

**Department of Sociology and Anthropology
Carleton University**

**ANTH 3010B
Language, Culture, and Globalization
Winter Term 2026**

Class Time: Tuesdays, 6:05 p.m. – 8:55 p.m.

Instructor: Timothy Di Leo Browne

Office hours: Online by appointment (please feel free to contact me)

Email: timothy.browne@carleton.ca

Brightspace course page link: <https://brightspace.carleton.ca/d2l/home/363820>

Method of delivery: In person

Pre-requisites and precluded courses: Course limited to students with second-year standing or higher.

Evaluation at a glance (more details below):

Reflection: 20%, due online Fri Feb 13 at 11:59 p.m.

Linguistic Landscape Project: 25%, due online Sun Mar 22 at 11:59 p.m.

In-Class Participation: 30%, throughout the term

Short written assignments, due online in each class, 10% total

General class discussion, 10%

Reading presentation, 10%

Final Take-Home: 25%, due online last day of exam period, Apr 23

Land Acknowledgement:

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. Acknowledging territory in the Ottawa area shows our recognition and respect for the Omàmiwininiwag (Algonquin people in the Algonquin language).

Class Discussion:

In this course, you are expected to learn from your texts, from 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.

Course Description and Objectives:

This course examines language and communicative practices across diverse social, cultural, political, economic, and historical contexts. We focus on language policies shaped by colonialism and decolonization, language spread, and the maintenance or revival of smaller languages in a changing, globalizing world. Drawing on linguistic ethnography, we explore how language operates within various geographic, community, and institutional settings. Key themes include dominant and minority languages; language and colonialism; Indigenous languages and decolonization; language politics and ideologies; and globalization, especially as these relate to culture, power, race, ethnicity, indigeneity, gender, nationhood, and political economy, both historically and in today's world. The basic objective of this course is to critically examine the links between people, place, language, and globalization. To do this, we examine social constructs related to race, class, gender, and other social dynamics that have shaped peoples' lived realities. We also consider social, political, economic, and environmental transformations that have shaped our contemporary world and the meaning-making processes within it.

Learning Outcomes – By the end of this course, students should be able to:

1. Critically reflect on the role of history and processes of colonialism in shaping language, globalization, culture, environment, and institutional practices today
2. Critically analyze language with respect to race, ethnicity, and cultural and social identities
3. Demonstrate skill in synthesizing and analyzing academic material related to the topics discussed in this course.

Required Readings:

All readings will be available in Brightspace. You do not have to purchase any textbooks.

Weekly Topics:

Week 1 (Jan 6): Welcome, Course Introduction

No readings

Week 2 (Jan 13): Linguistic Anthropology: From the 1800s to the Present

Duranti, Alessandro. 2011. “Linguistic Anthropology: The Study of Language as a Nonneutral Medium.” In *The Cambridge Handbook of Sociolinguistics*, edited by Rajend Mesthrie and Walt Wolfram, 28–46. Cambridge: Cambridge University Press.

Patrão, André. 2018. “Linguistic Relativism in the Age of Global Lingua Franca: Reconciling Cultural and Linguistic Diversity with Globalization.” *Lingua* 210–211: 30–41.

Week 3 (Jan 20): Language, Race, and Class: Multilingualism and Transnationalism

Urciuoli, Bonnie. 1996. “Introduction: The Semiotics of Exclusion.” In *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*, 1–14. Long Grove, IL: Waveland Press.

Katarina. 2023. “The Immeasurable Contribution of African American English to World Language Use.” *Transfly*, August 4. <https://transly.eu/african-american-language/>.

Whittaker, Matt. 2025. “What Made French Lingua Franca for Over Three Centuries?” *The Collector*, November 19. <https://www.thecollector.com/french-lingua-franca-three-centuries/>.

Week 4 (Jan 27): Language in our Everyday Lives and Public Space: Linguistic Landscape I

Gorter, Durk. 2006. “Introduction: The Study of the Linguistic Landscape as a New Approach to Multilingualism.” *International Journal of Multilingualism* 3 (2): 1–6.

Bolton, Kingsley. 2012. "World Englishes and Linguistic Landscapes." *World Englishes* 31: 30–33.

Feltman, Rachel, et al. 2025. "The Linguistic Science behind Viral Social Media Slang." *Scientific American*, September 19.

<https://www.scientificamerican.com/podcast/episode/etymology-nerd-adam-aleksic-on-how-internet-culture-is-transforming-the-way/>.

Week 5 (Feb 3): Language Policy and Linguistic Duality in Canada and Beyond

Lamarre, Patricia. 2014. "Bilingual Winks and Bilingual Wordplay in Montreal's Linguistic Landscape." *International Journal of the Sociology of Language* 228: 131–51.

