

**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**Sociology 3060/DBST 3060  
Winter 2025  
Critical Disability Studies**

**Instructor:** Alexis Shotwell

**Office Hours:** by appointment through <https://calendly.com/alexis-shotwell>, or email me if the times listed there don't work for you.

**Email:** alexis.shotwell@carleton.ca

**Time:** Wednesdays, 2:35-5:25

**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

**Course Description and Objectives:**

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Course engages contemporary disability theory, culture, and activism to consider bodily difference and its relation to the workings of power and social control, accessibility, normalization, ableism, and medicalization. Students will gain an understanding of the contemporary debates, theories, and methodologies of critical disability studies.

In this class, we will theorize disability as a social relation entangling material, conceptual, cultural, political, and affective matters. Our approach begins from and returns to variation and deviance among our bodies and minds, but rejects the idea that disability is a durable individual, physical, medical problem. Rather, we will investigate how disability is made and how it is lived always in co-production with place, history, race, class, citizenship status, age, sexuality, and more. And we'll look at the shifting formations of disability as it includes neurodivergence, madness, illness, health, and flourishing into the future. We'll include theory, poetry, art and cultural praxis, activist work, and memoir. We'll ask: What might disability justice mean, and how can critical theory help us manifest it?

**Learning Outcomes:**

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Students will leave this course with an improved understanding of disability methods, increased capacity to engage key concepts and debates in critical disability studies, and a solid grounding in the applicability of disability frameworks in their broader studies.

**Readings:**

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All course readings will be available electronically through the university library and Brightspace.

## Class Schedule:

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### Week 1 - Wednesday, January 8, 2025

Opening the class

Brilliant imperfection, entanglement, and grappling as disability method

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### Week 2 - Wednesday, January 15, 2025:

Clare, Eli. 2017. *Brilliant Imperfection* 1-66

### Week 3 - Wednesday, January 22, 2025

Clare, Eli. 2017. *Brilliant Imperfection* 69-123

### Week 4 - Wednesday, January 29, 2025

Clare, Eli. 2017. *Brilliant Imperfection* 125-189

## Body/mind

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**Week 5 - Wednesday, February 5, 2025:** Living in embodied contexts, the politics of embodiment, being true to a self that we at the same time aspire to create.

Sins Invalid. 2016. *Skin, Tooth, and Bone*. USA: Sins Invalid. 1-22.

Piepzna-Samarasinha, Leah Lakshmi. 2022. "Nobody Left Behind and Wanting to Run Like Hell: Disabled Survival in Climate Crisis." In *The Future is Disabled: Prophecies, Love Notes, and Mourning Songs*, 128-139. Vancouver: Arsenal Pulp Press.

Lorde, Audre. "Uses of the erotic: The erotic as power" in *Sister Outsider: Essays and Speeches*. Trumansburg, NY : Crossing Press, 1984. 53-59

Lorde, Audre. *A Burst of Light: Essays*. Ithaca, N.Y. : Firebrand Books, 1988. 110-134

**Week 6 - Wednesday, February 12, 2025:** How is disability central to capitalism and the definition of the human? What happens if we are the substance on which others work? How do we reckon with our specific embodiments in wage and other work?

Russell, Marta. 2019 *Capitalism & Disability: Selected Writings by Marta Russell* edited by Keith Rosenthal. Haymarket Books, pp. 1-32

Taylor, Sunaura. 2004. "The Right Not to Work: Power and Disability." *Monthly Review* 55 (10). <http://monthlyreview.org/2004/03/01/the-right-not-to-work-power-and-disability>

Jones, Angela. "'I Can't Really Work Any 'Normal' Job:' Disability, Sexual Ableism, and Sex Work." *Disability Studies Quarterly* 42, no. 2 (October 31, 2022). <https://doi.org/10.18061/dsq.v42i2.9094>.

**Wednesday, February 19, 2025** – no class, winter break

**Week 7 - Wednesday, February 26, 2025:** What does it mean to think about disabled embodiment as ubiquitous and a part of the present and future? How can we welcome disability even as we oppose the conditions that sometimes produce it?

Puar, Jasbir. 2023. "Critical Disability Studies and the Question of Palestine: Toward Decolonizing Disability." In *Crip Genealogies*, edited by Mel Y Chen, Alison Kafer, Eunjung Kim, and Julie Avril Minich, 117-134.

