

**CARLETON UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

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**SOCI 4170A: Community Engaged Sociology**

Fall 2023, Tuesday, 8:35am to 11:25am

**Instructor:** Deborah Conners  
**Email:** deborah.conners@carleton.ca  
**Office hours:** Tuesday between 11:45am and 2pm in person by appointment or by chance. Wednesday between 10am and 11am by phone or Zoom. You may call me during my office hour or make an appointment. Other times by appointment. My number will be posted on Brightspace.  
**Office:** Loeb C761  
**Teaching Assistants:** This course will be taught using a team-based teaching approach. The instructor and each of the T.A.s will lead one of three student teams. Our T.A.s are:  
Megan Linton      [meganlinton@cmail.carleton.ca](mailto:meganlinton@cmail.carleton.ca)  
Jaclyn Tompalsky      [jaclyntompalski@cmail.carleton.ca](mailto:jaclyntompalski@cmail.carleton.ca)  
**cuPortfolio support:** <https://carleton.ca/cuportfoliosupport/help/>  
**Prerequisite(s):** Third-year or fourth year standing, or permission from the instructor of SOCI 4170.  
**Method of delivery:** This course will be an in-person course: we will meet for 3 hours each  
**Attendance:** This is an interactive course with high levels of engagement. Your presence in class is required for your success *and the success of your team*. If consistent attendance will not be possible for you given your other commitments, consider taking the course another term.

*Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin Nation. For more information see: <https://carleton.ca/indigenous/resources/territory-acknowledgement/>*

## **Course Description**

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Welcome to Community Engaged Sociology! As you will discover, this course is very different from most of the courses you have taken so far in your undergraduate degree. We will not confine ourselves to studying sociology, we will be doing it! This course will not be heavy in readings and lectures; rather it will provide you with opportunities to learn while engaging with the community in different ways. For example, we will have opportunities to be in spaces where we can see social processes unfolding. Rather than reading about social problems, we will meet people who have experienced or witnessed them directly.

This is a team-based course. The class will be divided into three 7 to 9-person teams that will each include the instructor or a graduate student team leader. Each team will work in partnership with a community organization. You will be learning about the social issues that these groups are working to address as well as helping them by working on projects that directly advance their goals. Specific readings, activities and assignments will vary depending on the team, although each team will perform about the same amount of work.

We expect this course to be exciting and rewarding as well as demanding commitment, time, and teamwork. Much of the teamwork will be done in class time with your team leader and with the support of the instructor,

which adds an element of accountability often not present in course-based group work. Individual assignments based on 'book learning' are positioned outside class time. Past years' students have said that this course was a unique opportunity to apply what they had learned in their sociological training and to gain hands-on experience. We are certain that those who are prepared to put in the effort will have an extremely rewarding experience.

**Success in this course relies on your PRESENCE DURING CLASS TIME and at other events** to (i) have the experiences of engagement with the social issue you are studying that are provided, and (ii) to be part of the work of your team. Attendance and participation will be noted each week and will inform your final mark. If you are unable to attend a class or a meeting, it is important that you let your colleagues know, just as, if you could not get into work for your shift, you would let your supervisor and/or colleagues know.

## Course Learning Objectives

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By the end of the course, students who successfully complete the course activities will be able to:

1. Use theoretical and community-based experiential learning to develop (a) sociological understanding of a specific social justice issue and, (b) the community-based approaches being taken to confront this issue.
2. Use your enhanced sociological understanding to describe the gaps that can exist between stereotypical understandings of a social issue and the lived realities of people experiencing those issues.
3. Engage productively with your student team while contributing to a positive team experience.
4. Design, plan and conduct a small community-based social action intervention in concert with others.
5. Communicate your learning in an engaging and persuasive way with a non-academic audience.
6. Use reflection to improve your ability to transfer your new teamwork and social advocacy skills to other contexts.

