

Carleton University
Department of Sociology and Anthropology
SOCI 4050A / ANTH 4050A / SOCI 5805G / HLTH 5702A

Ethical Issues in Health and Healthcare

FALL 2026

Method of Delivery: In-Person

Class Time:

Instructor: Dr. Carlos Novas

E-mail: _____

Office hours: By appointment or drop in

Please send me an email and we can arrange to meet in-person or over Zoom. I'm in my office on campus most days – please feel free to drop by.

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other, but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Description:

This course explores the intersection between ethics, healthcare, biomedicine, and Science and Technology Studies (STS). In this course we will explore a range of topics from the ethics of human enhancement, organ transplantation to environmental ethics. This course aims to explore through a range of interdisciplinary perspectives how advances in science, technology and biomedicine pose a range of challenging ethical and social issues.

Learning objectives:

- 1) Critically analyze advances in biomedicine from a sociological, anthropological, or STS perspective
- 2) Ability to critically review and comment on course texts and literature
- 3) Formulate an independent research project
- 4) Conduct research related to independent research project
- 5) Ability to communicate and present ideas to other class members

Required Texts:

There is no required textbook for this course. All readings will be provided for this course through links to essential course texts on Brightspace.

Assignments:**Seminar participation: 20%**

To ensure the success of the seminar, students should attend every class and actively contribute to seminar discussions. Students should come prepared to each seminar by reading all the required texts prior to attending class.

As part of seminar participation, students will be required to read the weekly reading reports prepared by other members of the class. You should be prepared to discuss your weekly reading report and to discuss topics or issues raised in reading reports of fellow classmates. Attendance will be taken each class.

Weekly Reading Reports: 30% (5 x 6%)

N.B. If you do not attend class for the week in which you submit a reading report, your reading report will not be graded

For each class, students will be required to prepare a brief reading report (approximately 1 page) on the week's set of readings (i.e., you are NOT expected to write a report for each article). Out of ten (10) possible weeks, you must submit a minimum of five (5) reports. The top five 5 grades will count towards your final grade.

The reading reports should be posted on Brightspace the **SUNDAY** before the seminar since they will form the basis of our weekly discussion and debate. A bulletin board on Brightspace will be set up to facilitate this exchange of ideas. You should read the reports of your fellow classmates and be prepared for comment/critique.

In your reading report, please include some of the following. Please don't treat the following list as a checklist. You should write your reading report in paragraph style, and it should be conversational in tone.

- One to two 'reactions' – What did you think of the articles? What struck you the most about the readings?
- One to two 'keepers' – What were the key ideas worth remembering and making note of? What did you take away the most from the readings?
- One to two 'questions' – What quibbles, questions or criticisms did you have for the author(s)?
- One 'so what' – Why does the topic matter? How does it contribute to our understanding of ethical and social issues related to biomedicine?
- What is your position in relation to some of the issues, topics or debates mentioned in the articles?

Research Proposal: 15%

In preparation for the final research project students are required to submit a proposal (no more than 1,000-1250 words, (1500-1800 words MA students) not including bibliography) related to their research project. The project proposal should provide a brief description of a biomedical issue that the student wishes to study. The proposal should then go on to explain the sociological or anthropological significance of the topic selected to be examined. Lastly, the proposal should describe some of the resources the student will use to conduct research on their chosen topic.

Review essay: 35%

As part of the course requirements, students are required to submit a review essay. This paper should focus on a biomedical issue from a sociological/anthropological perspective. Students should choose topics related to course themes and that are relevant to their current and future research interests. The review essay should be around 3000 to 3500 words in length, not including bibliography and references. MA students 4500 - 5000 words

DEADLINES AND RETURN OF STUDENT'S WORK

Seminar Participation	N/A
Weekly Reading Reports	Sunday before midnight
Proposal	November 6, 2026
Research paper:	December 11, 2026

All deadlines are firm and are included in the course schedule below. Written work is to be submitted on Brightspace.