Kafer, Alison. *Feminist, Queer, Crip*. Bloomington, Indiana: Indiana University Press, 2013, 1-19 & 129-148

Jaffee, Laura Jordan, and Kelsey John. 2018. "Disabling Bodies of/and Land: Reframing Disability Justice in Conversation with Indigenous Theory and Activism." *Disability and the Global South* 5(2): 1407–1429.

## Body/Mind

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**Week 8 - Wednesday, March 5, 2025:**

Price, Margaret. "The Bodymind Problem and the Possibilities of Pain." *Hypatia* 30, no. 1 (2015): 268–84.

Bruce, La Marr Jurelle. *How to Go Mad without Losing Your Mind: Madness and Black Radical Creativity*. Black Outdoors. Durham: Duke University Press, 2021. 1-35  
<https://doi.org/10.1515/9781478012429>.

DuBrul, Sascha Altman. "The Icarus Project: A Counter Narrative for Psychic Diversity." *Journal of Medical Humanities* 35, no. 3 (2014): 257–71. <https://doi.org/10.1007/s10912-014-9293-5>.

**Week 9 - Wednesday, March 12, 2025**

Coelho, Ramona, John Maher, K Sonu Gaind, and Trudo Lemmens. 2023. "The Realities of Medical Assistance in Dying in Canada." *Palliative and Supportive Care*

Loreto, Nora. 2023. "When death is the best choice, is it a choice at all?" *The Nation*. June 27.  
<https://www.thenation.com/article/society/maid-to-choose/>

Baril, Alexandre. 2023 "Chapter 5: Queering, Transing, Crippling, and Maddening Assisted Suicide" in *Undoing Suicidism: A Trans, Queer, Crip Approach to Rethinking (Assisted) Suicide*, 2023, pp. 211-250 (40 pages) <https://doi.org/10.2307/jj.5104041.11>

## Body/Mind Justice

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**Week 10 - Wednesday, March 19, 2025**

Schweik Susan. 2011. Lomax's matrix: Disability, solidarity, and the Black power of 504. *Disability Studies Quarterly* 31 (1). (<https://dsq-sds.org/index.php/dsq/article/view/1371/1539>)

Ben-Moshe, Liat. 2022. "Refuting carceral logics and their alternatives: Toward noncarceral (disability) futures." In *Disability Injustice: Confronting Criminalization in Canada*, edited by Kelly Fritsch, Jeffrey Monaghan and Emily van der Meulen, 304-329. Vancouver: UBC Press.

### **Week 11 - Wednesday, March 26, 2025**

Johnson, Harriet McBryde. "Unspeakable Conversations." *The New York Times*, February 16, 2003, sec. Magazine. <http://www.nytimes.com/2003/02/16/magazine/unspeakable-conversations.html>.

Disability Without Poverty. "2024 Disability Poverty Report Card." <https://www.disabilitywithoutpoverty.ca/2024-disability-poverty-report-card/>.

### **Week 12 - Wednesday, April 2, 2025**

Leaving Evidence. "'Disability Justice' Is Simply Another Term for Love," November 3, 2018. <https://leavingevidence.wordpress.com/2018/11/03/disability-justice-is-simply-another-term-for-love/>.

