

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**ANTH 1002 B
INTRODUCTION TO ISSUES IN ANTHROPOLOGY
WINTER TERM 2026**

Instructor: Verónica Vicencio Diaz

Office Hours: Wednesdays from 12:00-1:00 pm or by appointment, Loeb Building A713.

Email: lizvicenciodiaz@cunet.carleton.ca

Method of Delivery: In-person Tuesdays from 14:35 – 16:25 pm.

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

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

Course Description:

Welcome! This course will provide students with an introduction to issues in Anthropology. Students will begin by exploring socio-cultural anthropology through history, and then engage with important concepts within the discipline, such as culture, cultural relativism, and ethnocentrism, among others. Subsequently, through topics such as Indigenous peoples, popular culture, every life, transnationalism, and globalization, students will have the opportunity to engage with topics related to identities, health disparities, precarious work, (de)colonization, systemic racism, different ways of knowing, capitalism, migration, and neoliberalism, along with issues of inclusion/exclusion through intersectionality. Also, students will have the opportunity to engage with ethnographic work.

Course Objectives:

- Explore significant concepts, debates, and contributions to Anthropology, such as ethnocentrism and decolonization.
- Recognize struggles, lives, and lifestyles of Indigenous peoples in Canada.
- Understand how cultural norms about gender, race, class, sex, sexuality, and nationality impact/shape people's lives.
- Examine global issues while learning how these issues affect people at the personal, economic, and social levels.
- Analyze different social and cultural contexts.
- Learn and participate in ethnographic work.
- Improve critical reading and writing skills.

Course Material:

All material will be posted on Brightspace

Evaluation:

Reading Responses (Best 3 out of 4)	30%
Class Attendance (lectures and tutorials) and Participation	15%
Final Project:	
Draft Proposal (February 10)	15%
Final Paper (April 8)	40%

All submissions are available in Brightspace and penalty for late submissions is one grade point per day (for example, from A to A-). Also, academic accommodations can be made by email in advance: lizvicenciadiaz@cunet.carleton.ca.

Reading Responses (RR) 30%

Each reading response will be posted the evening after tutorials (that is, Tuesday January 20 RR #1, February 3 RR#2, March 3 RR#3, and March 17 RR#4 at 18:30 pm). The date and time of the due date for each reading response is the following day Wednesday at 11:59 pm (January 22 RR #1, February 4 RR#2, March 4 RR#3, and March 18 RR#4); this will give students a little more than one day to complete the respective reading response. Each reading response will include one short essay question of one and a half pages, 12pt font, 1-inch margin, double-space long answer maximum (525 words approximately). Reading responses will cover the class material for the weeks. As noted, the dates for the reading responses are provided and only three Reading Responses with the higher marks will count for grading. Each reading response is worth 10%.

Class Attendance (including lectures and tutorials) and Participation 15%

Attendance to class lectures and tutorials is required. Attendance for every class will be taken during tutorials. Students will be allowed to miss two classes (including tutorials) without repercussion. Any further absence from class (and tutorials) will have an impact on the attendance grade. Participation means coming to class and tutorials prepared, contributing regularly, actively listening, engaging thoughtfully with other views, drawing on weekly (or

previous weeks) readings and participating in both full class lecture and tutorial group discussions.

Draft Proposal 15% (February 10)

For the Draft Proposal, students will begin their Final Assignment (an ethnographic essay) by conducting observation in a place/space of their choice. Students will think about a space on Campus or in the city of Ottawa. While students are not allowed to conduct interviews or define their work as a research project, they are encouraged to observe (in the space selected) how that space has meaning for people. At the stage of the Draft Proposal, students will create a paper 2 pages long (300-600 words double-spaced, 12pt font, and 1-inch margins) plus 1 page annotated bibliography with three entries (each entry consisting of 80 words approximately, single space, 12pt font, and 1-inch margins). The Draft Proposal must be written using your own voice, and must be constructed in full sentences. The Draft Proposal is due on February 10. Detailed instructions will be provided in class.

Final Paper 40% (April 8)

For the Final Paper students will have the opportunity to expand/modify their Draft Proposal. While students are not permitted to engage in interactions with human participants (including conducting interviews, which are not allowed), they will write an ethnographic essay (6-7 pages, 2000-2500 words approximately, double-spaced, 12 pt. font, and 1-inch margins) based on the observations made in a particular public and open access space. Final Paper detailed instructions will be posted on March 24 and Final Paper will be due April 8. The ethnographic essay must be written using your own voice, and must be constructed in full sentences.

The final paper must be submitted through Brightspace in Microsoft Word format by **midnight on April 8 (11:59pm)**. Assignments submitted in any other format will not be accepted. It is your responsibility to ensure that your assignment has been submitted correctly.

Course Schedule:

Week 1 January 6 — Welcome to the course

Week 2 January 13 — Anthropology: History and concepts

Custred, G. (2016). Chapter 10, Sociocultural Anthropology (pp. 134-153). In Glynn Custred, *A history of Anthropology as a holistic science*. Landham, MD: Lexington Books.

