



The University of Western Ontario
INDIGENOUS STUDIES 2218-G
Contemporary Indigenous Issues Winter 2025

Office Hours: Mondays, 12pm -1:00pm via zoom or by appointment

I take this opportunity to welcome students to the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g., First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

Course Description:

Course Description: This course explores the critical challenges still faced by Indigenous peoples in Canada. The material covered will be timely and relevant, including legal and political mobilization; jurisdictional authority and self-determination; land rights and treaty relationships; the Truth and Reconciliation Commission; and the Missing and Murdered Indigenous Women and Girls inquiry.

Prerequisite(s): None.

Antirequisite(s): The former Anthropology 2218F/G

Learning Outcomes:

Students who successfully complete this course will be able to:

1. Apply critical thinking and analytical skills to representations of contemporary First Nations, Inuit and /Métis to understand how colonization has impacted and continues to impact, Indigenous communities in Canada.
2. Understand the origins of key contemporary issues and challenges faced by Indigenous peoples in Canada.
3. Identify and recognize unique contributions of Indigenous knowledge systems in society.
4. Understand how 'reconciliation' processes can address systemic barriers to Indigenous Peoples.
5. Deepen self-understanding of their own cultural identity and social power locations and the ways in which these inform their relationship to and agency in addressing the contemporary challenges experienced by Indigenous Peoples of Canada as a result of historic and ongoing colonization.

Required Text(s):

Simpson, L. (2011). *Dancing on our turtle’s back: Stories of Nishnaabeg re-creation, resurgence and a new emergence* / Leanne Simpson. Arbeiter Ring Pub.

Method of Evaluation: Evaluation Breakdown:

More information about the assessments will be provided in class and posted to the class site on OWL Brightspace.

Course expectations: This course is designated as blended and will offer both in-class and via zoom, although not simultaneously. **We will have in-person only classes, as well as designated weeks that will be online via zoom and/or asynchronous.** This means we will *not* be meeting in-person every week: there will be weeks you may join via zoom/ from home or do work on your own. When we have class in -person, you are expected to attend, as this will provide the opportunity for us to interact, share ideas, and learn from one another as a community. This critical exchange of ideas is an integral part of learning. Zoom instruction will only be offered on designated dates and/or if there is another public health/ or similar emergency. **I am unable to support online and in-person classes at the same time.** Readings and assignment information will be posted in OWL.

Course Assessments that Require Supporting Documentation Instructors are permitted to designate one assessment per course per term as requiring supporting documentation to receive academic consideration. For this course the following assessment has been designated as requiring supporting documentation: ***Final project: Meaning Making/ Essay Assignment, due 11:55pm EST, Friday, April 4th, 2025.***

Evaluation components	Assignment Schedule	Value
<p>In-class discussion activities: There are five discussion/ reflection activities embedded in this course to promote respectful sharing and discussion of content where you will engage in discussion with your peers, contribute your own ideas, reflections and questions.</p>	<p>In-class discussion activities will occur in-person/ online due at 11:55pm EST of class days for Weeks 2, 5, 7, 9 (optional 11).</p>	<p>4 activities valued at 5% (there will be one make-up activity offered per term in week 11) = 20%.</p>
<p>Meaning Making (Essay) assignment proposal: You have a choice to demonstrate understanding of course content for your final project: either through a creative “meaning making’ final project or an essay: you can choose. For either option, you will need to submit a proposal, either in written format or video, that addresses the following: a) what topics you will cover in your</p>	<p>Proposal due (video or written format) end of Week 4</p>	<p>5%</p>