## **General comments**

- ✿ Learning during an ongoing pandemic, multiple wars, and in a world that is not okay: We can anticipate that the world will continue to be very stressful, and that we'll all be doing our best. It is meaningful and good to read, think, talk, and learn in this time, and because we're collectively experiencing difficult and traumatic ongoing world-historical events we need to take care and give room to the reality we're facing. I know that many of you have care giving responsibilities – for kids, loved ones, or elders – and that your own challenges are almost certainly spiking. I'm hoping that our class can be a space for nourishment rather than stress during this time, helping us think productively about how we collectively build capacity, understanding, and new worlds.
- ✿ Welcoming classroom: In this classroom, we collectively – students, any visitors, and teacher - try to make sure that everyone is safe enough to be present, learn, and share their understanding of course material. This means that talk or behavior that disrespects or demeans others is not accepted. For example, rape jokes, racist comments, the expressions "that's retarded" or "that's so gay" would be inappropriate. We all will refer to one another using correct names and pronouns. In some cases we'd talk about anything that comes up on the spot, and in other cases it could be addressed outside of class. As needed in relation to the readings we do and discussion we have I will aim to provide regular and appropriate content and trigger warnings, and welcome your input on what I can do to make this class workable for you.
- ✿ 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.
- ✿ Specifically about thinking about disability: We are creating a space for thinking about disability – what it is, what it does. We will be a complex classroom with lots of different experiences of disability and access needs. I, and we, will certainly make mistakes over the course of this term. Most of our experience in academia will have primed this to be a scary and daunting thing. The potential harms of fuck ups are unevenly distributed in the classroom, so we'll be building – and revisiting – collective agreements and practices for how we'll minimize those harms and find space for repair when they happen.
- ✿ Participation: My experience is that classes are fruitful and delightful when most of the people in the group are actively engaged in the discussion, either talking or listening. Practically speaking, I will expect all of us to be mindful of our speech; those of you who tend to wander far afield in discussion, or talk too much, or too little, please monitor yourselves and work with me and the others in the class to stay on course, develop your listening skills, or weigh into the discussion. We each have wonderful things to contribute to the class – according one another and ourselves equal significance in this shared space will make for a good experience for everyone.
- ✿ If you have any trouble with the readings, completing work on time, or any aspect of the course, don't hesitate to email or phone me. I try to respond to all email within 48 hours, though I generally don't respond to work email on the weekends.
- ✿ The very best way to get answers to questions you have is to ask them on Brightspace, so that everyone can benefit from them.

#### **ASSESSMENT & FINAL GRADES**

All assignments will be turned in through Brightspace. We will be reading and commenting on your papers electronically. Please use the following format when you name your documents if you are uploading them:

**LastNameFirstName\_AssignmentName\_Date.**

(For example: "ShotwellAlexis\_LongPaper\_March30")

This helps me know whose paper I'm opening when I download the folder of assignments. Please also include your name on the first page of your written work. If you are simply uploading a TPQ or quote, those will go in the appropriate discussion section.

**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)

This class has a "menu of options" approach. You can think of this as like going to Subway or a poke bowl place, and deciding what to have on your bread or rice, and what protein, veggies,

and sauces to have condiments to use. Part A, self reflections, are your base. The substance of your meal is Part B, and then it's up to you how much of menu options part C you want to do. Another way to think about this is that this class has a large number of extra credit points, and you decide which you want to do to get the grade you're aiming for.

We will be using a pass/no pass grading approach for most of the assignments in this class. This means that for everything except the take-home and summative assignment options we will evaluate only whether you have done or not done the assignments or tasks – you will pass or not pass each assignment. we commit to telling you this directly and clearly (so, for example, if you respond to an assignment without sufficient engagement, we will tell you so and give you direction for revision). If you receive a “no pass” on any assignment you are welcome to revise it within one week, as many times as necessary, to bring it to a satisfactory level. We will give you responsive feedback rather than letter grades on the work in progress, and a summative final letter grade based on the work you completed in the course overall. You decide what letter grade you get and do the work required for that grade.

#### **Category 1: Self-Reflection & Basic Participation – 20%**

Attendance & participation	10x @ 2 point	20 points	P/NP
Self-reflections January 15, March 5, and April 2	3x @ 3 points	10 points	P/NP
		30 possible points	

#### **Category 2: Reading Preparation, Content Engagement, & Writing Process – 60%**

Quotes That Struck me	11 @ 2 point	22 points	P/NP
Thought-provoking questions (TPQs)	6 @ 4 points	24 points	P/NP
In-class writing	6 @ 2 points	12 points	P/NP
Final exam	1 @ 20 points	20 points	Conventionally graded
		78 possible points	

#### **Category 3: Higher Order Analytical and Research Skills – 20%**

Paper proposal	250 words	1 point	P/NP (you must pass this stage to go on to the next)
Earnest half-draft	5 pages or equivalent in your writing practice	1 point	P/NP (you must pass this stage to go on to the next)
Long paper	10-12 pages	20 points	Conventional Grade scale

		22 possible points	
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You must pass each developmental segment (proposal and earnest progress) to turn in a final project, and the proposal and halfway marks are only counted if you do a final version. In other words, this is not a project that you can do in a last-minute push, and you should only do a proposal and first draft if you are actually planning to complete the project. Please see the assignment sheet for more explanation!

