

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI 3020/ANTH 3020
FALL 2023
STUDIES IN RACE AND ETHNICITY

Instructor: Carieta Thomas

Office: A711 Loeb

Office Hours: Tuesday 3:00pm to 4:00pm or by appointment

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Phone Number: 613-520-2600 x4007

Course meets: Tuesdays at 11:35am to 2:25pm

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

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

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

COURSE DESCRIPTION:

Ethnicity and race are two of the defining and divisive features of society today. This course will provide a sociological understanding of how ethnicity and race shape our identities, experiences, and outcomes. The course will explore the historical, economic, political, and social factors shaping and being shaped by ethnicity and race. We will begin by looking at the key definitions, concepts, and theories of ethnicity and race. We will then utilize these concepts to understand and discuss “new racism” in contemporary society through experiences of ethnicity and race in institutions and everyday practices. Particular attention will be given to the Canadian context.

COURSE OBJECTIVES/LEARNING OUTCOMES:

- Understand how the social constructs of ethnicity and race shape identities and life experiences
- Apply sociological theoretical concepts to explain real-life experiences with ethnicity and race
- Understand the link between ethnicity/race at the individual and institutional levels
- Critically evaluate the social construction of social practices
- Communicate sociological knowledge in a concise and clear manner in writing and discussions

READING (S)/TEXTBOOK (S):

There is no required textbook for this course. Links to required readings, videos, and podcasts will be included in the **schedule and pdf or links provided on Brightspace**.

COURSE REQUIREMENTS & METHODS OF EVALUATION:

Assessment of learning outcomes will take place through a variety of methods. Below are the assessment components and required assignments and the percent value of each assignment for determining your course grade.

Assessment Component/Assignment	Due Date	Weight
Attendance & Participation	Throughout	10%
Critical Thought Responses (3 out of 5)	September 22 nd at 11:59pm October 6 th at 11:59pm October 13 th at 11:59pm November 10 th at 11:59pm December 1 st at 11:59pm	30%
Midterm Exam	October 31 st at 11:35am (in class)	25%
Final Paper Topic & Outline	November 14 th at 11:59pm	5%
Final Paper	December 8 th at 11:59pm	30%

ATTENDANCE & PARTICIPATION 10%:

Attendance and active participation are essential components of your learning and success in this course. Engaging with the course material, participating in discussions, and collaborating with peers contribute to a richer academic experience and deeper understanding of the subject matter.

Attendance will be taken during each class session via sign-in sheet. You will receive full marks for attending a minimum of 9 class sessions (0-3 unexplained absences). Attending less than 4 class sessions will result in a mark of zero.

Participation will be assessed through your thoughtful contributions to in-class discussions and group activities. Further information on how your participation will be evaluated will be provided in our first class session and on Brightspace.

CRITICAL THOUGHT RESPONSES (3 out of 5 at 10% each):

Over the course of the semester, you will write 3 brief responses to critical thought questions (**1-2 double-spaced pages max**) responding to provided prompts/questions based on the readings, videos, and/or in-class activities.

The goal of this assignment is to engage deeply with the course readings/videos/podcasts, demonstrate your understanding, and offer a critical response. You will demonstrate your ability to analyze, evaluate, and respond to the ideas presented in the readings/videos/podcasts.

A total of 5 prompts will be provided but you are **only required to respond to three (3) out of the five (5)**. You can decide which three of the responses you will write, students will not receive grades for more than 3 submissions. Each response will be due the Friday after the class session on which the questions/prompts are based.

Responses are to be submitted via Brightspace. Further instructions and grading rubric will be provided in class and on Brightspace.

Due Dates:

September 22nd at 11:59pm

October 6th at 11:59pm

October 13th at 11:59pm

November 10th at 11:59pm

December 1st at 11:59pm

MIDTERM EXAM 25%:

The midterm exam will be based on all course lectures, readings, and videos up to the date of the exam. Questions will be true/false and multiple choice. You will have 60 mins to complete the exam. The exam will be held in class on **October 31ST at 11:35AM**.

