

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
SOCI 4850C/ SOCI 5805F
FALL 2025
SPECIAL TOPICS: CRITICAL GENOCIDE STUDIES

TIME:

THURSDAY 14:35 – 17:25

Instructor: Mohammed Nijim

Office Hours: by appointment

Email: mohammednijim@cunet.carleton.ca

Course Level: 4th year and graduate students

Method of Delivery: In Person

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 behaviour 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 and Objectives:

This course critically examines genocide as a sociopolitical phenomenon, with a particular focus on its manifestations in the 21st century – including Sudan, Syria, Myanmar, Ukraine, and most recently, Palestine. Moving beyond legal conceptions, students will explore genocide through a sociological lens, emphasizing the relational dynamics between perpetrators and victims and the structures that sustain mass violence. This course interrogates how legalistic approaches often obscure the complexity of genocidal processes, especially when shaped by geopolitical interests. The course engages students in contemporary

debates on the limitations of law in contexts like Ukraine and Palestine, where the application of legal definitions often reflects political bias. We will explore how genocide intersects with settler colonialism and capitalism, considering the ways these systems generate, normalize, or obscure mass violence. Students will develop tools to analyze the structural and ideological conditions that enable genocide and reflect on possibilities for justice and decolonial futures.

Learning Outcomes:

By the end of this course, students will:

- Understand the historical and political background of the concept of genocide and its evolution.
- Engage critically with the legal framework of genocide and examine its feasibility.
- Understand how sociology can meaningfully contribute to the field of genocide studies.
- Comprehend the relationship between genocide, colonialism, and capitalism.
- Be equipped with the conceptual and theoretical tools needed to analyze various genocides.

Reading(s)/Textbook(s):

All course materials will be provided or made accessible via Brightspace.

Course Outline:

Week 1 (September 4th): Introduction

Readings:

- Meierhenrich, Jens. 2014. *Genocide: A Reader*. Introduction, 3–56. Cambridge: Oxford University Press.
- United Nations. 1948. *Convention on the Prevention and Punishment of the Crime of Genocide*. [PDF].

Week 2 (September 11th): Genocide and Law

Readings:

- Irvin-Erickson, Douglas. 2017. *Raphaël Lemkin and the Concept of Genocide*. Chapters 3, 4, and 6. Philadelphia: University of Pennsylvania Press.
- Lemkin, Raphael. 1944. *Axis Rule in Occupied Europe: Laws of Occupation, Analysis of Government, Proposals for Redress*, 79–90. Washington, DC: Carnegie Endowment for International Peace.

- United Nations. 1948. *Convention on the Prevention and Punishment of the Crime of Genocide*. [PDF]. (Duplicated purposely).

Undergraduate: Read Douglas Chapters 4 and 6 and other texts.

Week 3 (September 18th): Holocaust as an Archetype?

Readings:

- Shaw, Martin. 2015. *What Is Genocide?* 2nd ed., 53–66. Cambridge: Polity Press.
- Docker, John. 2012. “Instrumentalizing the Holocaust: Israel, Settler Colonialism, Genocide (Creating a Conversation between Raphaël Lemkin and Ilan Pappé).” *Holy Land Studies* 11 (1): 1–32. <https://doi.org/10.3366/hls.2012.0027>

Undergraduate: Read the two texts.

Optional:

Verdeja, Ernesto. "The Gaza Genocide in Five Crises." *Journal of Genocide Research* (2025). doi:10.1080/14623528.2025.2452707

Week 4 (September 25th): Sociology of Genocide

Readings:

- Powell, Christopher. 2011. *Barbaric Civilization: A Critical Sociology of Genocide*. Chapters 1 and 2. Montreal: McGill-Queen’s University Press.
- Shaw, Martin. 2015. *What is Genocide?* 2nd ed., 13–52. Cambridge: Polity Press.

Undergraduate: Read either Martin Shaw or Tony Barta on top of Powell’s.

Optional:

- Barta, Tony. 2008. “Relations of Genocide: Land and Lives in the Colonization of Australia.” In *Empire, Colony, Genocide: Conquest, Occupation, and Subaltern Resistance in World History*, edited by A. Dirk Moses, 237–251. New York: Berghahn Books.

Week 5 (October 2nd): Genocide Beyond Physical Destruction

Readings:

- Card, Claudia. *Confronting Evils: Terrorism, Torture, War*. Cambridge: Cambridge University Press, 2010. (Read chapters 1, 9, and 10.)
- Feierstein, Daniel. *Genocide as a Social Practice: Reorganizing Society under the Nazis and Argentina's Military Juntas*. Translated by Douglas Andrew Town. New Brunswick, NJ: Rutgers University Press, 2014. (Read chapter 1.)

Undergraduate: read Card's chapter 9 and Feierstein's chapter.

