

**CARLETON UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**ANTH 3340 A**  
**FALL 2025**  
**SPORT AND THE BODY**

**Instructor:** Matthew Hawkins

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**Office Hours:** Mondays 2:30pm-3:30pm, Wednesdays 10:30am-11:30am, or by appointment.

**Office:** A707 Loeb Building

**Pre-requisites & Precluded Courses:** second-year standing or permission of the instructor.

**Method of Delivery:** In-person lecture Mondays 11:35am – 2:25pm

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**Course Description and Objectives:**

In this course we will explore sport and sport-like physical activities as global and diverse social and cultural phenomenon, making connections to gender, race and racism, sexuality, economic inequality, and colonialism. Through our examination of the socio-cultural conditions of sport, we will also reflect on how ideas about the body have developed alongside sport and physical activity. To better understand the connection between the body and sport, students will learn about and practice embodied research methodologies as they can relate to different aspects of sport cultures – such as the development of competitive athletic bodies, producing understandings of health and well-being, or as experiencing belonging through fandom. Assignments will include activities that develop students' academic skills (presentations, critical reading, and writing) and allow students to express their knowledge using different media. We will include engaged activities / assignments that encourage you to 'get out' and learn through your body.

This course requires you to engage with the readings before the class. You should be identifying authors main arguments, identifying theoretical concept(s) used by the author, and critically thinking about how the author relates ethnographic and historical data to their overall argument. Time will be given in class to discuss the readings and to answer questions, so please attend class prepared.

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.

**Learning Outcomes:**

- Increase your knowledge about the historical development of contemporary sport and be able to make critical connections between sport and themes like but not exclusively, capitalism, racialization, nationalism, gender and sexuality, and colonialism. Also,

increase your knowledge about sport as practiced in places you might be less familiar with.

- Develop an understanding of how researchers have used ethnographic research methods to critically explore topics related to sport.
- Develop a critical and nuanced understanding of the socio-cultural construction of ideas about the body in movement, and how knowledge(s) becomes embodied in practices.
- Have opportunities to apply and practice ethnographic research methods such as participant-observation and auto-ethnography through assignments.
- Continue to develop academic skills such as critical reading, writing, academic conversation, and presentation skills while engaging with different sports-related topics.

### **Note about Expectations:**

#### **For the instructor:**

You can expect me: to share my knowledge about anthropology and sport through original content, assigning meaningful materials to read, listen and watch, and to design this course to facilitate your learning. I will provide clear instructions and clarify when needed and maintain a fair assessment standard for all students. I aim to be fair and understanding of your circumstances and to make accommodations where necessary to help you succeed.

I can be reached for personal issues through email (I aim to respond within 1-2 days and respect weekends) or during the posted office hours.

#### **For the students:**

I expect you to regularly engage with the course, which includes course material from attending lectures to completing assigned materials and participate in class.

Also, please let me know as soon as possible if physical/mental health, personal/family issue, and/or workload is affecting your ability to fulfill your responsibilities in this course, and we will work towards an accommodation.

#### **For everyone:**

Finally, we all have different backgrounds and life experiences that provide different perspectives on issues and what is most important in our lives. Some topics in this class include explorations of how people have been politically and socially marginalized, excluded, and exploited based on their gender, sexuality, religion, economic class and through processes of colonization and racialization. My expectation is that we all work towards an inclusive classroom and society; this project requires all of us to think and act with care and be open to the possibilities of rethinking how our experiences should influence our actions with a goal of ending the ways in which people are marginalized, excluded, and exploited.

## **Course Requirements & Methods of Evaluation:**

**Your grade will be made up of the following evaluated items:**

1. Participation – 10%
2. Reflection Journals (4 journals x 10% each) – 40%
3. Group Presentation – 15%
4. Ethnographic Essay (final assignment) – 35%

### **Participation – 10%**

Your best 10 weeks marks will count towards participation. Marked out of 5 each week.