final project; b) what will the result of your project be (original art piece, graphic novel, poetry, final essay, etc.); and c) Why are you choosing to do this? Why does it matter to you.	– Jan. 31st, 2025	
Story-telling assignment: Stories are powerful, compelling, and cultural ways of sharing information and effective ways of challenging public opinion on complex issues (Pappas 2021). This assignment asks students to write a story/ poem, op-ed, letter (250 words – 800 words, not including references) about a topic relevant to this course, do basic research and seek to bridge differences in opinion about this topic.	Story due end of Week 6 – Friday, February 14th, 2025.	20%
Oral presentation: You are asked to develop a way to visually showcase your storytelling assignment – this can be shared orally in class, alongside with some sort of visual representation. For example, you can create a slideshow or showcase/ visual presentation/ video. This will be to build the context/ visuals to accompany your story. You can also incorporate any feedback into this and edit as you see fit. Your peers will be asked to provide uplifting and constructive feedback on your presentation as well.	Oral presentations week 8, in class: Tuesday, March 4th, 2025.	15%
Final project: Meaning Making/ Essay Assignment: Your final project in the course is a meaning making assignment or traditional essay. I encourage you to demonstrate learning in a way that is self-expressive, immersive, and meaningful. Choose your own topic and approach – based on your proposal in Week 3 and build on skills learned in and outside the classroom. The goal is to bring your unique perspective and lived experience to course content. If you choose to do a different format than a conventional written essay, I require a 3-page written reflection on what you have learned from completing the project to accompany your completed work (or images of your completed work), as well as a biography of sources used (minimum of 3-5 unique sources beyond the required text/ course material). For essay formats, papers are to be 2000-2500 words in length based on your examination of a topic relevant to the course. The paper should demonstrate critical engagement with the course material and the core content of the paper should be both problem analysis and critical reflection. You must show a minimum of 3-5 scholarly sources beyond course material and follow a well-organized and clearly written paper.	Final project due end of Week 12 – Friday, April 4th, 2025.	40%
Grade Breakdown	Explanation	
90-100	Excellent. You have surpassed my expectations (rare).	
80-89	Very good. You have fulfilled my expectations.	
70-79	Good. Expectations are mostly fulfilled with weak areas.	
60-69	Satisfactory. There are problems such as confusing writing or expectations are not fulfilled.	
50-59	Less than satisfactory. There are major problems.	
<50	Unsatisfactory, Fail.	

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Academic Consideration for Course Components with Flexible Deadlines

This course has 5 in-class assignments with all 4 reflections counted towards your final grade. There will be one additional week that students can submit an assignment to offset any missed reflection. Academic consideration will not be granted for missed reflections. If students miss 1/5 reflections, the remaining 4 reflections will be used in the calculation of the final grade, and they can submit the week 11 catch-up assignment. If students miss greater than 2 reflections, they will receive a grade of zero on each missed reflection. This course employs flexible deadlines for assignments. The assignment deadlines can be found above in the course outline. For each assignment, students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without academic penalty. Should students submit their assessment beyond 72 hours past the deadline, a late penalty of 4% per day will be subtracted from the assessed grade. As flexible deadlines are used in this course, requests for academic consideration will not be granted, with the exception of the final project. If you have a long-term academic consideration or an accommodation for disability that allows greater flexibility than provided here, please reach out to your instructor at least one week prior to the posted deadline.

How to Contact Me:

You may contact me by email, but it may take up to 24 hours for a response on weekdays (e.g., Monday – Friday) or up to 48 hours for a response on weekends (e.g., Saturday – Sunday and stat holidays). If I cannot provide an immediate response, or if the matter is something that requires more time for discussion, I will direct you to meet with me during office hours, or via zoom. Please ensure that your emails are worded professionally and include the course number in the subject line (2218).

Office Hours: Monday's 12pm -1:00pm or by appointment

Important Policies

Policies for Assignment Deadlines:

All written assignments are to be submitted electronically to the instructor and are due on or before the date and time specified under “methods of evaluation” for each assignment. Extension of deadlines or alternate dates for tests will be granted only for documented illness or compassionate reasons. Workloads (i.e., other class work, projects, readings, employment) do not count as a reasonable excuse. Late submissions will be penalized at a rate of 5% per day, including papers submitted after a specified time. If your assignment is

submitted 5 days or more past the due date without sufficient grounds for lateness as specified above, it will be marked purely for your educational benefit. Your mark will not count towards your final grade for the course.

