



**Carleton
University**

Department of
Sociology and
Anthropology

Sociology Doctoral Seminar Year 2

Fall/Winter 2023-24

Professor: Neil Gerlach

Loeb C773

Email: neil.gerlach@carleton.ca

Course Delivery: In person, Fridays 11:35-2:25

Office Hours: Mondays 12:30-2:00

COURSE DESCRIPTION AND OBJECTIVES

Building upon the professional and academic objectives of SOCI 6002 in the first year of the doctoral program, this course is organized around a set of discussion sessions and workshops designed to prepare second year doctoral candidates for the development and defence of their dissertation research proposals. With that in mind, the course has a number of objectives. First, we will discuss the elements and rationales of research proposals, familiarizing class members with the requirements of this document. Second, we will workshop various components of the proposal to get feedback on the development of class members' research design. Third, we will study and discuss issues of research design more generally. This course should be a primer on how to design a research project now and in the future. Fourth, we will discuss various topics related to professional academic development including best practices for external grant applications, conference presentations, time management, ethics applications, and other topics of interest to class members. Fifth, class members will conclude the course with a preliminary research proposal to be presented to the class and discussants. Sixth, class members will gain experience in providing feedback and presenting information and ideas. At each step along the way, class members will be asked to take a lead in presenting and discussing course material and in responding to presentations prepared by their peers.

INCLUSIVENESS STATEMENT

One of the pleasures of working in an academic environment is that we have the opportunity to share diverse and unique perspectives on social issues freely and openly. This means we each have a responsibility to ensure that everyone in the class feels comfortable contributing their knowledge and perspectives in a convivial atmosphere. As sociologists, we know that everyone's experience is a product of different personal life paths intersecting with historical processes, which means that different people have encountered processes and structures of race, ethnicity, religion, class, gender, sexuality, and ability in diverse ways. We also know that our thinking expands when we are exposed to contradictory ideas and do the work of reconciling them with what we know. Being inclusive involves recognizing these different experiences, constantly reflecting on our positions within social processes, and valuing, respecting, and learning from the experiences of our classmates.

We must also acknowledge the sacred, unceded territory of the Algonquin Nation on which Carleton University operates, and Omàmiwininiwag stewardship of this land. We are grateful and honoured to have the opportunity to enjoy, work and learn within this territory.

READINGS

All required readings will be available on our Brightspace site. Please see the course schedule below.

One important document to have on hand is the *Sociology Ph.D Handbook*, which can be found here:

<https://carleton.ca/socanth/wp-content/uploads/2022/07/2019-20-Sociology-PhD-Handbook.pdf>

CLASS SESSIONS

This is a half credit course that meets every second week from September to April. Each session, class members will be pre-assigned to present the readings and pose three questions to the class to initiate discussion of the ideas in the readings. At certain points throughout the year, we will also use class time to discuss various issues of professional development including research funding applications, conference presentations, time management, ethics applications, writing peer reviewed articles, and other topics of interest to the class members. Periodically, we will discuss contemporary events and processes to practice analyzing them and strategizing how to operationalize research projects around them.

EVALUATION

There are six forms of evaluation in this course:

Participation	10%
Presentation on Gaps in the Literature	15%
Presentation of Research Questions	15%
Presentation of Methodology and Research Design	20%
Presentation of Proposal	30%
Peer Discussant of Another Student's Proposal	10%

Participation

10% of grade

By now, class members will have considerable experience participating in seminars and although the expectation is that each class member will contribute to class discussions, a participation grade is assigned to encourage everyone to share their thoughts and knowledge. The participation grade is based on a general sense of contribution to the course through attendance, punctuality, contribution to discussions, and completing readings prior to the relevant session.

Presentation and Written Submission of Gaps in the Literature

15% of grade

Circulate your comments to the class by October 13

Presented on October 20
Submitted in writing by November 3
Length: max. 1000 words

The starting point of a research proposal is a knowledge of the literature in your field. From reading this literature, you gain a sense of what has been done, what questions remain to be explored and developed, and what kind of research questions you should be asking. A literature review is a conversation with others who work in your field. For this assignment, class members are asked to identify three gaps, problems, or other engagements with the literature in their fields and make an informal presentation to the class. Presentations should be approximately 5 minutes with ten minutes of questions to follow. Discuss any problems you may be having with your literature research and pose questions to the class for discussion of these problems.

