



**Carleton
University**

Department of
Sociology and
Anthropology

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
SOCI 1005B
WINTER 2025
SOCIOLOGY FOR BACHELOR OF COMMERCE STUDENTS
Delivery Model: Virtual Blended (Asynchronous Lectures)**



Instructor: Dr. Phillip Primeau (Phil)

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Office Hours: Individually by Appointment via Zoom
Schedule a meeting here: <https://calendly.com/phillipprimeau>

Course Brightspace Page:
<https://brightspace.carleton.ca/d2l/home/286499>

Teaching Assistants: Contact information available via Brightspace

HOW THIS CLASS WORKS: This course is delivered entirely virtually. The course will unfold through a blended model which includes recorded lecture material (asynchronous), course material to read, watch or listen to, optional group workshop sessions (synchronous, by request), and assignments to complete individually by due dates throughout the term. Lecture material will be posted to the course's Brightspace page on Tuesdays by 6:05pm (EST). Students are expected to watch/listen to all course modules each week. Weekly assignments will require students to watch/listen to all course materials for that week's modules. All course material will remain available on Brightspace for the duration of the course, unless otherwise noted. There is a final take-home exam for this course. Students are encouraged to take advantage of live (synchronous) office hours by appointment with the course instructor and course teaching assistants. All times listed in Eastern Time (EST).

INSTRUCTOR COMMUNICATION POLICY: Please email your concerns, questions, and considerations. I will respond within 48 business hours Monday-Friday 9:00am-5:00pm (ET). Except for exceptional cases, I will refrain from emailing during the weekend. If after 48 business hours you have not heard back, something, somewhere went wrong. If this happens, please resend your email. If you would like to set up a meeting via Zoom, or a phone call, please schedule a time using this online platform: <https://calendly.com/phillipprimeau>

FORMAT & PARTICIPATION: The structure of this course requires continual participation. The course is organized around lectures, music, videos, podcasts, assigned readings, group discussions, and assignments. Class discussions via online discussion forums play a part in successfully navigating the material for this course. Actively participating in courses on an ongoing weekly basis (especially virtually) can be challenging, but we are a dedicated and engaged group and will be able to have fun, enriching discussions together. **It will not be possible to 'catch up' or 'binge' content near the end of the term.** Elements of the course inform and build on each other, which is why ongoing engagement in the course is strongly encouraged. If you feel like you have fallen behind, contact the instructor as soon as possible. Waiting until the end of term is **NOT** a good strategy. During the first class session, we will address how we can develop a supportive learning environment, course expectations, how discussion forums will be used, and checking emails/Brightspace messages on a regular basis for course updates.

REQUIRED MATERIAL:

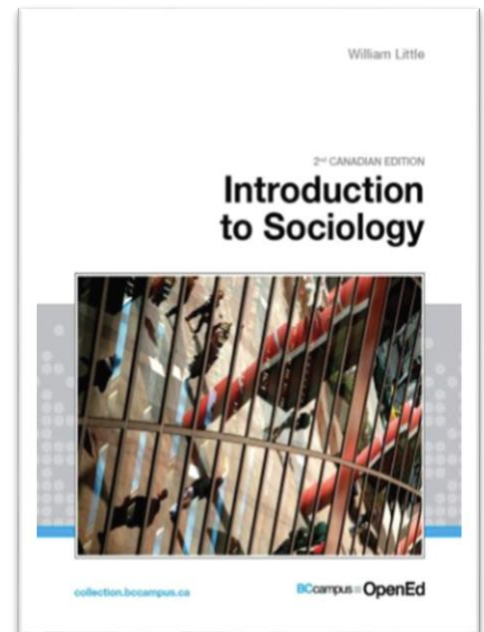
TEXTBOOK: Little, W. (2023). *Introduction to Sociology (3rd Canadian ed)*. BCcampus. <https://opentextbc.ca/introductiontosociology3rdedition/>

TEXTS: All other required readings will be available online & on the course's Brightspace page. There are no texts to purchase. Some material could require remote access to the university's online catalogue.

For this course, you can access and download your free, Open Source copy of the textbook in PDF format (Use the 'Print PDF' version—Watch out: large file!) on Brightspace in the 'Course Textbook' section. Alternatively, you can consult the book online. The PDF 'print' version has page numbers, whereas the website does not.

MULTIMEDIA REQUIREMENTS: We'll be watching a variety of videos and listening to different podcast episodes/music. The links to these will be provided in Brightspace under each appropriate week. The course schedule below also contains some of these links, but make sure to check Brightspace as the term progresses. Lecture content is highly interactive. It is recommended to use headphones to watch/listen if you are in a public environment. It is **NOT** recommended to watch/listen to lecture content on accelerated speeds.