Assignment objectives and rubrics will be posted on OWL, as well as discussed in class. Should you have a concern regarding the grade you received for an assignment, you must wait 24 hours from the receipt of the grade (on OWL) to contact the instructor. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Methods for dealing with missed work and course content are at the discretion of the instructor(s). Students should be aware that some learning outcomes cannot be easily made up and may need to be completed in a subsequent year. Your instructor will provide you with further information as to how this applies within this course.

Contingency plan for an in-person class pivoting to 100% online learning. In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor. In the event that online learning is required, a stable v1 (2021.09.03) internet connection with working microphone and webcam will be required. As has been the case in the past, the decision to pivot to online learning will be made by Western, and not individual instructors or departments (excepting temporary online instruction in the event of instructor illness).

Absence from Course Commitments

Students must familiarize themselves with the Policy on Academic Consideration – [Undergraduate Students in First Entry Programs](#). Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper

referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policies on Examinations:

No electronic devices of any kind are allowed during tests and examinations.

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health @ Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Indigenous Services:

A link to Indigenous Initiatives can be found at <http://indigenous.uwo.ca> and the Indigenous Student Centre here: <http://indigenous.uwo.ca/students/about>

Writing Support Centre:

A link to the Writing Support Centre can be found at <http://www.sdc.uwo.ca/writing/>

Academic Consideration for Missed Work

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found [here](#). Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine the deadline. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

Course Schedule:**Course Schedule: Contemporary Indigenous Issues (IS 2218G)**

Date and week	Themes and instructor(s)	Assignments and due dates
January 7 th : Week 1	Introduction to the course and creating community: Introducing the tensions, where are we at? Sharing Circle 1.	None; reading as assigned.
January 14 th : Week 2	Contemporary Challenges	1 st in-class discussion activity (5%)
January 21 st : Week 3	Indigenous Peoples in Canada: Relationships with the Land and acts of environmental dispossession. Sharing Circle 2: positionality.	
January 28 th : Week 4	Class online via zoom: The power of Storytelling: Our families, children and women, gender-diverse peoples.	MM Proposal due (video or written format) and submitted by Friday January 28th at 11:55pm EST. (5%)
February 4 th : Week 5	Sharing Circle 3: MMIWG2S – Reclaiming Power and Place.	2 nd in-class discussion activity (5%)
February 11 th : Week 6	Class online and asynchronous: Indigenous Health and healthcare environments.	Story-telling assignment due end of Week 6 on Friday, Feb. 14th at 11:55pm EST. (20%)
February 18 th -----No class ----- Reading Week -----		
February 25 th : Week 7	Online class via zoom: Guest Lecture Virtual Sharing Circle 4.	3 rd discussion activity to be held online (5%). Story-telling oral presentation visuals/ showcase deck due beginning of Week 8 on Monday, March 3rd by 11:55pm (15%).
March 4 th : Week 8	Student Storytelling presentation/ showcase.	In class student story-telling oral presentation visuals/ showcase deck due beginning of Week 8 on Monday, March 3rd by 11:55pm (15%).
March 11 th : Week 9	The Natural World and Waters. Sharing Circle 5.	4 th in-class discussion activity (5%).
March 18 th : Week 10	Class online: Self-determination and Indigenous-led research.	
March 25 th : Week 11	The art of reconciliation – Environmental Repossession.	Make-up assignment: online discussion board/ activity (5%).
April 1 st : Week 12	Sharing Circle 6: braiding it all together.	Final Project due Friday, April 4th at 11:55pm EST. (40%)

Contemporary Indigenous Issues (IS 2218 G)