In preparing your comments on gaps in the literature, consider the following:

- What is your literature search strategy?
- What are the key works in the field?
- Can you discern a set of main themes in the literature?
- Are there key concepts that emerge from the literature?
- Do you have any critiques of the research and claims in the literature?
- Do you see any absences that your research could fill?
- Are there any opportunities for creativity in using this literature?

A written document will be submitted to the instructor within two weeks of the presentation. Class members should revise their discussion of literature gaps based on feedback from the workshop.

Presentation and Written Submission of Research Questions

15% of grade

Circulate your research questions to the class by November 10

Presented on November 17

Submitted in writing by December 1

Length: max. 1000 words

Following upon their literature review presentations, class members are asked to present preliminary research questions for their projects. We will workshop these questions in class and discuss their strengths and areas for further development. This is the first opportunity to share the puzzle that you wish to address in your thesis.

You will have up to 5 minutes to present your research questions and the rationales behind them, followed by 10-15 minutes of questions and comments. Think about addressing the following:

- What is the puzzle or problem you are addressing?

- How will the research question allow you to address the puzzle/problem?
- Why are you interested in these questions?
- What is your purpose in pursuing this research and why is it important?
- What gaps in your field are these questions designed to address?
- How are these sociological questions?
- What challenges did you face in formulating your questions?

A written document will be submitted to the instructor within two weeks of the presentation. Class members should revise their questions based on feedback from the workshop.

Presentation and Written Submission of Methodology and Research Design

20% of grade

Circulate your statement to the class by January 19

Presented on January 26

Submitted in writing by February 9

Length: max. 2000 words

Class members will present a preliminary statement of their research design rationale and the methodology they will be using to produce sociological knowledge. The class will workshop each statement and provide feedback on strengths and areas for development. Class members are encouraged to study the “design spine” concept found here:

<http://www.janetsiltanen.ca/research.design.html>. It provides ideas about questions to ask yourself, and decisions you have to make, when designing your research project.

In your statement, include the following:

- Your current research questions.
- A statement of your epistemological position. What is your perspective on how we know about the social? What are you privileging in your analysis – material relations, objectively observable facts, discourse, ideology, etc.?
- How will you identify data sources, access them, and collect data? How will you recruit informants, sample your data set, etc.?
- What will be your data analysis strategy? How will you interpret your data and convert it into information and knowledge?
- In one to two paragraphs, summarize at least three scholarly sources that will inform your data collection and analysis strategy.
- Include a bibliography of these sources plus 3-5 additional methodological sources relevant to your research.

You will have a maximum of 10 minutes to present your statement, followed by 10 minutes of discussion. Pose questions to the class about your research design. Some things to consider include:

- Is my object of analysis clearly defined? Is the project framed too broadly?

- Am I working with vulnerable or sensitive groups or individuals? How am I taking this into account in my methodology?
- Am I planning to approach a group or organization that is difficult to access? How will I approach them?
- What is the role of human subjects in all stages of the research?
- Where does my methodology lie on the spectrum between interpretive/constructivist methods and quantitative/realist methodologies?
- How does my methodology relate to my research questions? Will I be able to address those questions with my chosen data collection strategies? Why did I choose this methodology?
- How does my methodology relate to my theoretical orientation? Are there any tensions between theory and method? What is the epistemological justification for the chosen methodology?
- Do I require ethics approval?
- Will there be any problems with acquiring the data I need? What are my strategies for overcoming these problems?

A written version of your methodology and research design statement will be submitted to the instructor by December 20 and should include revisions based on discussion of the presentation.

Presentation and Written Submission of Proposal

30% of grade

Circulate your proposal to the class one week in advance

Presented on either March 8, 22, or April 5

Length: 15-20 pages

Due date: Two week prior to presentation

In the last three sessions of the course, class members will present a full version of their dissertation research proposal. Distribute your proposal to the class two weeks prior to your presentation date. Your presentation should be a maximum of 10 minutes. Assume that everyone has read the proposal and that you do not need to repeat what is in it. Instead, you may want to discuss background information such as how you came to this project, the tensions you find in your project, the limitations you see in your methods and research questions, the difficulties you anticipate in carrying out the research, etc.

