

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

COURSE NUMBER/SECTION: SOCI 4850-A
ACADEMIC YEAR. WINTER, 2025
COURSE TITLE: SPECIAL TOPICS: FAKE SCIENCE AND SOCIAL MEDIA

Instructor: Amina Mire

Office Hours: Loeb A704 (Sociology/Anthropology Department)

Office: Office Hours: Tuesday 1PM-3:00 PM-5:00 PM at Loeb A 704
(Sociology/Anthropology Department)

Email: amina.mire@carleton.ca

Course meets: Tuesdays: 8:35 AM-11:25 AM

Pre-requisites & Precluded Courses: Fourth year standing

Method of Delivery: In-person only. This seminar does not have online option.

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Description and Objectives:

Learners would gain valuable analytic skills and new knowledge about emerging trends in social media marketing strategies based on creating, monetizing and spreading fake science-based information. Learners will gain critical skills necessary for distinguishing between evidence-based information and fake news in the social media. To that end, the seminar examines increasing use of unverified scientific claims in marketing discourses using social media as the chosen media platforms to spread fake information for financial and ideological reasons. Among

other ideas, learner will examine how the social media influencers create and spread fake news about science.

Learning Outcomes:

1. The seminar seeks to help learners gain necessary theoretical skills to examine social, ethical, epistemological, and methodological implications of the sharp rise of the pseudo-science and fake science discourse.
2. Learners can use the skills they will gain from this seminar to future uses in their studies or practical applications
3. Learners can help communities fight back against negative effects of pseudoscientific marketing and fake news.

Reading(s)/Textbook(s): All the assigned readings for this seminar are available to learners electronically via ARES Reserves, through Brightspace.

Citation Style

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Course Requirements & Methods of Evaluation:

1. Literature review. 6 to 8 pages double-spaced plus references. 20% of the final grade. Due date February 25, 2025
2. In-class presentation. 20% of the final grade. 4-6 minutes per learner. Due date 11 March 2025.
3. First draft of the final research essays (12-14 pages plus references). 15% of the final grade. Due date: March 25, 2025
4. Final essays: 45% of the final grade. Due date: 8 April 2025.

Format and rationale:

Literature review. 6-8 pages double-spaced plus references.

The literature review is based on reviewing three items taken from the assigned readings for the seminar. This is done by selecting three items out of the assigned readings for the entire term. Once these items are selected, the next step is identifying relevant insights, and well as any weaknesses, in these selected items. Literature review is a good way of gaining new knowledge and critical skills. Learners can also use skills they have gained from conducting literature review in thinking through their in-class presentations, the research essays and their other writing endeavours. Doing a literature review meant that learners would learn how to extract key ideas from a reading and using it in explaining sociological topic. **Please note that outside sources will not be accepted as part of the literature review.**

In-Class presentation. 4-6 in presentation time per learner

One of the ways learners can use skills they have gained by conducting a literature review is the analytic framing of their research questions for the final essays. This can be done most

effectively through in-class presentations. Furthermore, in-class presentations are an excellent way of sharing knowledge with each other and supporting each other's research projects. **In-class-presentations will take place on March 11, 2025.**

Format for the in-class presentations. Each learner has 4-6minutes to present their ideas. In-class presentations can be done by using power point presentations, PDF or a word document. Rationale of the in-class presentations: In-class presentations help learners identify and effectively use theoretical concepts and methodological strategies which can help them attain skills for effective writing and analytical theorizing skills. These theoretical and practical skills can be used for writing the final essays and their future research projects and practical endeavours. The **In-class presentations** must include a research question; theoretical concepts which can be used to analyze the research question. Third, the research question presented in the in-class presentation is the research question of the final essay. Weaving ideas taken from the literature review to the in-class presentation is a good way of outlining and justifying the research question for the final essay. **After the in-class presentations are completed, proceedings from the in-class presentations must be uploaded to Brightspace in the same day of the in-class presentations: March 11, 2025.** In-class presentation must not exceed 6 pages double spaced plus references.

