

HISTORY OF ANTHROPOLOGICAL THEORY (ANTH 3007)

CARLETON UNIVERSITY • FALL 2025

Instructor: Daniel Rosenblatt

Office Hours: By appointment, via Zoom or in person depending on both parties' availability

Contact info: In the normal course of things, email is the best way to get hold of me. If you really need to talk to me right away (such as to tell me you can't make a meeting we have scheduled), message me on my cell phone.

Email: DanielRosenblatt@cunet.carleton.ca

Phone/Text: (802) 377-0582—(emergencies only)

Course meets: Friday 2:35 am –5:25

Prerequisites: Anth 2001; precludes additional credit for Anth 2005 and Anth 3100.

METHOD OF DELIVERY

This course is in person unless exceptional circumstances prevent me from being in Ottawa during the course meeting time.

COURSE DESCRIPTION AND AIMS

This course is designed for students who are majoring in anthropology: it presents a broad historical outline of major approaches and debates in the field and seeks to foster skills in critically reading and discussing social and cultural theory. The course will look at the emergence of anthropology as the study of supposed “primitive” peoples — members of non-industrial, non-Western societies, mostly living in lands colonized by people of European descent. We will situate the emergence of anthropology in terms of the tradition of European thought about society more generally, focussing especially on the relationship of different strands of anthropological thought to both the Enlightenment quest for a generalizing predictive science of humanity and the embrace by some counter-enlightenment thinkers of the idea that human beings are best understood via a particularistic, affective, interpretive mode of study. We will also try to relate both anthropology and European social thought to the colonial encounters that brought Europeans into contact with people from the rest of the world. Why study “primitives”? How did some people come to be thought of as primitive anyway? How did the culture concept emerge and what shapes has it taken? What have scholars learned, and been forced to unlearn, about humanity in the process of studying other cultural worlds?

LEARNING OBJECTIVES

After completing this course students should be able to:

1. To identify ethnocentrism and explain the challenge that anthropological findings pose for assumptions about human nature.
2. To explain what ethnographic methods are and to explain the value of the descriptive and inductive emphasis in anthropological research.

3. To apply theoretical generalizations and interpretations from one ethnographic case to another and explain how different theoretical approaches would treat the same situations.
4. To discuss the origins and history of anthropological thinking and identify some prominent contemporary approaches and areas of research.
5. To explain different approaches to studying social life

DIVERSITY AND RESPECT

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 may be racially, religiously, politically, culturally, generationally, and economically diverse. We might be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Note: Land acknowledgements such as the one above have become common in Canadian Universities, but the question of what they achieve and who they serve is a complicated one (what might it mean, for example, to “adhere to Algonquin cultural protocols” in a university setting?). This could be something we return to at an appropriate point in the course (when we are discussing the relationship between anthropology and colonialism for example).

CONTENT WARNINGS

If I am aware of anything in the readings that I think some people might find troubling I will try to warn everyone of this ahead of time.

COURSE FORMAT, REQUIREMENTS AND EXPECTATIONS, AND METHODS OF EVALUATION

Participation*

All students are expected to come to class on time, having read the texts, and prepared to discuss, question, and critique them. Take notes and jot down comments as you read and make sure you have your texts with you in whatever form is most accessible for you. Also: you must check your email at least once a day for updates to things like assigned reading etc.

The language in sections marked with an asterisk () is modified from a syllabus by Charles A. McDonald: https://www.academia.edu/85946900/Introduction_to_Cultural_Anthropology_SYLLABUS

Note-Taking*

You will encounter difficult ideas and concepts that will not be immediately digestible. Making sense of the readings requires that you carefully annotate them, which ideally involves not just underlining or highlighting, but abstracting, summarizing, and asking questions. When you read a text you should think about the following sorts of questions:

- What is the author's primary argument? How do they make that argument?
- What assumptions are included in that argument?
- Who or what is the author writing against?
- What tools does this text offer for thinking differently about themes of the class?
- How might the ideas and arguments of this text connect to other texts?
- How might this argument be improved, reformulated, or extended?
- How might it be challenged?