Your presentation will be followed by feedback from a peer discussant and feedback from a faculty respondent who is not your supervisor. If there is any time remaining, other class members can ask questions or provide feedback. Each proposal presentation will have 45 minutes allotted to it and we will have two presentations per session.

See the Sociology Ph.D Handbook for details on the components to be included in the proposal. They include:

- **Research Question** setting the puzzle or problem you wish to address. Explain the significance of the research and the contributions it will make.
 - **Working Thesis** in which you set out your argument or answer to the question or puzzle that you have set in your research questions. At this stage of your research, the thesis may be tentative, in the form of a hypothesis.
 - **Literature Review** in which you locate your project within your field. Map out the literature with which you are engaging. If you have not yet fully engaged with the literature, talk about the literature review you intend to do, while still providing us with your observations of the literature to date.
 - **Key Theoretical Concepts** are the concepts you will draw upon to analyze your data and convert it into information and knowledge. Provide an overview of the theories you will be using and define the concepts that are central to your analysis. Name key texts that are influencing your thinking and with which you are engaging.
 - **Methodology/Research Design** in which you describe your object of study, how you will produce data about it, how you will account for your position as a researcher, and how you will address the research question. Discuss your epistemological stance and how this has shaped your methods. Provide as much detail as you can about how you will recruit, sample, observe, etc. for data collecting purposes. Set out your data analysis strategy. Cite methodology literature that is influencing your approach.
 - **Ethics Requirements** of your project.
 - **Burning Questions** are not normally part of a dissertation proposal, but for purposes of this assignment, include any issues in your study that still need to be worked out. You can include them in each section or have a separate section at the end.
-
- **Bibliography** or works cited in your proposal as well as relevant works in the field.

Class members will hand in a final written version of the proposal within two weeks after their presentation.

Peer Discussant of Another Student's Proposal

10% of grade

Time: March 8, 22, or April 5

Length: max. 10 minutes

Each student will be asked to be a respondent to another student's proposal during the last three sessions of the course. This involves preparing brief comments about the strengths of the proposal, anything you found interesting or surprising, areas for development or clarification, and three or four questions for the presenter. An important skill in giving feedback involves addressing the project as it has been proposed rather than what one thinks the project should be when viewed through the lens of one's own work.

PRESENTATION OF WEEKLY READINGS

No grades assigned

Time: to be determined

Class members are asked to take turns leading the discussion of the readings and pose questions for discussion. Think about the following:

- Does the article have an argument or thesis that the authors are proposing?
 - What are the main conceptual and practical contributions this reading makes to thinking about the topic?
 - How can researchers incorporate these contributions into their work?
 - What challenges do the authors discuss?
-

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/>

COURSE SCHEDULE

Semester 1

Sept. 8 Introductions, Research Project Descriptions, and Tips on Proposal Writing

- Assigning workshop dates
- Deciding protocols for feedback
- Design Spine: <http://www.janetsiltanen.ca/research.design.html>

Sept. 22 Ways of Reading – Literature Reviews

- Tips on research funding applications

Harris, D.J. 2019. "Managing the Literature." In D.J. Harris, *Literature Review and Research Design: A Guide to Effective Practice*. New York: Routledge, pp. 68-93.

Kamler, Barbara and Thomson, Pat. 2014. "Chapter 3: Persuading an Octopus into a Glass." In *Helping Doctoral Students Write*, pp. 28-44.

Montuori, Alfonso. 2005. "Literature Review as Creative Inquiry: Reframing Scholarship as a Creative Process." *Journal of Transformative Education* 3(4): 374-393.

University of South Carolina Libraries. (n.d.) Organizing your social science research paper: The literature review. <https://libguides.usc.edu/writingguide/literaturereview>

Suggested Readings

Branley, Duncan. 2004. "Doing a Literature Review." In C. Seale (ed.), *Researching Society and Culture*, 2nd ed., pp. 145-162.

Randolph, Justus. 2009. "A Guide to Writing the Dissertation Literature Review." *Practical Assessment, Research, and Evaluation* 14(13): 1-13.