You will be asked to submit through Brightspace forum a paragraph reflecting on the discussion in class where you will apply ideas discussed in class or in the student presentation. Coherent responses of 3-5 sentences will get a full mark; responses that are very vague or too short will get 3 and 0 for no effort.

You will be given 10 minutes each class to write your response.

### **Reflection Journals – 40%**

4 of 5 Reflections; worth 10% each

Due: Friday Sept 26, Oct 10, Nov 7, Nov 21, Dec 5.

Length: 600-800 words

You will have 5 opportunities to submit a reflection journal, your best 4 will count towards your grade. You will be given prompts/activities for your reflection journals two weeks before the due date. You will be asked to write 600-800 words in your response. You will be encouraged to write using a reflective voice (like a diary or journal). You may choose to use an alternative media to submit your reflection journal (such as a social-media style video or image-based) and a shorter written reflection (~200-word summary) for one of your journal submissions. Your responses should include references to at least 2 (and up to 4) of the previous weeks' readings to receive 7/10 or higher. While readability will be important, the emphasis will be on your creativity, critical reflection, and engagement with the course content (lectures and readings).

A marking guide will be posted to Brightspace.

### **Group Presentation – 15%**

In groups of 2 to 4 you will lead a discussion based on the team of the week's readings/main topic and posing discussion questions to animate the class.

Your group will be tasked with guiding the class through ~40 minutes of class. Each group will be asked to find different ways to creatively engage with the topic and material (presentations can include audio/video media); while you may engage with summarizing some of the readings, making connections to the overall theme with different examples inspired by the readings, and you should also think about different ways of exploring the theoretical concepts of that week. Your presentation should include significant time-set aside for group led discussion about your presentation's theme/topic.

Your group will meet with me no later than one week before your presentation to discuss your group's idea and understanding of the readings.

### **Ethnographic Essay – 35%**

Due: Friday, Dec. 5

Length: 3000-3500 words

You will be tasked with writing a critical essay on a topic related to sport and/or the body of your choice. Your selected topic should incorporate themes related to course content (ideally drawing from at least two to three weeks) and will be required to incorporate core concepts raised in lecture or the readings.

More details will be given in class.

### **Submissions and Late Policy**

All assignments will be submitted through Brightspace by the end of day (11:59 pm ET) of the due date, unless noted on the assignment.

Over the course of the semester, you may use a bank of 7 grace days to submit your journal or final essay after the due date without penalty. You do not need to explain why you are using the grace day but do keep track of your use and make a note of how many grace days you are using in the comment box of the submission.

If you do not use a grace day, a 2% per day penalty will be applied to late assignments.

If you have a personal or health-related reason for a late submission, please write to me as soon as possible to make accommodations.

### **Use of Generative Artificial Intelligence (AI)**

AI use in this course: Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor)
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor)

Students may also have a few other limited uses for AI tools:

- AI assistance as a research tool to find relevant resources for your Observation, Description, and Analysis assignment. Be aware that AI tools continue to incorrectly cite and may make-up citations. It is important that you download and read sources you are using, and to correctly cite your sources.
- AI tools may be helpful for creating summaries of readings, but **such summaries are not a replacement for doing the reading yourself**. For your own growth and success in the course, if you are using AI tools as reading aid, that you still complete the entire reading on your own.

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult me.

## Course Topics and Readings

### Reading(s)/Textbook(s):

There is no required textbook for this course, all readings will be provided through the Carleton Brightspace course page/Carleton Library.

Readings may be updated over the course of the semester to reflect our ongoing discussions.

