

COURSE OUTLINE

ANT3131: Economic Anthropology (Living in the Material World) **Prof. Deborah Sick** **Fall 2015**

Class schedule: Thurs: 14h30-17h30 Office hours: Mon. 10:30-12:30 or by appointment E-mail: dsick@uottawa.ca	Location: SMD 222 Office: FSS 10021 Tel.: (613) 562-5800 ext. 2522
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Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

Virtual Campus: Yes. Course website is available via BlackBoard Learn. Here you will find copies of course syllabus, assignment guidelines, video links, and additional readings. Please check regularly for updates and announcements. Questions regarding clarification of lecture and reading materials and assignments should be posted on the BlackBoard Learn Discussion Board. This way all students can benefit from the answers.

OFFICIAL COURSE DESCRIPTION

Analysis and comparison of economic relations in different social and cultural contexts. Critique of the relationship between economic and social systems with the aim of understanding the economy as a domain of representations and practices integrated into webs of social relations, power relations, and symbolic systems.

GENERAL COURSE OBJECTIVES

The central concern of economic anthropology is to understand better the complex nature of socio-economic systems. While we will need to be familiar with some basic economic principles, this is not an economics course for social science students. In this course, students will critically examine: the variety of human socio-economic systems and factors which shape them; the major theoretical foundations and debates regarding human 'economic' behaviours, i.e. how and why people think about the world of 'goods' and how these 'goods' fit into our lives. With that understanding, we can then examine the practical and policy implications of globalization and economic change on the material well-being of peoples in diverse contemporary societies.

Through case studies and cross-cultural comparisons, students will learn about the range of variation in how human societies deal with the production/procurement, distribution/exchange, and consumption of various types of 'goods of value,' and the relationship between these practices and the socio-cultural and environmental systems in which these are embedded. This includes understanding: how 'value' is defined, as well as the various factors shaping individual and collective decisions regarding how and why resources such as land, labour, capital, social networks etc. are allocated and used and the systems through which goods are distributed and/or exchanged.

Throughout the course, we will approach the study of socio-economic systems from a variety of analytical levels (from individuals and households to regional, state, and global systems) in order to better understand the interplay among various systems and the ways in which people respond to the diverse forces which shape our understanding and use of 'goods'

SPECIFIC COURSE OBJECTIVES

Through lectures, course readings, class and small-group discussions and the analysis of selected anthropological case studies students will develop:

- a familiarity with the diversity of systems of production, distribution, and consumption found throughout the world;
- an understanding of the ways in which 'economic' behaviours relate to socio-cultural, political, and ecological factors
- an understanding of major theoretical foundations, analytical perspectives, and debates within economic anthropology, in particular questions regarding the application of conventional economic theory to non-industrial societies.
- critical thinking skills regarding contemporary economic practices and policies
- critical reading, writing, and research skills
- Listening, comprehension, and speaking skills

TEACHING METHODS

This is primarily a lecture course with occasional small discussion-group work. While I will present material directly to you, I like to use the Socratic method in which I will ask students (often provocative) questions regarding reading and lecture materials in order to: 1) to stimulate creative thinking and 2) see how well you are understanding the material and pace the class accordingly. There are no right/wrong answers in this type of classroom exchange.

NOTE: Not all material from the required readings will be covered directly in class. Except for readings marked by [], you will be expected to know the material whether covered in class or not, so be prepared to ask questions if you did not understand a reading.

Laptops and other devices are permitted for *note taking only*. The use of electronic devices for other purposes is not allowed as it is distracting to others in the class. Audio/video recording of lectures is prohibited, unless expressly and previously authorized by the instructor.

Student Requirements. All students are expected to:

- **Attend classes.** It is *your* responsibility to attend all classes so that you can understand material presented in the lectures, films, and readings. Late arrivals and early departures are disruptive. Please avoid them!
Do *not* ask me to send you lecture notes for classes missed. If you have an excused absence due to illness, make arrangements to get notes from a class mate (the BlackBoard Discussion board is useful for this if you do not have a friend in class). If you then need further clarification of material, make an appointment to see me during office hours.
- **Listen carefully** to lectures and classroom discussion. Listening carefully and asking questions of clarification is an important skill for anthropologists (and others). One of the objectives of this course is to help develop this skill. Thus, lecture outlines and slides *will not* be posted online.
- **Read the assigned material *before*** the class indicated on the Reading Schedule. There will be approximately 45-50 pages of reading /week. You are expected to *bring copies of each week's assigned readings to class*.
- **Complete assignments** and submit on time. All assignments are due at the beginning of class on date due. Assignments *will not be accepted by e-mail* unless previously agreed upon by the professor. If you are ill the day an assignment is due, you may submit electronically to show that the assignment was completed on time, but a *hard copy* is also required, along with a valid written excuse. Assignments not handed in directly to me should be put in the "Student Work" box in the hallway by the Sociology/Anthropology office. Do NOT slip papers under my office door.
- **Submit original** work. (see UO policies on plagiarism)

- **Complete *all* exams and assignments.** Failure to do so will result in a mark of INC (= F).