Oct. 6 Ways of Inquiring – The Research Question

- Tips on conference presentations

Alvesson, Mats and Sandberg, Jörgen. 2011. "Generating Research Questions Through Problematization." *The Academy of Management Review* 36(2): 247-271.

Bryman, Alan. 2007. "The Research Question in Social Research: What is its Role?." *International Journal of Social Research Methodology* 10(1): 5-20.

Schwartz-Shea, Pergrine and Yanow, Dvora. 2011. "Ways of Knowing." In *Interpretive Research Design: Concepts and Processes*. New York: Taylor and Francis, pp. 24-44.

Suggested Readings

Marshall, Catherine. and Rossman, Gretchen.B. 2016. "The What of the Study: Building the Conceptual Framework." In, *Designing Qualitative Research*, 6th ed. Los Angeles: Sage, pp. 65-96.

Oct. 13 Circulate statement on literature gaps

Oct. 20 Workshopping Literature Gaps

- Each class member presents three gaps, problems, and other issues in the literature of their field.

Nov. 3 Ways of Knowing – Methodology and Research Design

Doucet, Andrea. 2008. "From Her Side of the Gossamer Wall(s): Reflexivity and Relational Knowing." *Qualitative Sociology* 31: 73-87.

Law, John. 2004. "After Method: An Introduction." In, *After Method: Mess in Social Science Research*. London: Routledge, pp. 1-17.

Schwartz-Shea, Pergrine and Yanow, Dvora. 2011. "Starting from Meaning." In *Interpretive Research Design: Concepts and Processes*. New York: Taylor and Francis, pp. 45-53.

Smith, Linda Tuhiwai. 2021. "Chapter 2: Research Through Imperial Eyes." In *Decolonizing Methodologies: Research and Indigenous Peoples*. New York: Bloomsbury, pp. 49-65.

Suggested Readings

Gerrard, Jessica, Rudolph, Sophie and Sriprakash, Arathi. 2017. "The Politics of Post-Qualitative Inquiry: History and Power." *Qualitative Inquiry* 23(5): 384-394.

Hammersley, Martyn. 2011. "Methodology, Who Needs It?" in *Methodology: Who Needs It?* Thousand Oaks: Sage, pp. 1-25.

Marres, Noortje. 2017. "Chapter 3: Do We Need New Methods?" In *Digital Sociology: The Reinvention of Social Research*. Cambridge: Polity Press, pp. 78-115.

Tuck, Eve and Yang, K. Wayne. 2014. "Unbecoming Claims: Pedagogies of Refusal in Qualitative Research." *Qualitative Inquiry* 20(6): 811-818.

Nov. 10 **Circulate research questions to class**

Nov. 17 **Workshopping Research Questions**

Dec. 1 **Open Session: Managing the Doctoral Process**

- Establish schedule for proposal presentations

Semester 2

Jan. 12 **Ways of Interpreting – The Role of Theory**

Brown, Vanessa. 2021. "Chapter 2: Theories Guiding the Research." In, *Integrating Gender and Cultural Perspectives in Canada's Professional Military Education: Transforming Military Culture Through Informed Leadership*. Thesis, Carleton University, pp. 21-56.

Martin, John Levi. 2015. "On Theory in Sociology." In, *Thinking Through Theory*. New York: W.W. Norton & Company. Pgs. 1-18.

Sharma, Sarah. 2020. "A Manifesto for the Broken Machine." *Camera Obscura* 35(2): 171-179.

Suggested Readings

Ho, Karen. 2009. "Introduction: Anthropology Goes to Wall Street." In, *Liquidated: An Ethnography of Wall Street*. Durham, NC: Duke University Press, pp. 1-38.

Berger, Peter. 1977. "Introduction: Sociology and Freedom," and "Towards a Critique of Modernity." In, *Facing Up to Modernity*. New York: Penguin Books, pp. 11-22 and 101-112.

- Tips on Time Management

Jan. 19 **Circulate research design statement to class**

Jan. 26 **Workshopping methodology and research design**

Feb. 9 Ways of Writing

- Tips on ethics applications

Hamilton, Mary and Pitt, Kathy. 2009. "Creativity in Academic Writing." In, *Why Writing Matters: Issues of Access and Identity in Writing Research and Pedagogy*. R. Ivanic, A. Carter, T.M. Lillis and S. Parkins (eds.). New York: John Benjamins, pp. 61-79.

