

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**ANTH 2850
FALL 2024
Anthropology of Development**



A local woman from Sistan, Iran, 2022, selling bread

Instructor: Dr. Hassan Shahraki

Office Hours: C761. Upon appointment through the email

TA (Email):

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Pre-requisites & Precluded Courses: none

Method of Delivery: in-person

Class time: Tuesday 18:05-20:55

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

This is an essential course to familiarize yourself with the key definitions, schools, and development approaches. A basic history of development, post-development, and the most current iterations and configurations of the development concept in the Anthropocene age are all intended to be covered in this course. The course will provide a critical understanding of the domain of development from the anthropological and geographical perspective and its discourse and practice. The course will cover the issues like racial capitalism and inequality, globalization, gender relations, global in/justice, policy-making processes, climate change, NGOs, and social movements.

Learning Outcomes

On successful completion of this course, students will be able to:

1. Describe a brief history of theories and approaches to growth,
2. Describe how the various theories of development that have been molded and categorized since World War II,
3. Compare and evaluate the various developmental schools, and **critically understand the** development discourses and practices,
4. Discuss connections between development theories and the climate change issue,
5. Apply development theories to practical situations,
6. Construct and design a development framework to deal with the most severe development problem in in local, national, and international level.

Reading(s)/Textbook(s)

There is no textbook for this course. All course material can be found in the Carleton Library or on Ares. The readings are listed in the class schedule table.

The PowerPoint slides

The course PowerPoint file will be uploaded and made gradually available to the students for usage during the course via Brightspace.

Films

You are required to watch a number of documentaries throughout the term, which you can access through ARES or YouTube. Please notice that films might be subject to change depending on availability.

- National Geographic Exploration. 2024. Hamun [Vidoe] YouTube URL:

<https://youtu.be/TBc4I88dh9k?si=Aexfq6hOEe7qhHt>

-BBC News. 2023. Why Iran's TikTok generation demanding "Women, Life, Freedom"? [Video].

YouTube URL: https://youtu.be/siCHERPVmw?si=qSe3yE_gxOqkcIeH

-TED. 2023. Why Iranians are cutting their hairs for "Women, Life, Freedom" [Video]. YouTube URL: https://youtu.be/sbZWB2nAEAE?si=_aWEoRbsmIjq_YMU

Diversity and Inclusion Statement

In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Students in this class are encouraged to participate during class discussions and to support others in their participation. Because the class will represent a diversity of individuals, beliefs, backgrounds, and experiences, every member of this class is asked to show respect for every other member.

Course Requirements & Methods of Evaluation:

Assessment	Weighting % of Total Grade	Submission	Due End of Week #
Team Projects	35%	Brightspace Brightspace	Based on the Project break down
Discussions	35%	Brightspace	Weekly base
Final exam (Scheduled University Exam)	30%	On campus	

Total

100%

Team Projects:

Working in teams of 5 to 7, students must finish a project related to the course. Students must join one of the teams before the end of the fourth class, or they will be randomly assigned to one of the teams. Every team must prepare to present their work for 10 minutes, and answer the questions for about 5 minutes during the last two weeks/classes

Note 1: Remember that through your presentation, and team report, refer to the concepts and theories you learned in this course.

Note 2: Students need to submit five individual progress report together with their team/ group final project reports, so not all members in the group will necessarily receive the same grade.

Note 3: The group reports must be written in the word format (between 750 to 1250 words).

Note 4: Group contract must be both sent to the instructor's email and submitted through the Brightspace due week 5, and by the selected team representative/leader (selecting this person is upon the members of each group).

Note 5: The evaluation of the individual progress reports is based on clarification of doing the role of each person/student that is already been determined in the group contract.

Note 6: From week 6 onward, every member of the team should submit a "progress report" through the Brightspace. This report is related to the role of every member in the team projects. (Word format, Max 500 words). The student must illustrate the practical activities that has done until that time. The pictures, films, and interview transcripts can be attached to the progress report.

The break-down of the team project

The components of the project are as it follow:

- There can be two primary categories to consider when choosing the subject or topic of the projects: theoretical subjects (a) and practical subjects (b). Class lectures, brainstorming sessions, and discussions can all be used to generate the theoretical subject. Any idea, theory, or method pertaining to the field of development and anthropology might be chosen as a subject. In this category, the suggested project structure or format that should be expressed and provided through the group reports is: a synopsis of the theory or concept; the primary feature or subject's constituent parts (a very brief literature review); the subject's primary supporters and detractors, as well as its ramifications for the disciplines of development and anthropology. Any developmental difficulty at the local, national, or worldwide level may be chosen as a topic or subject under category (b). The problem's primary characteristics, an analysis of the problem based on concepts and viewpoints from the anthropology of development, a solution (a narrowly focused answer or a broad range of arguments), and a conclusion (a brief synopsis of the problem's nature and how the solutions will contribute to a better future) must all be presented in the final group reports. A list of references in APA format must be included at the end of the final group reports for both categories. More instructions related to the team projects, will be discussed in week 1 and through the Brightspace during the semester.
- Group contract due Week 5 (Determine the roles of each group member, how you will work together, milestones of the project, determine the topic or subject of the project). The topic can be just a theoretical subject or a critical development problem or challenge in the local, national, or international context.
- Group presentation (5 out of 35%) (by the team leader who will choose by the members of each group) (PowerPoint format)
- Individual progress reports (20 out of 35%) (word format)
- Team reports (10 out of 35%) (word format)
- The delays and accommodations: In this course the special accommodations will be offered based on the negotiations between each student and the instructor. Meanwhile, there will be 5% penalty for the delays/per day.

Discussions

We will discuss the weekly themes covered in class and how they relate to your local and global contexts. Students are expected to contribute to the discussions on a weekly basis. The discussions will be an opportunity to demonstrate your ability to critically engage with the materials and relate them to your own experience. The subject of the discussions will be determined through a brainstorming session at the end of each class (last 10-15 minutes of every class session). The discussions will begin from week 2 onward and take time about 40 minutes out of the overall time of the class. During each discussion the students should write their name on a sign sheet- this is not an attendance issue, just a matter of participation. The grade assign to each student is based on (a) his/her summary that should be submitted through the Brightspace, (b) raising questions about the topic for your classmates to engage with, and (c) responding to your classmates' reflections on topic. The summary should contain between 100 and 250 words that include your critical thoughts and observations regarding the primary subjects and problems that have been covered. In actuality, the summary shows that you participated in the conversations and that you understood the information clearly and accurately.

Formally Scheduled Final Exam (30%)

It will cover a range of questions relevant to concepts and issues from the course, and the test will be scheduled and maintained according to the school's requirements. The exam comprises both multichoice and true/false questions.

Class Schedule

Week 1 (Sep 10)	
Topics	
-The history and definitions of development	
-Knowing about the historical origins of development theories and approaches	
Readings	
-Rist, G. 2019. <i>The history of development</i> . Zed Books: London. (Introduction)	
Activity	
10-15 minutes brainstorming for choosing a topic for week 2 discussion	
Week 2 (Sep 17)	
Topics	
-What is the Development 1, Development 2, and Development 3?	
-The role of the World War II in the invention of development (paradigms)	
Readings	
-Rist, G. 2019. <i>The history of development</i> . Zed Books: London. (Chapter 1, and chapter 2)	
-Munck, R. 2021. <i>Rethinking development: Marxist perspectives</i> , Switzerland: Palgrave Macmillan. (Chapter 1)	
Activity	
40 minutes Discussions on the topic that has been chosen during the week 1	
10-15 minutes brainstorming in order to choose or determine the topic of discussion in week 3	
Week 3 (Sep 24)	
Topics	
-Modernization theory	
- Explaining the aims and characteristics of modernization theory	
Readings	
- Alberto A., Long, N., 2000. Reconfiguring modernity and development from an anthropological perspective, In: Alberto A., Long, N., Eds. <i>Anthropology, Development and Modernities: Exploring discourses, counter-tendencies and violence</i> . Routledge: London and New York.	
Activities	
40 minutes Discussions on the topic that has been chosen during the week 2	
10-15 minutes brainstorming in order to choose or determine the topic of discussion in week 4	
Assignments	
1. Submitting the summary related to the discussion in week 2	Due Date Sep 23
2. Raising and responding to the questions (Through the Brightspace)	Due Date Sep 23

Week 4 (Oct 1)

Topics

- Dependency theory
- Explaining the roots and aims of dependency theory
- What are the relations and roots of dependency theory to and in Latin America?
- An Iranian example and manifestation of dependency theory (a historical episode of 1979 Islamic Revolution)

Readings

- Kay, C., Development theory: the Latin American pivot, 2018. In: V. H., Bowles, P., Eds. The Essential guide to critical development studies. Routledge: New York.
- Munck, R. 2018. Rethinking Latin America: Towards new development paradigms, In: V. H., Bowles, P., Eds. The Essential guide to critical development studies. Routledge: New York.
- Ziai, A. 2019. Gharbzadegi in Iran: A Reactionary Alternative to 'Development'? *Development* 62, 160–166. <https://doi.org/10.1057/s41301-019-00221-4>

Activities

40 minutes Discussions on the topic that has been chosen during the week 3

10-15 minutes brainstorming in order to choose or determine the topic of discussion in week 5

Assignments

1. Submitting the summary related to the discussion in week 3 **Due Date Sep 30**
2. Raising and responding to the questions (Through the Brightspace) **Due Date Sep 30**
3. Joining to the project teams (Through the Brightspace) **Due Date Oct 1**

Week 5 (Oct 8)

Topics

- Post-modernism and post-development
- Explaining the historical roots and characteristics of post-development
- Analyzing the strengths and weaknesses of the post-development paradigm or approach

Readings

- Ziai, A., Development discourse and its critics: An introduction to post-development, In: *Exploring Post-development: Theory and practice, problems and perspectives*, Aram Ziai, (Ed.), NY: Routledge.
- Escobar, A. Post-development as concept and social practice, In: *Exploring Post-development: Theory and practice, problems and perspectives*, Aram Ziai, (Ed.), NY: Routledge.