Late submissions will be penalized 3% every day. No submissions will be accepted or graded after the last day of term, December 5, 2025.

Citation Style

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Course Requirements & Methods of Evaluation:

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

COURSE SCHEDULE

Week 1: September 14

Course Introduction

This class will focus on getting to know one another, sharing our research interests, and doing a few icebreaker exercises to enable us to start creating a positive learning environment.

Week 2: September 21

Sociology, Bioethics and STS

De Vries, Raymond. 2004. "How Can We Help? From 'Sociology in' to 'Sociology of' Bioethics." *The Journal of Law, Medicine & Ethics* 32(2):279–92. doi: [10.1111/j.1748-720x.2004.tb00475.x](https://doi.org/10.1111/j.1748-720x.2004.tb00475.x)

Gordon, Elisa J. 2004. "Bioethics: Contemporary Anthropological Approaches." *Encyclopedia of Medical Anthropology* 20:73–86. https://link.springer.com/content/pdf/10.1007/0-387-29905-X_9.pdf

Latour, Bruno. 2004. "Why Has Critique Run out of Steam? From Matters of Fact to Matters of Concern." *Critical Inquiry* 30(2):225–48. doi: [10.1086/421123](https://doi.org/10.1086/421123).

Week 3: September 28

Troubling Informed Consent

Hoeyer, Klaus, and Linda F. Hogle. 2014. "Informed Consent: The Politics of Intent and Practice in Medical Research Ethics*." *Annual Review of Anthropology* 43(Volume 43, 2014):347–62. doi: [10.1146/annurev-anthro-102313-030413](https://doi.org/10.1146/annurev-anthro-102313-030413).

Benjamin, Ruha. 2016. "Informed Refusal: Toward a Justice-Based Bioethics." *Science, Technology, & Human Values* 41(6):967–90. doi: [10.1177/0162243916656059](https://doi.org/10.1177/0162243916656059).

Tuck, E., & Yang, K. W. (2014). Unbecoming Claims: Pedagogies of Refusal in Qualitative Research. *Qualitative Inquiry*, 20(6), 811–818. <https://doi.org/10.1177/1077800414530265>

Supplementary:

Reardon, Jenny, and Kim TallBear. 2012. "'Your DNA Is Our History': Genomics, Anthropology, and the Construction of Whiteness as Property." *Current Anthropology* 53(S5): S233–45. doi: [10.1086/662629](https://doi.org/10.1086/662629).

Week 4: October 5

Ethics of Care

Martin, Aryn, Natasha Myers, and Ana Viseu. 2015. "The Politics of Care in Technoscience." *Social Studies of Science* 45(5):625–41. doi: [10.1177/0306312715602073](https://doi.org/10.1177/0306312715602073).

de la Bellacasa, Maria Puig. 2011. "Matters of Care in Technoscience: Assembling Neglected Things." *Social Studies of Science* 41(1):85–106. doi: [10.1177/0306312710380301](https://doi.org/10.1177/0306312710380301).

Krzywoszynska, Anna. 2019. "Caring for Soil Life in the Anthropocene: The Role of Attentiveness in More-than-Human Ethics." *Transactions of the Institute of British Geographers* 44(4):661–75. doi: [10.1111/tran.12293](https://doi.org/10.1111/tran.12293).

October 12

Thanksgiving: No Class

Week 5: October 19

Therapy or Enhancement?

Kass LR. Ageless bodies, happy souls: biotechnology and the pursuit of perfection. New Atlantis. 2003 Spring;(1):9-28. PMID: 15584192. (<https://www.thenewatlantis.com/publications/ageless-bodies-happy-souls>)

More, Max. 2013. "The Philosophy of Transhumanism." In *The Transhumanist Reader*, edited by Max More and Natasha Vita-More. <https://doi.org/10.1002/9781118555927.ch1>.

