

**CARLETON UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**  
**SOCI 3056 FALL 2024 WOMEN AND HEALTH**

**Instructor: Shuchi Karim (PhD)**

**Class Schedule: Tuesday 8:35 – 11:25**

**Office Hours: By appointment**

**Email: [shuchikarim@cunet.carleton.ca](mailto:shuchikarim@cunet.carleton.ca)**

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

**Method of Delivery: In Person (Brightspace will be used for all task submission, and providing all reading/learning materials, announcements and necessary instructions for exams). Please check Brightspace regularly for announcements and instructions.**

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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 & Objectives:**

The course will introduce students to a wide range of women's health issues with a focus on the global context. We will investigate the extent to which social, political, and economic factors affect the health of women across the world. The course aims to introduce you to the emerging issues in women's health: knowledge, rights and services. We will reflect upon and challenge our taken-for-granted notions about gender and health – how social norms, practices, policies impact women's lives in health sector around the world. The course will also introduce you to the history, evolution and movements that have shaped today's women's health. Specifically, we will focus on the colonialism, women's movement, body politics, sexual-reproductive health and rights, disability, violence, mental health, migration, technology aspects of women's health.

**Learning Outcomes:**

**By the end of the course successful students will have demonstrated their ability to:**

- \* Understand and critically analyze the social, political, economic, and cultural factors affecting women's lives and Health.
- \* Have an in depth understanding of history, policies and politics concerning gender and health issues.
- \* Use active listening and discussion skills related to course concepts based on class readings.
- \* Conduct literature search using the course materials as well as library resources.
- \* Conceptualize, plan and present research project.
- \* Produce a well-reasoned research paper on the topic using proper citations.

**Course organization:**

For each session, we will usually have class lecture/discussions for 90 minutes during our class time and then we will have class work or some discussion related activities every week. Students are expected to take their role as active participants in the course seriously. This means that you are expected to come prepared to discuss the assigned readings and to engage with your peers.

Some issues may be controversial and can be triggering to some (but the course has to deal with topics that are related to violence and pain). If you feel a particular topic might be a trigger for you, I strongly advise you to contact with me in advance so that we can find a way to accommodate you in the learning process with care and empathy. I expect that you will behave courteously and respectfully by seriously considering ideas that might differ from your own. This is a reading intensive and student driven course. You are required to do all assigned readings and keep up to date with the reading schedule.

**Required Readings:**

There is no text assigned for this course, instead the required readings are made available through Ares in Brightspace or are available online. Readings might change or new readings might get added. Students will be notified via Bright Space Announcements.

**Citation Style**

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

**Evaluation:**

Weekly Reading Report	Due dates are indicated in Course Outline*	20
Class Work	Due dates are indicated in Course Outline**	20
Mid Term	Scheduled on October 29 <sup>th</sup>	20
Research Proposal	Due on November 12 <sup>th</sup>	10
Final Term Paper	Due on December 3 <sup>rd</sup>	30

Weekly Reading Reports, Class works, Mid Term, Research Proposal, and Term paper details are given in your course outline. You will submit these tasks in Bright Space (Go to *Tools-go to Assignments*, and you will find each Item listed under Assignments).

\*Weekly Reports and \*\*Class Work are all numbered: please submit your Reading Reports and Class works under the correct label and date.

Students are reminded to *keep a copy of all work submitted*. All assignments and papers are due in Brightspace. A late penalty of **10% per day** will apply to the research paper that is handed in after the scheduled due date. For further details on evaluation procedures refer to your undergraduate calendar.

- 1) **Class Work: 5 Class Work (which means done and submitted withing class time)**

**5 x 4 = 20 Points**

- 2) **Weekly (1 to 2 page) typed Reading Responses –  
5 weekly reading responses x 4 = 20 Points**

The reading responses are due **before each class in Brightspace**. **You choose at least two readings from the reading list of the session**. The readings should be synthesized. To get the report recognized as handed in, I expect a critical examination of the reading(s) – consider the following: identify main argument(s), strengths and limitations, and try to relate the reading - in any way - to a personal experience. Late reports are not accepted. I am looking for reflective engagement with the readings.