Class Discussions*

This class is primarily a seminar, not a lecture. As such, active participation in discussions is imperative, and we will work together to create a supportive and lively learning environment. Everyone is responsible for reading the texts before class. Be mindful that you all bring different forms of knowledge, expertise, life experience, and communication styles. These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, keep in mind that active, respectful participation is as much about listening to and being generous toward others as it is about sharing your own thoughts.

Often, we will treat the 3 hour class block as two separate shorter classes, each dealing with some aspect of the days topic. So you will miss a lot if you leave at the break.

Evaluation

Your grade will be calculated as follows:

Grading & Assignments	Percent of Total	Due Date
Attendance: no more than 2 unexcused absences or 5 absences. Attendance involves being there for both halves of class.	10%	n/a
2 presentations, done in pairs	15% each	varies
Take-Home midterm (form to be determined)	25%	Nov 2
Take-home Final (form to be determined))	35%	Dec 20
Participation is not a fixed percentage of the grade but thoughtful and constructive participation can raise your overall grade, though not to any higher than the highest grade received on a written assignment.		n/a

Assignments:

The presentations will be done in pairs and consist of supplying the class with two questions for discussion and explaining your reasons for thinking those are important questions. We will decide,

at the beginning of class, how to integrate those questions into the agenda I bring to class, and the presenters can help facilitate the discussion on the questions they supply. On the day you do a presentation you will also write out and hand in a version of the note-taking on the reading described above (also done in pairs). The grade for the presentation will be based on the questions and these notes.

The format for the midterm and final will be determined later.

Required readings:

All the readings will be posted on the course's Brightspace page. Students are not required to purchase textbooks or other learning materials for this course.

Receiving assignments and handing things in:

Assignments will be posted on Brightspace and should be submitted there. You should also keep a copy of every completed assignment on your computer.

Using Generative Artificial Intelligence (e.g. Chat GPT):

Students are permitted to use generative AI tools to help in understanding the readings and concepts in the course—though NOT in such a way as to replace doing the required readings themselves. Students using generative AI to help understand with the readings should engage with the text itself enough that they can see where the AI might be wrong. An example of such a use would be this question That I asked chat GPT in the process of constructing this syllabus:

Q: What chapters in Argonauts best illustrate Malinowski's theories of functionalism?

A: ChatGPT said:

If you're looking at Argonauts of the Western Pacific (1922) and want to see which chapters best illustrate Malinowski's functionalism, the key is to focus on parts where he explains how cultural institutions satisfy individual and social needs. Functionalism, in Malinowski's sense, is the idea that elements of culture exist to meet biological, psychological, and social needs of people.

Here are the chapters most relevant:

1. Chapter I: "The Subject, Method, and Scope of the Study"

Lays out his approach to studying the function of social institutions. He explicitly argues against seeing culture as just a collection of customs or "survivals," emphasizing the needs of the individual and how institutions serve them.

2. Chapter IV: "The Kula"

Probably the most cited chapter for functionalism.

Describes the Kula ring not just as a ceremonial exchange, but as a system fulfilling social, economic, and psychological needs—status, alliances, and trust.

Malinowski connects the Kula to practical consequences for people's lives, illustrating functionalist reasoning.

3. Chapter V: "The Organization of Kula"

Breaks down the rules, roles, and relationships in the Kula system.

Shows how each role and practice has a purpose in maintaining social cohesion and stability, again exemplifying functionalist thinking.

4. Chapter XIII: "The Social Organization of the Trobriand Islanders"

Covers kinship, magic, and exchange.

Illustrates how multiple institutions (kinship, marriage, magic) interlock to meet individual and collective needs, a hallmark of functionalist analysis.

5. Chapter XV: "Magic and Practical Life"

- Explains the functional role of magic: it reduces anxiety, provides predictability, and supports economic and social activity.
 - Shows Malinowski's insistence on understanding cultural practices in terms of their practical function.
- If you want a shortcut, Chapters IV–V (Kula) and XV (Magic) are the classic excerpts used in anthropology courses to illustrate functionalism. Chapter I is good for framing his methodology and theoretical stance.
- I can make a quick table showing chapters, topics, and functionalist insight if you want—it's super handy for citation in essays. Do you want me to do that?

In the above chat GPT describes functionalism in a pretty reasonable way, but Chapter XV is not called Magic and Practical Life—indeed no such chapter exists, though it took me several tries to convince chat GPT of this.

