

**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**SOCI 2450A  
SUMMER 2024  
CRIME AND SOCIETY**

**Instructor:** Dr. Matthew Johnston

**Office Hours:** Through email anytime or (if necessary) by appointment through ZOOM.

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

**Method of Delivery:** This online course will be offered synchronously through ZOOM **Tuesdays and Thursdays** (July 2 – August 14) from **6:05pm to 8:55pm**. Lectures will be recorded and posted on BRIGHTSPACE.

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As a scholar and university course instructor with a disability, I am aware of how marginalization, injustice, exploitation, inequalities, discrimination, exclusion, and other wrongs in our education system place unnecessary demands, pressures, and exertions on the diverse student body. It is therefore my goal that we work toward inclusion by facilitating a learning environment that invites students to share their divergent experiences and perspectives. 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 instructor 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 behaviour 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 and Objectives:** This is an introductory criminology course that engages critical and sociological perspectives on crime, the Canadian criminal justice system (i.e., police services, correctional services), processes of criminalization (i.e., through vectors of inequalities or marginalization), power relations, and more. We will examine literature uncovering experiences and views of incarcerated people, victims of crime, criminal justice system workers,

academics, as well as explore current and alternative approaches to justice. This course is purposively designed to build undergraduate students' critical thinking skills by exploring various and sometimes controversial approaches to justice, with much less focus on surveying established criminological theories seeking to 'explain' or 'measure' crime.

### **Learning Outcomes:**

- 1) To gain a basic theoretical and critical understanding of the construct and reality of crime
- 2) To understand different facets, tensions, and controversies in Canada's criminal justice system
- 3) To develop skills in reading and assessing criminological literature
- 4) To develop skills in forming and communicating evidence-based arguments

**Required Readings:** All mandatory weekly readings will be posted on BRIGHTSPACE.

**Optional Readings:** O'Grady, William. (2024). *Crime in Canadian Context: Debates and Controversies. 5<sup>th</sup> Edition*. Oxford University Press.

\*I will be teaching some material from this textbook; however, students **will not** be tested on any material I do not cover during lecture, so purchase of this textbook is **optional** and not required.

**Class Schedule:** Every applicable **Tuesday** and **Thursday** (July 2 – August 14) from **6:05pm to 8:55pm**.

### **Course Requirements & Methods of Evaluation:**

- 1) Five Discussion Posts (25%)
- 2) Take Home Midterm (35%)
- 3) Final Research Essay (40%)

**Five Discussion Posts (5% each = 25%)**

### **Instructions:**

In order to fulfill the requirements of the participation grade, students will be responsible for posting a succinct response on the BRIGHTSPACE discussion forum to further the debate on a given topic. Each response should answer the question posed and reflect engagement and understanding of that week's reading materials. The discussion posts are designed to get students to share their ideas and informed opinions on crime and the criminal justice system on a broader platform. They will also serve as a catalyst for the Final Research Essay (see below).

For full participation marks, students will be required to answer five discussion questions. The student can answer the five questions posed **until the 2<sup>nd</sup> last day of class (August 8)**. After August 8<sup>th</sup>, Discussion posts will no longer be graded, so please budget your time accordingly.

Each discussion post should be **2 full paragraphs in length** (3-5 sentences per paragraph), reflect an adequate understanding and engagement with the reading material, and be respectful in both tone and content. Students are encouraged to read previous comments and respond

accordingly as part of a larger, ongoing discussion in order to play a positive role in the collective discussion.

Each post will receive a mark of or between:

- 0 (if the comment is incomplete, does not properly engage with the reading material/is off topic, or uses discriminatory language/personal attacks)
- 1-3 (if the comment is partially complete, demonstrates a limited engagement with the reading material, but still adequately answers the discussion question)
- 3.5-5 (if the comment is 2 full paragraphs in length, demonstrates a strong engagement with the reading material, and addresses all aspects of the question posed)

\*Due to volume, **students will not receive written feedback on their weekly discussion posts** and should contact the instructor by email if they wish to discuss their grade.