FINAL PAPER TOPIC AND OUTLINE 5%:

Students will choose the case study that will be the topic their final project and submit an outline (**1-2 pages max**) of the project. Specific topic areas to choose from will be provided. The objective of this assignment is to help you clarify your focus and plan the structure of your case study project. Through submitting your chosen topic and an outline, you will receive feedback that will assist you in refining your approach and ensuring a well-organized and coherent paper. Further instructions will be provided in class and on Brightspace.

Final paper topic and outline are to be submitted via Brightspace. Due **November 14th at 11:59pm**.

FINAL PROJECT 30%:

Exploring Racial Dynamics Through Canadian Case Studies

8-10 double-spaced pages. Due December 8th at 11:59pm on Brightspace.

In this assignment, you will delve into the complex issues of race, discrimination, and social dynamics in Canada by analyzing a specific case study. You will analyze a case study of an historical or contemporary instance of racial discrimination in Canada. You will conduct thorough research on your chosen case study, exploring the historical context, key events, power dynamics, affected communities, and the social, political, and cultural implications of the case.

In your paper, you will analyze the impact of the case study on the affected communities and broader Canadian society. Your paper will:

- 1.) Examine the role of systemic racism, discrimination, and power dynamics in shaping the events of the case study.
- 2.) Reflect on how the case study has influenced discussions around diversity, equity, and inclusion in Canada.
- 3.) Discuss the relevance of the chosen case study to current racial dynamics in Canada. Consider whether the issues raised by the case study persist today and how they manifest in contemporary society.
- 4.) Propose recommendations for addressing the ongoing impact of the case study. Consider policies, education, community initiatives, or other measures that could contribute to greater equity and social justice.

A list of case studies to choose from will be provided. There will be time allotted in-class to workshop your final project and receive feedback. Further instructions and grading rubric will be provided in class and on Brightspace.

SCHEDULE OF LECTURES AND READINGS

*Lectures and readings are subject to change or revision at the discretion of the instructor.

WEEK/DATE	TOPIC	READ/WATCH/LISTEN
Week 1 09/12	Introduction	No reading
Week 2 09/19	Theorizing Race, Racialization, and Racism	<p>Golash-Boza, Tanya. 2016. A Critical and Comprehensive Sociological Theory of Race and Racism. <i>Sociology of Race and Ethnicity</i> 2(2), 129–141.</p> <p>Castagna, Maria and Sefa Dei, George J. 2000. “An Historical Overview of the Application of the Race Concept in Social Practice”. Pp. 19-37 in <i>Anti-Racist Feminism: Critical Race and Gender Studies</i>, edited by Agnes Calliste, George Jerry Sefa Dei, and Margarida Aguiar. Halifax, NS: Fernwood.</p>
CRITICAL THOUGHT RESPONSE 1 DUE SEPTEMBER 22 AT 11:59PM		
Week 3 09/26	Theorizing Race, Racialization, and Racism	<p>Omi, Michael, and Howard Winant. 2015. “The Theory of Racial Formation.” Pp. 105-136 in <i>Racial Formation in the United States</i>. New York, NY: Routledge.</p> <p>Bonilla-Silva, Eduardo. 2013. “New Racism,” Color-Blind Racism, and the Future of Whiteness in America.” Pp 345-360, in <i>White Out: The Continuing Significance of Racism</i>, edited by A.W. Doane and E. Bonilla-Silva. London: Taylor and Frances Books.</p>
Week 4 10/3	Interrogating Whiteness	<p>Lewis, Amanda E. 2004. “What group?” Studying whites and Whiteness in the Era of “Color-Blindness.” <i>Sociological Theory</i> 22(4): 623-646.</p> <p>Chesler, Mark A., Melissa Peet, and Todd Sevig. 2013. “Blinded by Whiteness: The Development of White College Students’ Racial Awareness”. Pp. 215-230 in <i>White Out: The Continuing Significance of Racism</i>, edited by A.W. Doane and E. Bonilla-Silva. London: Taylor and Frances Books.</p>
CRITICAL RESPONSES 2 DUE OCTOBER 6TH AT 11:59PM		
Week 5 10/10	Racial Formation in Canada: History, Power, and Discourse	<p>James, Carl E. 2008. “Re/presentation of Race and Racism in the Multicultural Discourse of Canada”. Pp. 97-112 in <i>Educating for Human Rights and Global Citizenship</i>, edited by Ali A.Abdi and Lynette Shultz. Albany, NY: State University of New York Press.</p> <p>Read only pg. 103-107 (top of page)</p>

