

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**SOCI 3210 A / SOCI 4850 B
FALL 2023
YOUTH ACTIVISM AND SOCIAL CHANGE**

Instructor: Cihan Erdal
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Course time: Thursdays, 14:35 to 17:25 / September 7 to December 7, 2023.

Pre-requisites & Precluded Courses: SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002, and third-year standing or fourth-year standing.

Carleton Diversity Statement

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.

Land Acknowledgement

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:

From the ‘Arab Spring’ to the Gezi Park Resistance, Climate Strikes to #BlackLivesMatter—how can we comprehend the political actions of youth that challenge structural inequalities and global injustices? What are the possibilities and limits of youth activism? In pursuit of these central questions, this course offers a comprehensive introduction to theoretical and methodological approaches that have been mobilized through studies of youth activism. It offers thoughtful insights into the directions of both the scholarly field and the phenomenon of youth activism itself within the context of global power relations.

After the introductory session and the theoretical overview of youth activist agency, the course will proceed in a seminar format, structured into three units. The initial unit, titled ‘Who Gets to Participate?’, will present contemporary research that will incite the students to think structural and cultural pathways to the landscape of youth activism, including but not limited to: role of social class, education, sexuality, gender, ethnicity, age, and intra-generational inequalities. The second unit, named ‘Historical and Contemporary Youth Activism’, will delve into research contributions spanning the global North and South, contextualized within the broader context of major social movements challenging capitalism and the state. Encompassing movements from the 1968 student riots to Seattle in 1999, post-2008 movements, as well as youth-led climate strikes and feminist organizations, this unit offers a comprehensive perspective. The third section, called ‘Popular Culture, Art, and Aesthetics in Youth Activism’, provides illustrative analyses showcasing how the cultural, artistic, and aesthetic expressions and experiences of youth activists can give rise to fresh subjectivities and potential avenues for social transformation.

Seminar Format and Requirements:

Seminars will typically follow this structure: they will commence with introductory remarks and an outline of the week's readings by the instructor. The subsequent segments, usually two or three in number depending on the weekly content, will involve student group presentations of their assigned articles or book chapters.

Each group, consisting of three students, will be responsible for providing a concise overview of their assigned reading during the class session. This presentation will encompass summarizing the paper's content, sharing key insights, and culminating with guiding questions to stimulate a more extensive classroom discussion among all students. Group assignments for these presentations will be allocated during the initial week of the course (on September 7). To assist in structuring the presentations, students will receive a guidance document accessible on Brightspace. Throughout the term, the instructor will coordinate all presentations. Furthermore, select sessions will include guest lectures (e.g., Week 9), in addition to workshops and/or preparation for forthcoming assignments.

To foster an engaging and innovative classroom space, students are expected to review one to two readings from the weekly materials of their preference before each session. This practice is geared toward cultivating a substantive and interactive environment for discussions.

Learning Objectives:

Throughout this course, students will develop an understanding of:

- Contemporary theories regarding the agency and political subjectivities of activist youth,
- The cultural, political, and social impacts of the global prevalence of neoliberalism on the political involvement of young people,
- The historical and present-day contexts of social movements led by young people,
- How to approach the analysis of youth engagement for social justice within the framework of global power dynamics from a sociological perspective.

By the end of this course, students will have achieved:

- Increased knowledge about theories and methodologies that enable the comprehension and examination of youth activism and protests on local, transnational, and global scales,
- Enhanced proficiency in adopting a multidisciplinary approach to explore youth democratic participation, drawing from fields such as sociology of youth studies, social movement studies, cultural studies, anthropology, history, and media studies,
- Greater competence in applying theories related to social justice.

Reading (s)/Textbook (s):

No specific textbook is designated for this course, and there is no obligation for students to buy any reading materials. All required readings will be accessible through Brightspace. Most of these readings are sourced from academic journal articles and book chapters.

Course Schedule:

Week 1 (September 7): Course Introduction

Introduction to the course: overview of readings, assignments, and expectations

Week 2 (September 14): Theoretical Introduction

Sukarieh, M. & Tannock, S. (2014). *Youth Rising? The Politics of Youth in the Global Economy*. Routledge. Chapter 4: Youth as a Revolutionary Subject?.

