

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
Sociology 5404
RACE, ETHNICITY, AND CLASS IN CONTEMPORARY SOCIETIES
Winter 2025

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Office Hours: Tuesdays 1 PM-3 PM

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Class Time: Fridays 11:35 AM-2:35 PM

Pre-requisites & Precluded Courses:

Method of Delivery: Method of Delivery: In person, no online component.

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:

The seminar provides to the graduate learners advanced level understanding of contemporary processes of the intersecting power relations concerning race, ethnicity and class. To achieve these learning objectives, the seminar aims to enhance and facilitate learners' discussions, debates, written, and oral communications. The seminar covers broad themes including historical legacy and contemporary relevance of settler coloniality and its enduring implications for both settlers and marginalized groups. This broad thematic approach is the guiding pedagogical itinerary of the seminar. The aim of this pedagogical strategy is to reveal intersecting vectors of race, ethnicity, class and other socially salient categories including that of gender. This pedagogical strategy is reflected in the careful selection of the assigned readings. Assigned readings enable learners to critically interrogate these intersecting vectors of power relation.

Carefully selected assigned literature, in-class discussions, and presentations of their work in class, and written assignments help learners' ability to effectively mobilize theoretical concepts and empirical evidence to reveal social, cultural and the discursive processes which facilitate or challenge racism, racialization, colourism, and ethno- nationalism.

Learning Outcomes:

*Gaining critical skills necessary for the effective use of relevant concepts and theories in the sociological field of inquiry that deals with racism, settler coloniality and related forms of oppression, is one of the central aims of this seminar.

*Gaining and effectively using new knowledge that can reveal intersecting forces which create, reinforce, or challenge racism, colourism, racialization, and ethno-nationalism.

*Fostering collaboration and sharing of knowledge among learners as well as fostering atmosphere of respect and collegiality among learners.

Required Reading:

All assigned readings for this seminar are available to learners electronically via ARES Reserves, through Brightspace.

Course Requirements & Methods of Evaluation:

1. **Literature review:** 20% of the final grade. 8-10 pages double spaced plus references. Due date: February 28, 2025.
2. **In-Class presentation** 5-6 minutes per learner: 20% of the final grade. Due date: March 14, 2025
3. **First draft of the final research essay.** 14-16 pages double spaced plus references: 15% of the final grade. Due date: March 21, 2025.
4. **Final draft of the research essay.** 16-18 pages double spaced plus references: 45% of the final grade. Due date: April 8, 2025.

Assignments: Rationale and due dates

1. **Literature Review:** 20% of the final grade. 8-10 pages double spaced plus references. February 28, 2025.

The literature review for this seminar is based on close reading of four items taken from the assigned material for the seminar. Once these items are selected, the next step is identifying relevant insights, and any weaknesses of these selected items. Literature review is a good way in which learners could gain new knowledge and useful practical skills. Learners can also use skills they have gained from conducting literature in thinking through the in-class presentations and the research essay writing endeavours. Literature review is also a good way of gaining empirical knowledge that can be used in the class presentations, final essays as well as learners' other research projects. **Please note that outside sources will not be accepted as part of the literature review.**

2. **In-Class presentation 6-8 minutes per learner: 20% of the final grade.**

One of the ways to further utilize skills gained through conducting a literature review is using these ideas in formulating and articulating research questions for the final essays. This can be done most effectively through in-class presentations. Learners can also use in-class presentation as a way of sharing knowledge with each other and supporting each other's research projects. **In-class-presentations will take place on March 14, 2025.** This gives learners enough time to rethink and refine their research topics for the final essays.