## The Projects and Organizations

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Each student team will work with an organization to design and complete a social action project, such as a public event or campaign with a corresponding social media component. The three organizations for this term are:

### ***Disability Justice Network of Ontario (DJNO)***

In 2021, access to Medical Assistance in Dying (MAiD) expanded to include disabled people not at the end of their lives. Disability organizations alongside allied movements, fought to resist these changes, recognizing the manufactured barriers to a good life for disabled people in Canada. Since the legislation has expanded, disabled people struggling with disability poverty, insufficient accessible/affordable housing, inaccessible health care, and years long waitlists to access pain management, attendant services, surgery, or mobility aids have been reaching out for support, feeling like they are resigned to death. Principles of disability justice (DJ) challenge the disposability central to government policy, instead DJ recognizes disabled, fractured, and wounded lives as valued and whole, necessary to our social structures. The Disability Justice Network of Ontario, a grassroots collective intervenes in these practices of disposability by providing free mobility aids, engaging in advocacy, providing supports, protesting, and testifying to the federal government. Students will create resources using their diverse skills, to physically support the ongoing movement to demand just conditions for disabled people.

### ***Aunties on the Roads (AotR)***

Aunties on the Road (AotR) provides full-spectrum doula support to Indigenous youth (12-30) living on traditional Algonquin and Mohawk territories in Eastern Ontario. Building on the traditional role of aunties in Indigenous communities, Indigenous doulas centre traditional and spiritual practices and beliefs associated the

full-spectrum of pregnancy experiences as well as puberty and menstruation, in providing emotional, physical and spiritual support to Indigenous youth. Recognizing that Indigenous youth face multiple levels of oppression in accessing care associated with sexual and reproductive health, doulas also act as powerful advocates and allies, to ensure the rights and wishes of Indigenous youth are respected and honoured in these systems. The students on this team will be focused on liaising with Indigenous organizations and community members. AotR could benefit from resource production (e.g. client FAQs, research, social media graphics) or fundraising, which will be a loose focus for this term.

### ***Carleton Food Collective (CFC)***

The Carleton Food Collective is a volunteer-run not-for-profit organization that started in 2001 as a response to food insecurity on campus. It has since expanded to address food security in the broader community and established a base of operations with a meeting space, commercial kitchen, and garden, the Garden Spot (or the G-Spot as it's fondly known). The collective aims to promote food security by encouraging people to engage with and think about all parts of the food system: production, preparation, distribution, consumption, and disposal. Through this engagement, volunteers find sustainable alternatives to explore with the focus being on how we can take direct action to immediately create alternative ways of living within our community. Everyone needs to eat and so everyone has a connection to food security in some way. The collective centers this shared need in its organizing to operate around the principle of mutual-aid and consider the work it does not as an act of charity but as work that benefits the collective and its members as part of the community. Students on this team will engage in recruitment activities to help the CFC rebuild their volunteer base as we return from Covid measures.

## **Our Work Together**

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This course requires you to work closely with your teammates and with members of the larger community outside Carleton. You have studied oppression and marginalization in your earlier courses; in this course you will interact with people who have experienced these forces firsthand, including students in our course. The teaching team asks that you carefully consider your wording as you interact with each other and community representatives. If you need support to think through how to engage with others, what words to use, how to intervene in a situation, how to respond to someone else's questions or comments, how to set a boundary, or if you are hurt by someone else's comments or behaviours, we invite you to talk to your team leader or the instructor. This course is about engaging in social justice work to enhance diversity and inclusion. We are all learning together. We can do so with compassion while being direct in our engagement with issues that may arise. It is our hope that we can use this time together to learn more about how to create and sustain inclusive and safer environments.

## **Required Readings**

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Each team has a specific set of readings which are posted in ARES in Brightspace. Readings are completed in the first three weeks to gain background into the issues and to inform project planning.

## **Course Activities and Evaluation**

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Two projects comprise the main deliverables for this course: a social action project to be completed in teams, and a set of individual writing assignments. The social action project will provide you with the opportunity to see and contribute to social justice work being done in the local or global community. The individual writing assignments provide a place for you to integrate, demonstrate and reflect upon the learning from the

experiential work. At the end of term your team will present its work to the rest of the class, and you will complete a self- and team member assessment of participation.

The teamwork required in this course does mean that you must have availability to meet with your team. Much, but not all, of this teamwork can be done in the 3 hours of scheduled class time. While students are expected to participate in some activities of the organizations they are working with to learn about their work, it is understood that students may have scheduling conflicts with specific events.