### **Take Home Midterm (35%)**

#### **Instructions:**

The take home midterm exam will be a combination of question types from the lectures and readings. There will be short and long answer questions, and some questions will require students to craft an argument. Students are responsible for all assigned readings as set out in the course outline as well as all lectures, which will be recorded and made available on BRIGHTSPACE. The take home midterm questions **will be posted on BRIGHTSPACE on July 23, 2024** and the take home midterm is **due on July 30, 2024 by 11:59pm**. Please ensure that your **full name and student number** are on the cover page and template for the midterm exam. Students may answer the midterm questions in a single-spaced format.

### **Final Research Essay (40%)**

#### **Instructions:**

The goal of this assignment is to get students to expand on **one** of their discussion post responses in the form of a Research Essay. Specifically, students will answer **one** discussion post question in fuller form by drawing on course readings and other evidence they research (i.e., academic journal articles, books, book chapters, reports, etc.). Students will be responsible for critically assessing the literature they find and taking a clear position in response to the question posed. Papers will be evaluated in terms of the strength of the analysis and how well arguments are supported by evidence. Before writing the Research Essay, students are encouraged to read through all of the responses to the discussion post question to get a sense of the potential debates and ideas on their topic. However, students are **not permitted** to cite or use other students' ideas directly in their papers.

Each Research Essay will have an introduction that overviews the key issue at stake, a thesis statement, and a paper overview outlining the various sections that follow. In the body paragraphs, students should carefully assess each respective side of the debate with supporting evidence and be clear where they stand in relation to the evidence presented, and why. The conclusion should sum up the paper's findings and key arguments, as well as state what the

implications of the student's research are without introducing any new information, and suggest possible directions (if applicable) for future research.

Research papers must include a **minimum of six (6) academic, peer-reviewed sources** (academic books, book chapters, and journal articles). Try to cite sources, if possible, from the last five to ten years. Students are also encouraged to cite appropriate government documents or internal reports that could be useful to their analysis, or media sources. Please keep in mind that while news articles can be a great way to gain information on your chosen topic, they are not considered to be academic sources.

The final essay should be between **1500-2000 words** (roughly 6-8 pages, excluding the title page and bibliography), double spaced, and in Times New Roman, 12-point font. You can cite using any established format (APA, ASA, MLA, Chicago, Footnotes, Endnotes, etc.) so long as it is consistent.

Please include your name, student number, course code and section, instructor's name, due date, and word count on the title page. Please use page numbers and sub-headings in your assignment. You must submit your essay online as either a PDF or Word (.doc) file.

The assignment must be submitted online through BRIGHTSPACE on or before **August 13, 2024** by 11:59pm. Please note that papers submitted via email will not be graded.

**Please note:** All assignments must be written in order to obtain a passing grade for this course.

**Late Penalty:** Assignments that are late will be penalized 3% per day, including weekends, if there are no extenuating circumstances provided to the instructor.

**NOTE:** All grade review requests must be discussed **with the instructor** (not the Teaching Assistant) by **August 23<sup>rd</sup>, 2024**. To warrant a grade review request, the student must email the instructor with a 2-3 paragraph explanation of where exactly they believe extra marks should have been earned. If the write-up is deemed sufficient by the instructor, the instructor will review the grade and feedback provided.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100

