

CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY  
  
SOCI/ANTH3045  
2025 FALL  
CHILDREN AND CHILDHOOD IN A GLOBALIZED WORLD  
  
PRELIMINARY COURSE OUTLINE (20250819)

*WELCOME TO SOCI/ANTH3045! PLEASE FIND THE COURSE DETAILS BELOW AND REACH OUT  
ANYTIME IF YOU HAVE QUESTIONS*

**Instructor:** Dr. Xiaobei Chen

**Email:** [xiaobei.chen@carleton.ca](mailto:xiaobei.chen@carleton.ca)

**Office Hours:** office meetings on Fridays 11:45-12:45; zoom meetings by appointment

**Classes:** in person Fridays 8:35-11:25

**Brightspace:** Students are to check Brightspace at least once daily for course related announcements and other communications.

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

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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**

A socio-historical and comparative exploration of social constructions and experiences of childhood in Canada and internationally. Topics include: doing research on and with children, social construction of childhood, social patterns of experiences of childhood including

inequalities and intersections, children's rights and citizenship politics, the figure of the child in colonialism, migration, culture wars, and conflicts.

## LEARNING OUTCOMES

This course strives for a balance between the search for understanding, the acquisition of essential knowledge and concepts, and the development/improvement of skills:

1. **Knowledge:** students are expected to explore and to know about the following important and relevant contents: social construction of childhood; experiences of childhood in Canada and internationally; the figure of the child in social and political discourses.
2. **Concepts:** students are to learn and to engage with ideas that are central to critical understandings of childhood: social construction of childhood, children's rights, agency, intersectionality, etc.
3. **Research skills:** students are to improve skills in formulating research questions, gathering, assessing and synthesizing a range of information to answer research questions.
4. **Critical thinking skills:** students are to further develop capacities to apply acquired knowledge, certain key concepts, lines of inquiry, and arguments outlined above to relevant issues, through analyzing information, identifying connections between an issue and the larger social context, evaluating different approaches to an issue, formulating and defending arguments and/or solutions.
5. **Communication skills:** throughout the coursework, students are to strengthen the following skills: close reading skills and speed reading skills; gathering and evaluating sources; writing accurately, reliably, and engagingly for intended audiences.

## METHOD OF DELIVERY

Lectures and classroom work

## REQUIRED BOOKS

- Chen, Xiaobei, Rebecca Raby, and Patrizia Albanese. Eds. 2017. *The Sociology of Childhood and Youth in Canada*. Canadian Scholars. (\$92.95)
- Liew, Jamie Chai Yun. 2022. *Dandelion*. Arsenal Pulp Press. (\$27.51)

You may access these through library ARES or purchase at the Campus Store of Carleton University.

## OTHER REQUIRED READINGS

Occasional PDF readings and videos are also required. These will be posted on Brightspace or made available through library ARES.

## COURSE REQUIREMENTS & METHODS OF EVALUATION

**\*All assignments must be uploaded to Brightspace under the appropriate assignment link. Comments and grades will be returned to you through Brightspace as well.\***

5 reading responses assignments	50%	midnight of the day of the class
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Take-home exam

50%

due Dec. 20, 2025

### ***Reading responses assignments***

You will submit five (5) reading responses. You will choose for which class to write your reading response. Each reading response will require you to write a short commentary (2-3 paragraphs) in response to specific questions about the readings, lectures, videos, and other materials for that class. Each of these assignments is small and designed to help you reflect upon what you have learned. You are expected to complete them by midnight on the day of the class. See the “Schedule of Topics and Readings” below for the specific due dates for each of these assignments.

Each reading response assignment is worth 10% of your grade. They will each be graded out of 10, and your grade will be posted on Brightspace the week after submission.

*Late submission of reading response assignments:* Your reading responses will be graded if they are submitted late, as long as they are submitted by the last day for term work (December 5, 2025). Term work cannot be accepted after this date without a formal deferral from the Registrar’s Office. Late assignments will be penalized 1 point out of 10 if they are up to a week late, and 3 points out of 10 if they are more than a week late.