Activities

40 minutes Discussions on the topic that has been chosen during the week 4

10-15 minutes brainstorming in order to choose or determine the topic of discussion in week 6

Assignments

1. Submitting the summary related to the discussion in week 4 **Due Date Oct 7**
2. Raising and responding to the questions (Through the Brightspace) **Due Date Oct 7**
3. Sending AND submitting the group contracts **Due Date Oct 8**

Week 6 (Oct 15)

Topics

- Marxism and critics of development
- Knowing about and explaining the relationships between Marxism and development

Readings

-Munck, R. 2021. *Rethinking development: Marxist perspectives*, Switzerland: Palgrave Macmillan.

Part I: Classics (Marxism and Capitalism, Marx and Underdevelopment)

-Munck, R. (2024) Development and Marxism: a brief genealogy, *Global Discourse*, 14(2-3): 204–219, DOI: 10.1332/204378921X16825818481075

Activities

40 minutes Discussions on the topic that has been chosen during the week 5

10-15 minutes brainstorming session in order to choose or determine the topic of discussion in week 7

Assignments

- | | |
|--|------------------------|
| 1. Submitting the summary related to the discussion in week 5 | Due Date Oct 14 |
| 2. Raising and responding to the questions (Through the Brightspace) | Due Date Oct 14 |
| 3. Submitting the first individual progress report | Due Date Oct 15 |

October 21-25 Fall Break No classes

Week 7 (Oct 29)

Topics

- Marxism and critics of development
- Knowing about and explaining the relationships between Marxism and development

Readings

- De Paula, P. G. 2015. Main Interpretations of Marx's Notion of Development: A Critical Review. *Science & Society*, 79(4), 582–609. <http://www.jstor.org/stable/24585274>

Activities

40 minutes Discussions on the topic that has been chosen during the week 6

10-15 minutes brainstorming session about the feminism and eco-feminism

Assignments

- | | |
|--|------------------------|
| 1. Submitting the summary related to the discussion in week 6 | Due Date Oct 28 |
| 2. Raising and responding to the questions (Through the Brightspace) | Due Date Oct 28 |
| 3. Submitting the second individual progress report | Due Date Oct 29 |

Week 8 (Nov 5)

Topics

- The history of feminism
- the different approaches in feminism
- The ecofeminism
- Body politics
- The role of the body and embodiment in the future trends of development

Readings

-Sotoudeh, N. *Women, Life, Freedom: Our fight for human rights and equality in Iran*, US: Cornell University Press.

-Singh, J. 2023. *The Ecology of Being Woman: Understanding Ecofeminism in the Age*

of Transnational Capitalism. In: Pal, D., Banerjee, P. (Eds.), *Ecofeminism and Allied Issues*, UK: Cambridge Scholars Publishing

Activities

40 minutes Discussions on the two documentaries (**Why Iran's TikTok generation demanding "Women, Life, Freedom"?**), and (**Why Iranians are cutting their hairs for "Women, Life, Freedom"**)

10-15 minutes brainstorming in order to choose or determine the topic of discussion in week 9

Assignments

1. Submitting the summary related to the discussion in week 7 **Due Date Nov 4**
2. Raising and responding to the questions (Through the Brightspace) **Due Date Nov 4**
3. Submitting the third individual progress report **Due Date Nov 5**

Week 9 (Nov 12)

Topics

- Development and climate change
- Criticizing the mainstream development approaches from the geosocial perspective

Readings

- Taylor, M. 2018. Climate change and development, In: Veltmeyer, H., Bowles, P. (Eds.), *The essential guide to critical development studies*, London and New York: Routledge.
- Shahraki, H. Rural entrepreneurship at the cross point of cultural turn and planetary: A geosocial critique of rural entrepreneurship, Submitted for the publication in *De Gruyter Handbook of Rural Entrepreneurship*.