### Monday Sept 8 - Week 1 – Sport as the subject of attention

- Listen: The End of Sport Podcast (August 12, 2025). On Athleticide. Episode 164.  
<https://podcasts.apple.com/ca/podcast/episode-164-on-athleticide/id1507693741?i=1000721652758> or  
<https://creators.spotify.com/pod/profile/endofsport/episodes/Episode-164-On-Athleticide-e36nni2>

### Monday Sept 15 Week 2 – Sport and power

- Akkad, Ruba H. “Occupied Joy: The Politics of Skateboarding in Palestine.” *American Quarterly* 75, no. 3 (2023): 543–66.
- Besnier, N., Brownell, S., and Carter, T.F. (2018). “Sport, Social Class, Race and Ethnicity” and “Sport and Sex, Gender and Sexuality.” In: *The Anthropology of Sport: Bodies, Borders, Biopolitics*. University of California Press, Oakland, US. 97-157.

### Monday Sept 22 Week 3 – Embodiment: the body in movement

#### Reflection Journal 1 due Friday Sept 26

**\*\*Outdoor activity on campus planned\*\***

- Dyck, N. and Archetti, E.P. (2006). “Introduction – Embodied Identities: Reshaping Social Life Through Sport and Dance.” In: *Sport, Dance and Embodied Identities* (Dyck, N. and Archetti, E.P. eds). Berg Press, New York. 1-22.
- Ketelle, D., & Ketelle, L. (2021). Sparring with Stereotypes: An Ethnography of the Main Street Gym. *Journal of Emerging Sport Studies*.
- Chisholm, D. (2008). Climbing like a Girl: An Exemplary Adventure in Feminist Phenomenology. *Hypatia: A Journal of Feminist Philosophy*, 23(1), 9–40.

### Monday Sept 29 Week 4 – The making of sporting bodies: nationalism and modernity

#### Group 1 Presentation

- Adams, Mary Louise. (2010). “From Mixed-Sex Sport to Sport for Girls: The Feminization of Figure Skating.” *Sport in History* 30, no. 2, 218–41.
- Hokowhitu, B. (2004). Tackling Māori Masculinity: A Colonial Genealogy of Savagery and Sport. *The Contemporary Pacific*, 16(2), 259–284.

- Rutherford, Robert. (2018). "A Myth within a Myth: 'Outdoor Shinny' as the Nursery for Canada's National Game." in *Hockey: challenging Canada's game*, edited by Ellison Jenny and J. Anderson. Ottawa, Canada: University of Ottawa Press.

## **Monday October 6 Week 5 – Gendered Bodies**

### **Group 2 Presentation**

### **Reflection Journal 2 due Friday Oct 10**

- Marfell, Amy. (2019). "'We Wear Dresses, We Look Pretty': The Feminization and Heterosexualization of Netball Spaces and Bodies." *International Review for the Sociology of Sport* 54(5):577–602.
- Oza, R. (2019). Wrestling women: Caste and neoliberalism in rural Haryana. *Gender, Place and Culture*, 26(4), 468–488.
- Semerjian, Tamar Z. (2019). Making space: Transgender athletes. In Krane, Vikki (Ed.), *Sex, gender and sexuality in sport: Queer inquiries*. Routledge, New York, US (pp. 145–162).

## **Oct 20 to 24 – Fall Break – No classes**

## **Monday Oct 27 Week 6 – Dance and the body in movement**

### **Group 3 Presentation**

- Downey, G., Dalidowicz, M., & Mason, P. H. (2015). Apprenticeship as method: embodied learning in ethnographic practice. *Qualitative Research*, 15(2), 183–200.
- Berry, M. J. (2021). Black Feminist Rumba Pedagogies. *Dance Research Journal*, 53(2), 27–48.
- Silba, M., & Spataro, C. (2017). Did Cumbia Villera Bother Us? Criticisms on the Academic Representation of the Link between Women and Music. In P. Vila (Ed.), *Music, Dance, Affect, and Emotions in Latin America* (pp. 139–168). London, UK: Lexington Books.