Students who write more than five (5) readings responses will receive bonus marks of between 1 and 5 marks towards the final grade. Bonus marks will be given on the basis of quantity and quality of reading responses.

### ***Take-home exam***

The take-home exam will be handed out on the last day of class, i.e. Nov. 28, 2025, and is due December 20, 2025, the last day of the exam period. **LATE EXAMS CANNOT BE ACCEPTED WITHOUT A FORMAL DEFERRAL FROM THE REGISTRAR’S OFFICE.**

**\*\* Minimum course requirements:** Students who do not meet the following minimum requirements will automatically receive an F in the course: 1) submission of 5 reading responses; 2) submission of the take-home exam.

### **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)

## **SCHEDULE OF TOPICS AND READINGS**

### **FALL SEMESTER**

#### **CLASS 1**

Friday Sep. 5

- Introduction to the course, no readings
- social studies of childhood: history, key topics and concepts
- review course syllabus

#### **CLASS 2**

Friday Sep. 12

- Introduction. Xiaobei Chen, Rebecca Raby, and Patrizia Albanese. “Taking stock and claiming space for sociology of childhood and youth in Canada.”
- Rachel Rosen and Sarah Crafter. 2018. “Media representations of separated child migrants.” *Migration and Society: Advances in Research* 1:66-81.
- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Weekly reading response #1 (due Sep. 12 @ 11:59pm). Write 400-500 words (in total) about to respond to the following:
  - Introduction. Chen, Raby, and Albanese.
    - One of the learning objectives of this chapter is to “frame childhood and youth studies around four themes”. Use your own words, describe the contents of these four themes.
  - Rosen and Crafter.
    - Quote the sentence(s) that states the authors’ central argument.
    - Closely examine Section “The Troubles of and with ‘Separated Child Migrants’”. Assess how strongly the evidences presented in this section support the paper’s central argument.

#### **CLASS 3**

Friday Sep. 19

- Chapter 2. Diane Farmer. “You even wrote down our homework!”: ethnography and creative visual methods in doing research along with children and young people.”
- Chapter 4. Marnina Gonick. “About us, by us and other stories of arts-based research and marginalized girls.”
- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Mid-term assignment posted on Brightspace
- Weekly reading response #2 (due Sep. 19 @ 11:59pm). Write 400-500 words (in total) about to respond to the following:
  - Chapter 2. Farmer.
    - Respond to the following study question on p.64: “In your view, what does it take in order to create a positive space for self-inquiry in research

with children and youth? How could this be done in infusing student inquiry-based learning in school curriculum?"

- Chapter 4. Gonick.
  - Respond to the following study question on p.101: "In looking around you at the narratives and images of girls/young people currently in the media, in movies, and in the news, do you see your own experiences represented? What stories are missing? How do you account for which stories get told and which do not?"

## CLASS 4

Friday Sep. 26

- Chapter 6. Jihan Abbas. "Perceptions of our childhood: confronting social constructions of care, disability, and childhood."
- Ana Patricia Hilario. 2021. "Sibling caring roles and responsibilities when a child suffers from a chronic illness." *Sociology Compass* 16(1), 1-11.
- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Weekly reading response #3 (due Sep. 26 @11:59pm). Write 400-500 words (in total) to respond to the following:
  - Chapter 6. Abbas.
    - Respond to the following study question on p. 141 "Interdependence, as a concept, is useful in understanding how each individual can contribute in unique ways. How might reframing disabled children as interdependent actors challenge problematic notions about disabled children and their place within the family unit?"
  - Hilario.
    - Closely examine Section "Discussion". Describe the main points in this section.

## CLASS 5

Friday Oct. 3

- Chapter 9. Xiaobei Chen. "Racism, culture, and power in children's books."
- Chapter 10. Cheryl Williams and Natalie Coulter. "From babies to teens: children are a marketer's dream."
- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Weekly reading response #4 (due Oct. 3 @11:59pm). Write 400-500 words (in total) about to respond to the following:
  - Chapter 9. Chen.
    - Respond to the following study question on p. 193 "What are some of the problems with children's books that merely inform children about cultural diversity but do not help them understand issues of social justice, experiences of racism, and power?"
  - Chapter 10. Williams and Coutler.