		<p>Maynard, Robin. 2017. "Devaluing Black Life, Demonizing Black Bodies: Anti-Blackness from Slavery to Segregation". Pp. 17-49 in <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>. Black Point, NS: Fernwood Publishing. Read only pg. 17-40</p> <p>Watch:</p> <p>CBC News: The National. "Canada had slavery. Now, Black Canadians want an apology". https://youtu.be/PMu2Or3o0iE?si=mRO9D7H3MtgYfNR</p>
CRITICAL THOUGHT RESPONSE 3 DUE OCTOBER 13 AT 11:59PM		
<p>Week 6 10/17</p>	<p>Indigenous-Canada Relations</p>	<p>Dickason, Olive Patricia, William Newbigging, and Cary Miller. 2022. <i>Indigenous Peoples Within Canada: A Concise History, Fifth edition</i>. Don Mills, Ontario, Canada: Oxford University Press.</p> <ul style="list-style-type: none"> ▪ Chapter 10 - The "Indian Problem": Isolation, Assimilation, and Experimentation ▪ Chapter 12 - The First Numbered Treaties, Police, and the Indian Act
FALL BREAK OCTOBER 23RD TO 27TH NO CLASS		
<p>Week 7 10/31</p>	<p>Citizenship, Immigration, and Multiculturalism</p>	<p>Creese, Gillian. 2019. "Where are you from?" Racialization, Belonging and Identity among Second-generation African-Canadians". <i>Ethnic and Racial Studies</i> 42(9): 1476-1494.</p> <p>Watch:</p> <p>Historica Canada. May 21, 2021. The Sikh Migrants who Challenged Canadian Immigration Law [Video]. https://youtu.be/eZyvg_87e6o</p> <p>Vancouver Sun. March 24, 2018. Canadian Apartheid: Chinese Head Tax and Racism's Legacy [Video]. https://youtu.be/gkkpHpFV6oE</p> <p>CBC: The National. 'Where are you from?' Many Canadians struggle with identity question. https://youtu.be/OSKM6tQxRms?si=bVvbMvkOaBC9-Qmg</p>
MIDTERM EXAM (IN CLASS) OCTOBER 31ST		

<p>Week 8 11/7</p>	<p>Racial Inequality: Income, Labour, and Wealth</p>	<p>Block, S., & Grace-Edward, Galabuzi. 2011. "Canada's Colour Coded Labour Market". <i>Canadian Centre for Policy Alternatives</i>, 1-20.</p> <p>Oreopoulos, Philip, and Diane Dechief. 2012. "Why do some Employers Prefer to Interview Matthew, but not Samir? New Evidence from Toronto, Montreal, and Vancouver." <i>Canadian Labour Market and Skills Researcher Network</i>. Read Executive Summary only (pg. 3-4)</p> <p>Watch:</p> <p>Global News. "What role race may play in the hiring process?" https://youtu.be/rKz1g9bTCqs?si=7mKcMkXNd8IGxF5C</p>
<p>CRITICAL THOUGHT RESPONSE 4 DUE NOVEMBER 10TH AT 11:59PM</p>		
<p>Week 9 11/14</p>	<p>Housing, Health, and Environmental Racism</p>	<p>Springer, Amira. 2021. "Living in Colour: Racialized Housing Discrimination in Canada". Homeless Hub. https://www.homelesshub.ca/blog/living-colour-racialized-housing-discrimination-canada</p> <p>Gunn, B.L. 2016. Ignored to death: Systemic racism in the Canadian healthcare system. <i>Submission to EMRIP the Study on Health, United Nations</i>.</p> <p>Waldron, Ingrid. 2018. "Not in My Backyard: The Politics of Race, Place & Waste in Nova Scotia". Pp. 66-87 in <i>There's Something in the Water: Environmental Racism in Indigenous and Black Communities</i>. Winnipeg; MB: Fernwood Publishing.</p>
<p>FINAL PAPER TOPIC AND OUTLINE DUE NOVEMBER 14TH AT 11:59PM</p>		
<p>Week 10 11/21</p>	<p>Race and Education</p>	<p>James, Carl E. 2020. "Ending 'streaming' is only the first step to dismantling systemic racism in Ontario schools". <i>The Conversation</i>. https://theconversation.com/ending-streaming-is-only-the-first-step-to-dismantling-systemic-racism-in-ontario-schools-142617</p> <p>Bablak, L., Raby, R., & Pomerantz, S. 2016. 'I don't want to stereotype...but it's true': Maintaining whiteness at the centre through the smart Asian' stereotype in high school. <i>Whiteness and Education</i>, 1(1), 54-68.</p>
<p>Week 11 11/28</p>	<p>Race, Technologies, and Surveillance</p>	<p>Robertson, K., Khoo, C., & Song, Y. 2020. To Surveil and Predict: A Human Rights Analysis of Algorithmic Policing in Canada. https://citizenlab.ca/wp-content/uploads/2020/10/AIPolicing_factualfindings_v5.pdf</p>