## **Monday Nov 3 Week 7 Racialization through Sport I – the Athletic Body**

### **Group 4 Presentation**

### **Reflection Journal 3 due Friday Nov 7**

- Hokowhitu, B. (2003). Race Tactics: The Racialised Athletic Body. *Junctures*, 1, 21–34.
- Carrington, B. (2010). "Sporting Negritude: Commodity Blackness and the Liberation of Failure." In: *Race, Sport, and Politics: The Sporting Black Diaspora* (pp.101-136). Los Angeles, US: Sage Press.
- Szto, C. (2021). "White Spaces, Different Faces" and "Racist Taunts of Just Cherring?" In: *Changing on the Fly: Hockey Through the Voices of South Asian Canadians* (pp. 55-89). New Brunswick, US: Rutgers University Press.

## **Monday Nov 10 - Racialization through Sport II – Social dynamics in Canada**

### **Group 5 Presentation**

- Aladejebi, F., Allain, K. A., George, R. C., & Nzindukiyimana, O. (2021). “We the North”? Race, Nation, and the Multicultural Politics of Toronto’s First NBA Championship. *Journal of Canadian Studies*.
- Dennie, Martine. “Seeing Red: Colour-Blindness and the Performance of Whiteness in the Calgary Flames’ ‘C of Red.’” *Canadian Ethnic Studies* 53, no. 3 (2021): 51–70.
- Nakamura, Y. (2012). “Playing in Chinatown: A Critical Discussion of the Nation/Sport/Citizen Triad.” In: *Race and Sport in Canada: Intersecting Inequalities*. Canadian Scholars Press, Toronto, Canada. 213- 235.

## **Monday Nov 17 Week 9 – Indigenous Sport in Canadian Settler-Colonial Context**

### **Group 6 Presentation**

**Reflection Journal 4 due** Friday Nov 21

- Downey, A. (2018). Dey-Hon-Tshi-Gwa’-Ehs - Reclaiming the Creator’s Game. In *The Creator’s game: lacrosse, identity, and Indigenous nationhood* (pp. 222–276).
- McGuire-Adams, T. (2020). Oshki-Michitweg or New Runners. In: *Indigenous Feminist Gikendaasowin (Knowledge): Decolonization through Physical Activity*. Palgrave Macmillan (pp. 83-98).

## **Monday Nov 24 Week 10 – Sport activism and boycotts**

### **Group 7 Presentation**

- Brown, Evan DiPrete. 2023. “Playing on Grassroots: The Anti-Apartheid Movement, Arthur Ashe, and the Sport Boycott.” *American Quarterly* 75(3):633–54.
- Dart, Jon. 2022. “From Ferguson to Gaza. Sport, Political Sensibility, and the Israel/Palestine Conflict in the Age of Black Lives Matter.” *European Journal for Sport and Society* 19(2):151–69.
- Kipnis, Hillary. 2022. “We Exist, Play Sports, and Will Persist: Everyday Lives of Palestinian Sportswomen through the Lens of the ‘Politics of Invisibility.’” *Sport in Society* 25(3):566–81.

## **Monday Dec 1 Week 11 – Injury and the contemporary body of the athlete**

### **Group 8 Presentation**

- Matthews, C. R. (2020). ‘The fog soon clears’: Bodily negotiations, embodied understandings, competent body action and ‘brain injuries’ in boxing. *International Review for the Sociology of Sport*.



- Canada, Tracie, and Chelsey R. Carter. 2024. "Weathering Anti-Blackness: Injury, Brain Trauma, and Neurodegeneration in American Sport." *Current Anthropology* 65(S26):S177–95.

## Friday Dec 5 Week 12 – (Dis)ability in sport

Group 9 Presentation (if needed)

Reflection Journal 5 due today.

Final essay due today

- Powis, Ben. 2020. *Embodiment, Identity and Disability Sport: An Ethnography of Elite Visually Impaired Athletes*. Disability Sport and Physical Activity Cultures. Abingdon, Oxon New York, NY: Routledge.
- Silva, Carla Filomena, and P. David Howe. 2012. "The (In)Validity of Supercrip Representation of Paralympian Athletes." *Journal of Sport and Social Issues* 36(2):174–94.

## 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/>

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.

Date	Activity
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.
	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.

Date	Activity
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.
	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

Date	Activity
	may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 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.