Petersen, Margit Anne, Lotte Stig Nørgaard, and Janine M. Traulsen. 2015. "Pursuing Pleasures of Productivity: University Students' Use of Prescription Stimulants for Enhancement and the Moral Uncertainty of Making Work Fun." *Culture, Medicine, and Psychiatry* 39 (4): 665–79. <https://doi.org/10.1007/s11013-015-9457-4>.

OR

Edmonds, Alexander, and Emilia Sanabria. 2014. "Medical Borderlands: Engineering the Body with Plastic Surgery and Hormonal Therapies in Brazil." *Anthropology & Medicine* 21(2):202–16. doi: [10.1080/13648470.2014.918933](https://doi.org/10.1080/13648470.2014.918933).

October 26

Reading Week: No Class

Week 6: November 2

The Quantified Self

Schüll, Natasha Dow. 2016. "Data for Life: Wearable Technology and the Design of Self-Care." *BioSocieties* 11 (3): 317–33. <https://doi.org/10.1057/biosoc.2015.47>.

Ruckenstein, M. Visualized and Interacted Life: Personal Analytics and Engagements with Data Doubles. *Societies* 2014, 4, 68-84. <https://doi.org/10.3390/soc4010068>

Lupton, D. (2014). Quantified sex: a critical analysis of sexual and reproductive self-tracking using apps. *Culture, Health & Sexuality*, 17(4), 440–453. <https://doi-org.proxy.library.carleton.ca/10.1080/13691058.2014.920528>

Week 7: November 9

Disability and Technoscience

Fritsch, Kelly. 2019. "Ramping Up Canadian Disability Culture." In *The Spaces and Places of Canadian Popular Culture*, edited by Victoria Kannen and Neil Shyminsky.

Horrocks, Stephen. 2019. "Materializing Datafied Body Doubles: Insulin Pumps, Blood Glucose Testing, and the Production of Usable Bodies." *Catalyst: Feminism, Theory, Technoscience* 5 (1): 1. <https://doi.org/10.28968/cftt.v5i1.29613>.

Bosteels, Sigrid, and Stuart Blume. 2014. "The Making and Unmaking of Deaf Children." In *The Human Enhancement Debate and Disability: New Bodies for a Better Life*, edited by Miriam Eilers, Katrin Grüber, and Christoph Rehmann-Sutter. Palgrave Macmillan UK. https://doi.org/10.1057/9781137405531_5.

Supplementary

Hamraie, Aimi, and Kelly Fritsch. 2019. "Crip Technoscience Manifesto." *Catalyst: Feminism, Theory, Technoscience* 5(1):1–33. doi: [10.28968/cftt.v5i1.29607](https://doi.org/10.28968/cftt.v5i1.29607).

Blume, Stuart. 2012. "What Can the Study of Science and Technology Tell Us about Disability?" In *Routledge Handbook of Disability Studies*, edited by Carol Thomas, Alan Roulston, and Nick Watson, 358–69. Routledge. <https://doi.org/10.4324/9780203144114-35>.

Week 8: November 16

A Brave New World of Reproductive Choices...

Ginsburg, Faye, and Rapp Rapp. 2023. "Crippling Reproduction: The Intersections of Pregnancy and Disability." In *A Companion to the Anthropology of Reproductive Medicine and Technology*, edited by Cecilia Coale Van Hollen and Nayantara Appleton, 282–97. <https://doi.org/10.1002/9781119845379.ch16>.

Martin, Lauren Jade. 2018. "They Don't Just Take a Random Egg: Egg Selection in the United States." In *Selective Reproduction in the 21st Century*, edited by Ayo Wahlberg and Tine M. Gammeltoft. Palgrave Macmillan. https://doi.org/10.1007/978-3-319-58220-7_7.

Rapp, Rayna. 1998. "Refusing Prenatal Diagnosis: The Meanings of Bioscience in a Multicultural World." *Science, Technology, & Human Values* 23 (1): 45–70. <https://doi.org/10.1177/016224399802300103>.