COURSE DESCRIPTION: The origins of sociology, why sociology matters, and how it is practiced. Concepts such as class, race, ethnicity, gender, sexual orientation, work, organization, and social movements help students develop their sociological 'eye' for thinking critically about society and their place within it. Precludes additional credit for SOCI 1002. Prerequisite(s): restricted to B.Com. students.



LEARNING OBJECTIVES: By the end of this course, students will:

- Acquire knowledge of a broad range of major subfields in sociology.
- Learn about and critically engage with sociological concepts, theories, perspectives, and research strategies.
- Synthesize different ways in which academic research is disseminated to the public.
- Distinguish between different types of textual, visual, and oral/aural research practices.
- Develop and refine communication skills.
- Refine the skills involved to identify, summarize, and formulate an academic argument.
- Learn about and apply academic reading, writing, and citation skills

NOTICE: Students are advised that some of the topics covered in this course deal with sensitive and controversial issues that some students may feel uncomfortable engaging with.

RESPECT FOR DIVERSITY: Academic work in the social sciences is oftentimes about the choices we make from positions of privilege. While we must not shy away from the choices we make while engaging in academic work, it is our prerogative to engage in ethical practices that are respectful of the diversity of knowledges and perspectives that makeup our social world. In this course, we will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we will sometimes make mistakes in our speaking and our listening. We will at times need patience or courage or imagination or any number of qualities in combination to engage our texts, our

classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions. Additionally, as the instructor in this course, it is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and lectures that are respectful of diversity. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups

Furthermore, I would like to create a learning environment for students that supports a diversity of thoughts, perspectives and experiences, and honours your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, Department Chair and Professor [Bernhard Leistle](#) is an excellent resource.
- I am still in the process of learning about diverse perspectives and identities. As a male white settler trained in classical social theory and methods I have had to reconsider some of the things that I was taught (inside and outside formal education). This is a good thing. Going back and re-assessing the materials and knowledges that I use to teach allows me to learn and grow as a more informed researcher. In some instances, it has meant removing materials to make space for a more inclusive and diverse set of voices. In other instances it has meant expanding conversations and paying attention to how I teach certain material. This remains a learning process for me and I may from time to time get it wrong. If something was said in class (by anyone, including me) that made you feel uncomfortable, please talk to me about it (again, anonymous feedback is always an option). Likewise, if you appreciated the way certain topics or experiences were discussed let me know.

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. If you are not located near Carleton, you may use the website <https://native-land.ca/> to identify traditional homelands.

ONLINE LEARNING REQUIREMENTS AND CLASS CONDUCT:

Students must have access to the internet and the ability to access the course's Brightspace. Material posted to Brightspace will be available for download and consultation offline whenever possible. I also assign a variety of videos and podcast episodes that are relevant to the topics we will be covering. I will post website links to this material which can be played on any internet connected device. If you'd rather use your favourite podcatcher app to listen to podcast episodes, feel free to search and find the appropriate episodes. Use of AI in this course (including ChatGPT) will be discussed during the first module. All lecture material will be posted on Mondays by 11:35am (EST) unless communicated in advance of a delay.

Class Conduct: To ensure that the course is a space where everyone feels comfortable exchanging ideas:

For helpful online learning resources, visit: [Carleton Online](#)

To ensure that the discussion forums remain a space where everyone feels comfortable posting and exchanging ideas, please read about 'netiquette' in online courses: ["Netiquette" in Online Courses](#)

For discussion forum best practices and tips, visit: [Online Discussion Tips](#)

*This course has a **ZERO TOLERANCE** policy concerning online harassment, bullying, discrimination, and sexual assault. The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Please read Carleton University's [Student Rights and Responsibilities Policy](#)

In addition, during our first module we will discuss and adopt a shared 'Code of Conduct' and 'Community Guidelines' adapted from [Northeastern University's Feminist Coding Collective](#)

















Trust: I trust you. I don't need to see a doctor's note, whether for something health related or something else. What's more, I don't need to know the details. I trust you. If something is up, it's enough to send me an email and say, 'something's up; can we rejig things'. We will figure out a way for you to move forward and be successful, together.


























ASSIGNMENT SUBMISSION & LATE POLICY: All assignments are to be submitted no later than the due date outlined below. Assignments are submitted electronically using the course's Brightspace page. Make sure to save your work frequently and have a backup copy of your finished work before submitting electronically. For Brightspace assignment submission support, see [here](#). Late penalties of 2% per day (including Sat & Sun) will apply if no agreed upon extension was granted by the instructor prior to the due date of an assignment.