- Respond to the following study question on p.214 “Despite the delineation of young people into smaller and smaller marketing niches, which categories of youth are generally underrepresented or missing altogether? Share an example [in your response].”

## CLASS 6

Friday Oct. 10

- Chapter 11. Patrizia Albanese. “By the year 2000? child poverty in Canada.”
- S. Y. Pan et al. 2006. “Trends in childhood injury mortality in Canada, 1979-2002.” *Injury Prevention* 12(3): 155-160.
- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Weekly reading response #5 due Oct. 10 @ 11:59pm. Write 400-500 words (in total) about to respond to the following:
  - Chapter 11. Albanese.
    - Respond to the following study question on p.234 “You have been asked to advise the federal government on the most effective measures to tackle child poverty in this country. What would you tell the prime minister? How might you engage children in your efforts?”
  - Pan et al.
    - Using your own words, summarize trends in childhood injury mortality in Canada from 1979 to 2002 and what might be factors contributing to these trends.

## CLASS 7

Friday Oct. 17

- Chapter 12. Dale C. Spencer and Raven Sinclair. “Settler Colonialism, biopolitics, and Indigenous children in Canada.”
- Jennifer Ma. 2021. “The intersection and parallels of Aboriginal peoples’ and racialized migrants’ experiences of colonialism and child welfare in Canada.” *International Social Work* 64(6): 901-916.
- Jamie Liew. 2022. *Dandelion*. About 20 pages.

**FALL BREAK** Oct. 20-24

## CLASS 8

Friday Oct. 31

- Chapter 13. Voula Marinos, Nathan Innocente, and Christine Goodwin-DeFaria. “Giving Voice: prioritizing youth agency in criminal justice diversion.”
- Hedi Viterbo. 2021. *Just for Kids? How the youth decarceration discourse legitimises adult incarceration*: University of Cambridge, Institute of Criminology.

- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Weekly reading response #6 due Oct. 31 @ 11:59pm. Write 400-500 words (in total) about to respond to the following:
  - Chapter 13. Marinos, Innocente, and Goodwin-Defaria.
    - Respond to the following study question on p.269 “How does giving ‘youth voice’ assist other fields in which youth are involved, such as education, child welfare, employment, and mental health?”
  - Viterbo.
    - Quote the sentence(s) that states the author’s central argument.
    - Closely examine Section “The carceral streak of the youth decarceration rhetoric”. Assess how strongly the evidences presented in this section support the paper’s central argument.

## CLASS 9

Friday Nov. 7

- Chapter 15. Rebecca Raby and Shawna Pomerantz. “Dress codes as gender politics: feminist action in Canadian high schools.”
- Chapter 16. Cameron Greensmith and Adam Davies. “Queer and trans at school: gay-straight alliances and the politics of inclusion.”
- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Weekly reading response #7 due Nov. 7 @ 11:59pm. Write 400-500 words (in total) about to respond to the following:
  - Chapter 15. Raby and Pomerantz.
    - Respond to the following study question on p. 307 "The girls argued that the application of dress codes perpetuates rape culture. What examples do they point to when they make this argument? Do you agree with them?"
  - Chapter 16. Greensmith and Davies.
    - Respond to the following study question on p.325 “Outline how questioning, queer, and trans youth are resisting oppression.”

## CLASS 10

Friday Nov. 14

- Chapter 18. Cornelia Schneider. “Between children’s rights and disability rights: inclusion and participation of children and youth with disabilities.”
- Hedi Viterbo. 2018. “Rights as a divide-and-rule mechanism: lessons from the case of Palestinians in Israeli custody.” *Law & Social Inquiry* 43(3): 764-795.
- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Weekly reading response #8 due Nov. 14 @ 11:59pm. Write 400-500 words (in total) about to respond to the following:
  - Chapter 18. Schneider. Respond to the following study question on p. 373 “What are the different types of rights addressed in the CRC and the CRPD (as identified in the chapter), and how can they come to contradict each other.”
  - Viterbo.

