

Suggested Readings

Asad, Talal

1993, *Genealogies of Religion*. Baltimore: John Hopkins University Press.

Ahmed, Leila

1992, *Women and Gender in Islam. Historical Roots of a Modern Debate*. New Haven: Yale University Press.

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 Films

The Light in her Eyes (J. Meltzer, L. Nix, 2011)

WEEK 10: THE COLONIAL SITUATION (Nov. 13th)

Required Readings

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.

Fanon, Frantz.

2004 [1961], *The Wretched of the Earth*. NY: Groove Press, pp. 1-52.

Mitchell, Timothy

1988, *Colonizing Egypt*. Berkeley: University of California Press. (Selection TBA)

Chatterjee, Partha

1986, *Nationalist Thought and the Colonial World. A Derivative Discourse*. London: Zen Book. (Selection TBA)

WEEK 11: COLONIALISM AS AN OBJECT OF ANTHROPOLOGICAL INQUIRY (Nov. 20th)

Required Readings

Asad, Talal

1991, "From the History of Colonial Anthropology to the Anthropology of Western Hegemony." In *Colonial Situations: Essays on the Contextualization of Ethnographic Knowledge*. History of Anthropology Volume 7. J. George W. Stocking, ed. P.p. 314-324. Madison: The University of Wisconsin Press.

Cohn, Bernard

1987, "The Census, Social Structure and Objectification in South Asia." In *An Anthropologist among the Historians and Other Essays*. P.p. 224-254. Oxford: Oxford University Press.

Dirks, Nicholas B

2001, *Castes of Mind : Colonialism and the Making of Modern India*. Princeton: Princeton University Press. (Selection TBA)

Stoler, Ann Laura

1995, *Race and the Education of Desire. Foucault's History of Sexuality and the Colonial Order of Things*. Durham: Duke University Press. (Selection TBA)

Stoler, Ann Laura.

2002 "Rethinking Colonial Categories" in *Colonial Knowledge and Imperial Power*. P.p. 22-40. Berkeley: University of California Press.

Suggested Readings

Asad, Talal

1973, *Anthropology & the Colonial Encounter*. New York: Humanity Books.

WEEK 12: OPEN (Nov. 27th)

WEEK 13: OPEN (Dec. 4th)

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:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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 October/November examinations is **October 1, 2024** and **November 15, 2024** for December examinations.

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:

Mental Health: As a 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. For more information, please consult <https://wellness.carleton.ca/>

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/>.

FALL TERM 2024 – Important Dates and Deadlines

| Date | Activity |
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| August 28, 2024 | Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses. |
| August 30, 2024 | Last day for receipt of applications from potential fall (November) graduates. |
| September 2, 2024 | Statutory holiday. University closed. |
| September 3, 2024 | 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 4, 2024 | Fall term begins. Full fall, early fall, and fall/winter classes begin. |
| September 10, 2024 | Last day for registration and course changes (including auditing) in early fall courses. |
| September 17, 2024 | 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 2024 and must register for Deferred Exam Period: Full Summer term final examinations; Late Summer term final examinations |
| September 20-22, 2024 | |
| September 30, 2024 | Last day to withdraw from full fall and fall/winter courses with a full fee adjustment. |
| October 1, 2024 | 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 |

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| October 11, 2024 | 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 |
| | December examination schedule (fall term final and fall/winter mid-terms) available online. |
| October 14, 2024 | Statutory holiday. University closed. |
| October 15, 2024 | 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 18, 2024 | 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 21, 2024 | Deadline for course outlines to be made available to students registered in late fall courses. |

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| October 21-25, 2024 | <p>Fall Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, October 20 to Sunday, October 27. The following exceptions may apply:</p> <ul style="list-style-type: none"> • If it is necessary to hold a test after Friday, October 18 due to exceptional circumstances, it can only be scheduled on Saturday, October 19. This timing must be announced on the course outline that is distributed at the beginning of the term. • Final exams for Early Fall undergraduate courses may be held on October 26-27 and November 2-3. |
| October 26-27, November 2-3, 2024 | Final examinations in early fall undergraduate courses will be held. |
| October 28, 2024 | Late fall classes begin. |
| November 8, 2024 | Last day to withdraw from late fall term courses with a full fee adjustment. |
| November 11, 2024 | Remembrance Day is on Monday, November 11. As much as possible, course instructors are asked to allow for a moment of silence for personal reflection at 11 a.m. in accordance with Senate policy. |
| November 15, 2024 | 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 |
| | Last day for receipt of applications for admission to an undergraduate degree program for the winter term. |
| November 15-17, 2024 | Deferred Exam Period: Early Fall term undergraduate final examinations |

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| November 22, 2024 | 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). |
| November 29, 2024 | 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). |
| November 30, 2024 | Last day for receipt of applications from potential winter (February) graduates. |
| December 6, 2024 | 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. |
| December 9-21, 2024 | 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 21, 2024 | All final take-home examinations are due on this day |