Format for the in-class presentations: Each learner has 6-8 minutes to present their ideas. In-class presentations can be done by using power point presentations. In-class presentations must include research question; theoretical concepts which can be used to analyze the research question of the final essay. In other words, in-class presentation is a good way of outlining and justifying the research question for the final essay. **Once in-class presentations are completed, material used in-class presentations must be uploaded onto Brightspace in the same day of the in-class presentations on March 14, 2025.**

3. First Draft of the final essay. 15%

Like the literature review and in-class presentation, writing a first draft of the final essay is good way of gaining valuable feedback. The first draft should ideally be around 14-16 pages double spaced plus references. After writing critical literature review, and in-class presentations, learners would have gained important skills that would help them organize their research essays by utilizing critical reading and good reference skills. These skills are necessary for effective knowledge mobilization and writing good final essays. **Learners are expected to use the literature assigned reading for seminar.** This can be done by using the literature that has already been reviewed or were discussed in class when formulating the research questions for the final essays. Effective use of the assigned readings 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**

- 4.** Final version of the research essay should be between 16-18 pages double spaced plus references. The final draft of the research essay is worth 45% of the final grade. Due date for the final essay is **April 8, 2025.**

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.

*All assignments for this graduate seminar must be uploaded in Brightspace the under "assignments" icon, which can be found in the seminar's Brightspace homepage. The final essays can be formatted and submitted in PDF or as word documents. Please double-spaces everything including the references. **Please use Chicago Manual 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

Week 1-January 10- **Introduction- no assignments**

Week 2-January 17- **Epistemological and the juridical foundations of the Setter Racial State**

Assigned readings:

Goldberg, David Theo 2002. "The Racial State." Blackwell Publishers. Pgs. 98-137.

Scales-Trent, Judy. 2001. "Racial Purity Laws in the United States and Nazi Germany: The Targeting Process." *Human Rights Quarterly* 23 (2):259-304.
<https://www.jstor.org/stable/4489335>.

Soretino, Sara-Maria. 2019. "Natural slavery, real abstraction, and the virtuality of anti-blackness". *Theory & Event* 22(3), 630-673. DOI:
<https://doi.org/10.1353/tae.2019.0037>.

Week 3- January 24- **Symbolic, discursive, legal invention of race and racial difference**

Assigned readings:

Cutter, Martha J. 2016. "As White as Most White Women": Racial Passing in Advertisements for Runaway Slaves and the Origins of a Multivalent Term." *American Studies* 54 (4):73-97.
<https://www.jstor.org/stable/44982355>.

Gross, Ariela, J. 1998. "Litigating Whiteness: Trials of Racial Determination in the Nineteenth-Century South." *The Yale Law Journal* 108 (1): 109-188. <https://www.jstor.org/stable/797472>.

Johnson, Walter. 2000. "The Slave Trade, the White Slave, and the Politics of Racial Determination in 1850s." *The Journal of American History* 87 (1): 13-38.
<https://www.jstor.org/stable/2567914>.

Jacobson, Matthew Frye. 1998. "Whiteness of a Different Color: European Immigrants and the Alchemy of Race." Harvard University Press. pgs. 13-90.

Week 4- January 31-**Race and Technology**

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/>.

Week 5- February 7-**Race and Medicine**

Assigned readings:

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.

Washington, Harriet A. 2006. "Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present." Anchor Books. A Division of Random House, Inc. pgs. 299-324.

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>.

Peña, Carolyn. Thomas. 2006. "Bleaching the Ethiopian": Desegregating Race and Technology Through Early X-Ray Experiments. *Technology and Culture* 47(1): 27-55

Week 6-February 14- **Racial Capital: Investment in Whiteness**

Assigned readings:

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. doi.org/10.1080/14926156.2012.679993.

Saraswati, Ayu L. 2010. "Cosmopolitan Whiteness: The Effects and Affects of Skin-Whitening Advertisements in Translational Women's Magazine in Indonesia". *Meridians* 19(1): 363-388. <https://doi.org/10.1215/15366936-8566045>.

Ashikari, Mikiko. 2005. "Cultivating Japanese whiteness: The 'whitening' cosmetics boom and the Japanese identity." *Journal of Material Culture* 10(1): 73-91. doi: 10.1177/1359183505050095.

Waheed, Alia. 2020 (June 28). "Glamour, glitz, and artificially light skin: Bollywood stars in their own racism row". *The Guardian*.
<https://www.theguardian.com/film/2020/jun/28/glamour-glitz-and-artificially-light-skin-bollywood-stars-in-their-own-racism-row>.