Kennelly, J. (2011). *Citizen youth: Culture, activism, and agency in a neoliberal era*. Palgrave Macmillan US. Becoming Actors: Agency and Youth Activist Subcultures (pp. 111–131).

Pleyers, G. (2011). The Will to Become an Actor. *Becoming Actors in a Global Age*. Polity Press. (pp. 16-31).

Supplemental Resource:

Khasnabish, A. (February 2023). Humble Contributions, Honest Accounts: Scholarship and Activism. *Methods & Methodologies for Studying Youth Activism*. 2023 Virtual Plenary Series

on Youth Activism and Social Change, Center for Urban Youth Research. Available at: <https://www.urbanyouthresearch.ca/webinars>

Kwon, S. A. (2019). The Politics of Global Youth Participation. *Journal of Youth Studies*, 22(7), 926–940.

UNIT 1: Who Gets to Participate?

Week 3 (September 21): Class Inequalities and Loneliness

Batsleer, J. & Duggan, J. (2021). *Young and Lonely: The Social Conditions of Loneliness*. Bristol University Press. Part I. The Social Conditions of Loneliness (pp. 37-71).

Grasso, M. & Giugni, M. (2022). Intra-generational Inequalities in Young People’s Political Participation in Europe: The Impact of Social Class on Youth Political Engagement. *Politics*, 42(1): 13-38.

Erdal, C. (2022). Thinking/acting with migrants under neoliberalism: “It’s horrible to perceive solidarity as merely absorbing the sorrow of one side”. In Janet Batsleer, Harriet Rowley and Demet Lüküslü (Eds.), *Young People, Radical Democracy and Community Development*. Bristol University Press (pp. 23-42).

Supplemental Resource:

Batsleer, J. (March 2023). *Dynamics of Social Inclusion and Exclusion within Youth Activism*. 2023 Virtual Plenary Series on Youth Activism and Social Change, Center for Urban Youth Research. Available at: <https://www.urbanyouthresearch.ca/webinars>

Batsleer et al. (2017). Loneliness Connect Us: Young People Exploring and Experiencing Loneliness and Friendship. 42nd Street. Accessible online at: <https://e-space.mmu.ac.uk/623868/1/Loneliness-Connects-Us.pdf>

Week 4 (September 28): Race, Colonialism, Indigeneity

Dhillon, J. (2017). *Prairie Rising: Indigenous Youth, Decolonization, and the Politics of Intervention*. University of Toronto Press. Conclusion: Red Rising (pp. 235-250).

Salih et al. (2020). ‘From Standing Rock to Palestine We are United’: Diaspora Politics, Decolonisation and the Intersectionality of Struggles. *Ethnic and Racial Studies*, 44(7): 1135-1153.

Supplemental Resource:

Indigenous Youth and the Changing Face of Settler Colonialism: A Conversation with Jaskiran Dhillon. (March 6, 2018). Available at: <https://edgeeffects.net/jaskiran-dhillon/>

Keskinen, S. (2022). Mobilising the Racialised 'Others': Postethnic Activism, Neoliberalisation and Racial Politics. Routledge. Introduction (pp. 1-15).

Erdal, C. & Muti, Ö. (2023). The Artsakh War and the Solitude of Armenian Youth in Turkey. EVN Report, 24 February. Available at: <https://evnreport.com/raw-unfiltered/the-artsakh-war-and-the-solitude-of-armenian-youth-in-turkey/>

[The workshop for the Mid-term Essay Assignment will be conducted this week.]

Week 5 (October 5): Gender & Emotions

Gordon, H. R. (2008). Gendered Paths to Teenage Political Participation: Parental Power, Civic Mobility, and Youth Activism. *Gender and Society*, 22(1): 31-55.

Conway, J. (2011). Analyzing Hegemonic Masculinities in the Anti-Globalization Movement. *International Feminist Journal of Politics*, 13(2): 225–230.