- 3) **Mid Term: 20 Points**

Mid Term will be conducted on the October 29<sup>th</sup>. **This is NOT an In-Class exam. You will write your exam and submit it electronically (in Bright Space).**

**Exam duration: 8:35 – 11:25**

### **Research project on a selected topic related to the course – 2 parts**

- a) **Proposal = 10 Points**

A research proposal is due in Brightspace **November 12<sup>th</sup>**. Choose a topic that is clearly related to the course. Hand in a two-page research proposal containing the following information: **I)** a specific research question or thesis statement; **II)** a planned theoretical approach – that is, locate your argument within a sociological analysis, (how will you explain the issue using Sociological concepts discussed in class?); **III)** a properly formatted, complete bibliography on **five (5) peer reviewed social science journal** articles (sources not on the course reading list and not text/books) that are directly relevant to your research question; and **IV)** a short paragraph about how each source will help you answer your research question. If you can't find good social science sources (outside of the course reading list) on your chosen topic, change your topic. You will be graded on the quality and appropriateness of your sources, so choose them carefully. Criteria of evaluation: relevance and focus of your research question, an appropriate and applicable sociological approach and the quality and relevance of the sources and annotation of sources. Detailed instructions/guideline for the research Proposal will be provided by the Instructor by October 15<sup>th</sup>.

- b) **Final Paper = 30 Points**

Final paper is expected to see the integration of at least 10 sources from the course reading list or any other class materials used and at least an additional five (5) outside sources

for the research paper – that is, 10 sources from class materials and 10 outside sources thus at least 20 sources all together. Take great care not to write a purely descriptive paper. The final paper is due in Brightspace 3<sup>rd</sup> December 2024. Detailed instructions/guideline for the Term paper will be provided by the Instructor by November 1<sup>st</sup>.

Paper should be no more than 3000 words. Type size should be 12pt.

**Final Grades:**

Final Grades are subject to the approval of the Dean. They do not become final until they are released by the University on your official transcript or are posted by the Department (Note: supplemental and/or grade-raising exams are no longer available). **All** coursework and/or exams must be submitted in order to obtain a grade in the course.

**Course Outline:**

*Note: The following schedule may be revised and some topics (readings) may be changed or others may be added.*

**Week 1: September 10<sup>th</sup>****Class topic:****Body Politics: How does the ‘body’ matter in gender and health discourses?****Readings:**

1. Body Politics, sexuality and Women’s Rights. Harcourt, ‘What is body politics?’ , in Harcourt, Body Politics in Development, 2009.
2. Krieger N, Fee E. Man-Made Medicine and Women’s Health: The Biopolitics of Sex/Gender and Race/Ethnicity. International Journal of Health Services. 1994;24(2):265-283. doi:10.2190/LWLH-NMCJ-UACL-U80Y
3. Annandale, E., & Hammarström, A. (2011). Constructing the ‘gender-specific body’: a critical discourse analysis of publications in the field of gender-specific medicine. *Health*., 15(6), 571-587.
4. Kuhlmann, E., & Babitsch, B. (2002, July). Bodies, health, gender—bridging feminist theories and women's health. In *Women's Studies International Forum* (Vol. 25, No. 4, pp. 433-442). Pergamon.

***Class Work 1 to be completed.*****Week 2: September 17<sup>th</sup>****Class Topic: History: Colonial influences on Women’s Health****Readings:**

Mina Roces (2017) Filipino Elite Women and Public Health in the American Colonial Era, 1906–1940, *Women's History Review*, 26:3, 477-502, DOI: 10.1080/09612025.2016.1194076 To link to this article: <https://doi.org/10.1080/09612025.2016.1194076>

Pamela Wakewich, Brianne Wood, Crystal Davey, Ashlie Laframboise, Ingeborg Zehbe & on behalf of the ACCSS group (2016) Colonial legacy and the experience of First Nations women in cervical cancer screening: a Canadian multi-community study, *Critical Public Health*, 26:4, 368-380, DOI: 10.1080/09581596.2015.1067671

***Weekly Reading Report 1 is due.******Class Work 2 to be completed.***

**Week 3: September 24<sup>th</sup>**

**Class Topic:** Population control: Women's bodies as sites of control

**Readings:**

Maud Anne Bracke (2022) Women's Rights, Family Planning, and Population Control: The Emergence of Reproductive Rights in the United Nations (1960s–70s), *The International History Review*, 44:4, 751-771, DOI: [10.1080/07075332.2021.1985585](https://doi.org/10.1080/07075332.2021.1985585)

Rishita Nandagiri (2021) What's so troubling about 'voluntary' family planning anyway? A feminist perspective, *Population Studies*, 75:sup1, 221-234, DOI: [10.1080/00324728.2021.1996623](https://doi.org/10.1080/00324728.2021.1996623)

Connell, R. (2012). Gender, health and theory: conceptualizing the issue, in local and world perspective. *Social science & medicine*, 74(11), 1675-1683.