Date and week: Tuesdays	Themes and instructor(s)
January 7 th : Week 1	<p>Introduction to the Course and Creating Community. <i>In-person only.</i></p> <p><u>Required readings:</u> Syllabus/ course outline. <i>Assignments: none</i></p>
January 14 th : Week 2	<p>Contemporary Challenges. <i>In-person only.</i></p> <p><u>Required Readings:</u> Simpson. Leanne Betasamosake (2011). Dancing On Our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence. Chapters 1 and 2. Arbeiter Ring Publishing.</p> <p>Why every Canadian should watch Rhymes for Young Ghouls CBC News</p> <p>In Class presentation: Rhymes for Young Ghouls ****<i>Trigger Warning: Forced Assimilation, Violence Against Children</i>****</p> <p><i>Assignment: 1st in-class discussion activity (5%) due by Tuesday, Sept.14th @ 11:55pm</i></p>
January 21 st : Week 3	<p>Indigenous Peoples in Canada: Relationships with the Land and acts of environmental dispossession. <i>In-person only</i></p> <p>Activity - Sharing Circle 2: positionality.</p> <p><u>Required Readings:</u> The Myth of Progress from Vowel, C. (2016). Indigenous writes: A guide to First Nations, Métis, and Inuit issues in Canada. Portage & Main Press. Copyright © 2016. Portage & Main Press.</p> <p><i>Assignments: none.</i></p>
January 28 th : Week 4	<p><u>Class online via zoom:</u> The power of Storytelling: Our families, children and women, gender-diverse peoples.</p> <p><u>Required Readings:</u> Simpson. Leanne Betasamosake (2011). Dancing On Our Turtle's Back : Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence. Chapters 3, 4 and 5. Arbeiter Ring Publishing.</p> <p><i>Assignment: MM Proposals Due FRIDAY, January 31st, 11:55pm (5%)</i></p>
February 4 th : Week 5	<p>Missing and Murdered Indigenous Women, Girls and 2SQTIP in Canada: Sharing Circle 3. <i>In-person only</i></p>

	<p><u>Required Readings:</u></p> <p>Chartrand, V. (2022), "Power and Place: Mapping Indigenous Grassroots Organizing and Mobilizing for the MMIWG2S+ People", Silva, D.M.D. and Deflem, M. (Ed.) <i>Diversity in Criminology and Criminal Justice Studies (Sociology of Crime, Law and Deviance, Vol. 27)</i>, Emerald Publishing Limited, Leeds, pp. 83-98. https://doi.org/10.1108/S1521-613620220000027006</p> <p>Forever Loved: Exposing the Hidden Crisis of Missing and Murdered Indigenous Women and Girls in Canada, edited by Memee Lavell-Harvard, and Jennifer Brant, Demeter Press, 2016.</p> <p><i>Assignments: 2nd in-class discussion activity (5%) due Tuesday, February 4th @ 11:55pm EST</i></p>
February 11 th : Week 6	<p><i>Class online and asynchronous: Indigenous Health and healthcare environments.</i></p> <p><u>Required Readings:</u></p> <p>The relatedness of people, land, and health: stories from Anishinabe elders / Chantelle Richmond in <i>Determinants of Indigenous Peoples' Health in Canada</i> edited by Margo Greenwood, et al., Canadian Scholars, 2018.</p> <p>Teegee, M., and de Leeuw, S. (2022). Damaged, Not Broken: An interview about white settler violence and Indigenous health in <i>Indigenous Health in Canada and Beyond</i>.</p> <p><i>Assignments: Story-telling assignment due end of Week 6 on Tuesday, Feb. 11th at 11:55pm EST. (20%)</i></p>
February 18 th : No Class	<i>Reading Week at Western</i>
February 25 th : Week 7.	<p><i>Online class via zoom: Guest Lecture.</i></p> <p>Required Reading: Indigenous refusals in educational leadership practices in Canadian universities. Brunette-Debassige, C. (2023). <i>AlterNative</i>, Vol. 19(2) 377–386. Sage Pub.</p> <p><i>Assignments: 3rd in-class discussion activity (5%) due February 25th @ 11:55pm EST.</i></p> <p><i>Assignments: Story-telling assignment oral presentation/ visual showcase slides due beginning of Week 8: Monday, March 3rd at 11:55pm.</i></p>
March 4 th : Week 8	<p>Student Storytelling oral presentation/ showcase – <i>in person only (15%)</i></p> <p><u>Required Readings:</u> the 7 Grandfather Teachings and Tips for successful oral presentations.</p> <p><i>Assignments: None</i></p>