**A note about deadlines:** This is a fast-moving course and each piece builds upon the others. As well, your work contributes to your team moving forward. Please take the time at the beginning of the term to look at your overall schedule and make space to do each assignment (for this course and your others) in the expected time frame. If you find an issue (e.g. you have assignments due in every course in the same week as we have project deliverables) talk to your team leader immediately for some help in problem solving. If you find yourself at risk of not making a deadline during the term, **negotiate this with your team and team leader** so that the work can get done to everyone's satisfaction. Life happens, and the more notice your team has, the better opportunity for them to help solve the problem of how the work can still proceed in a timely way. These conversations can even be an opportunity for an improvement in the approach being taken. Your team leader will note, with your input, the impact (negative or positive) your missed deadline had on the team's work and therefore what impact it should have on your mark. Without negotiation, missed deadlines will result in a 2% reduction in your mark per day.

### ***A Brief Overview of Assignments (see Assignment descriptions document for details)***

The learning experiences in this course are based on experiential learning principles, giving you community engaged, hands-on, learning experiences followed by the opportunity to integrate the transferrable knowledge gained. The assignments support you to build on your academic skills, to first research the social issue you will be addressing, and then iteratively (i) engage with the issue experientially with a team and (ii) individually in integrative exercises. We begin the term with readings and guest speakers, then develop a project plan, reflect at mid-term on the experience and the learning gained in creating the plan, carry out the plan in a community-based project, and finally reflect on the learning and experience at the end of the term.

#### ***cuPortfolio Collection***

You will be using cuPortfolio to document your work in the course. A cuPortfolio collection enables each student to create an on-line and enduring record of audio, visual and textual material in a personal collection. The goal of your cuPortfolio collection for SOCI 4170 is to document, analyse and reflect on your experience of the course activities. Your portfolio collection is your individual space for thinking through the issues your team is addressing. You will submit your cuPortfolio collection at 2 points during the course as you build your final product. Your cuPortfolio collection will remain available for you as a record of your work after this course. You will have access to it and will be able to modify it to support future school or job applications or projects.

I have created a template for your cuPortfolio collection. There are 7 tabs in the template:

1. Introduction
2. The Sociological Literature
3. Project Plan
4. Mid-term Report and Reflection
5. Final Project Report
6. Development of Skills and Competencies
7. Course Reflection

Five of the pages in your portfolio will be done individually. The other two will be group submissions on Brightspace that you also upload to your portfolio.

Your portfolio should tell the story of your experience and learning to someone unfamiliar with the university or the course. Imagine you are using your portfolio as part of a job or school application. You want to engage your reader in understanding the exciting work that you did as part of your team, document your participation, and demonstrate the skills you learned as well as reflect on the issues. The components of your cuPortfolio relate to the course learning objectives. I have identified which objectives are the focus of each part of the portfolio. Please review these objectives before submitting each component of the portfolio. Use APA formatting as appropriate. You will submit your portfolio for review and marking at weeks 8 and 12.

## **1. Individual Analysis, Reports and Reflections (40%)**

*(See "Individual Assignment Descriptions" document for details)*

- a. **Discussion of issues in the sociological literature (Weeks 2, 3, 4: 15%).** Each team will read 6 sociological journal articles (or the equivalent) which will be provided to you on ARES. We will use Brightspace Discussions to share our thoughts on these readings in weeks 2 and 3. During week 4, you will draw on the contributions of yourself and your classmates to identify and post 3 issues which you believe should be addressed in the project. The team will then as a whole agree on 3 issues raised in the discussion forums to address. This process will support you to understand, critique and support the work being done by your organization. Each of your written contributions will be worth 5% of your final mark. Contributes to learning objectives 1, 2 and 5.
- b. **Mid-term Submission of cuPortfolio (Week 8: 10%).** This first submission of your portfolio will include (i) an introduction, (ii) your initial assessment of your skills and competencies (ii) a copy of your posts on the sociological literature, (iii) a copy of the team project plan, and (iv) your mid-term report and reflection. The goal of this assignment is to report on your progress and reflect on the course learning objectives. Contributes to learning objectives 1, 2, 3, 4, 5, and 6.
- c. **Final Submission of cuPortfolio (Week 12+: 10%).** The second and final submission of your portfolio will include (i) the completion of your record and reflection on your development of skills and competencies in the course, (ii) your team project report, and (iii) your end-of-course reflection. Your overall portfolio will be considered as part of this mark. Contributes to all learning objectives.
- d. **Participant assessment (Week 12+: 5%).** Complete and submit a participation assessment of yourself and your team members. Your assessment will (i) be marked for discernment, and (ii) inform your participation mark in the group assignments with along with input from your team leader and your peers. Contributes to learning objectives 3 and 6.