Week 9: November 23

Transplanting human and animal body parts

Shildrick, Margrit. 2015. "Staying Alive: Affect, Identity and Anxiety in Organ Transplantation." *Body & Society* 21(3):20–41. doi: [10.1177/1357034X15585886](https://doi.org/10.1177/1357034X15585886).

Guntram, Lisa. 2021. "May I Have Your Uterus? The Contribution of Considering Complexities Preceding Live Uterus Transplantation." *Medical Humanities* 47 (4): 425–37. <https://doi.org/10.1136/medhum-2020-011864>.

Whitney, Kaitlin Stack. 2024. "Thinking with Termites about Fractious Futures for Fecal Microbiota Transplantation in the United States." *Catalyst: Feminism, Theory, Technoscience* 10 (2). <https://doi.org/10.28968/cftt.v10i1.41952>.

Week 10: November 30

Ethics, Health and the Environment

Murphy, Michelle. 2021. "Reimaging Chemicals with and against Technoscience." In *Reactivating Elements: Chemistry, Ecology, Practice*, 1st ed., edited by Dimitris Papadopoulos, María Puig de

la Bellacasa, and Natasha Myers. Duke University Press.

<https://doi.org/10.1515/9781478021674>.

Trainor, Sarah Fleisher, Anna Godduhn, Lawrence K Duffy, et al. 2009. "Environmental Injustice in the Canadian Far North: Persistent Organic Pollutants and Arctic Climate Impacts." In *Speaking for Ourselves: Environmental Justice in Canada*, edited by Julian Agyeman, Randolph Haluza-DeLay, Pat O'Riley, and Peter Cole. UBC Press.

Liboiron, Max, Manuel Tironi, and Nerea Calvillo. 2018. "Toxic Politics: Acting in a Permanently Polluted World." *Social Studies of Science* 48 (3): 331–49.

<https://doi.org/10.1177/0306312718783087>.

Supplementary

Murphy, Michelle. 2017. "Alterlife and Decolonial Chemical Relations." *Cultural Anthropology* 32(4):494–503. doi: [10.14506/ca32.4.02](https://doi.org/10.14506/ca32.4.02).

Frank, David M. 2021. "What Is the Environment in Environmental Health Research? Perspectives from the Ethics of Science." *Studies in History and Philosophy of Science* 88 (August): 172–80. <https://doi.org/10.1016/j.shpsa.2021.05.018>.

Davis, Heather. 2015. "Toxic Progeny: The Plastisphere and Other Queer Futures." *philoSOPHIA* 5(2):231–50.

Week 11: December 7

AI and Healthcare

Schwennesen, Nete. 2019. "Algorithmic Assemblages of Care: Imaginaries, Epistemologies and Repair Work." *Sociology of Health & Illness* 41 (S1): 176–92.

Lang, Claudia. 2024. "Dreaming Big with Little Therapy Devices: Automated Therapy from India." *Anthropology & Medicine* 31 (3): 232–49.

Banner, Olivia. 2018. "Disability Studies, Big Data and Algorithmic Culture." Pp. 45–58 in *Interdisciplinary Approaches to Disability*. Routledge.

Week 12: December 11

Course Review

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.

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 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.
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October 1, 2026	Last day for academic withdrawal from early fall courses.
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	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.
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October 9, 2026	December examination schedule (fall term final and fall/winter mid-terms) available online.
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October 12, 2026	Statutory holiday. University closed.
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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.
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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).
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October 23, 2026	Last day of early fall classes.
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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 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.
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October 26-30, 2026	Fall break, no classes.
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October 31- November 1, November 7-8, 2026	Final examinations in early fall undergraduate courses will be held.
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November 2, 2026	Late fall classes begin.
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November 13, 2026	Last day to withdraw from late fall term courses with a full fee adjustment.
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November 15, 2026	Last day for academic withdrawal from full fall and late fall courses.
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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).

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.

December 24, 2026
at noon through
January 1, 2027
inclusive

University closed.

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/>.