Week 6 (October 9th): Perpetrating Genocide

Readings:

- Bauman, Zygmunt. *Modernity and the Holocaust*. Ithaca, NY: Cornell University Press, 1989. (Read chapters 3, 6, and 7.)
- Samudzi, Zoé. "We Are Fighting Nazis': Genocidal Fashionings of Gaza(ns) After 7 October." *Journal of Genocide Research* 0, no. 0 (2024): 1–9.
<https://doi.org/10.1080/14623528.2024.2305524>.

Undergraduate: Read any two chapters of Bauman's and the article.

Week 7 (October 16th): Colonialism and Genocide

Readings:

- Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. New York: Grove Press, 2004. (Read "Concerning Violence.")
- Mbembe, Achille. 2003. "Necropolitics." *Public Culture* 15 (1): 11–40.

Optional:

Docker, John. "Are Settler Colonies Inherently Genocidal? Rereading Lemkin." In *Empire, Colony, Genocide: Conquest, Occupation, and Subaltern Resistance in World History*, edited by A. Dirk Moses, [pp. 81-101]. New York: Berghahn Books, 2008.

Undergraduate: Read Fanon only.

Week 8 (October 30th): Settler Colonialism and Genocide

Readings:

- Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8 (4): 387–409.
- Coulthard, Glen Sean. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press. (Read Introduction and Chapter 1.)
- Nijim, Mohammed. 2024. "Gazacide: Palestinians from Refugeehood to Ontological Obliteration." *Critical Sociology* 50 (2): 1- 23.

Undergraduate: Read Wolfe and Coulthard's Introduction chapter only.

Week 9 (November 6th): Anthropocentric Law and the Challenge of Genocide

Readings:

- Hubbard, Tasha. 2014. "Buffalo Genocide in Nineteenth-Century North America." In *Colonial Genocide in Indigenous North America*, edited by Andrew Woolford, Jeff Benvenuto, and Alexander Laban Hinton, 292–305. Durham, NC: Duke University Press.
 - Short, Damien. 2016. *Redefining Genocide: Settler Colonialism, Social Death, and Ecocide*. London: Zed Books. (Read Chapter 2.)
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Week 10 (November 13th): Experiencing Genocide – Victims of Genocidal Harm

Readings:

- Levi, Primo. 1988. *The Drowned and the Saved*. Translated by Raymond Rosenthal. New York: Summit Books. Chapter: "The Gray Zone."
- Alnaouq, Ahmed, and Pam Bailey, eds. 2025. *We Are Not Numbers: The Voices of Gaza's Youth*. Northampton, MA: Olive Branch Press. (Read chapter 10 and Epilogue)

Undergraduate: Choose only one text.

Week 11 (November 20th): Prosecuting Genocide

- Hinton, Alexander Laban. 2016. *Man or Monster? The Trial of a Khmer Rouge Torturer*. Durham, NC: Duke University Press. (Read pp. 3–67 and Epilogue.)

Undergraduate: Do not read the Epilogue.

Week 12 (November 27th): Remembering and Reconciliation after Genocide

Readings:

- Wilson, Richard A. 2001. *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State*. Chapter 7, “Reconciliation with a Vengeance,” 188–222.
- Moses, A. Dirk. "The Canadian Museum for Human Rights: the 'uniqueness of the Holocaust' and the question of genocide." *Journal of Genocide Research* 14, no. 2 (2012): 215–238. doi:10.1080/14623528.2012.677762.

Undergraduate: Read both.

Optional:

Veracini, Lorenzo. "Genocide in Gaza and the End of Settler Colonialism." *The Journal of Imperial and Commonwealth History* 53, no. 4 (2025): 953–968.
doi:10.1080/03086534.2025.2501221.

Week 13 (December 4th): Course Review

- Tuck, Eve, and K. Wayne Yang. “Decolonization Is Not a Metaphor.” *Decolonization: Indigeneity, Education & Society* 1, no. 1 (2012): 1–40.
<https://jps.library.utoronto.ca/index.php/des/article/view/18630>.

Citation Style

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

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Course Requirements & Methods of Evaluation:

All assignments must be submitted through Brightspace, unless otherwise specified.

ASSIGNMENTS	% OF GRADE	DUE DATES
Attendance (mandatory)	10%	Weekly
Weekly Reflection Question	10%	Weekly

Leading Seminars	10%	Once a term
Midterm Exam/Assignment 25%	25%	Reflection paper (5 – 10 pages) Return on or before Octo 30 th
Research Abstract (200-350 words)	5%	Submit on Nov 25th to receive timely feedback
Final Essay	40%	(10 – 20 pages) Due on December 20 th

Full details of assignments will be made available on Brightspace

Attendance, active participation, and weekly reflection questions make up 20 % of the total grade.

Attendance is expected and will be taken during the lecture. The participation grade will reflect the extent to which students contribute to class discussions in an informed and critical manner. Students are expected to join the seminars each week, **having completed ALL readings**, prepared to lead the discussion or give a short presentation, and equipped to discuss the material.

If you are unable to attend the class, please let me know as soon as possible. Absences and weak and/or limited participation will result in a diminished final grade. There are no ‘make-up’ opportunities for lost participation marks.