Readings: Lavenda, R., Schultz, E., and Bouchard, M. (2020). Chapter 2, Culture, (pp. 15-31). In Robert H. Lavenda, Emily Ann Schultz, and Michel Bouchard, *Core concepts in cultural anthropology*. Toronto, On: Oxford University Press.

Week 3 January 20 — Doing ethnography

Cerwonka, A. (2007). Nervous conditions: The stakes in interdisciplinary research (pp. 1-40). In Allaine Cerwonka, and Liisa Malkki, *Improvising theory: Process and temporality in ethnographic fieldwork*. Chicago, IL: The University of Chicago Press.

Malkki, L. (2007). Tradition and improvisation in ethnographic field research (pp. 162-188). In Allaine Cerwonka, and Liisa Malkki, *Improvising theory: Process and temporality in ethnographic fieldwork*. Chicago, IL: The University of Chicago Press.

Optional Readings (as samples of ethnographic work):

Vicencio Diaz, V. (2025). Diversidad sexual in Poza Rica and Coatzintla, Veracruz, Mexico. *Revista de Estudios de Género, La Ventana*, 7(61), pp. 391-430.

Vicencio Diaz, V. (2023). Yolanda Valentino: Reiterating and criticizing Latina stereotypes through drag performance. *Brazilian Journal of Latin American Studies*, 22(47), pp. 140-163.

Reading Response 1.

Week 4 January 27 — Indigenous peoples

Sloan Morgan, O., and Burr, J. (2024). The political ecologies of fire: Recasting fire geographies in British Columbia, Canada. *Environment and Planning. E, Nature and Space*, 7(4), 1918–1934.

Collaborative Indigenous learning bundle: The First Peoples: A brief overview. By Kahente Horn-Miller, Carleton University.

Week 5 February 3 — Indigenous peoples and beliefs

Baskin, C. (2020). Contemporary Indigenous women’s roles: Traditional teachings or internalized colonialism? *Violence against Women*, 26(15–16), 2083–2101.

Collaborative Indigenous learning bundle: Decolonization is for everyone: Identity formation in the Canadian Context. By Kahente Horn-Miller, Carleton University.

Reading Response 2.

Week 6 February 10 — Gender

Gieseler, Carly. (2018). Gender-reveal parties: performing community identity in pink and blue. *Journal of Gender Studies* 27(6), 661-671.

Schnyder, Damien M. (2012). Masculinity lockdown: The formation of Black masculinity in a California public high school. *Transforming anthropology* 20(1), pp. 5-16.

Draft Proposal due date.

February 16-20 Reading Week

Week 7 February 24 — Race

Wiley, A. S., and Allen, J. S. (2021). Stress, social inequality, and race and ethnicity: Implications for health disparities (pp. 321-356). In Andrea S. Wiley and John S. Allen, *Medical Anthropology: A biocultural approach*. Toronto, On. Oxford University Press.

Balasubramanian, A., and Balasubramanian, P. (2024). Black bodies in phenomenological bioethics: Cultural othering, corporeal uncanny and ethical quandaries of black nurses in take my hand and small great things. *Medical Humanities*, 50(4), 720–727.

Week 8 March 3 — Intersectionalities of gender, race, class, sexuality, and nationality

Abu-Laban, Y., and Nath, N. (2020). Chapter 25, Citizenship, multiculturalism, and immigration: Mapping the complexities of inclusion and exclusion through intersectionality (pp. 507-528). In Manon Tremblay and Joanna Everitt (Eds.), *The Palgrave Handbook of Gender, Sexuality, and Canadian politics*. New York, NY: Springer International Publishing.

Vicencio Diaz, V. (2025). Living and navigating Ottawa as migrant Latina(s). *Canadian Journal of Latin American and Caribbean Studies / Revue Canadienne Des Études Latino-Américaines et Caraïbes*, 50(3), pp. 1–20.

Reading Response 3.

Week 9 March 10 — Everyday life

Sanabria, H. (2007). Chapter 1: Doing cultural anthropology and documenting everyday life, pp. 6-10. In *The anthropology of Latin America and the Caribbean*. Boston, New York, San Francisco, MA/NY/CA: Person Education, Inc.

Scheper-Hughes, N. (1993). Chapter 10. A knack for life: The everyday tactics of survival, (pp. 446-479). In Nancy Scheper-Hughes, *Death without weeping: the violence of everyday life in Brazil*. Berkeley, Los Angeles, London, CA/JS: University of California Press.

Video:
Ropa Americana

Week 10 March 17 — Popular culture

Skeggs, B., and Wood, H. (2012). Introduction, (pp. 13-36). *Reacting to reality television: Performance, audience and value*. New York, NY: Routledge.

Feldman, Z., & Hakim, J. (2020). From Paris is Burning to #dragrace: social media and the celebrification of drag culture. *Celebrity Studies*, 11(4), 386–401.

Video:

Paris is burning.

Reading Response 4.

Week 11 March 24 — Transnationalism

Kyeremeh, E., and Arku, G. (2023). The construction, composition and rationale of immigrants' network: The support strategies of Ghanaian immigrants in Toronto, Canada. *Global Networks (Oxford)*, 23(2), 508–527.