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

COURSE SCHEDULE

The material assigned for each week should reflect and expand on students' research interests, areas of study, and intellectual curiosity. During the first week of the course, students are invited to make suggestions of additional material/topics to reflect what the group wishes to cover during the term. Relevant videos/podcasts/interviews will be posted to Brightspace throughout the term. Once the schedule is finalized, students will be expected to have read, listened, or watched all assigned material **PRIOR** to watching/listening to weekly lectures and **PRIOR** to engaging in class discussions. The quality of discussions will be greatly enhanced if everyone approaches the forums prepared.

DATE	TOPIC	ASSIGNED MATERIAL	EXPLORE FURTHER
WEEK 1 January 7	Introduction to Sociology How this class works	 The Syllabus  <i>The Social Breakdown</i> – (Don't) Ask a Sociologist Episode 1: What is Society?	
WEEK 2 January 14	Thinking Sociologically I	 Textbook Ch.1 (pp. 1–12)  C. Wright Mills – <i>The Promise</i>	 Harriet Martineau in <i>The Sociology Book</i> (pp.26–27).
WEEK 3 January 21	Thinking Sociologically II	 What is Sociology? in <i>Sociology: A Graphic Guide</i> (pp.15–22).  <i>The Social Breakdown</i> – The Forgotten Founding Father: W.E.B. Du Bois	
WEEK 4 January 28	Media, Technology & Artificial Intelligence	 Textbook Ch.16 (pp. 995–1014)  Douglas Rushkoff: I Will Not Be Autotuned – Crashing Technosolutionism	 Baker, D. (2014). A Quiet Revolution. (pp.1–19).  Storz, E. (2021). The Future of Artificial Intelligence Requires the Guidance of Sociology.
WEEK 5 February 4	Sociology of Knowledge & Education	 Calarco, J.M., Horn, I. & Chen, G.A. (2022). “You Need to Be More Responsible”: The Myth of Meritocracy and Teachers’ Accounts of Homework Inequalities.	 Perspectives on COVID-19: Impacts on Education. (various articles).
WEEK 6 February 11	Sociology of Work	 Rodeheaver, D. & Zafirovski, M. (2017). <i>Sociology of Work.</i>  <i>In Our Time</i> – Work in the 20th C.	 Graeber, D. (2013). On the Phenomenon of Bullshit Jobs.
WEEK 7 February 18	Reading break. No class.		

WEEK 8 February 25	Sociology of Power	 Textbook Ch. 17.1 (pp. 1073–1087)  <i>Invisibilia</i> – Trust Fall	 C. Wright Mills in <i>The Sociology Book</i> (pp.46–49).  Michel Foucault in <i>The Sociology Book</i> (pp.52–55).
WEEK 9 March 4	Colonialism	 <i>8th Fire</i> – Indigenous In The City  Textbook Ch.11.5 (pp.667–682)	 <i>Telling Our Twisted Histories</i> – Discovery   Ballantyne, R.J. (2021). Uncovering the Colonial Tactics Canada Uses to Delay Indigenous Justice and Sovereignty.
WEEK 10 March 11	Globalization& Neoliberalism	 Textbook Ch. 4.3 (pp. 251–254)  <i>Munk Debates</i> –‘ Globalization ’	 <i>Barnard Center for Research on Women</i> – What is Neoliberalism?  Massey, D. (1991). ‘ A Global Sense of Place ’.
WEEK 11 March 18	Sociology of the City	 Georg Simmel The Metropolis and Mental Life  <i>Radiolab</i> – Cities	 <i>The Social Breakdown – Venice and the Venetian: A Sociology of Tourism</i>
WEEK 12 March 25	Social Movements	 Textbook Ch. 18.2 (pp. 1145–1158)  <i>Democracy Now!</i> Naomi Klein on the Case for a Green New Deal, Greta Thunberg, & The Rise of Ecofascism	 <i>Philosophy Tube</i> – Violence & Protest  Coletta, A. & Dagostino, N. (2015). Six Social Movements the World Can Learn From.
WEEK 13 April 1	Sociology of the Environment & Human/ Nonhuman Relations	 Adam Greenfield– The Dangers of Smart Cities  Knuth, K. (2019). The Term ‘Resilience’ Is Everywhere–But What Does It Really Mean?	 Todd, Z. (2017). Fish, Kin, and Hope: Tending to water violations in amiskwaciwâskahikan and Treaty Six Territory.  <i>Pod Academy</i> – Marxism and the Environment
WEEK 14 April 8	Term Recap	 Selection of Academic Zines & Graphic Novels	

COURSE REQUIREMENTS & METHODS OF EVALUATION

ASSIGNMENTS	% OF GRADE	DUE DATES
Weekly Activities	60%	Weekly/Ongoing
Application Analysis	20%	March 11 th
Final Take-Home Exam (Assigned on April 8 th)	20%	April 26 th

Full details of assignments will be made available on Brightspace

WEEKLY ACTIVITIES (6 best x 10% each = 60% of final grade)

Weekly activities provide students with the opportunity for more focused, continuous engagement with course material. These asynchronous activities offer a way through which students can learn about, and practice academic skills related to reading, writing, digital scholarship, and academic storytelling. Finally, weekly activities also provide a space for students to apply and discuss relevant links between course material and their lived experiences.

