

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**ANTH 3005 A
2026 FALL
ETHNOGRAPHIC RESEARCH METHODS**

Instructor: Matthew Hawkins

Office Hours: Wednesdays 1:00pm – 2:30pm; Fridays 10:00am – 11:00am or by appointment Loeb A707

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[Brightspace course page link here](#)

Pre-requisites: ANTH 2001 [1.0] and third-year standing.

Method of Delivery: In-person Wednesdays 8:35am – 11:25am

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:

“Research methods” refers to the practices, skills, techniques, tools, etc. that are involved in the “doing” of research, a (somewhat) structured and guided process of creating knowledge in response to a question. For sociocultural anthropologists, “ethnographic research methods” refers to the wholistic combination of research practices that are intended to lead to a researcher’s meaningful and profound understanding of social and cultural phenomena at an interpersonal and human scale. While not unique to anthropology, many sociocultural anthropologists view ethnographic research methods as integral to the discipline, and often as critical components to how anthropologists contribute to knowledge and understanding. What count as “ethnographic research methods” is often variable and conditional on the research question and context of the research project. Thus appropriately designing and preparing your methods to your research question, while being prepared to innovate and improvise, is very important to the work of an anthropologist.

In this course, we will explore some of the significance of doing “ethnographic research” and practice skills that anthropologists use while doing ethnographic research. We will learn to think critically and ethically about how to do research. And we will learn about how research data transforms through the process of analysis. Whenever possible the learning will be activity and discussion based.

Your final assignment will be an opportunity to practice interviewing and analysis.

Learning Outcomes

- Understand the fundamentals of research design when preparing to do qualitative and ethnographic research, including the importance of preliminary research of secondary sources.
- Learn about and critically reflect on research ethics when doing ethnographic research, including responsibilities of the researcher to reflect on gendered, racial, and colonial power relations.

- Practice and apply research practices/methods integral to ethnographic research such as participant observation, interviews, digital ethnography, as well as be exposed to other research methods often used (archival research and surveys/questionnaires) in qualitative research design.
- Critically reflect on the shifting relationship between research methods and theoretical frameworks as you move through the research process into doing your analysis.

Assignments:

- Attendance and Participation – 20%

Your attendance grade will be composed of your physical presence in the classroom, as well as your active and engaged participation in the activities and conversations that will take place each week. You will be given a midterm update on your attendance and participation mark.

You can miss one class without penalty/impact on your attendance and participation grade, though you will be expected to complete in-class work in your Anthropologist's Notebook that you missed on your own time.

If you miss more than one class and it is for medical or significant personal reasons, please reach out to me as soon as possible for accommodations.

- Anthropologist's Notebook – 40%

You will complete mini-assignments in your "Ethnographic Notebook" that will include work completed in class, as well as independently. For each component of your notebook

Elements of your notebook will be written by hand, at times during classes in response to prompts and at others you will receive tasks to complete outside of class.

Each entry will be marked out of 20 on a 0.5 scale. 10 marks will be for the completion of the elements; 10 marks will relate to the sophistication and quality of the work completed. Criteria for marking will reflect each notebook's expected components.

If you miss a class when your Notebook is submitted for marking and feedback, you will have to reach out to me by email to receive the in-class activity and submit your Notebook at my office hours or use the Sociology and Anthropology Department drop box in the door to the administration office at B750 Loeb Building.

Topics in your Anthropologist's Notebook and due dates:

1. Reflexivity, positionality and ethnographic curiosity journal – due at the end of class **Sept 16.**
 - A short reflection based on prompts provided in class about you as a researcher and developing ethnographic researcher, as well as a reflection on the practice of "doing" ethnography, related to the assigned readings, based on a prompt given in-class.
2. Research design and thics – due at the end of class **Oct 14.**
 - Will include the certificate of completion of the [TCPS CORE-2022 Course on Research Ethics](#)
 - Research design activity and in-class reflection on ethics examples will be completed in class.
3. Observations and field-notes – due at the end of class **Nov 11.**
 - Two ethnographic field-note activities, one independently completed following class on sensory methods, and the other based on our out of class activity on Nov. 11.

4. Ethnographic data presented otherwise – due at the end of class **Nov 25**.

- A opportunity to present ethnographic data in a “multi-modal” or digital format and experiment with non-written ways of representation.

- Interview Project – 40% (take home)

Components Due: Oct 21, Nov 6, Dec 23

All work will be submitted through Brightspace.