Kennelly, J. (2014). 'It's this pain in my heart that won't let me stop': Gendered Reflexivity, Webs of Relations, and Young Women's Activism. *Feminist Theory*. 15(3): 241-260.

Supplemental Resource:

Boyle, Christine (2013) 'Nine Self-Care Reminders for the Over-Committed Activist'. rabble.ca, 9 January. Available at: <http://rabble.ca/news/2013/01/nine-self-care-reminders-overcommitted-activist>

Week 6 (October 12): Age, Intergenerational Relationships & Ableism

Gordon, H. R. (2007). Allies Within and Without: How Adolescent Activists Conceptualize Ageism and Navigate Adult Power in Youth Social Movements. *Journal of Contemporary Ethnography*, 36(6): 631-668.

Taft, J. K. & Gordon, H. R. (2018). Intergenerational Relationships in Youth Activist Networks, In S. Punch et al. (eds.), *Families, Intergenerationality, and Peer Group Relations, Geographies of Children and Young People 5*, Springer Science+Business Media Singapore (pp. 217-237).

Griffith, M. (2022). Disabled Youth Participation within Activism and Social Movement Bases: An Empirical Investigation of the UK Disabled People's Movement. *Current Sociology*, OnlineFirst: 1-18.

UNIT 2: Historical and Contemporary Youth Activism

Week 7 (October 19): Past and Present within Youth Activism

Sekou, F. (2014). *After the Rebellion: Black Youth, Social Movement Activism, and the Post-Civil Rights Generation*. Chapter 1: Movement Activism and the Post-Civil Rights Generation. NYU Press (pp. 15-46)

Benwell et al. (2020). Engaging Political Histories of Urban Uprisings with Young People: The Liverpool riots, 1981 and 2011. *Environment and Planning C: Politics and Space*, 38(4): 599-618.

Rand, E. J. (2007). Repeated Remembrance: Commemorating the AIDS Quilt and Resuscitating the Mourned Subject. *Rhetoric and Public Affairs*, 10(4): 655-680

Supplemental Resource:

Sarisha Kurup (2017). The Art of the Revolutions: May '68 and the Arab Spring. The Bowdoin Review. Available at: <https://bowdoinreview.com/2017/11/12/the-art-of-the-revolutions-may-68-and-the-arab-spring/>

***** Fall Break: October 23-27 *****

Week 8 (November 2): The Post-2008 Youth-led Movements

Pleyers, G. (2011). Expressive Movements and Anti-Power & Expertise for Another World. *Alter-Globalization: Becoming Actors in a Global Age*. Polity Press. (pp. 90-129).

Gümüş, P. (2017). Negotiating 'the Political': A Closer Look at the Components of Young People's Politics Emerging from the Gezi Protests. *Turkish Studies*, 18 (1): 77-101.

Mavrommatis, George. (2015). Hannah Arendt in the Streets of Athens. *Current Sociology*, 63(3) 432-449.

Supplemental Resource:

Bérubé-Lupien, É. (2022). What's left, 10 years after Quebec's Maple Spring: Young leaders reflect on the legacy of the province's largest-ever student protests. University Affairs, 20 June. Available at: <https://www.universityaffairs.ca/news/news-article/whats-left-10-years-after-quebecs-maple-spring/>

Pleyers, G. (April 2022). Movements of the 2010s. 2022 Virtual Plenary Series: *Beyond Youth Empowerment: Constraints and Possibilities for Radical Democratic Action*, Center for Urban Youth Research. Available at: <https://www.urbanyouthresearch.ca/webinars>

Week 9 (November 9): Youth-led Climate Activism

Guest Lectures:

By Sean Curie, Spokesperson of Federation of Young European Greens (FYEG).

By Dena Arya, Nottingham Trent University.

[The workshop for the Podcast Assignment will be conducted this week.]

Supplemental Resource:

Arya, D. (2022). Imagining the future under capitalism: young people involved in environmental activism in an economic crisis. In Janet Batsleer, Harriet Rowley and Demet Lüküslü (Eds.). *Young People, Radical Democracy and Community Development*. Bristol University Press (pp. 45-59).