1. First Draft of the Final essay, due date and rationale

Submitting a first draft of the final essay is a good way of gaining valuable feedback. Format for the first draft of the final research essay should ideally be around 11-13 pages double spaced plus references. Learners are expected to use the literature assigned for the seminar's weekly reading and in-class discussions and the lecture notes. **Please not that effective use of the assigned reading for the seminar is the benchmark for assessing the learning outcomes of the seminar.** As a result, generic essays which do not show effective use of the assigned work for the seminar will be rejected or severely downgraded. Due date for first draft of the research essay is on 21 March 2025.

2. Final draft of the research essay.14-16 pages double spaced plus references: 45% of the final grade. Due date for the final essay is April 8, 2025. Final class on this day focuses on responding to learners' questions

The final essays are expected to have incorporated all the learned skills and knowledge. As a result, the final essays represent the most significant way of measuring learning outcomes for the seminar.

January 7- Week 1- Introduction

January14-Week 2- Contemporary phenomena of fake news, fake science, and social media

Assigned readings:

Elena Broda, Elena., and Strömbäck, Jesper. 2024. "Misinformation, disinformation, and fake news: lessons from an interdisciplinary, systematic literature review". *Annals of the International Communication Association* 48 (2): 139-166. <https://doi.org/10.1080/23808985.2024.2323736>.

Hopf, Henning., Krief, Alain., Mehta, Goverdhan., and Matlin, Stephen. 2019. "Fake Science and Knowledge Crisis: Ignorance can be Fatal." *R. Soc. open sci.* 6:

190161. <http://dx.doi.org/10.1098/rsos.190161>.

West, Jevin D., and Bergstrom. 2021. "Misinformation in and about science." *PNAS* 118 (15). e1912444117. <https://doi.org/10.1073/pnas.1912444117>.

Hamid, Ahmed Abdeen., and Wu, Xindong. 2024. "Detection of ChatGPT fake science with the xFakeSci learning algorithm." *Nature Portfolio: Scientific Reports* 14: 16231. <https://doi.org/10.1038/s41598-024-66784-6>.

January 21-Week 3. Conspiracy theories and weaponization of fake news

Assigned readings.

BBC World Services. 2023 (September 3). "Bad science: AI used to target kids with disinformation on YouTube." https://www.youtube.com/watch?v=ojjn9T_fuUw.

Vijaykumar, Santosh. 2021 (August 1). "Pseudoscience is taking over social media – and putting us all at risk." *The Conversation*. <https://theconversation.com/pseudoscience-is-taking-over-social-media-and-putting-us-all-at-risk-121062>.

Bing, Chris., and Schectman, Joel. 2024 (June 14). Pentagon ran secret antivax campaign to undermine China during the pandemic. Reuters. <https://www.reuters.com/investigates/special-report/usa-covid-propaganda/>.

January 28-Week 4. Fake Science and the anti-aging industry

Assigned readings:

Macgregor, Casimir., Petersen, Alan., and Parker, Christin. 2018. "Promoting a healthier, younger you: The media marketing of anti-ageing superfoods". *Journal of Consumer Culture* 21 (2): 164-179. <https://doi.org/10.1177/1469540518773>.

Mire, Amina. 2012. "The Scientification of Skin Whitening and the Entrepreneurial University-Linked Corporate Scientific Officer". *Canadian Journal for Science, Mathematics, and Technology Education* 12(3): 271-291.

Freeman, Hadley. 2015 (April 17). "Pseudoscience and strawberries: 'wellness' gurus should carry a health warning". *The Guardian* (UK). <https://www.theguardian.com/commentisfree/2015/apr/22/wellness-gurus-belle-gibson-pseudoscience>

Hou, Kathleen. 2016 (July 18). "Gwyneth Paltrow on Wellness and Vaginal Steaming." *Th Cut*. <https://www.thecut.com/swellness/2016/07/gwyneth-paltrow-on-wellness-and-natural-beauty-yoga.html>

West, Lindy. 2017 (June 14). "Gwyneth glows like a radioactive swan' – my day at the Goop festival." The *Guardian*. <https://www.theguardian.com/lifeandstyle/2017/jun/14/gwyneth-glows-like-a-radioactive-swan-my-day-at-the-goop-festival>

February 4-Week 5. Technology and racist robots.