Activities

40 minutes Discussions on the topic that has been chosen in week 8

10-15 minutes brainstorming session about the climate change and the era of Anthropocene

Assignments

1. Submitting the summary related to the discussion in week 8 **Due Date Nov 11**
2. Raising and responding to the questions (Through the Brightspace) **Due Date Nov 11**
3. Submitting the fourth individual progress report **Due Date Nov 12**

Week 10 (Nov 19)

Topics

- Development in the Anthropocene era
- Development and planetary limitations

Readings

- Nayeri, K. 2017. How to stop the sixth extinction: A critical assessment of E. O. Wilson's Half-Earth. *A Journal of Ecosocialism*.
(<https://forhumanliberation.blogspot.com/2017/05/2611-how-to-stop-sixth-extinction.html?m=>)
- Kelman, I. 2022. Planetary Boundaries, In: Sims, K., Banks, N., et al., (Eds.), *The Routledge Handbook of Global Development*, London and New York: Routledge.

Activities

40 minutes Discussions on the documentary Hamun
10-15 conversation with the students about the arranging of the team project presentations in week 11 and 12.

Assignments

- | | |
|--|------------------------|
| 1. Submitting the summary related to the discussion in week 9 | Due Date Nov 18 |
| 2. Raising and responding to the questions (Through the Brightspace) | Due Date Nov 18 |
| 3. Submitting the fifth individual progress report | Due Date Nov 19 |
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Week 11 (Nov 26)

Topics

- Indigenous development
- Explaining and analyzing the popular and skeptical versions of post-development

Readings

-Munck, R. 2021. *Rethinking development: Marxist perspectives*, Switzerland: Palgrave Macmillan. **Chapter 9: Indigenous Development**
--Shahraki, H. 2022. Three-Dimensional paradigm of rural prosperity: A feast of rural embodiment, post-neoliberalism, and sustainability, *World*, 3(1), 146-161.

Activities

One hour and fifteen minutes lecture. The remain time of the class will be dedicated to the Team Project presentations (Group1, Group2, Group3,)

Assignments

- | | |
|--|------------------------|
| 1. Submitting the summary related to the discussion in week 10 | Due Date Nov 25 |
| 2. Raising and responding to the questions (Through the Brightspace) | Due Date Nov 25 |
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Week 12 (Dec 3)

Topics

- Indigenous development
- Buen Vivir

Readings

-Chung, P., Ching, M. 2022. Indigenous rights, new technology and environment, In: Sims, K., Banks, N., et al., (Eds.), *The Routledge Handbook of Global Development*, London and New York: Routledge.
Walsh. C. 2010. Development as Buen Vivir: Institutional arrangements and (de)colonial entanglements, *Development* (2010) 53(1), 15–21. doi:10.1057/dev.2009.93.

Activities

One hour and fifteen minutes lecture. The remain time of the class will be dedicated to the Team Project presentations (Group4, Group5, Group6,)

Assignments

- | | |
|--|-----------------------|
| 1. Submitting the final group/team reports | Due Date Dec 3 |
|--|-----------------------|
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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 October/November examinations is **October 1, 2024** and **November 15, 2024** for December 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

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/>.

FALL TERM 2024 – Important Dates and Deadlines

Date	Activity
August 28, 2024	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
August 30, 2024	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2024	Statutory holiday. University closed.
September 3, 2024	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 4, 2024	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 10, 2024	Last day for registration and course changes (including auditing) in early fall courses.
September 17, 2024	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 2024 and must register for the fall 2024 term.
September 20-22, 2024	Deferred Exam Period: Full Summer term final examinations; Late Summer term final examinations
September 30, 2024	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2024	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 11, 2024	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).
	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 14, 2024	Statutory holiday. University closed.

October 15, 2024	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 18, 2024	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 21, 2024	Deadline for course outlines to be made available to students registered in late fall courses.
October 21-25, 2024	<p>Fall Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, October 20 to Sunday, October 27. The following exceptions may apply:</p> <ul style="list-style-type: none"> • If it is necessary to hold a test after Friday, October 18 due to exceptional circumstances, it can only be scheduled on Saturday, October 19. This timing must be announced on the course outline that is distributed at the beginning of the term. • Final exams for Early Fall undergraduate courses may be held on October 26-27 and November 2-3.
October 26-27, November 2-3, 2024	Final examinations in early fall undergraduate courses will be held.
October 28, 2024	Late fall classes begin.
November 8, 2024	Last day to withdraw from late fall term courses with a full fee adjustment.
November 11, 2024	Remembrance Day is on Monday, November 11. As much as possible, course instructors are asked to allow for a moment of silence for personal reflection at 11 a.m. in accordance with Senate policy.
November 15, 2024	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 15-17, 2024	Deferred Exam Period: Early Fall term undergraduate final examinations
November 22, 2024	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).
November 29, 2024	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).
November 30, 2024	Last day for receipt of applications from potential winter (February) graduates.
December 6, 2024	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.
December 9-21, 2024	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 21,
2024**

All final take-home examinations are due on this day