**Weekly Reading Report 2 is due.**

**Week 4: October 1<sup>st</sup>**

**Class Topic:** Sexual and Reproductive Health and Rights: Maternal Health and reproductive rights

**Readings:**

Nguyen, T. V., King, J., Edwards, N., Pham, C. T., & Dunne, M. (2019). Maternal healthcare experiences of and challenges for women with physical disabilities in low and middle-income countries: a review of qualitative evidence. *Sexuality and Disability*, 37(2), 175-201.

Elmusharaf, K., Byrne, E., & O'Donovan, D. (2015). Strategies to increase demand for maternal health services in resource-limited settings: challenges to be addressed. *BMC public health*, 15(1), 1-10.

Mc Donagh, M., & Goodburn, E. (2001). Maternal health and health sector reform: opportunities and challenges. *Safe motherhood strategies: a review of the evidence*.

**Class Work 3 to be completed.**

**Week 5: October 8<sup>th</sup>**

**Class Topic:** Sexual and Reproductive Health and Rights: *Menstrual Hygiene management*

**Readings:**

Babbar, K., Martin, J., Ruiz, J., Parray, A. A., & Sommer, M. (2022). Menstrual health is a public health and human rights issue. *The Lancet Public Health*, 7(1), e10-e11.

Crankshaw, T. L., Strauss, M., & Gumede, B. (2020). Menstrual health management and schooling experience amongst female learners in Gauteng, South Africa: a mixed method study. *Reproductive health*, 17(1), 1-15.

Schmitt, M. L., Clatworthy, D., Ratnayake, R., Klaesener-Metzner, N., Roesch, E., Wheeler, E., & Sommer, M. (2017). Understanding the menstrual hygiene management challenges facing displaced girls and women: findings from qualitative assessments in Myanmar and Lebanon. *Conflict and health*, 11(1), 1-11.

Ghandour, R., Hammoudeh, W., Giacaman, R., Holmboe-Ottesen, G., & Fjeld, H. E. (2022). Coming of age: a qualitative study of adolescent girls' menstrual preparedness in Palestinian refugee camps in the West Bank and Jordan. *Sexual and Reproductive Health Matters*, 30(1), 2111793.

**Weekly Reading Reading Report 3 due.**

**Week 6: October 15<sup>th</sup>**

**Class Topic: Violence Against Women and Health impact**

**Readings:**

WHO multi-country study on women's health and domestic violence against women,  
[file:///Users/shuchikarim/Downloads/924159358X\\_eng.pdf](file:///Users/shuchikarim/Downloads/924159358X_eng.pdf)

Klein, R. (2004). Sickening Relationships: Gender-Based Violence, Women's Health, and the Role of Informal Third Parties. *Journal of Social and Personal Relationships*, 21(1), 149-165.  
<https://doi.org/10.1177/0265407504039842>

**Week 7: October 22<sup>nd</sup> READING WEEK**

**Week 8: OCTOBER 29<sup>TH</sup> MID TERM EXAM**

**Week 9: November 5<sup>th</sup>**

**Class Topic: SEX EDUCATION**

**Readings:**

Nicola Curtin, L. Monique Ward, Ann Merriwether & Allison Caruthers (2011) Femininity Ideology and Sexual Health in Young Women: A focus on Sexual Knowledge, Embodiment, and Agency, *International Journal of Sexual Health*, 23:1, 48-62, DOI: 10.1080/19317611.2010.524694 To link to this article:  
<https://doi.org/10.1080/19317611.2010.524694>

Shirpak, K. R., Chinichian, M., Maticka-Tyndale, E., Ardebili, H. E., Pourreza, A., & Ramenzankhani, A. (2008). A qualitative assessment of the sex education needs of married Iranian women. *Sexuality & Culture*, 12, 133-150.

Perehudoff et al. BMC International Health and Human Rights (2020) 20:21 <https://doi.org/10.1186/s12914-020-00237-9>

Cense, M., Grauw, S. D., & Vermeulen, M. (2020). 'Sex is not just about ovaries.' Youth participatory research on sexuality education in The Netherlands. *International Journal of Environmental Research and Public Health*, 17(22), 8587.