You will conduct one 30-45 minute recorded interview and provide a transcript of your interview in your final submission. You will complete a written analysis of 1000 to 1500 words using four to eight academic sources to support your analysis of your interview.

Important steps:

- You should identify an appropriate person to interview by the end of class on **Oct 21**. If you miss this date, please send me an email.
- By **Nov 6** you will submit a short-annotated bibliography of four relevant sources and an interview guide for your semi-structured interview with a minimum of 8 and maximum of 12 questions (more is not necessarily better), including your introductory questions.
- Your final submission is due at the end of the semester on **Dec 23 at 11:59pm**.

Marking:

Your Interview Project will be marked out of 100. Identifying your interview subject, completing your annotated bibliography and question guide will be 15 marks of the 100 and will be marked solely based on completion. Late penalty will be *1 mark per day* late unless you make arrangements before the due date or have a medical reason.

Expectation for Learning Environment:

We all have different backgrounds and life experiences that provide different perspectives on issues and understandings about what is most important in our lives. Some topics in this class include explorations of how people have been politically and socially marginalized, excluded, and exploited based on their gender, sexuality, religion, economic class and through processes of colonization and racialization. My expectation is that we all work towards an inclusive classroom and society; this project requires all of us to think and act with care and be open to the possibilities of rethinking how our experiences should influence our own knowledge and actions with a goal of ending the ways in which people are marginalized, excluded, and exploited.

Use of Generative Artificial Intelligence (AI)

AI use in this course: Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor)
- Basic formatting and design suggestions (e.g., Microsoft Word’s formatting tools, PowerPoint Design editor)

Students may also have a few other limited uses for AI tools:

- AI assistance as a research tool to find relevant resources. AI tools however when accurate tend to cite the most common and recognized sources; developing your own ability to seek out sources is a key skill

of graduate school. Be aware that AI tools continue to incorrectly cite and may make-up citations. It is important that you download and read sources you are using, and to correctly cite your sources.

- AI tools may be helpful for creating summaries of readings, but such summaries are not a replacement for doing the reading yourself. For your own growth and success in the course, if you are using AI tools as reading aid, that you still complete the entire reading on your own.

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult me.

Reading(s)/Textbook(s):

Students are not required to purchase textbooks. All readings will be provided digitally through Brightspace. You will be provided with a basic notebook, but if you prefer a different style book you will purchase your own notebook.

Class Schedule:

*** readings may be updated. Any changes will be posted to Brightspace at least 2 weeks in advance ***

Sept 9 Week 1 – Introduction, self-reflection, curiosity and different ways of knowing

- No assigned readings this week

Sept 16 Week 2 – Ethnographic research methods as an idea and practice

- Alonso Bejarano, Carolina, Lucia López Juárez, Mirian A. Mijangos García, and Daniel M. Goldstein. 2019. "Colonial Anthropology and Its Alternatives," in *Decolonizing Ethnography: Undocumented Immigrants and New Directions in Social Science*. Duke University Press.
- Parreñas, Juno Salazar. 2023. "Ethnography after Anthropology: Become Moles, Not Mining Corporations." *American Ethnologist* 50 (3): 453–61. <https://doi.org/10.1111/amet.13201>.

Reflexivity, positionally and ethnographic curiosity journal due at the end of class.

Sept 23 Week 3 – Research design, the research question(s), and doing participant observation

- Bernard, H. Russell. 2018. "Preparing for Research." In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth edition. Rowman & Littlefield.
- Cerwonka, Allaine, and Liisa Helena Malkki. 2007. "Tradition and Improvisation in Ethnographic Field Research," In: *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. University of Chicago press.

Sept 30 Week 4 – Decolonizing "power" within research

- Smith, Linda Tuhiwai. 2021. "Chapter 7: Articulating an Indigenous Research Agenda," In *Decolonizing Methodologies: Research and Indigenous Peoples*. 3rd ed. Bloomsbury Academic & Professional.
- Alonso Bejarano, Carolina, Lucia López Juárez, Mirian A. Mijangos García, and Daniel M. Goldstein. 2019. "Undocumented Activist Theory and a Decolonial Methodology," in *Decolonizing Ethnography: Undocumented Immigrants and New Directions in Social Science*. Duke University Press.

Oct 7 Week 5 – The "field," "field-sites," and "fieldnotes" in Ethnography and

- Selections from Elliott, Denielle, and Matthew J. Wolf-Meyer, eds. 2024. *Naked Fieldnotes: A Rough Guide to Ethnographic Writing*. University of Minnesota Press.

Begin thinking about potential interview subjects.