B+ = 77-79

C+ = 67-69

D+ = 57-59

A = 85-89

B = 73-76

C = 63-66

D = 53-56

A - = 80-84

B - = 70-72

C - = 60-62

D - = 50-52

F = Below 50

WDN = Withdrawn from the course

DEF = Deferred

### Course Schedule

DATES	TOPICS	ASSIGNED READINGS
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<b>CLASS 1: July 2</b>	<p>Introduction to Course</p> <p>What is Crime?</p> <p>Crime, Fear, and Risk</p>	<p>Bučar Ručman, A. (2019). What is crime? A search for an answer encompassing civilisational legitimacy and social harm. <i>Crime, Law, and Social Change</i>, 72(2), 211–226.</p> <p><b>Optional:</b> O’Grady, W. (2024). Chapter 1: Crime, Fear, and Risk. In <i>Crime in Canadian Context: Debates and Controversies (5<sup>th</sup> Edition)</i>. Oxford University Press.</p>
<b>CLASS 2: July 4</b>	<p>Responding to Crime (Part 1)</p>	<p>Mears, D. P., &amp; Cochran, J. C. (2018). Progressively Tougher Sanctioning and Recidivism: Assessing the Effects of Different Types of Sanctions. <i>The Journal of Research in Crime and Delinquency</i>, 55(2), 194–241.</p> <p>Seabrook, M. S. S., Luscombe, A., Balian, N., Lofters, A., Matheson, F. I., O’Neill, B. G., Owusu-Bempah, A., Persaud, N., &amp; Pinto, A. D. (2023). Police Funding and Crime Rates in 20 of Canada’s Largest Municipalities: A Longitudinal Study. <i>Canadian Public Policy</i>, 49(4), 383–398.</p> <p><b>Optional:</b> O’Grady, W. (2024). Chapter 8: Responding to Crime. In <i>Crime in Canadian Context: Debates and Controversies (5<sup>th</sup> Edition)</i>. Oxford University Press.</p>
<b>CLASS 3: July 9</b>	<p>Responding to Crime (Part 2)</p>	<p>Ramprashad, A., Burnett, G. M., &amp; Welsh, C. (2022). Harm Reduction: Not Dirty Words Any More. <i>The Psychiatric Clinics of North America</i>, 45(3), 529–546.</p> <p>Johnston, M. S., Ricciardelli, R., &amp; Whitten, C. (2024). “That’s not rehabilitation, that’s enabling”: Correctional officer perspectives on the Prison Needle Exchange Program. <i>Criminal Justice and Behavior</i>, 51(1), 66-85.</p>
<b>CLASS 4: July 11</b>	<p>Crime and Social Exclusion</p>	<p>Baron, S. W., &amp; Macdonald, S. (2020). Police Contact, Procedural Injustice, and Drug Use. <i>Canadian Journal of Criminology and Criminal Justice</i>, 62(1), 1–25.</p> <p>Carbonell, M., &amp; Ricciardelli, R. (2022). Newfoundland and Labrador: Provincial policing and federal youth justice legislation.</p>

		<p><i>Newfoundland and Labrador Studies</i>, 37(1), 1719-1726.</p> <p>McGuire, M. M., &amp; Murdoch, D. J. (2022). (In-)justice: An exploration of the dehumanization, victimization, criminalization, and over-incarceration of Indigenous women in Canada. <i>Punishment &amp; Society</i>, 24(4), 529–550.</p> <p><b>Optional:</b> O’Grady, W. (2024). Chapter 6: Crime and Social Exclusion. In <i>Crime in Canadian Context: Debates and Controversies (5<sup>th</sup> Edition)</i>. Oxford University Press.</p>
<b>CLASS 5: July 16</b>	Working in the Criminal Justice System (Part 1)	<p>Carbonell, M., &amp; Ricciardelli, R. (2023). Correctional officer culture in Canada: Proving oneself for in-group acceptance. <i>The Prison Journal</i>, 103(6), 791-811.</p> <p>Towns, Z., &amp; Ricciardelli, R. (2023). “The Top Cop”: Understanding correctional officer recruits’ motivations towards correctional emergency response team membership. <i>Corrections: Policy, Practice and Research</i>.</p> <p>Ricciardelli, R., Cassiano, M. S., &amp; Foley, G. (2024). The well-being of correctional officers in Canada. In H. Arnold et al. (Eds.), <i>Prison Officers</i> (pp. 409-431). Palgrave.</p> <p>Taylor, M. P., Ricciardelli, R., &amp; Spencer, D. (2024). Parole work in Canada: The realities of supervising “sex offenders”. <i>Probation Journal</i>, 1-22.</p>
<b>CLASS 6: July 18</b>	Working in the Criminal Justice System (Part 2)	<p>Towns, Z., Ricciardelli, R., &amp; Cyr, K. (2024). Understanding the physical fitness standard, recruitment, and retention of Canadian Emergency Response Teams. <i>The Police Journal: Theory, Practice and Principles</i>, 1-25.</p> <p>Taylor, M. P. (2023). Sensing probation in Canada: Notes on affect and penal aesthetics in risk assessment. <i>European Journal of Probation</i>, 15(2), 120-146.</p>