Students are not permitted to use AI to generate answers for the take-home midterm and take-home final except as described in the assignments. You should be aware that if you do use it to do assignments your answers will likely seem curiously detached from the course. Not to mention that you won't learn whatever skill the assignment is designed to teach you.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

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

Late assignments:

If you know that you won't be able to do any of the written work on time, email me *before* it would have been due to see if we can work out an alternative. While I will be reasonable and

sympathetic, I reserve the right to impose a grade penalty for late work and I am constrained (in the case of the final) by the due date for handing in grades.

READINGS AND ASSIGNMENTS

Please be aware that this syllabus is subject to change, including the content and dates of readings and assignments. You are responsible for checking your email and the course Brightspace page to know the current reading assignments and deadlines.

Week 1 / Sept 5

COURSE INTRODUCTION I

No Reading

Week 2 / Sept 12

THE ENLIGHTENMENT AND THE COUNTER ENLIGHTENMENT:

Readings:

- Wikipedia: Age of Enlightenment
https://en.wikipedia.org/wiki/Age_of_Enlightenment
- Kant 1784 What is Enlightenment?
- Outline of a Philosophy of the History of Mankind, pp. 218-224, 225-226, 232-233, 239-244, 10 pages.
- Berlin, Isaiah. 1997. *The Proper Study of Mankind*. New York: Farrar, Strauss and Giroux. Read pp.359-60 and 390-95
- Berlin, Isaiah. 1976. *Vico and Herder: Two Studies in the History of Ideas*. London: Hogarth. Read pp. xxv-xxvii.

Week 3 / Sept 19

SOCIAL EVOLUTIONISM AND ITS TRACES

Readings:

- Tylor, Edward B. 1877. *Primitive Culture*. 2 ed. 2 vols. Vol. 1. New York: Henry Holt. Read Chapter 1., Introduction
- Engels, Frederik. 1942 [1884]. *Origin of the Family, Private Property, and the State*. New York: International Press. Read Chapter 9 Barbarism and Civilization Pp. 199-227
- Rostow, Walt W. 1960. *The Stages of Economic Growth*. Cambridge: Cambridge University Press. Read Chapter 2 Five Stages of Economic Growth pp 4-16.

Week 4 / Sept 26

ETHNOGRAPHY

Readings:

- Malinowski, Bronislaw. 1984 [1922]. *Argonauts of the Western Pacific*. Prospect Heights, IL: Waveland. [Read Pp 1-20, Introduction: the Subject, Method, and Scope of the Inquiry.]

- Monaghan, John, and Peter Just. 2000. *Social and Cultural Anthropology: A Very Short Introduction*. Oxford: Oxford University Press. [Read Ch1. A Dispute in Dongo: Fieldwork and Ethnography]]
- King, Charles. 2020. *Gods of the upper air: How a circle of renegade anthropologists reinvented race, sex, and gender in the twentieth century*. Vintage. Chapters 1 and 2

Week 5 / Oct 3

FUNCTIONALISM AND BRITISH SOCIAL ANTHROPOLOGY

Readings:

- Malinowski, Bronislaw. 1984 [1922]. *Argonauts of the Western Pacific*. Prospect Heights, IL: Waveland. Read pp 304-307 "Magic and the Kula" part I.
- Malinowski, Bronislaw. 2014 [1944]. *A scientific theory of culture and other essays*. Routledge. Read "Basic Needs and Cultural Responses" pp. 29-37
- Radcliffe-Brown, Alfred Reginald. 2013. *The Andaman Islanders*. Cambridge University Press. Read pp 229-46, selection from Ch V "The interpretation of Andamese customs and beliefs: Ceremonial
- Sahlins, Marshall. 1976. *Culture and Practical Reason*. Chicago: Aldine. Read "Anthropological Varieties of Practical Reason pp 73-91

Week 6 / Oct 10

POLITICAL SYSTEMS, KINSHIP SYSTEMS, AND EXCHANGE SYSTEMS

Readings:

- Evans-Pritchard, Edward Evan. 2015. "The Nuer of the southern Sudan." In *African political systems*, 272-296. Routledge.
- Sahlins, Marshall. 1972. "On the Sociology of Primitive Exchange." In *Stone age economics*, 185-230. Chicago: Aldine-Atherton.