REQUIRED TEXTBOOKS.

- **Course Pack of Additional Required Readings** (available at Ryttec Printing 404 Dalhousie Street - Ottawa (613-241-2679))

Highly Recommended

- Wilk, R. and L. Cliggett (2007). *Economies & Cultures: Foundations of Economic Anthropology*, 2nd edition. Westview Press.

ASSESSMENT METHODS

Components of Final Mark		
Evaluation format	Points (weight)	Date Due
Pop Readings Quizzes (4 of 6)	40 pts (10%)	17 Sept -3 Dec. (random)
Mid-Term Exam	120 pts (30%)	Oct. 22
Mini Research Paper	100 pts (25%)	Dec. 3
Final exam (24-hour take-home)	140 pts (35%)	TBA: Dec. 10-22
Total	400 pts (100%)	

Pop Reading Quizzes. In order to ‘encourage’ better reading and listening practices and so that I can gauge how well students are grasping material, between Sept 17-Dec.3, six brief (5 minute) in-class quizzes will be given. These will consist of 1-2 very short questions (requiring 2-3 sentence answers) -- regarding key points of one of the readings from the Course Reading Pack for that day (e.g. what was the central theme/argument of a reading? What were the key questions the author was trying to answer/explore, i.e. what motivated the author’s research? What evidence/research does the author draw on?) If you have read the articles – even if you didn’t understand everything – you should not have trouble with the quizzes. Quizzes may be given at the beginning, middle or end of class.

There are **no** provisions to make-up quizzes missed, for whatever reason. Because there are six quizzes throughout the term and only four are required, if you miss one because you are ill or arrive late/leave early, it is not the end of the world; you simply forgo the mark for the quiz that day.

Quizzes will be written in exam booklets provided to you at the beginning of the term. It is your responsibility to **remember to bring your booklet to every class**. Each quiz is worth 10 points. Two points will be deducted from your quiz, should you not have your booklet!

Mini-Research Paper. Each student will write a short (5 page; 1500 word) research paper, based on a research topic stemming directly from at least one course reading and incorporating **at least five peer-reviewed** articles/books. (Note: This may mean glancing ahead a bit at readings that you find interesting, but not yet covered in class.) All topics must be approved in advance by the instructor.

Guidelines for the Research paper will be discussed in class and posted on the course website within the first month of class.

Exams. There will be one mid-term and a final exam. Final exam will cover primarily material from the second part of the course, but will contain some comprehensive questions in which students will be asked to draw on material from throughout the course. Exams will be a combination of short answer and short essay type questions.

PROJECTED SCHEDULE OF TOPICS AND READINGS

* Course Pack Reading

[students responsible *only for lecture material* drawn from these chapters]

DATE	TOPIC	REQUIRED READINGS
Theoretical Foundations		
Sept 10	<ul style="list-style-type: none"> • Introduction to Course and field of economic anthropology; range & applications • Review of fundamentals of subsistence & economic systems 	
Sept 17	<ul style="list-style-type: none"> • Culture & Economy 	<ul style="list-style-type: none"> • Harris (2010) • Bossen et al. (2011)
Sept 24	<ul style="list-style-type: none"> • The Formalist-Substantivist Debate & beyond • Key models of Human Behaviour and Economic Systems 	<ul style="list-style-type: none"> • W& C. Ch 1-2 • [W&C Ch. 3-5]
Oct. 1	Valuing Goods: <ul style="list-style-type: none"> • Gifts, Reciprocity & Redistribution • Commodities and Market Exchange • Consumption 	<ul style="list-style-type: none"> • W& C Ch. 6 • Ferreira (2002) • Farbotko & Head (2013)
Oct 8	Money and Media of Exchange	<ul style="list-style-type: none"> • Dalton (1965) • Saul (2004)
Livelihoods: Local and Global Dimensions		
Oct 15	Households as Production Units <ul style="list-style-type: none"> • Culture, Ethnicity, and Gender Issues 	<ul style="list-style-type: none"> • Cheal (1989) • Clark (1989)
Oct 22	<ul style="list-style-type: none"> • Mid-Term Exam Workshop on Research papers	
Oct 29	Reading Week: No Class	
Nov 5	<ul style="list-style-type: none"> • Petty Commodity Production; Entrepreneurship • Industrialization & Wage Labour <i>Due: Research Topic</i>	<ul style="list-style-type: none"> • Gao (2011) • Theil (2010)
Nov 12	Informal Economy	<ul style="list-style-type: none"> • Zolniski (2010) • Overa (2007)
Nov 19	Global Dimensions of Livelihoods <ul style="list-style-type: none"> • Commodity Production, Trade, & Markets 	<ul style="list-style-type: none"> • Walsh (2004) • Turner (2007)
Nov. 26	<ul style="list-style-type: none"> • Insecurity and Risk Management • Migration 	<ul style="list-style-type: none"> • Ramisch (2014) • Cliggett (2003)
Dec 3	Third Wave & New Social Economy Final Discussion and Exam Prep <i>Due: Research Paper</i>	<ul style="list-style-type: none"> • Rajak (2009) • Dolan, C. (2009)