Oct 14 Week 6 – Research Ethics

- Iphofen, Ron. 2021. “Research Ethics in Ethnography/Anthropology.” European Commission, July 5. https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/research-ethics-in-ethnography-anthropology_he_en.pdf.
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS:Core-2022) <https://tcps2core.ca/welcome>

Research design and ethics – due at the end of class.

Oct 21 Week 7 – Interviews, conversations, and life histories

- Mannik, Lynda, and Karen McGarry. 2017. “Connecting with Others: Interviewing, Conversations, and Life Histories.” In *Practicing Ethnography: A Student Guide to Method and Methodology*. University of Toronto Press.
- Bernard, H. Russell. 2018. “Interviewing 1: Unstructured and Semistructured” and “Interviewing II: Questionnaires,” in *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth edition. Rowman & Littlefield.

Update on your attendance and participation mark.

Interview subject due at 11:59pm through Brightspace.

Nov 4 Week 8 – Sensory methods

- Selections from Pink, Sarah. 2015. *Doing Sensory Ethnography*. 2nd edition. SAGE.

Annotated Bibliography and Interview Guide due Nov 6 at 11:59pm through Brightspace.

Nov 11 Week 9 – Ethnographic research activity off campus

- No assigned readings.

Observations and field-notes – due at the end of class

Nov 18 Week 10 – Multimodal and digital Ethnography

- Westmoreland, Mark R. 2022. “Multimodality: Reshaping Anthropology.” *Annual Review of Anthropology* 51 (1): 173–94. <https://doi.org/10.1146/annurev-anthro-121319-071409>.
- Explore “[Feral atlas: the more-than-human Anthropocene](#)” Tsing, Anna L., Deger, Jennifer, Keleman Saxena, Alder, and Zhou, Feifei (2020) *Feral atlas: the more-than-human Anthropocene*. [Creative Work]

Nov 25 Week 11 – Dealing with your data: “coding” and analysis

- Mannik, Lynda, and Karen McGarry. 2017. “Chp.6 After Fieldwork - Analyzing Data and Ch.7 Writing Up and the Politics of Representation.” In *Practicing Ethnography: A Student Guide to Method and Methodology*. University of Toronto Press.
- LeCompte, Margaret Diane, and Jean J. Schensul. 2010. “Data Analysis: How Ethnographers Make Sense of Their Data,” in *Designing & Conducting Ethnographic Research: An Introduction*. Second edition. The Ethnographer’s Toolkit 1. AltaMira Press.

Ethnographic data presented otherwise due at the end of class.

Dec 2 Week 12 – Ethnographic writing / Representation

- Pandian, Anand. 2019. "For the Humanity Yet to Come: Politics, Art, Fiction, Ethnography," in *A Possible Anthropology: Methods for Uneasy Times*. Duke University Press.

Dec 9 Week 13 – Conclusion and Final Project Workshop

Final interview project due Dec 23 at 11:59pm through 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/>

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 October/November examinations is **October 1, 2026** and **November 15, 2026** 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.

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 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/>.

Date	Activity
FALL TERM 2026	
August 31, 2026	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2026	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
September 7, 2026	Statutory holiday. University closed.
September 8, 2026	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 9, 2026	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 15, 2026	Last day for registration and course changes (including auditing) in early fall courses.
September 18-20, 2026	Full summer and late summer term deferred final examinations will be held.
September 22, 2026	Last day for registration and course changes (including auditing) in full

Date	Activity
	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 Graduate Studies will not be eligible to graduate in fall 2026 and must register for the fall 2026 term.
September 30, 2026	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2026	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 9, 2026	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 12, 2026	Statutory holiday. University closed.
October 15, 2026	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 16, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
October 23, 2026	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

Date	Activity
	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 26, 2026	Deadline for course outlines to be made available to students registered in late fall courses.
October 26-30, 2026	Fall break, no classes.
October 31- November 1, November 7-8, 2026	Final examinations in early fall undergraduate courses will be held.
November 2, 2026	Late fall classes begin.
November 13, 2026	Last day to withdraw from late fall term courses with a full fee adjustment.
November 15, 2026	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 20-22, 2026	Early fall undergraduate deferred final examinations will be held.
November 27, 2026	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).

Date	Activity
November 30, 2026	Last day for receipt of applications from potential winter (February) graduates.
December 4, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 11, 2026	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 12-23, 2026	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 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.

Date	Activity
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December 24, 2026 at noon through January 1, 2027 inclusive	University closed.
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