The basic idea here is to give you the flexibility to choose what engagement with this material will best support your own learning goals and life. If you know that you vastly prefer doing large projects worth a lot of points, and you would like to receive a B- in the course, you could choose to do the exam and the summative project, along with the required reflections, and receive a score of 70, or a grade of B-. If you prefer to do short, manageable weekly work that keeps you engaged with the class in a low-stakes and ongoing way, you could plan to do the self-reflections and complete many of the weekly assignments to receive a score of up to 80% and a grade of A. Or you could do some weekly assignments and one of the longer end of term options. It is up to you. There is no way to receive an A+ without doing some regular assignments and a summative assignment, however.

If you submit an assignment that does not pass, or if you are unsatisfied with your grade on the TPQ, you will have the option to use a token (see below) to revise it in response to my feedback. Revisions are due one week from your receipt of our feedback. No revisions are possible for the longer final paper.

In this course, I expect you to write all of your own words, without using tools such as ChatGPT, Gemini, or any of the other many programs often called “generative AI.” You are allowed to use a spellcheck and grammar check. We’ll discuss this more in class.

### **Due dates at a glance:**

Attendance	Weekly
In-class writing	Periodic, in class – you will have more than six opportunities to earn the possible points
Quotes That Struck Me	Weekly
TPQs	Variable, three times during the term, dates depending on your preference
Self-reflections	January 15, March 5, and April 2
Long paper (10-12 pages) or other summative assignment (see instruction sheet)	A 500 word first sketch (due to your writing circle Feb 24th) Substantial progress amounting to half the work necessary for the project (due March 12 <sup>th</sup> ) Final due: April 2nd

### **Tokens:**

Each student will start the class with 3 virtual “tokens,” which you may spend as follows.

4-day extension on any written assignment	1 Token
Revision and resubmission of any assignment, except for the final paper.	1 Token. Revisions are due one week from receipt of my feedback.

Unused tokens at the end of the semester can be applied as free points (1 per token) to make up for absences. Tokens are a built-in pressure-valve to help you manage disruptions in your semester due to illness, injury, planning difficulties, or any of the other things that come up. These, combined with generous points allocation for pass/fail assignments, give you multiple pathways to success. You do not need to explain to me why you're using a token. To use your tokens, please email me.

### **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 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](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **For Pregnancy:**

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

### **For Survivors of Sexual Violence:**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [www.carleton.ca/sexual-violence-support](http://www.carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities:**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Plagiarism:**

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The

Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

### **What are the Penalties for Plagiarism?**

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

### **What are the Procedures?**

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

### **Assistance for Students:**

**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/>.

### WINTER TERM 2025 – Important Dates and Deadlines

Date	Activity
<b>December 30, 2024</b>	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
<b>January 3, 2025</b>	University reopens.
<b>January 6, 2025</b>	Winter term begins. Full winter and early winter classes begin.
<b>January 10, 2025</b>	Last day for registration and course changes (including auditing) in early winter courses.
<b>January 17, 2025</b>	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.
<b>January 24-26, January 31-February 2, 2025</b>	Full fall and late fall term deferred final examinations will be held.
<b>January 31, 2025</b>	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
<b>February 1, 2025</b>	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.
<b>February 7, 2025</b>	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).
<b>February 14, 2025</b>	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.
<b>February 17, 2025</b>	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
<b>February 17-21, 2025</b>	Winter break, no classes.
<b>February 22-23, March 1-2, 2025</b>	Final examinations in early winter undergraduate courses will be held.
<b>February 24, 2025</b>	Late winter classes begin.
<b>March 1, 2025</b>	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).
<b>March 7, 2025</b>	Last day to withdraw from late winter term courses with a full fee adjustment.
<b>March 14-16, 2025</b>	Early winter undergraduate deferred final examinations will be held.
<b>March 15, 2025</b>	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.
<b>March 25, 2025</b>	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).
<b>April 1, 2025</b>	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).
<b>April 8, 2025</b>	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.
<b>April 9-10, 2025</b>	No classes or examinations take place.
<b>April 11-26, 2025</b>	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.