Sloam, J., Pickard, S., & Henn, M. (2022). Young People and Environmental Activism: The Transformation of Democratic Politics, *Journal of Youth Studies*, 25:6: 683-691.

Week 10 (November 16): Youth-led Feminist & Queer Activism

Keller, J. M. (2012). Virtual Feminisms: Girls' Blogging Communities, Feminist Activism, and Participatory Politics. *Information, Communication & Society*, 15(3), 429–447.

Özbay, C. & Bartu Candan, A. (2023). Intersectionality and Feminist/queer Student Activism in Authoritarian Turkey. *International Feminist Journal of Politics*. 23 pages.

Friedman, E. J. & Rodríguez Gustá, A. L. (2023). “Welcome to the Revolution”: Promoting Generational Renewal in Argentina’s Ni Una Menos. *Qualitative Sociology*, 46: 245–277.

Márquez-Montaño, E. (2020). Parar para Avanzar: Feminist Activism in 2019 Latin American Mobilizations. In *Persistence is Resistance: Celebrating 50 Years of Gender, Women & Sexuality Studies*, University of Washington. Available at: <https://uw.pressbooks.pub/happy50thws/chapter/a-case-of-feminist-activism-from-colombia/>

Evans, A. (December 30, 2020). Why is Feminist Activism Thriving in Latin America? Available at: <https://www.draliceevans.com/post/why-is-feminist-activism-thriving-in-latin-america>

UNIT 3: Popular Culture, Art and Aesthetics in Youth Activism

Week 11 (November 23): Popular Culture in Youth Activism

Kligler-Vilenchik, N. (2016). Chapter 3: “Decreasing World Suck” Harnessing Popular Culture for Fan Activism. In Henry Jenkins et al. (Eds.), *By Any Media Necessary: The New Youth Activism*, New York University Press (pp. 102-148).

Gamber-Thompson, L. & Arely M. Zimmerman. (2016). Chapter 5: DREAMing Citizenship Undocumented Youth, Coming Out, and Pathways to Participation. In Henry Jenkins et al. (Eds.), *By Any Media Necessary: The New Youth Activism*, New York University Press (pp. 186-218).

Jenkins, H. & Sangita Shresthova. (2016). Chapter 7: “It’s Called Giving a Shit!”: What Counts as “Politics”? In Henry Jenkins et al. (Eds.), *By Any Media Necessary: The New Youth Activism*, New York University Press (pp. 253-289).

Supplemental Resource:

Jenkins, H. (2016). Five Minutes with Henry Jenkins: Popular Culture and Political Change ‘By Any Media Necessary’. USC Annenberg, 22 September. Available at: <https://annenberg.usc.edu/news/five-minutes/five-minutes-henry-jenkins-popular-culture-and-political-change-any-media>

Week 12 (November 30): Art and Aesthetics in Youth Activism

Magaña, M. R. (2016). Spaces of Resistance, Everyday Activism, and Belonging: Youth Reimagining and Reconfiguring the City in Oaxaca, Mexico. *The Journal of Latin American and Caribbean Anthropology*, 22(2): 215–234.

Magaña, M. R. (2021). Giving Form to Black and Brown: The Art and Politics of Solidarity. *American Studies*, 60(2): 23-28.

Tulke, J. (2019). Archiving Dissent: (Im)material Trajectories of Political Street Art in Istanbul and Athens. In Aidan McGarry et al. (Eds.), *The Aesthetics of Global Protest: Visual Culture and Communication*, Amsterdam University Press (pp. 121-139).

Supplemental Resource:

Faulkner, S. (2019). Photography and Protest in Israel/ Palestine: The Activestills Online Archive. In Aidan McGarry et al. (Eds.), *The Aesthetics of Global Protest: Visual Culture and Communication*, Amsterdam University Press (pp. 151-169).

Week 13 (December 7): Reflections on Podcast Production Processes

Overview of Assignments & Methods of Evaluation:

Grading in this course is based on a combination of group presentations, mid-term essay, podcast production, and class attendance.