<p>March 11th: Week 9</p>	<p>The Natural World and Waters: Sharing Circle 5. <i>In person only.</i></p> <p><u>Required Readings:</u> Introduction: Rethinking Determinants of Indigenous Peoples' Health in Canada, de Leeuw, Lindsay and Greenwood in Determinants of Indigenous Peoples' Health in Canada edited by Margo Greenwood, et al., Canadian Scholars, 2018.</p> <p>Simpson. Leanne Betasamosake (2011). Dancing On Our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence. Chapter 6. Arbeiter Ring Publishing.</p> <p><i>Assignments: 4th in-class discussion activity (5%) due Tuesday, March 11th @ 11:55pm EST.</i></p>
<p>March 18th: Week 10</p>	<p><i>Class online via zoom: Self-determination and Indigenous-led research.</i></p> <p><u>Required Readings:</u></p> <p><u>Required Readings:</u> Sloan Morgan, V., & Castleden, H. (2019). "Our Journey, Our Choice, Our Future": Huu-ay-aht First Nations' Self-Government enacted through the Maa-nulth Treaty with British Columbia and Canada. <i>Antipode</i>, 51(4):1340–1364.</p> <p>Coulthard, Glen (2010). "Place Against Empire: Understanding Indigenous Anti-Colonialism," <i>Affinities: A Journal of Radical Theory, Culture, and Action</i> 4(2): 79-83.</p> <p><i>Assignments: none.</i></p>
<p>March 25th: Week 11</p>	<p>The art of reconciliation – Environmental Repossession <i>In person only.</i></p> <p><u>Required Readings:</u> Ambtman-Smith, V., and Richmond, C., (2020): Institutional Environmental Repossession. <i>TIJIH</i> 1(1). https://jps.library.utoronto.ca/index.php/tijih/article/view/34239/26722</p> <p>Richmond, C.R. (2021). Special Introduction: The Geographies of Indigenous Health.</p> <p>Video presentation: Gifts from the Elders.</p> <p><i>Assignments: Optional reflection/ catch-up assignment (5%) due Tuesday, March 25th at 11:55pm.</i></p>
<p>April 1st: Week 12</p>	<p>Sharing Circle 6: braiding it all together. LAST CLASS <i>In person only.</i></p> <p><u>Required Readings:</u> Simpson. Leanne Betasamosake (2011). Dancing On Our Turtle's Back : Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence. Chapters: 7 and 8. Arbeiter Ring Publishing.</p> <p><i>Assignments: Final Project/ paper due Friday, April 4th at 11:55pm EST. (40%)</i></p>

Course Schedule and Readings: Note: The schedule may be subject to change. If there are any changes, we will discuss them in class first. We may not discuss or cover all readings in class; however, they are intended to give

added context to what is discussed. All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Important Dates

January 6: Classes resume

January 14: Last day to add or drop a second-term half (0.5) course or a second-term full (1.0) course. Courses dropped by this date will not appear on the transcript. Courses dropped after this date will appear on a transcript with a grade of 'WDN' (withdrawn, without academic penalty)

January 15: Deadline to declare a Discovery Credit for a Fall (first-term) course

January 22: Deadline to apply for February In Absentia Convocation

January 31: Deadline to apply for relief against a final grade in a Fall/Winter first-term course

February 1: Last day to drop to part time status or identify as a "per course" student

February 15-23: Spring Reading Week

February 17: Family Day

March 31: Last day to withdraw from a second-term half (0.5) course, or a second-term full (1.0) course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F.' [*Note: deadline extended from Sunday, March 30, 2025]

April 5-6: Study Days

April 7-30: Final examination period

April 18: Good Friday

April 20: Easter Sunday

April 28: Winter 2025 term ends

April 30: Deadline for applications for graduation in Spring Convocation

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