BIBLIOGRAPHY

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- Clark, G. (1989) 'Separation between Trading and Home for Asante Women in Kumasi Central Market, Ghana.' In *The Household Economy: Reconsidering the Domestic Mode of Production*, R. Wilk (ed). Boulder: Westview Press. Pp. 91-118.
- Cliggett, L. (2003) Gift Remitting and Alliance Building in Zambian Modernity: Old Answers to Modern Problems. *American Anthropologist* 105(3): 543-52.
- Dolan, C. (2009) "Virtue at the Checkout Till: Salvation Economics in Kenyan Flower Fields." In *Economics and Morality: Anthropological Approaches*, K. Browne and L. Milgram (eds). Lanham, Md: AltaMira Press. Pp. 167-85.
- Farbotko, C. & L. Head (2013) Gifts, Sustainable Consumption and Giving Up Green Anxieties at Christmas. *Geoforum* 50: 88-96.
- Ferreira, M (2002) 'When 1+1 \neq 2: Making Mathematics in Central Brazil' In *Contemporary Cultures and Societies of Latin America*, 3rd ed. D. Heath, ed. Pp 453-466.
- Harris, M. (2010) "Sacred Cows in India: The Myth of the Sacred Cow." In *Paradigms for Anthropology: An Ethnographic Reader*, E. P. Durrenberger & S. Erem, (eds). Oxford University Press. Pp. 76-80.
- Gao, C. (2011). The Economic Implications of Kinship: Small Entrepreneurs in Guangzhou Garment Industry. *International Journal of Business Anthropology* 2(2): 91-101.
- Overa, R. (2007) "When Men Do Women's Work: Structural Adjustment, Unemployment and Changing Gender Relations in the Informal Economy of Accra, Ghana." *Journal of Modern African Studies* 45(4): 539-63.
- Rajak, D. (2009) "'I Am the Conscience of the Company': Responsibility and the Gift in a Transnational Mining Corporation." In *Economics and Morality: Anthropological Approaches*, K. Browne and L. Milgram (eds). Lanham, Md: AltaMira Press. Pp. 211-231.
- Ramisch, J. (2014) "'We Will Not Farm Like Our Fathers Did': Multi-locational Livelihoods, Cellphones, and the Continuing Challenge of Rural Development in Western Kenya.' In *Rural Livelihoods, Regional Economies, and Processes of Change*, D. Sick (ed). London and New York: Routledge. Pp. 10-35).
- Theil, D. (2010) Contacts and Contracts: Economic Embeddedness and Ethnic Stratification in London's Construction Market. *Ethnography* 11(3): 443-471.
- Turner, S. (2007). Trading Old Textiles: the Selective Diversification of Highland Livelihoods in Northern Vietnam. *Human Organization* 66(4): 389-404.
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- Zolniski, C. (2010) "Economists' Blind Spots: Field Stories of the Informal Economy among Mexican Immigrants in the Silicon Valley. In *Paradigms for Anthropology: An Ethnographic Reader*, E. P. Durrenberger & S. Erem, eds. Oxford University Press. Pp. 233-49.

ADDITIONAL RECOMMENDED READING

- Annis, S. (1987). *God and Production in a Guatemalan Town*. University of Texas Press.
- Appadurai A. 1986. *The Social Life of Things*. New York, Cambridge University Press. Introduction.
- Bestor T. 2004. *Tsukiji. The Fish Market at the Center of the World*. Berkeley, University of California Press.