## **2. Social Action Project (60%)**

*(See "Project Assignment Descriptions" document for details)*

Each team will undertake a public education, community engagement or advocacy project for their organization. Evaluation of this project will be based on (i) assessment of the organizational representative and the team leader on how well the project met the goals of the project plan, and (ii) the team member's, organization's and team leader's experience of the process. Attendance will be taken each week in class and will be noted for other team meetings. Missing classes without notice or without adequate explanation and effort to avoid missing the class will negatively affect your individual final mark in the project. Your mark in the team project will reflect your individual effort through team leader and team member assessments of your contribution.

- a. **Project Plan (Week 5+: 10%)** Your team's project plan will include a statement of the sociological issues being addressed, and an outline of the activities you will undertake to address the issues. A timeline, goals, issues to be addressed, assigned roles and budget will be included. One submit per team on Brightspace. Also each student is to post a copy of the plan on their individual cuPortfolio. Contributes to learning objectives 1, 2, 3, and 4.
- b. **The Social Action Project (Week 10: 40%)** The advocacy projects will be unique to each team. Individual marking will be based on the project activities and final deliverables. While week 10 is the target date for completion, the actual completion date will be subject to the needs of the project and will be negotiated with the organization. There is no separate "submission" required as your team leader will be present throughout the process. Contributes to learning objectives 2, 3, 4, and 5.
- c. **Final Public Project Report (Week 12: 5%).** Each team will produce a final project report of 2 to 3 pages which will document their project. The report should be rich with information and tell the story of the issue, the organization and the project and the student learnings. This should not be a densely written report, but rather a visually interesting compilation of your project and learning. You could use an infographic as a model. Creativity is welcome! This report will be added to the SOCI 4170 webpage of the Department of Sociology and Anthropology Website to document the projects undertaken by students in the course over the years. Group submit on Brightspace. Also post on individual cuPortfolios. Contributes to learning objectives 3 and 5.
- d. **Class Presentation (Week 12: 5%).** Each team will present their project plan, experience and completed projects to the rest of the class on the final day of the course. Each team presentation will be 20 minutes plus questions and comments to a maximum of 30 minutes. Each member of the team will actively participate in the presentation. Creativity is welcomed! Submit the PowerPoint or other presentation materials on Brightspace. Contributes learning objectives 1, 2, 3 and 6.

### ***Submissions by week:***

**Schedule to be confirmed for each team in consultation with organization**

<b>Submitted to</b>	<b>Week</b>	<b>Assignment</b>	<b>Worth</b>	<b>Due date</b>
Brightspace	Week 2	Literature discussion-week 2 (Individual)	5%	Sept 19 (Before class)
Brightspace	Week 3	Literature discussion-week 3 (Individual)	5%	Sept 26 (Before class)
Brightspace	Week 4	Literature - issue analysis-week 4 (Individual)	5%	Sept 26* (Mon. 8 AM)
Brightspace	Week 5	Plan for social action project (Team)	10%	Oct 11* (Wednesday)
Brightspace	Week 8	Mid-term submit of cuPortfolio (Individual)	10%	Nov 7
Team leader	Week 10	Social action project (Team)	40%	Nov 21
Brightspace	Week 12	Class presentation (Team)	5%	Dec 5
Brightspace	Week 12	Final public project report (Team)	5%	Dec 6* (Wednesday)
Brightspace	Week 12	Final submission of cuPortfolio (Individual)	10%	Dec 6* (Wednesday)
Brightspace	Week 12	Participation assessment (Individual)	5%	Dec 6* (Wednesday)

*\* Indicates a due date other than the class date. Without negotiation before the due date, missed deadlines will result in a 2% reduction in your mark per day.*

***YOUR FEEDBACK ABOUT THE COURSE:*** *If you have any suggestions about the course, they are helpful and are encouraged at any time, and will count towards your participation mark. You do not need to wait until the course evaluation. Feedback is much more useful if it happens DURING the course. We have incorporated a number of students' suggestions in the past.*

## Course Grading

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	

## University Announcements

### 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](mailto: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](http://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](http://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](http://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.

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### **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:**

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- 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/>
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### 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: Last day of early fall classes.
- Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic regulations of the University section of the 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 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: Last day for academic withdrawal from full fall and late fall courses.

Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 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.