		<p>Benjamin. 2019. "Engineered Inequity Are Robots Racist?". Pp. 33-52 in <i>Race after technology: abolitionist tools for the new Jim code</i>. Medford, MA: Polity Press.</p> <p>Listen:</p> <p>"Algorithmic Policing in Canada: The Future Is Here, But At What Cost?" on McGill Law Journal Podcasts</p> <p>https://lawjournal.mcgill.ca/article/algorithmic-policing-in-canada-the-future-is-here-but-at-what-cost/</p>
CRITICAL THOUGHT RESPONSE DUE DECEMBER 1 AT 11:59PM		
<p>Week 12</p> <p>12/5</p>	<p>Race and Social Justice</p>	<p>Desmond, Matthew, and Mustafa Emirbayer. 2010. "Toward Racial Justice". Pp. 501-545 in <i>Racial domination, Racial Progress: The Sociology of Race in America</i>. New York, NY: McGraw-Hill.</p> <p>Listen:</p> <p>Banting, Keith and Debra Thompson. 2022. "The puzzling persistence of racial inequality in Canada".</p> <p>https://policyoptions.irpp.org/magazines/the-puzzling-persistence-of-racial-inequality-in-canada/</p>
FINAL PAPER DUE DECEMBER 8TH AT 11:59PM		

MISSED OR LATE COURSEWORK

It is understood that students may face external challenges throughout the semester that may prevent them from being able to meet a deadline. Please contact the instructor as soon as possible before the deadline so it can be determined if an extension or other accommodation is warranted. Students who are either not granted or do not request an extension will receive a late penalty of **1/3 of a letter grade** (e.g. A to A-) for each day late (a weekend counts as two days). It is the student's responsibility to ensure that assignments are submitted on time. Therefore, it is important to plan ahead and manage time effectively to meet all deadlines.

In cases where an assignment or exam is missed and the student submits a self-declaration form, a determination will be made for appropriate accommodation depending on the missed assignment. You are encouraged to consult with the instructor as soon as possible after any missed assignment or exam. Self-declaration forms should be submitted no later than **3 days** after the assignment due date or scheduled exam.

Please note that this policy applies to all assignments, including papers, projects, and exams, unless otherwise stated by the instructor in advance.

NOTE ON COLLABORATION AND GENERATIVE AI

The critical thought responses, midterm exam, and final project are to be completed and submitted individually. Students are allowed to discuss topics, approaches to papers, and share suggestions of where to find relevant material. Time may be provided in class for students to discuss paper topics. However, your assignment should be original and done individually.

The use of generative AI such as ChatGPT is prohibited, unless otherwise explicitly permitted in assignment guidelines. If the instructor permits the use of generative AI for a specific assignment, then students will receive further guidelines on required citations or acknowledgement of the use.

See below for information on plagiarism.

GRADING SCALE

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/>
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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.