- Bossen, L. (1989) "Women and Economic Institutions." In *Economic Anthropology*, S. Plattner (ed). Stanford: Stanford University Press. Pp. 318-350.
- Chibnik, M. (2003) *Crafting Tradition: The Making and Marketing of Oaxacan Wood Carvings*. University of Texas Press.
- Clark, G. (2003). *Gender at Work in Economic Life*. Alta Mira Press.
- (2010) Gender Fictions and Gender Tensions Involving "Traditional" Asante Market Women. *African Studies Quarterly* 11(2&3): 43-66.
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- Cross, J. & A. Street (2009) Anthropology at the Bottom of the Pyramid. *Anthropology Today* 25(4): 4-9.
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- Gregory, Chris (1997). *Savage Money: The Anthropology and Politics of Commodity Exchange*. Taylor & Francis.
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- Horan, J. (2011) "Tivaivai and Value in the Cook Islands Ritual Economy: The Creation of Value, Values, and Valuables in a Diasporic Community." In *Textile Economies: Power and Value from the Local to the Transnational*, W. Little and P. McAnany, eds. Lanham, MD: AltaMira Press. Pp. 57-76.
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POLICY ON ATTENDANCE, LATE SUBMISSIONS AND LANGUAGE QUALITY

Absences must be justified, and unauthorized late arrivals carry a penalty.

Absences from exams and the late submission of assignments must be supported by a medical certificate. See the University policy on this matter.

<http://www.uottawa.ca/governance/regulations.html#r36>

Absences for any other serious reason must be justified in writing to the professor or to the academic secretariats of the Faculty within **five business days** following the date of the exam or the assignment deadline. **The professor or the Faculty reserves the right to accept or refuse the reason put forward. Justifications such as travel, jobs or the misreading of the examination timetable are not acceptable.**

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

Late work must be accompanied by a *valid written excuse* (e.g. doctor's note or other) or it will be marked down at the rate of ½ mark/day late (i.e. a 'B+' paper will receive B if 1 day late). It is in your interest to contact me as soon as possible regarding the submission of late work and absences.

Writing. You will be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You will be penalized 5% to 10%, at the professor's discretion, for poor quality written work.

BE AWARE OF ACADEMIC FRAUD

Academic fraud consists of dishonest and wrongful acts on exams, tests or assignments, resulting in flawed grades and assessments. The University does not tolerate academic fraud, and anyone found guilty of this behaviour is liable to severe penalties.

Here are some examples of academic fraud:

- Plagiarizing or cheating in any way;
- Presenting falsified research data;
- Submitting an assignment of which you are not the sole author ;
- Presenting the same work from another course without written permission from the professors concerned.

With the development of the Internet these past years, it has become much easier to detect plagiarism. Indeed, given the powerful tools now at their disposal, your professors can, by typing a few simple words, readily trace the exact source of a text on the Web.

For more information on fraud and how to avoid it, you can refer to the Faculty web page, which offers tips to help you with your studies and the writing process for university-level projects at the following address:

<http://www.socialsciences.uottawa.ca/undergraduate/student-life-academic-resources>.

You can also refer to the Faculty web page for information on plagiarism in university assignments:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>.

Persons who commit or try to commit academic fraud, or who are accomplices in fraud, will be penalized. Here are some of the possible sanctions:

- a grade of **F** for the assignment or course in question;
- the imposition of three to 30 more credits as a condition of graduation;
- suspension or expulsion from their faculty.

To consult the regulation, go to: <http://www.uottawa.ca/governance/regulations.html#r72>.

RESOURCES FOR YOU

FACULTY MENTORING CENTRE - <http://www.sciencessociales.uottawa.ca/mentor/fra/>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where students stand academically, or how far along they are in completing their degree, the Mentoring Centre is there to help them continue on the path to success.

A student may choose to visit the Mentoring Centre for very different reasons: talking to older peers to gain insight into programs and services offered by the University, or to simply brush up on study skills (time management, note-taking, exam preparation, etc.).

In sum, at the Mentoring Centre, you can discuss all things academic and everything about life on campus with mentors who are social science students themselves and trained to answer all your questions.

*** ACADEMIC WRITING HELP CENTRE** - <http://www.sass.uottawa.ca/writing/>

The Academic Writing Help Centre provides free, individualized help and advice for writing academic assignments. With the help of our advisors, you learn to correct your errors, to write well independently, to improve your critical analysis and to sharpen your argumentation skills—everything you need to master the official language of your choice.

CAREER SERVICES - <http://www.sass.uottawa.ca/careers/>

This unit provides an array of career-development services and resources designed to help students identify and put forward the critical skills they need to enter the work force.

COUNSELLING-SERVICE - <http://www.sass.uottawa.ca/personnel>

There are many reasons to call on the Counseling Service, including:

- personal counselling
- career counseling
- study skills counseling

ACCESS SERVICE - <http://www.sass.uottawa.ca/acces/>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339
- online at <http://www.sass.uottawa.ca/access/registration/>
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself).
- final exams:
 - November 15 for the fall session
 - March 15 for the winter session
 - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

STUDENT RESOURCES CENTRE - <http://www.communitylife.uottawa.ca/en/resources.php>

These centres strive to meet all sorts of student needs.