Assigned readings:

Benjamin, Ruha. 2019. "Race After Technology: Abolitionist Tools for the New Jim Code." *Polity*. PP. 49-76.

Cave, Stephen, and Dihal, Kanta. 2020. "The Whiteness of AI". *Philosophy & Technology* 33:685-703. doi.org/10.1007/s13347-020-00415-6.

Ryan-Mosley, Tate. 2021. "Digital beauty filters, Photoshop, and the debate on colorism and racism." *MIT Technology Review* (August 15).
<https://www.technologyreview.com/2021/08/15/1031804/digital-beauty-filters-photoshop-photo-editing-colorism-racism/>.

Hofman, Valentin., Kalluri, Pratyusha, Ria., Jurafsky, Don., and King, Sharese. 2024. "AI generates covertly racist decisions about people based on their dialect". *Nature* 633: 147-171.
<https://doi.org/10.1038/s41586-024-07856-5>

February 11-Week 6 Fake Science and transnational commodification of knowledge

Assigned readings:

Federal Trade Commission. 2014 (June 30). L'Oréal Settles FTC Charges Alleging Deceptive Advertising for Anti-Aging Cosmetics. Retrieved from <https://www.ftc.gov/news-events/press-releases/2014/06/loreal-settles-ftc-charges-alleging-deceptive-advertising-anti>

Novella, Steven. 2019 (June 12). Taking On the Wellness Industry: The wellness industry is just one more manifestation of quackery and pseudoscience in health. *Science-Based Medicine*.
<https://sciencebasedmedicine.org/taking-on-the-wellness-industry/>

McCartney, Margaret. 2019 (January 4). "Don't fall prey to the cult of wellness." *Globe & Mail*.
<https://www.theglobeandmail.com/opinion/article-dont-fall-prey-to-the-cult-of-wellness/>

February 17-21 Winter Break. No classes. Week 7

February 25 Week 8. From fake science to deceptive biopower and biosurveillance.

Gordon, Rachel. (2022, May 20). "Artificial intelligence predicts patients' race from medical images". *MIT News*. <https://news.mit.edu/2022/artificial-intelligence-predicts-patients-race-from-medical-images-0520>.

Jones, Sam., and Badshah. 2024 (October 13). "Christopher Columbus may have been Spanish and Jewish, documentary says." *The Guardian* (UK).
<https://www.theguardian.com/world/2024/oct/13/christopher-columbus-was-spanish-and-jewish-documentary-reveals>.

Roberts, Dorothy. 2011. "Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century." The New Press. pgs. 261-308.

Literature Review is due on this date.

March 4-Week 9- Influencers, deceptive marketing and social media

Mulcahy, Rory., Barnes, Renee., and Scheepers, Retha de Villiers. 2024. "Going Viral: Sharing of Misinformation by Social Media Influencers." Australian Marketing Journal 00 (0): 1-14. DOI: 10.1177/14413582241273987

Seo, Hannah. 2024 (July 14). "Maybe She's Born with It. Maybe It's Neurocosmetics." The Atlantic. <https://www.theatlantic.com/health/archive/2024/07/skin-care-neurocosmetics-brain-mental-health/678958/>

Novella, Steven. 2024 (February 7). "The Menace of the Wellness Influencers." Science-Based Medicine. <https://sciencebasedmedicine.org/the-menace-of-wellness-influencers/>

Reilly, Liam. 2024 (November 26). Majority of social media influencers don't verify information before sharing it, study finds. Cable News Network (CNN). <https://www.cnn.com/2024/11/26/media/social-media-influencers-verify-information-study/index.html>

March 11-Week 10 Geopolitics of fake news

Deepak, P., Bhadra, Sahely., Jurek-Loughrey, Anna., Kumar, Sathosh G., and Kumar, Satish M. 2024. "Geo-political bias in fake news detection AI: the case of affect." *AI and ethics*. <https://doi.org/10.1007/s43681-024-00494-7>

Bialy, Beat. 2017. "Social Media-From Social Exchange to Battlefield." The Cyber Defense Review 2 (2): 69-90. <https://www.jstor.org/stable/10.2307/26267344>.

