



**Carleton
University**

Department of
Sociology and
Anthropology

SOCI 6103: Sociology Doctoral Seminar Year 2

Fall 2025

Professor: Neil Gerlach

Dunton 2123

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Course Delivery: In person, Tuesdays 2:35-5:25

Classroom:

Office Hours: Tuesdays 1:00-2:30

Prerequisite: SOCI 6102

COURSE DESCRIPTION AND OBJECTIVES

Building upon the professional and academic objectives of SOCI 6102 in the first year of the doctoral program, this course is organized around a set of discussion sessions and workshops designed to prepare second year doctoral candidates for the development and defence of their dissertation research proposals. With that in mind, the course has a number of objectives. First, we will discuss the elements and rationales of research proposals, familiarizing class members with the requirements of this document. Second, we will workshop various components of the proposal to get feedback on the development of class members' research design. Third, we will study and discuss issues of research design more generally. This course should be a primer on how to design a research project now and in the future. Fourth, we will discuss various topics related to professional academic development including best practices for external grant applications, conference presentations, time management, ethics applications, and other topics of interest to class members. Fifth, class members will conclude the course with a preliminary research proposal outline to be presented to the class and discussants. Sixth, class members will gain experience in providing feedback and presenting information and ideas. At each step along the way, class members will be asked to take a lead in presenting and discussing course material and in responding to presentations prepared by their peers.

INCLUSIVENESS STATEMENT

One of the pleasures of working in an academic environment is that we have the opportunity to share diverse and unique perspectives on social issues freely and openly. This means we each have a responsibility to ensure that everyone in the class feels comfortable contributing their knowledge and perspectives in a convivial atmosphere. As sociologists, we know that everyone's experience is a product of different personal life paths intersecting with historical processes, which means that different people have encountered processes and structures of race, ethnicity, religion, class, gender, sexuality, and ability in diverse ways. We also know that our thinking expands when we are exposed to contradictory ideas and do the work of reconciling them with what we know. Being inclusive involves recognizing these different experiences, constantly reflecting on our positions within social processes, and valuing, respecting, and learning from the experiences of our classmates.

We must also acknowledge the sacred, unceded territory of the Algonquin Nation on which Carleton University operates, and Omàmiwininiwag stewardship of this land. We are grateful and honoured to have the opportunity to enjoy, work and learn within this territory.

READINGS

All required readings will be available on our Brightspace site. Please see the course schedule below.

One important document to have on hand is the *Sociology Ph.D Handbook*, which can be found here:

<https://carleton.ca/socanth/wp-content/uploads/2024/07/Sociology-PhD-Handbook-Updated-July-17-2024.pdf>

CLASS SESSIONS

This is a half credit course that meets in person every week. Each session, class members will be pre-assigned to present the readings and pose three questions to the class to initiate discussion of the ideas in the readings. Time permitting, we will also use class time to discuss various issues of professional development including research funding applications, conference presentations, time management, ethics applications, writing peer reviewed articles, and other topics of interest to the class members.

EVALUATION

There are four forms of evaluation in this course:

Participation	20%
Presentation on Reading/Concept/Method (September 30)	20%
Presentation of Research Questions (October 28)	25%
Presentation of Proposal Outline (November 25 and December 2)	35%

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

Participation

20% of grade

By now, class members will have considerable experience participating in seminars and although the expectation is that each class member will contribute to class discussions, a participation grade is assigned to encourage everyone to share their thoughts and knowledge. The participation grade is based on a general sense of contribution to the course through

attendance, punctuality, contribution to discussions, and completing readings prior to the relevant session.

Workshop 1: Presentation on a Reading, Method, Concept that Excites You, Confuses You, or Stresses You

20% of grade

Date: September 30

Length: max. 500 words

Class members will present a reading, a concept, or a method that they find exciting, intriguing, worrying, or confusing. The idea under discussion will be relevant to the dissertation project. The purpose is to share with classmates an element of your project that motivates you or concerns you to help you gain clarity about it and to share and receive insights about an important aspect of your project.

You will have a total of 15 minutes to present on the reading/concept/method with a suggested breakdown of 5 minutes of presentation and 10 minutes of discussion. Come prepared with discussion questions to ask about your topic. If it is helpful, create a diagram or image of the topic to aid in the discussion. Please submit a bibliography of up to 10 sources that address the matter.

Workshop 2: Research Questions

25% of grade

Circulate your research questions to the class by October 23

Class discussion on October 28

Length: max. 1000 words

Class members are asked to prepare preliminary research questions for their projects. We will workshop these questions in class and discuss their strengths and areas for further development. This is the first opportunity to share the puzzle that you wish to address in your thesis.

Each class member will submit to the class a statement of their research questions and the rationales behind them. **Each class member is asked to prepare three comments/questions for each of the research question statements.**

Think about addressing the following:

- What is the puzzle or problem you are addressing?
- How will the research question allow you to address the puzzle/problem?
- Why are you interested in these questions?
- What is your purpose in pursuing this research and why is it important?