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

Week 8. February 28. **Global Diffusion of Whiteness and Eurocentricity**

Assigned readings:

Said, Edward Wadie. "Orientalism". Vintage Books. A Division of Random House. pgs. 31-73.

Blaut, James Morris.1992. "1492. The Debate on Colonialism, Eurocentrism, and History". Trenton & New Jersey. African World Press, Inc. pgs 1-35.

Kintz, Linda. 2001. "Performing Virtual Whiteness: The Psychic Fantasy of Globalization". *Comparative Literature* 53 (3):333-353. DOI:10.1215/-53-4-333.

Literature Review is due on this day. Please upload completed literature review files on Brightspace.

Week 9- March 7-**Beauty as Racial Capital**

Assigned readings:

Jones, Geoffrey. 2008. "Blonde and blue-eyed? Globalizing beauty, c.1945–c.1980." *Economic History Review* 61(1): 125–154. doi.org/10.1111/j.1468-0289.2007.00388.x.

Gram, Malene. 2007. Whiteness and Western values in global advertisements: An exploratory study. *Journal of Marketing Communications* 14(4), 291-303.
<https://doi.org/10.1080/13527260701359272>.

Kambhampaty, Anna Purna. 2020 (June 17). "How Skin Whitening Became A \$23 Billion Industry". *Juggernaut*. <https://www.thejuggernaut.com/skin-whitening-industry>.

Shankar, Shalini. 2019. "Nothing Sells Like Whiteness: Race, Ontology, and American Advertising". *The American Anthropologist* 122(1): 112-119.
<https://doi.org/10.1215/15366936-8566045>.

Week 10- March 14-**In-Class Presentations**

Since all the presentations are scheduled on this date, all the class time will focus on discussing the presentations. Consequently, no additional literature will be assigned on March 14, 2025.

Week 11-March 21-**Enduring legacy and contemporary problems of colourism**

Assigned reading:

Parameswaran, Radhika., and Cardoza, Kavitha. 2009. "Melanin on the Margins: Advertising and the Cultural Politics of Fair/Light/White Beauty in India". *Journalism & Communication Monographs* 11(3): 213-274.
<https://doi.org/10.1177/152263790901100302>.

Reece, Robert L. 2018. "Genesis of U.S. Colorism and Skin Tone Stratification: Slavery, Freedom, and Mulatto-Black Occupational Inequality in the Late 19th Century". *The Review of Black Political Economy* 45(1): 3-21.
<https://doi.org/10.1177/0034644618770761>.

Ryan-Mosley, T. 2021 (August 15). "How digital beauty filters perpetuate colorism". *MIT Technology Review*. <https://www.technologyreview.com/2021/08/15/1031804/digital-beauty-filters-photoshop-photo-editing-colorism-racism>.

First drafts of the final essays are due on this date.

Week 12- March 28- **Coloniality, gender, and power**

Baptist, Edward E. 2001. "Cuffy," "Fancy Maids," and "One-Eyed Men": Rape, commodification, domestic slave trade in the United States". *The American Historical Review* 106(5): 1619-1650. <https://doi.org/10.2307/2695303>

Davis, Adrienne D. 1999. "The Private Law of Race and Sex: An Antebellum Perspective". *Stanford Law Review* 51(2): 221–288. <https://www.jstor.org/stable/1229269>

Santiago-Valles, Kelvin. 2003. "Race," Labor, "Women's Proper Place," and the Birth of Nations: Notes on Historicizing the Coloniality of Power". *The Centennial Review* 3(3): 47-69. <https://www.jstor.org/stable/41949865>.

Stevenson, Brenda E. 2013. "What's Love Got to Do with It? Concubinage and Enslaved Women and Girls in the Antebellum South". *The Journal of African American History* 98(1): 99-125. <https://doi.org/10.5323/jafriamerhist.98.1.0099>.

Week 13- April 6. **Final class.** No formal assignment for this class. This class will address learners' questions and concerns.

Final essays are due on the last day of the Winter, 2025 school year on **April 8, 2025**. The final essays must be uploaded on the Brightspace of the seminar homepage.

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.