		<p>Angehrn, A., Fletcher, A. J., &amp; Carleton, R. N. (2021). "Suck it up, buttercup": Understanding and overcoming Gender Disparities in Policing. <i>International Journal of Environmental Research and Public Health</i>, 18, 7627.</p> <p>Perrott, S. B. (2017). Progress towards more culturally and gender-sensitive policing: Perceptions from a Canadian sample of police officers. <i>The Police Journal</i>, 91(3), 224-238.</p>
<b>CLASS 7: July 23</b>	<p>Working in the Criminal Justice System (Part 3)</p> <p><b>Take Home Midterm Questions Released</b></p>	<p>Leclerc, M.-E., Wemmers, J.-A., &amp; Brunet, A. (2020). The unseen cost of justice: Post-traumatic stress symptoms in Canadian lawyers. <i>Psychology, Crime &amp; Law</i>, 26(1), 1–21.</p> <p>Lively, C. J., Fallon, L., Snook, B., &amp; Fahmy, W. (2020). Seeking or controlling the truth? An examination of courtroom questioning practices by Canadian lawyers. <i>Psychology, Crime &amp; Law</i>, 26(4), 343–366.</p>
<b>CLASS 8: July 25</b>	Critical Perspectives on Criminalization	<p>Owusu-Bempah, A., &amp; Luscombe, A. (2021). Race, cannabis and the Canadian war on drugs: An examination of cannabis arrest data by race in five cities. <i>The International Journal of Drug Policy</i>, 91, 102937.</p> <p>Chesnay, C. T., Bellot, C., &amp; Sylvestre, M. È. (2013). Taming disorderly people one ticket at a time: The penalization of homelessness in Ontario and British Columbia. <i>Canadian Journal of Criminology and Criminal Justice</i>, 55(2), 161-185.</p> <p>Herring, C., Yarbrough, D., &amp; Alatorre, L. M. (2020). Pervasive Penalty: How the Criminalization of Poverty Perpetuates Homelessness. <i>Social Problems</i>, 67(1), 131–149.</p>
<b>CLASS 9: July 30</b>	<b>Take Home Midterm Due (Worth 35%)</b>	<b>NO READINGS OR LECTURE</b>
<b>CLASS 10: August 1</b>	Alternative Approaches to Justice (Part 1)	<p>Van Camp, T., &amp; Wemmers, J.-A. (2013). Victim satisfaction with restorative justice: More than simply procedural justice. <i>International Review of Victimology</i>, 19(2), 117–143.</p>

		<p>Barmaki, R. (2022). On the incompatibility of “Western” and Aboriginal views of Restorative Justice in Canada: A claim based on an understanding of the Cree justice. <i>Contemporary Justice Review</i>, 25(1), 24–55.</p> <p>Gervais, C. L. M., &amp; Johnston, M. S. (2022). Reconsidering Reconciliation Within Families of Youth Who Sexually Offend. <i>Journal of Interpersonal Violence</i>, 37(11–12), NP10093–NP10125.</p>
<b>CLASS 11: August 6</b>	Alternative Approaches to Justice (Part 2)	<p>Ryon, S. B., Winokur Early, K., &amp; Kosloski, A. E. (2017). Community-based and family-focused alternatives to incarceration: A quasi-experimental evaluation of interventions for delinquent youth. <i>Journal of Criminal Justice</i>, 51, 59–66.</p> <p>Barrett, C. J. (2017). Mindfulness and Rehabilitation: Teaching Yoga and Meditation to Young Men in an Alternative to Incarceration Program. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 61(15), 1719–1738.</p> <p>Gidaris, C. (2020). Rethinking confinement through Canada’s alternatives to detention program. <i>Incarceration</i>, 1(1), 1-14.</p>
<b>CLASS 12: August 8</b>	<p>Alternative Approaches to Justice (Part 3)</p> <p><b>Discussion Posts Due (Worth 25%)</b></p>	<p>Chartrand, V. (2021). Abolition in the land known as Canada in the wake of COVID-19. <i>Current Issues in Criminal Justice</i>, 33(1), 138–143.</p> <p>Morris, V. (2023). The role of reform in revolutionary struggles: advancing imaginable, semi-imaginable, and unimaginable reforms to work towards prison abolition. <i>Contemporary Justice Review</i>, 26(2), 200–223.</p> <p>Piché, J., &amp; Larsen, M. (2010). The moving targets of penal abolitionism: ICOPA, past, present and future. <i>Contemporary Justice Review</i>, 13(4), 391–410.</p>
<b>Class 13: August 13</b>	Class Wrap-up and Reflection	<b>NO READINGS.</b> Attendance is <b>optional</b> as this class will be used to informally gather feedback