- What gaps in your field are these questions designed to address?
- How are these sociological questions?
- What challenges did you face in formulating your questions?

Your statement of research questions should be submitted to the class five days prior to the workshop.

Workshop 3: Presentation of Proposal Outline

35% of grade

Presented on: November 25 and December 2

Poster/PowerPoint Format

In the last two sessions of the course, class members will present an outline of their dissertation research proposal in a poster or PowerPoint format. This is an opportunity to set out all of the decisions you have made about your research project up to this point and to explain how those decisions work together holistically to produce a project.

Your presentation should be a maximum of 10 minutes. In addition to explaining your research decisions, you may want to discuss background information such as how you came to this project, the tensions you find in your project, the limitations you see in your methods and research questions, the difficulties you anticipate in carrying out the research, etc. Each presentation will be allotted 15 minutes for presentation and discussion.

See the Sociology Ph.D Handbook for details on the components to be included in the proposal. The proposal will have the following elements:

Research question – explain the problem, puzzle, issue your research addresses and explain the current version of your research question(s) and its purpose.

Methodological Approach and Rationale – including your data collection methods, your target population or sample, and your sampling strategy, access issues, recruitment strategy, etc.

Data Analysis Techniques – describe how the data will be analyzed. How will you make meaning from your data?

Theoretical/Conceptual Framework – what theoretical perspectives and concepts will you draw upon to interpret your data? How do they inform your choice of method?

Significance – Explain the significance of your study, including what you believe is the original contribution of your project.

PRESENTATION OF WEEKLY READINGS

- **No grades assigned**
- **Date: TBA**

Class members are asked to take turns leading discussion of the readings. Rather than simply describing the readings, and posing discussion questions, class members should view this as a peer teaching exercise.

- Students will work in pairs or threes
- Provide a brief summary of the main points of the readings
- Think about the following: does the article have an argument or thesis that the authors are proposing? What are the main conceptual and practical contributions this reading makes to thinking about the topic? How can researchers incorporate these contributions into their work? What challenges do the authors discuss?
- Rather than asking class members what they think about the readings, think about preparing an exercise that will be productive in drawing out your thoughts and questions about the reading. For example, is there a news item, social media content, or some other social phenomenon toward which the class could employ the research strategies covered in that week's readings? Can you diagram elements of the readings or produce an image that captures the content? Is there a provocative ethical situation that could be used to ground a discussion of the readings? Do the readings imply a particular politics of research that needs to be questioned?

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/>

COURSE SCHEDULE

Sept. 9 Introductions, Research Project Descriptions, and Tips on Proposal Writing

- Assigning reading presentations
- Design Spine: <http://www.janetsiltanen.ca/research.design.html>

Sept. 16 Ways of Reading – Literature Reviews

Harris, D.J. 2019. "Managing the Literature." In D.J. Harris, *Literature Review and Research Design: A Guide to Effective Practice*. New York: Routledge, pp. 68-93.

Montuori, Alfonso. 2005. "Literature Review as Creative Inquiry: Reframing Scholarship as a Creative Process." *Journal of Transformative Education* 3(4): 374-393.

Randolph, Justus. 2009. "A Guide to Writing the Dissertation Literature Review." *Practical Assessment, Research, and Evaluation*. 14, Article 13: 1-13.

Suggested Readings

Branley, Duncan. 2004. "Doing a Literature Review." In C. Seale (ed.), *Researching Society and Culture*, 2nd ed., pp. 145-162.

Kamler, Barbara and Thomson, Pat. 2014. "Chapter 3: Persuading an Octopus into a Glass." In *Helping Doctoral Students Write*, pp. 28-44.

Randolph, Justus. 2009. "A Guide to Writing the Dissertation Literature Review." *Practical Assessment, Research, and Evaluation* 14(13): 1-13.

Torraco, Richard. 2005. "Writing Integrative Literature Reviews: Guidelines and Examples." *Human Resource Development Review* 4(3): 356-367.

University of South Carolina Libraries. (n.d.) Organizing your social science research paper: The literature review. <https://libguides.usc.edu/writingguide/literaturereview>

Sept. 23 Ways of Inquiring – The Research Question

Alvesson, Mats and Sandberg, Jörgen. 2011. "Generating Research Questions Through Problematization." *The Academy of Management Review* 36(2): 247-271.

Bryman, Alan. 2007. "The Research Question in Social Research: What is its Role?" *International Journal of Social Research Methodology* 10(1): 5-20.

Schwartz-Shea, Peregrine and Yanow, Dvora. 2011. "Ways of Knowing." In *Interpretive Research Design: Concepts and Processes*. New York: Taylor and Francis, pp. 24-44.