In-Class Presentations will take place on March 11, 2025.

March 18-Week 11. Predatory publications and the problem of evidence based scientific facts

Elmore, Susan E., and Weston, Eleanor H. 2020. "Predatory Journals: What They Are and How to Avoid Them." Toxicol Pathology 48(4): 607-610. doi:10.1177/0192623320920209.

Hern, Alex., and Duncan, Pamela. 2018 (August 10). "Predatory publishers: the journals that churn out fake science." *The Guardian* (UK). <https://www.theguardian.com/technology/2018/aug/10/predatory-publishers-the-journals-who-churn-out-fake-science>.

UA/AU University Affairs/Affairs Universitaires. 2017 (January 17). "Beware! Academics are getting reeled in by scam journals." <https://universityaffairs.ca/features/beware-academics-getting-reeled-scam-journals/>.

March 25 Week 12 When resisting forces are labeled as fake news spreaders.

Monthly Review. 2024 (October 9). "Social media beyond corporate control."

<https://mronline.org/2024/10/11/social-media-beyond-corporate-control/>

Baranetsky, Victoria. 2023 (May 11). "Corporate Control of Public Information." *Columbia Journalism Review*. https://www.cjr.org/tow_center_reports/corporate-control-of-public-information.php.

Due date for the first draft of the final research essays. Drafts must be uploaded on Bright space.

April 1, Week 13, Review and summary: No assigned readings. Focus on discussions the summary of the seminar

Final essays are due on April 8. Final essays must be uploaded in Brightspace.

Additional Information

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:

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 February/March examinations is **February 1, 2025** and **March 15, 2025** for April 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/>.

WINTER TERM 2025 – Important Dates and Deadlines

Date	Activity
December 30, 2024	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 3, 2025	University reopens.
January 6, 2025	Winter term begins. Full winter and early winter classes begin.
January 10, 2025	Last day for registration and course changes (including auditing) in early winter courses.
January 17, 2025	Last day for registration and course changes (including auditing) in full winter and late winter courses.
	Last day to withdraw from early winter 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 winter 2025 and must register for the winter 2025 term.
January 24-26, January 31-February 2, 2025	Full fall and late fall term deferred final examinations will be held.
January 31, 2025	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.

February 1, 2025	Last day for academic withdrawal from early winter courses.
	Last day to request Formal Examination Accommodations for Feb/Mar 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.
February 7, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter term undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
February 14, 2025	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter 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 an instructor as a due date for term work for early winter courses.
	April examination schedule available online.
February 17, 2025	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
February 17-21, 2025	Winter break, no classes.
February 22-23, March 1-2, 2025	Final examinations in early winter undergraduate courses will be held.
February 24, 2025	Late winter classes begin.

March 1, 2025	Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music and Bachelor of Social Work degree programs for the fall/winter session.
	Last day for receipt of applications for admission to an undergraduate program for the summer term.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 7, 2025	Last day to withdraw from late winter term courses with a full fee adjustment.
March 14-16, 2025	Early winter undergraduate deferred final examinations will be held.
March 15, 2025	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter 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.
March 25, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate from outside Canada or the United States, except for applications due March 1.

	Last day for receipt of applications from potential spring (June) graduates.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter 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).
April 8, 2025	Winter term ends.
	Last day of full winter, late winter, and fall/winter classes.
	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 winter and late winter courses.
April 9-10, 2025	No classes or examinations take place.
April 11-26, 2025	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.