Week 7 / Oct 17

THE IDEA OF CULTURES —MAKING THE WORLD SAFE FOR DIFFERENCE

Readings:

- Boas, Franz. 1940 [1920]. "The Methods of Ethnology." In *Race, Language, and Culture*, edited by Franz Boas, 281-289. Chicago: University of Chicago Press.
- Benedict, Ruth. 1934 *Patterns of Culture*. New York: Houghton Mifflin. Read Chapter 1 The Science of Custom pp. 1-20
- King, Charles. 2020. *Gods of the upper air: How a circle of renegade anthropologists reinvented race, sex, and gender in the twentieth century*. Vintage. Chapters 10, 11, 13, 14

Fall Break (No Class Oct 24)

Week 8 / Oct 31

RELATIVISM, THE CRITIQUE OF RACE, AND THEIR LIMITS

Readings:

- King, Charles. 2020. *Gods of the upper air: How a circle of renegade anthropologists reinvented race, sex, and gender in the twentieth century*. Vintage. Chapters 5 and 12
- Benedict, Ruth. 1943. *The Races of Mankind*. Public Affairs Pamphlets; [85]. New York: Public Affairs Committee, inc.
- Boddy, Janice. 2016. "The normal and the aberrant in female genital cutting: Shifting paradigms." *HAU: Journal of Ethnographic Theory* 6 (2): 41-69.

Take-Home Final Due Nov 2 at Midnight (So as not to interfere with Halloween)**Week 9 / Nov 7**

SYMBOLS AND SOCIETY

Readings:

- Durkheim, Emile. 1973. "The Dualism of Human Nature." In *Emile Durkheim on Morality and Society*, edited by Robert Bellah, 149-163. Chicago: University of Chicago Press.
- Kertzer, David I. 1988. *Ritual, Politics, and Power*. New Haven: Yale University Press. Read chapters 1 and 2.
- Levi-Strauss, Claude. 1963. *Totemism*. Translated by Rodney Needham. Boston, MA: Beacon Press. Read chapter 1, and chapter 4 parts II-IV.

Week 10 / Nov 14

INTERPRETIVE ANTHROPOLOGY

Readings:

- Geertz, Clifford. 1973. "Thick Description: Towards an Interpretive Theory of Culture." In *The Interpretation of Cultures*, 3-30. New York: Basic Books.
- Geertz, Clifford. 1973. "Deep Play: Notes on the Balinese Cockfight." In *The Interpretation of Cultures*, 412-453. New York: Basic Books.
- Bashkow, Ira. 2006. "Chapter 3: The Lightness of Whitemen." In *The Meaning of Whitemen: Race and Modernity in the Orokaiva Moral World*, 64-94. Chicago: University of Chicago Press.

Week 11 / Nov 21

RETHINKING ANTHROPOLOGY AFTER THE SIXTIES

Readings:

- Willis, William. 1972. "Skeletons in the Anthropological Closet." In *Reinventing Anthropology*, edited by Dell H. Hymes, 121-152. New York: Pantheon.
- Nader, Laura. 1972. "Up the anthropologist: Perspectives gained from studying up." In *Reinventing Anthropology*, edited by Dell H Hymes, 284-311. New York:: Pantheon.

- Asad, Talal. 1991. "From the history of colonial anthropology to the anthropology of western hegemony." *Colonial situations: Essays on the contextualization of ethnographic knowledge* 7: 314-324.

Week 12 / Nov 28

AN EXPANDED ANTHROPOLOGICAL PROJECT

Readings:

- Wolf, Eric R. 1982. *Europe and the People Without History*. Berkeley: University of California Press. [Introduction and Ch 6]

Take-Home Final Due Dec 20 at Midnight

HAPPY HOLIDAYS!

ADDITIONAL INFORMATION

GRADING SCALE:

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

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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 an electronic 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/>.

IMPORTANT DATES AND DEADLINE FALL 2025

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).

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.

Date	Activity
November 14-16, 2025	Early fall undergraduate deferred final examinations will be held.
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	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	<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	Last day for receipt of applications from potential winter (February) graduates.
December 5, 2025	Fall term ends.

Date	Activity
	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.