Suggested Readings

Marshall, Catherine. and Rossman, Gretchen.B. 2016. "The What of the Study: Building the Conceptual Framework." In, *Designing Qualitative Research*, 6th ed. Los Angeles: Sage, pp. 65-96.

Sept. 30 Presentations on Readings/Concepts/Methods

Oct. 7 Ways of Knowing – Methodology and Research Design

Doucet, Andrea. 2008. "From Her Side of the Gossamer Wall(s): Reflexivity and Relational Knowing." *Qualitative Sociology* 31: 73-87.

Schwartz-Shea, Peregrine and Yanow, Dvora. 2011. "Starting from Meaning." In *Interpretive Research Design: Concepts and Processes*. New York: Taylor and Francis, pp. 45-53.

Smith, Linda Tuhiwai. 2021. "Chapter 2: Research Through Imperial Eyes." In *Decolonizing Methodologies: Research and Indigenous Peoples*. New York: Bloomsbury, pp. 49-65.

Suggested Readings

Gerrard, Jessica, Rudolph, Sophie and Sriprakash, Arathi. 2017. "The Politics of Post-Qualitative Inquiry: History and Power." *Qualitative Inquiry* 23(5): 384-394.

Hammersley, Martyn. 2011. "Methodology, Who Needs It?" in *Methodology: Who Needs It?* Thousand Oaks: Sage, pp. 1-25.

Law, John. 2004. "After Method: An Introduction." In, *After Method: Mess in Social Science Research*. London: Routledge, pp. 1-17.

Marres, Noortje. 2017. "Chapter 3: Do We Need New Methods?" In *Digital Sociology: The Reinvention of Social Research*. Cambridge: Polity Press, pp. 78-115.

Tuck, Eve and Yang, K. Wayne. 2014. "Unbecoming Claims: Pedagogies of Refusal in Qualitative Research." *Qualitative Inquiry* 20(6): 811-818.

Oct. 14 Ways of Interpreting – The Role of Theory

Swedberg, Richard. 2017. "Theorizing in Sociological Research: A New Perspective, a New Departure?" *Annual Review of Sociology* 43: 189-206.

Martin, John Levi. 2015. "On Theory in Sociology." In, *Thinking Through Theory*. New York: W.W. Norton & Company. Pgs. 1-18.

Sharma, Sarah. 2020. "A Manifesto for the Broken Machine." *Camera Obscura* 35(2): 171-179.

Suggested Readings

Ho, Karen. 2009. "Introduction: Anthropology Goes to Wall Street." In, *Liquidated: An Ethnography of Wall Street*. Durham, NC: Duke University Press, pp. 1-38.

Berger, Peter. 1977. "Introduction: Sociology and Freedom," and "Towards a Critique of Modernity." In, *Facing Up to Modernity*. New York: Penguin Books, pp. 11-22 and 101-112.

Oct. 21 Reading Week

Oct. 28 Workshopping Research Questions

Nov. 4 Workshopping Research Questions

Nov. 11 Discussion about methods and research design

This is not a formal workshop, but students should come prepared to talk about how they are approaching their methodology and to discuss issues in their research design.

Nov. 18 Ways of Writing

Hamilton, Mary and Pitt, Kathy. 2009. "Creativity in Academic Writing." In, *Why Writing Matters: Issues of Access and Identity in Writing Research and Pedagogy*. R. Ivanic, A. Carter, T.M. Lillis and S. Parkins (eds.). New York: John Benjamins, pp. 61-79.

Kamler, Barbara and Thomson, Pat. 2014. "Chapter 1: Putting Doctoral Writing Centre Stage." In *Helping Doctoral Students Write*, pp. 1-13.

Pinker, Steven. (2014, September 26). "Why Academics Stink at Writing." *The Chronicle of Higher Education*, pp. 1-18.

Suggested Readings

Kamler, Barbara and Thomson, Pat. 2014. "Chapter 5: Reconsidering the Personal." In *Helping Doctoral Students Write*, pp. 59-80.

Lykke, Nina. 2010. "Shifting Boundaries Between Academic and Creative Writing Practices" in *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. New York: Routledge, pp. 163-86.

Richardson, Laurel and Elizabeth Adams St. Pierre. 2005. "Writing: A Method of Inquiry." In Denzin, N.K. and Lincoln, Y.S. (eds.), *Handbook of Qualitative Research*, 3rd edition. Thousand Oaks: Sage, pp. 959-78

Robbins, Susan. 2016. 'Finding your Voice as an Academic Writer (and Writing Clearly).'" *Journal of Social Work Education*, 52(2), 133-135.

Nov. 25 Proposal Outline Presentations

Dec. 2 Proposal Outline Presentations

ACADEMIC ACCOMMODATIONS AND REGULATIONS

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.
	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).

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 2025	20-24,	Fall break, no classes.
October November 2025	25-26, 1-2,	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 2025	14-16,	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.
		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.
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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.
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December 5, 2025	Fall term ends.
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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.

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.