Chai, Jinny K. 2008. "Bilingualism in Paraguay: Forty Years after Rubin's Study." *Journal of Multilingual and Multicultural Development* 26 (3): 233–48. (Online.)

Week 6 (Feb 10): Linguistic Landscape II

Hong, Seong-Yun. 2020. "Linguistic Landscapes on Street-Level Images." *International Journal of Geo-Information*.

Li, Jing, and Steve Marshall. 2020. "Engaging with Linguistic Landscaping in Vancouver's Chinatown: A Pedagogical Tool for Teaching and Learning about Multilingualism." *International Journal of Bilingual Education and Bilingualism* 23 (8): 925–41.

Genz, Jasone, and Durk Gorter. 2006. "Linguistic Landscapes and Minority Languages." *International Journal of Multilingualism* 3 (1): 67–80.

Reflection due online, Friday Feb 13 at 11:59 p.m.

No class Feb 17, Winter Reading Week

Week 7 (Feb 24): Cultural Identity, Language, and Globalization

Johnstone, Barbara. 2016. "The Sociolinguistics of Globalization: Standardization and Localization in the Context of Change." *Annual Review of Linguistics*, 349–65.

Holliday, Adrian. 2010. "Complexity in Cultural Identity." *Language and Intercultural Communication* 10.

Tong, Ho Kin, and Lin Hong Cheung. 2011. "Cultural Identity and Language: A Proposed Framework for Cultural Globalisation and Glocalization." *Journal of Multilingual and Multicultural Development* 32: 55–69.

Week 8 (March 3): Language, Identity, and Place

Rampton, Ben, and Sam Holmes. 2019. "How We Feel and Think about Language: Language Ideologies and the 'Total Linguistic Fact'." *Working Papers in Urban Language and Literacies*, 1–7.

LaScott, Darren K. 2016. "Singular They: An Empirical Study of Generic Pronoun Use." *American Speech* 91 (1): 62–80.

Povinelli, Elizabeth. 1995. "Do Rocks Listen? The Cultural Politics of Apprehending Australian Aboriginal Labor." *American Anthropologist* 97 (3): 505–18.

Hauck, Jan David, and Guilherme Orlandini Heurich. 2018. "Language in the Amerindian Imagination: An Inquiry into Linguistic Natures." *Language & Communication* 63: 1–8.

(suggested) Costa, James. 2019. "Biocultural Homogenization in the Anthropocene: Language, Nature, Society." In *From Biocultural Homogenization to Biocultural Conservation*, edited by Ricardo Rozzi et al., 1–8. Cham, Switzerland: Springer.

Week 9 (March 10): Indigenous Languages and Revitalization

(FILM) Âs Nutayuneân: We still live here. 2010 (1 hour and 25 min.) Tells the story of cultural revival by the Wampanoag of Southeastern Massachusetts.

Brody, Hugh. 2000. *The Other Side of Eden: Hunters, Farmers and the Shaping of the World.* Vancouver: Douglas & McIntyre. Chap. 4, "Words," 167–220.

Reo, Nicholas J., Sigvanna Meghan Topkok, Nicole Kanayurak, James N. Stanford, David A. Peterson, and Lindsay J. Whaley. 2019. "Environmental Change and Sustainability of Indigenous Languages in Northern Alaska." *Arctic* 72 (3): 215–28.

Week 10 (March 17): Indigenous Languages and Revitalization Continued

(FILM) Hutcheson, Neal, and Danica Cullinan, dirs. 2014. *First Language: The Race to Save Cherokee*. Produced by Walt Wolfram and the North Carolina Language and Life Project. North Carolina State University. Video, 56 min.
<https://www.youtube.com/watch?v=e9y8fDOLsO4>.

Fitzgerald, Colleen M. 2017. "Understanding Language Vitality and Reclamation as Resilience: A Framework for Language Endangerment and 'Loss.'" *Language* 93 (4): e280–e297.

Schwab-Cartas, Joshua. 2018. "Keeping Up with the Sun: Revitalizing Isthmus Zapotec and Ancestral Practices through Cellphilms." *Canadian Modern Language Review / La Revue canadienne des langues vivantes* 74 (3): 363–87.

McIvor, Onowa, A. Napoleon, and Kerissa M. D. 2009. "Language and Culture as Protective Factors for At-Risk Communities." *International Journal of Indigenous Health* 5 (1): 6–25.

Linguistic Landscape Project due online Sun Mar 22 at 11:59 p.m.

Week 11 (March 24): Colonialism, Globalization, Race and Racialization

Rosa, Jonathan, and Nelson Flores. 2017. "Unsettling Language and Race: Toward a Raciolinguistic Perspective." *Language in Society* 46 (5): 621–47.