Each week, students will be tasked with a different activity related to the weekly topic. There are a total of 10 weeks of activities during the term. The highest scoring 6 activities will count towards the final grade. As such, each activity is worth 10%. This also means you have some choice throughout the term as you can decide which activities you want to attempt, or decide to try them all! This also means that you do not need to ask for extensions as there are more points available than what will be counted towards your final grade. Plan ahead!

Asynchronous activities will open on Tuesdays at 6:05pm (EST) and are **due the following Tuesday at 6:05pm (EST)**. That means that you have **7 days** to complete the activity for that week. Some activities will have a conventional grading structure, others will have a 'complete/incomplete' structure and/or a scale grading format. Grades for activities will be returned within two weeks after the due date. Some activities will be accompanied by comments/feedback.

DIFFERENT TYPES OF ACTIVITIES:

- Discussion forum questions: Reflect on course material and concepts to offer commentary.
- Experiential learning exercises: Learning through doing.
- Reading reflections: Summarize key points and provide a brief reflection/analysis.
- Communication exercises: Research and complete writing/academic communication activities.
- Digital scholarship (DS): Learn about and apply DS skills.

It is expected that students will make relevant contributions based on the lectures, course materials, and guidelines and/or ask questions for clarification. Respect for different opinions and perspectives is essential to foster a mutually supportive and respectful learning environment.

APPLICATION ANALYSIS (20% of final grade)

This assignment offer students the opportunity to search for and identify examples of course topics/themes in contemporary pieces of media (e.g. video clips, blog posts, news articles, social media posts, etc). Media pieces analyzed by students will provide empirical examples of course concepts, theories, or sociological approaches in current practice and circulation. This assignment is conventionally graded. A rubric will be provided along with full assignment details on Brightspace. Grades and feedback will be returned on April 8th.

FINAL TAKE-HOME EXAM (20% of final grade)

The take-home exam will be a series of questions to be answered in either short essay format or using a multimedia format of choice (for example, zine, podcast, video, interactive website, etc). This assignment will assess students' understanding of course materials and key themes explored throughout the term.

UNIVERSITY REGULATIONS

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).

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 February/March examinations is **February 1, 2025** and **March 15, 2025** for April 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:

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/>.

Date	Activity
December 30, 2024	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 3, 2025	University reopens.
January 6, 2025	Winter term begins. Full winter and early winter classes begin.
January 10, 2025	Last day for registration and course changes (including auditing) in early winter courses.
January 17, 2025	Last day for registration and course changes (including auditing) in full winter and late winter courses.
	Last day to withdraw from early winter courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in winter 2025 and must register for the winter 2025 term.
January 24-26, January 31-February 2, 2025	Full fall and late fall term deferred final examinations will be held.
January 31, 2025	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 1, 2025	Last day for academic withdrawal from early winter courses.
	Last day to request Formal Examination Accommodations for Feb/Mar final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
February 7, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter term undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
February 14, 2025	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter courses, with the exception of those conforming to the examination

	regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for early winter courses.
	April examination schedule available online.
February 17, 2025	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
February 17-21, 2025	Winter break, no classes.
February 22-23, March 1-2, 2025	Final examinations in early winter undergraduate courses will be held.
February 24, 2025	Late winter classes begin.
March 1, 2025	Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music and Bachelor of Social Work degree programs for the fall/winter session.
	Last day for receipt of applications for admission to an undergraduate program for the summer term.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 7, 2025	Last day to withdraw from late winter term courses with a full fee adjustment.
March 14-16, 2025	Early winter undergraduate deferred final examinations will be held.
March 15, 2025	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be

	possible to fulfil accommodation requests received after the specified deadlines.
March 25, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate from outside Canada or the United States, except for applications due March 1.
	Last day for receipt of applications from potential spring (June) graduates.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 8, 2025	Winter term ends.
	Last day of full winter, late winter, and fall/winter classes.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.
April 9-10, 2025	No classes or examinations take place.
April 11-26, 2025	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.