- Using your own words, summarize the “three recent developments that Israel has justified by invoking these [human rights and child] legal frameworks (p.1)”.
- Assess how strongly the evidences presented about the “three recent developments in Israel” support the author’s conclusion that these developments have “divide-and rule logic and structure of driving a generational wedge between Palestinians and potentially weakening their political ties, solidarity, and resistance (p.1)”.

## CLASS 11

Friday Nov. 21

- Chapter 19. L. Alison Molina-Giron. “The civic and political engagement of Canadian youth”
- Chapter 20. Anuppiriya Sriskandarajah. “Negotiating youth citizenship and belonging in a Toronto “priority” neighborhood.”
- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Weekly reading response #9 due Nov. 21 @ 11:59pm. Write 400-500 words (in total) about to respond to the following:
  - Chapter 19. Molina-Giron.
    - Respond to the following study question on p. 389: "Review your answers to the questions posed in the introduction to the chapter. What have you learned that you did not know before?"
  - Chapter 20. Sriskandarajah.
    - Respond to the following study question on p.409: “After reading this chapter, what would you say are some of the sociological factors that inform young people’s ideas of citizenship?”

## CLASS 12 (last class)

Friday Nov. 28

- Hedi Viterbo. 2012. “The age of conflict: rethinking childhood, law, and age through the Israeli-Palestinian case.” *Law and Childhood Studies* 14: 133-155.
- Jamie Liew. 2022. *Dandelion*. About 20 pages.
- Weekly reading response #10 due Nov. 28 @ 11:59pm. Write 400-500 words (in total) about to respond to the following:
  - Viterbo. A section heading guides readers to a theme. Using the following section headings as guides, discuss main points related to the respective themes
    - “10.2 Age and nationality” – What are the author’s main point about age and nationality in this section? Discuss whether evidences presented strongly support these points.
    - “10.3 The elusiveness of age” - What are the author’s main point about age and nationality in this section? Discuss whether evidences presented strongly support these points.



- Take-home exam posted on Brightspace

### 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/>

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 (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

#### Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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, 2025** and **November 15, 2025** 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](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:**

“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/>”

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusive Communities: <https://carleton.ca/equity/>

Career Services: <https://carleton.ca/career/>

### **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 2025 – Important Dates and Deadlines**

Date	Activity
August 27, 2025	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
August 31, 2025	Last day for receipt of applications from potential fall (November) graduates.
September 1, 2025	Statutory holiday. University closed.
September 2, 2025	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 3, 2025	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 9, 2025	Last day for registration and course changes (including auditing) in early fall courses.
September 16, 2025	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.

Date	Activity
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in fall 2025 and must register for the fall 2025 term.
September 19-21, 2025	Full summer and late summer term deferred final examinations will be held.
September 30, 2025	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2025	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 9, 2025	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).
October 10, 2025	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 13, 2025	Statutory holiday. University closed.
October 15, 2025	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 16, 2025	Last day of early fall classes.

Date	Activity
	Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early fall courses.
October 20, 2025	Deadline for course outlines to be made available to students registered in late fall courses.
October 20-24, 2025	Fall break, no classes.
October 25-26, November 1-2, 2025	Final examinations in early fall undergraduate courses will be held.
October 27, 2025	Late fall classes begin.
November 7, 2025	Last day to withdraw from late fall term courses with a full fee adjustment.
November 14-16, 2025	Early fall undergraduate deferred final examinations will be held.
November 15, 2025	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.

Date	Activity
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 21, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 28, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2025	Last day for receipt of applications from potential winter (February) graduates.
December 5, 2025	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.

Date	Activity
	Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 6-7, 2025	No classes or examinations take place.
December 8-20, 2025	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
December 20, 2025	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 24, 2025 at noon through January 2, 2026 inclusive	University closed.