Moseson, H., Zazanis, N., Goldberg, E., Fix, L., Durden, M., Stoeffler, A., ... & Obedin-Maliver, J. (2020). The imperative for transgender and gender nonbinary inclusion: beyond women's health. *Obstetrics and Gynecology*, 135(5), 1059.

***Class Work 4 to be completed.***

### ***Week 10: November 12<sup>th</sup>***

#### **Research Proposal Submission date.**

**Class topic:** Women with Disabilities

#### **Readings:**

Naples, N. A., Mauldin, L., & Dillaway, H. (2019). From the guest editors: Gender, disability, and intersectionality. *Gender & Society*, 33(1), 5-18.

Heideveld-Gerritsen, M., van Vulpen, M., Hollander, M., Maatman, S. O., Ockhuijsen, H., & van den Hoogen, A. (2021). Maternity care experiences of women with physical disabilities: A systematic review. *Midwifery*, 96, 102938.

Matin, B. K., Williamson, H. J., Karyani, A. K., Rezaei, S., Soofi, M., & Soltani, S. (2021). Barriers in access to healthcare for women with disabilities: a systematic review in qualitative studies. *BMC women's health*, 21, 1-23.

Alhusen, J. L., Bloom, T., Anderson, J., & Hughes, R. B. (2020). Intimate partner violence, reproductive coercion, and unintended pregnancy in women with disabilities. *Disability and health journal*, 13(2), 100849.

***Weekly Reading Reading Report 4 due.***

### ***Week 11: November 19<sup>th</sup>***

**Class topic:** Health and Technology

Figueroa, C. A., Luo, T., Aguilera, A., & Lyles, C. R. (2021). The need for feminist intersectionality in digital health. *The Lancet Digital Health*, 3(8), e526-e533.

Lyles, C. R., Wachter, R. M., & Sarkar, U. (2021). Focusing on digital health equity. *Jama*, 326(18), 1795-1796.



LeFevre, A. E., Shah, N., Bashingwa, J. J. H., George, A. S., & Mohan, D. (2020). Does women's mobile phone ownership matter for health? Evidence from 15 countries. *BMJ global health*, 5(5), e002524.

***Class Work 5 to be completed.***

***Week 12: November 26<sup>th</sup>***

**Class Topic:** Women's Health Movement

**Readings:**

Hunt, L. (1996). Social Movements and the Construction of Health Knowledge: A Case Study of the Women's Health Movement. *Annual Review of Health Social Science*, 6(1), 157-172.

Gita Sen, Eszter Kismödi & Anneka Knutsson (2019) Moving the ICPD agenda forward: challenging the backlash, *Sexual and Reproductive Health Matters*, 27:1, 319-322, DOI: 10.1080/26410397.2019.1676534

Women's Global Health Policy Report, 2023, 'THE STATE OF WOMEN AND LEADERSHIP IN GLOBAL HEALTH', <https://womeningh.org/wp-content/uploads/2023/03/WGH-Policy-Report-2023-2-1.pdf>

***Weekly Reading report 5 due.***

***Week 13: December 3<sup>rd</sup>***

***Final Term Paper Submission Date.***

***Topic:*** Course revision and feedback.

No reading, no task.

**Additional Information**

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:**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

### **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 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](https://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](https://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:**

**Mental Health:** As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

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

<b>October 15, 2024</b>	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.
<b>October 18, 2024</b>	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.
<b>October 21, 2024</b>	Deadline for course outlines to be made available to students registered in late fall courses.
<b>October 21-25, 2024</b>	<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"> <li>• 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. <b>This timing must be announced on the course outline that is distributed at the beginning of the term.</b></li> <li>• Final exams for Early Fall undergraduate courses may be held on October 26-27 and November 2-3.</li> </ul>
<b>October 26-27, November 2-3, 2024</b>	Final examinations in early fall undergraduate courses will be held.
<b>October 28, 2024</b>	Late fall classes begin.
<b>November 8, 2024</b>	Last day to withdraw from late fall term courses with a full fee adjustment.
<b>November 11, 2024</b>	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.

<b>November 15, 2024</b>	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.
<b>November 15-17, 2024</b>	Deferred Exam Period: Early Fall term undergraduate final examinations
<b>November 22, 2024</b>	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).
<b>November 29, 2024</b>	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).
<b>November 30, 2024</b>	Last day for receipt of applications from potential winter (February) graduates.
<b>December 6, 2024</b>	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.

<b>December 9-21, 2024</b>	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.
<b>December 21, 2024</b>	All final take-home examinations are due on this day