Breakdown of Assignments:

1. Attendance & Participation – 10% of Final Grade

Attendance Requirement:

- Regular attendance is mandatory and accounts for **10% of your final grade**.

Active Participation Expectations:

- **Engagement in Seminars:** Students must complete the required readings before the class and contribute meaningfully to discussions by:

- Asking critical questions about the readings.
- Responding to peers' insights with constructive feedback.
- Connecting course themes to broader debates in genocide studies.

- **Student-Led Seminars:**

- Each week, two students will co-lead a seminar, 15 minutes each, followed by a lively discussion of the week's material. After your presentation, you will lead the seminar by asking questions and engaging in discussion with the rest of the class.
- After each presentation, **all students** are expected to actively engage in the debate, drawing on relational sociology and critical genocide studies frameworks.

2. Weekly Reflection Question – 10% of Final Grade

Students are expected to write ONE reflection question each week. Questions should demonstrate engagement with key concepts, critical thinking, and help stimulate class discussion. Submissions are due before the start of each class session. They should not exceed half a page. Late submissions are not accepted.

3. Leading Seminars – 10% of Final Grade

Each student will be responsible for leading or co-leading one seminar during the term. In these seminars, students will initiate questions, facilitate discussions, and take the role of experts on the material. These presentations are intended as an opportunity for you to improve your teaching skills. You are responsible for engaging the class and creating a suitable learning environment.

Seminar leaders should engage deeply with the key arguments and conceptual and theoretical frameworks highlighted in the week's readings.

Seminar facilitators are expected to include:

- A clear summary of the main arguments, including their analytical, theoretical, and methodological foundations.
- A critical evaluation of the arguments' strengths and weaknesses. What insights do they offer, and what are some of the limitations?
- Personal reflections, including questions, concerns, or insights that arose while engaging with the texts.
- Questions for class discussion.

Seminar facilitators should aim to foster discussion and deepen the class's understanding of the material.

4. Midterm Assignment

The midterm paper should engage deeply with one or more of the weekly themes covered up to the midterm break. Students are encouraged to start thinking about their paper topic early in the term, allowing them time to explore relevant readings, debates, and theoretical approaches discussed in class.

The paper should demonstrate a solid understanding of the chosen theme's key theoretical and conceptual frameworks. It should also critically analyze the strengths, limitations, and scholarly debates surrounding the theme. Where possible, apply the theme to a specific problem, case, or provide example(s). Think about this paper as the foundation for your final assignment.

5. Abstract/Topic and Research Question (5% of Final Grade)

- Submit a concise summary outlining your intended final paper.
- Include your thesis question and main argument.
- Specify your chosen genocide case or context and relevant theoretical frameworks from the course.
- This is your roadmap for the final essay and should be submitted by November 25th.

6. Final Essay (40% of final grade)

Students will refer to the topic and research question or thesis statement presented and discussed in the abstract. Assignments will rely on course material in addition to secondary sources that students locate through their own research. Utilizing a theoretical perspective presented in the course, students will analyze an issue and/or event and will prepare a critical analytical paper to address this issue.

Due on December 20th.

Undergraduate: I expect you to write between 8 and 10 pages double-spaced.

Graduate: I expect you to write between 15 and 20 pages double-spaced.

Note: Page number excludes citations and bibliography.

Evaluation

Submission and Return of Term Assignment/Final Paper

All assignments must be submitted through the course Brightspace page. Late submissions will only be accepted if an extension was granted before the due date. If you encounter unavoidable circumstances, please inform the instructor as soon as possible. Each day after the deadline will result in a 5% reduction in your assignment grade.

Once graded, the assignments will be returned to you with feedback. Note that this course does not have a TA. I will be in charge of reading and marking all your assignments.

Always retain for yourself a copy of all essays, term papers, and written assignments submitted in your courses. There is no excuse for not having copies of your work. You may be asked to resubmit your term work. Also, please retain a hard copy of the Course Outline.

Artificial Intelligence (AI)

The use of Artificial Intelligence (AI) platforms such as ChatGPT to complete assignments is not allowed. Deliberate use of such platforms may result in strict actions against the student, including accusations of plagiarism and course failure.

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 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

For Pregnancy:

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

For Survivors of Sexual Violence

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

Accommodation for Student Activities

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

[content/uploads/Accommodation-for-Student-Activities-1.pdf](#)

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

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

What are the Procedures?

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

Assistance for Students:

“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.

Date	Activity
	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.
	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).

Date	Activity
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.
	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.

Date	Activity
November 15, 2025	<p>Last day for academic withdrawal from full fall and late fall courses.</p> <p>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.</p>
	<p>Last day for receipt of applications for admission to an undergraduate degree program for the winter term.</p>
November 21, 2025	<p>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).</p>
November 28, 2025	<p>Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.</p> <p>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).</p>
November 30, 2025	<p>Last day for receipt of applications from potential winter (February) graduates.</p>
December 5, 2025	<p>Fall term ends.</p> <p>Last day of full fall and late fall classes.</p> <p>Classes follow a Monday schedule.</p>

Date	Activity
	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 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.