Henry, Eric S. 2020. "The Otherness of Talk: Raciolinguistics and the White Foreign Body of English in China." *Anthropological Forum* 30 (4): 377–97.

Crump, Alison. 2014. "Introducing LangCrit: Critical Language and Race Theory." *Critical Inquiry in Language Studies* 11 (3): 207–24.

Rosa, Jonathan Daniel. 2016. "Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts." *Journal of Linguistic Anthropology* 26 (2): 162–83.

Week 12 (March 31): Course Wrap-up

Henry, Eric. 2021. “Narrating the Future Self: Strategic Stylisation and Cosmopolitan Stancetaking.” In *Unpacking Discourses on Chineseness: The Cultural Politics of Language and Identity in Globalizing China*, edited by Shuang Gao and Xuan Wang, 106–25. Bristol: Multilingual Matters.

Week 13 (April 7): Class will meet if needed

Final Take-Home due last day of exam period, Apr 23

Evaluation Details:

Class Participation: 30%

This breaks down into three parts:

Attending class meetings and contributing to the overall discussion: 10%.

Presenting one reading during the term. Some readings are longer than others. If you have a short reading, you may be asked to find additional content such as a short relevant video, for which you’ll offer some analysis. These presentations should be about 10-15 minutes: 10%

Writing a paragraph on a given topic in each class, to be submitted online.

Reflection: 20%

Students will submit a **personal reflection** (750-1000 words, 12-point font, double-spaced) on an issue discussed in class. Students should draw on the course readings and in-class materials but are not expected to conduct additional research. Rather than summarizing the texts, this assignment invites students to provide a critical analysis of the issues and present their own understanding of a linguistic issue in today globalized world. The format is open-ended: creativity is encouraged in this assignment so long as you engage meaningfully with the material. The reflection assignment is due online (in Brightspace) on **Friday February 13 at 11:59 p.m.**

Linguistic Landscape Project: 25%

The aim of this assignment is to **document and analyze an actual linguistic landscape of your choosing, in or near Ottawa.** For this assignment, we will use a broad, expanded definition of “linguistic landscape” to include how language, images

and other semiotic resources represent social, political, demographic, and national forces in a society and how they are used to convey meaning, identity, and social change. More details will be offered in class. **Due online Sunday Mar 22 at 11:59 p.m.**

Final Take-Home Exam: 25%

Details to be discussed in class, but this will consist of written responses (no multiple choice) to several questions relating to course material throughout the term. **Due online Thursday April 23 at 11:59 p.m.**

Late assignments will be subject to a 2.5% grade reduction per day except for pre-approved documented reasons (see below). I'm flexible about this, so long as you let me know in advance.

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/>

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 (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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, 2026** and **March 15, 2026** 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 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.

Generative Artificial Intelligence Tools (e.g. chatGPT):

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here or with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

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.

Statement on Student 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/>”

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
 - Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: for online or on-site service
<https://walkincounselling.com>

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 2026 – Important Dates and Deadlines

Date	Activity
WINTER TERM 2026	
December 29, 2025	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 5, 2026	University reopens.
	Winter term begins. Full winter and early winter classes begin.
January 9, 2026	Last day for registration and course changes (including auditing) in early winter courses.

Date	Activity
January 16, 2026	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 Graduate Studies will not be eligible to graduate in winter 2026 and must register for the winter 2026 term.
January 23-25, January 30- February 1, 2026	Full fall and late fall term deferred final examinations will be held.
January 31, 2026	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 1, 2026	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 6, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter 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 13, 2026	Last day of early winter classes.

Date	Activity
	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 16, 2026	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
February 16-20, 2026	Winter break, no classes.
February 21-22, February 28-March 1, 2026	Final examinations in early winter undergraduate courses will be held.
February 23, 2026	Late winter classes begin.
February 27, 2026	Last day for registration and course changes (including auditing) in late winter courses.
March 1, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate outside Canada or the United States.

Date	Activity
	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, Bachelor of Science in Nursing and Bachelor of Social Work degree programs for the fall/winter session.
	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 6, 2026	Last day to withdraw from late winter term courses with a full fee adjustment.
March 13-15, 2026	Early winter undergraduate deferred final examinations will be held.
March 15, 2026	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, 2026	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

Date	Activity
	the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	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 3, 2026	Statutory holiday. University closed.
April 8, 2026	Winter term ends.
	Classes follow a Friday schedule.
	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, late winter, and fall/winter courses.

Date	Activity
April 9-10, 2026	No classes or examinations take place.
April 11-23, 2026	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 23, 2026	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.
May 1, 2026	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 15-27, 2026	Full winter, late winter term, and fall/winter deferred final examinations will be held.
June 1, 2026	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due March 1.
June 15, 2026	Last day for receipt of applications for undergraduate degree program transfers for the fall term.