1. **Group Presentations:** Group assignments for the presentations will be distributed during the first week of the course (on September 7). The class will be divided into 11 groups, with each group comprising three or four students. Throughout the term, each group will be responsible for delivering two presentations, either based on articles or book chapters. During these collaborative presentations, students should exhibit their grasp of the subject matter by succinctly summarizing and engaging in discussions regarding the essential concepts within their designated material. To facilitate presentation coordination, diverse student roles, such as coordinators and presenters, will be suggested. The instructor will establish communication with each group to facilitate this aspect. For a detailed breakdown of the proposed presentation structure, please refer to the Group Presentations Guidance available on Brightspace.

2. Mid-term Essay: The mid-term essay task will expect students to skillfully develop an academically rigorous discourse focused on any of the themes explored throughout the course. To assist in your preparation, a workshop for this assignment will be facilitated by the instructor during the final portion of Week 4, scheduled for September 28.
3. Podcast Creation Assignment: As a culminating project for this course, you will have the opportunity to engage with the subject matter in a creative and contemporary way. Working in groups of two or three, your final assignment will involve creating a podcast that explores a youth-activism related topic of your choice. Each podcast should run between 10 to 13 minutes and should draw upon the course materials, integrating at least four references from the lectures and readings. This podcast will showcase your understanding of the course content but also your ability to develop academic and/or activist discussions over youth activism effectively.
In addition to the group podcast submission, you will individually meet with the instructor (by appointment) on the last day of the term (December 7). During this meeting, you will reflect on your podcast creation process and how it contributed to your learning experience. Detailed guidelines and expectations for the assignment will be available in the Podcast Assignment Guidelines document on Brightspace.
4. Attendance: The remaining portion of the grades is based on attendance. Students can earn one percent of the overall course grade for each attended lecture, with a maximum accumulation of ten percent.
Rubrics for all assignments will be posted on Brightspace.

Due Dates for Assignments:

Item for Evaluation	Value	Deadline
GROUP PRESENTATIONS (2)	20%	
MID-TERM ESSAY	30%	OCTOBER 20TH
PODCAST CREATION	35%	DECEMBER 6TH
REFLECTION ON THE PODCAST PRODUCTION PROCESS	5%	DECEMBER 7TH
ATTENDANCE	10%	

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/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (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 December full fall and late fall examinations and fall/winter midterm examinations is November 15, 2023.

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.

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.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

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/>

Important Dates and Deadlines: Fall 2023

- August 29, 2023: Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
- September 1, 2023: Last day for receipt of applications from potential fall (November) graduates.
- September 4, 2023: Statutory holiday. University closed.
- September 5, 2023: 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 6, 2023: Fall term begins. Full fall, early fall, and fall/winter classes begin.
- September 12, 2023: Last day for registration and course changes (including auditing) in early fall courses.
- September 19, 2023: 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 the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.
- September 22-24, 2023: Full summer and late summer term deferred final examinations will be held.
- September 30, 2023: Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
- October 1, 2023: 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 6, 2023:	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 9, 2023:	Statutory holiday. University closed.
October 13, 2023:	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 15, 2023:	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 20, 2023:	<p>Last day of early fall classes.</p> <p>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.</p> <p>Last day that can be specified by a course instructor as a due date for term work for early fall courses.</p>
October 23, 2023:	Deadline for course outlines to be made available to students registered in late fall courses.
October 23-27, 2023:	Fall break, no classes.
October 28-29, November 4-5, 2023:	Final examinations in early fall undergraduate courses will be held.
October 30, 2023:	Late fall classes begin.
November 10, 2023:	Last day to withdraw from late fall term courses with a full fee adjustment.
November 15, 2023:	<p>Last day for academic withdrawal from full fall and late fall courses.</p> <p>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.</p> <p>Last day for receipt of applications for admission to an undergraduate degree program for the winter term.</p>

November 17-19, 2023: Early fall undergraduate deferred final examinations will be held.

November 24, 2023: 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).

December 1, 2023: Last day for receipt of applications from potential winter (February) graduates.

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 8, 2023: 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 9, 2023: No classes or examinations take place.

December 10-22, 2023: 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 22, 2023: 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 25,
2023 through
January 3, 2024
inclusive:

University closed.