	<b>Final Research Essay Due (Worth 40%)</b>	on the course and to answer any outstanding questions from students.
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## **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 June examinations is **June 1, 2024** and **August 1st, 2024** for August examinations.

### **For Religious Obligations:**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](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.

### **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/>.

### SUMMER TERM 2024 – Important Dates and Deadlines

Date	Activity
March 1, 2024	Last day for receipt of applications for admission to an undergraduate degree program for the summer term.
April 29, 2024	Deadline for course outlines to be made available to students registered in early summer and full summer courses.
May 1, 2024	Last day for receipt of applications for undergraduate degree program transfers for the summer term.

May 6, 2024	Summer term begins. Early summer and full summer classes begin.
May 10, 2024	Last day for registration and course changes (including auditing) in early summer courses.
	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, 2024	Last day for registration and course changes (including auditing) in full summer courses.
	Last day to withdraw from early summer courses with a full fee adjustment.
May 17-29, 2024	Full winter, late winter, and fall/winter term deferred final examinations will be held.
May 20, 2024	Statutory holiday. University closed.
May 31, 2024	Last day to withdraw from full summer courses with a full fee adjustment.
June 1, 2024	Last day for academic withdrawal from early summer courses.
	Last day to request Formal Examination Accommodations for June examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specific deadlines.
June 11, 2024	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in early summer term undergraduate courses before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
June 18, 2024	Last day of early summer classes. (NOTE: full summer classes resume July 2.)

	Last day for 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 a course instructor as a due date for term work for early summer courses.
June 19-20, 2024	No classes or examinations take place.
June 21-27, 2024	Final examinations in early summer courses and mid-term examinations in full summer courses will be held. Examinations are normally held all seven days of the week.
June 25, 2024	Deadline for course outlines to be made available to students registered in late summer courses.
June 27, 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.
July 1, 2024	Statutory holiday. University Closed.
July 2, 2024	Late summer classes begin and full summer classes resume.
July 8, 2024	Last day for registration and course changes (including auditing) in late summer courses.
July 15, 2024	Last day to withdraw from late summer courses with a full fee adjustment.
July 19-21, 2024	Early summer term deferred final examinations will be held.
July 22, 2024	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
August 1, 2024	Last day for academic withdrawal from full and late summer courses.

	<p>Last day to request Formal Examination Accommodations for August 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.</p>
August 5, 2024	<p>Statutory holiday. University closed.</p>
August 7, 2024	<p>Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in late summer and full summer term undergraduate courses, before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).</p>
August 14, 2024	<p>Last day of late summer and full summer classes.</p>
	<p>Classes follow a Monday 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 a course instructor as a due date for term work for late summer and full summer courses.</p>
August 15-16, 2024	<p>No classes or examinations take place.</p>
August 17-23, 2024	<p>Final examinations in late summer and full summer courses will be held. Examinations are normally held all seven days of the week.</p>
August 23, 2024	<p>All final take-home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p>

September 20-22, 2024	Full summer and late summer term deferred final examinations will be held.
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