Kamler, Barbara and Thomson, Pat. 2014. "Chapter 1: Putting Doctoral Writing Centre Stage." In *Helping Doctoral Students Write*, pp. 1-13.

Lykke, Nina. 2010. "Shifting Boundaries Between Academic and Creative Writing Practices" in *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. New York: Routledge, pp. 163-86.

Pinker, Steven. (2014, September 26). "Why Academics Stink at Writing." *The Chronicle of Higher Education*, pp. 1-18.

Suggested Readings

Kamler, Barbara and Thomson, Pat. 2014. "Chapter 5: Reconsidering the Personal." In *Helping Doctoral Students Write*, pp. 59-80.

Richardson, Laurel and Elizabeth Adams St. Pierre. 2005. "Writing: A Method of Inquiry." In Denzin, N.K. and Lincoln, Y.S. (eds.), *Handbook of Qualitative Research*, 3rd edition. Thousand Oaks: Sage, pp. 959-78

Robbins, Susan. 2016. 'Finding your Voice as an Academic Writer (and Writing Clearly).' *Journal of Social Work Education*, 52(2), 133-135.

March 8, (March 15), March 22, April 5 Proposal Presentations

ACADEMIC ACCOMMODATIONS AND REGULATIONS

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: 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.

Important Dates and Deadlines: Winter 2024

January 1, 2024: Deadline for course outlines to be made available to students registered in full winter and early winter term courses.

January 4, 2024: University reopens.

January 8, 2024: Winter term begins. Full winter and early winter classes begin.

January 12, 2024: Last day for registration and course changes (including auditing) in early winter courses.

January 19, 2024: Last day for registration and course changes (including auditing) in full winter and late winter courses.

Last day to withdraw from early winter 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 winter 2024 and must register for the winter 2024 term.

January 26-28,

February 3-5, 2024: Full fall and late fall term deferred final examinations will be held.

- January 31, 2024: Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
- February 1, 2024: Last day for academic withdrawal from early winter courses.
- February 9, 2024: Last day to request Formal Examination Accommodations for Feb/Mar 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.
- February 9, 2024: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter term undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- February 16, 2024: Last day of early winter classes.
- February 16, 2024: Last day for final take-home examinations to be assigned in early winter 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.
- February 16, 2024: Last day that can be specified by an instructor as a due date for term work for early winter courses.
- February 16, 2024: April examination schedule available online.
- February 19, 2024: Statutory holiday. University closed.
- February 19, 2024: Deadline for course outlines to be made available to students registered in late winter courses.
- February 19-23, 2024: Winter break, no classes.
- February 24-25, March 2-3, 2024: Final examinations in early winter undergraduate courses will be held.
- February 26, 2024: Late winter classes begin.
- March 1, 2024: Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive

Multimedia and Design), Bachelor of Music and Bachelor of Social Work degree programs for the fall/winter session.

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

Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).

March 8, 2024: Last day to withdraw from late winter term courses with a full fee adjustment.

March 15, 2024: Last day for academic withdrawal from full winter, late winter, and fall/winter courses.

Last day to request Formal Examination Accommodations for April full winter, late winter and fall/winter 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.

March 15-17, 2024: Early winter undergraduate deferred final examinations will be held.

March 27, 2024: Last day to for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

March 29, 2024: Statutory holiday. University closed.

April 1, 2024: Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate from outside Canada or the United States, except for applications due March 1.

	Last day for receipt of applications from the potential spring (June) graduates.
April 3, 2024:	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter 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).
April 10, 2024:	<p>Winter term ends.</p> <p>Last day of full winter, late winter, and fall/winter classes.</p> <p>Classes follow a Friday schedule.</p> <p>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.</p> <p>Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.</p>
April 11-12, 2024:	No classes or examinations take place.
April 13-25, 2024:	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 25, 2024:	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.
May 1, 2024:	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 10, 2024:	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 spring 2024 and must register for the summer 2024 term.
May 17-29, 2024:	Full winter, late winter, and fall/winter deferred final examinations will be held.

- June 1, 2024: Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due March 1 or April 1.
- June 15, 2024: Last day for receipt of applications for undergraduate degree program transfers for the fall term.