Husain, M. (2024). Chapter 3, Class formations in Bangladeshi-Canadian diaspora (pp. 27-41). In Mustahid Husain, *Masculinity and mental health of Muslim men of colour: Diaspora and intersectionality of Canadian youth*. Cham, CH: Springer Nature Switzerland AG.

March 24 Final Paper will be posted on Brightspace.

Week 12 March 31— Globalization

Friedman, J., Graeber, D., Sassen, S., and Comaroff, J. and Comaroff J. L. (2005). Part III, from development to globalization, (pp. 155-188). In Marc Edelman and Angelique Haugeru (Eds.), *The anthropology of development and globalization: From classical political economy to contemporary neoliberalism*. Malden, Oxford, Victoria: MA/UK/AU: Blackwell Publishing.

Chant and Gutman, M. C., Collins, J. L., and Riles, A. (2005). Part V, Gender, work, and networks (pp. 235-268). In Marc Edelman and Angelique Haugeru (Eds.), *The anthropology of development and globalization: From classical political economy to contemporary neoliberalism*. Malden, Oxford, Victoria: MA/UK/AU: Blackwell Publishing.

Week 13 April 7 — Final Paper: Last minute questions (Loeb Building A713).

April 8 — Final Paper due date.

Deferred Final Examination

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.

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

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/>).

- If you require supporting documentation for short-term considerations, you may only request the Academic Consideration for Coursework form. You may not request medical notes or documentation.
- Consult the Academic Consideration Policy for instructors information page for more details.

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 February/March examinations is **February 1, 2026** and **March 15, 2026** for April 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. As well, re-using your own work from a different course (or from the same course if you are repeating) is not permitted in the course. 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.

The University Academic Integrity Policy defines plagiarism as ‘presenting, *whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*’ This

includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT).
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment.
- Using another's data or research findings without appropriate acknowledgement
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own.
- Failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor (more information below).

Generative Artificial Intelligence Tools (e.g. ChatGPT)

Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot). It is not necessary to document the use of AI for the permitted purposes listed. If you have questions about a specific use of AI that isn't listed above, please consult your instructor. For course assignments, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. 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. Note: Students can also access resources related to citing Generative AI on the MacOdrum Library website <https://library.carleton.ca/guides/help/generative-ai-chatgpt-and-citations>

What are the Penalties for Plagiarism?

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#). 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.

Policy on Classroom Recording

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the Paul Menton Centre. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor’s written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Statement on Student Mental Health:

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/>

Emergency Resources (on and off campus) <https://wellness.carleton.ca/get-help-now/>

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca>
- The Walk-In Counselling Clinic: for online or on-site service
<https://walkincounselling.com>

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/>

WINTER TERM 2026 – Important Dates and Deadlines

Date	Activity
WINTER TERM 2026	
December 29, 2025	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 5, 2026	University reopens.
	Winter term begins. Full winter and early winter classes begin.
January 9, 2026	Last day for registration and course changes (including auditing) in early winter courses.
January 16, 2026	Last day for registration and course changes (including auditing) in full winter and late winter courses.
	Last day to withdraw from early winter 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 winter 2026 and must register for the winter 2026 term.
January 23-25, January 30- February 1, 2026	Full fall and late fall term deferred final examinations will be held.
January 31, 2026	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 1, 2026	Last day for academic withdrawal from early winter courses.

Date	Activity
	Last day to request Formal Examination Accommodations for Feb/Mar 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.
February 6, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
February 13, 2026	Last day of early winter classes. Last day for final take-home examinations to be assigned in early winter 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 an instructor as a due date for term work for early winter courses.
	April examination schedule available online.
February 16, 2026	Statutory holiday. University closed. Deadline for course outlines to be made available to students registered in late winter courses.
February 16-20, 2026	Winter break, no classes.
February 21-22, February 28-March 1, 2026	Final examinations in early winter undergraduate courses will be held.

Date	Activity
February 23, 2026	Late winter classes begin.
February 27, 2026	Last day for registration and course changes (including auditing) in late winter courses.
March 1, 2026	<p>Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate outside Canada or the United States.</p> <p>Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music, Bachelor of Science in Nursing and Bachelor of Social Work degree programs for the fall/winter session.</p>
	<p>Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).</p>
March 6, 2026	Last day to withdraw from late winter term courses with a full fee adjustment.
March 13-15, 2026	Early winter undergraduate deferred final examinations will be held.
March 15, 2026	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note

Date	Activity
	that it may not be possible to fulfil accommodation requests received after the specified deadlines.
March 25, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for receipt of applications from potential spring (June) graduates.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter 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).
April 3, 2026	Statutory holiday. University closed.
April 8, 2026	Winter term ends.
	Classes follow a Friday schedule.
	Last day of full winter, late winter, and fall/winter classes.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Date	Activity
	Last day that can be specified by an instructor as a due date for term work for full winter, late winter, and fall/winter courses.
April 9-10, 2026	No classes or examinations take place.
April 11-23, 2026	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 23, 2026	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.
May 1, 2026	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 15-27, 2026	Full winter, late winter term, and fall/winter deferred final examinations will be held.
June 1, 2026	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due March 1.
June 15, 2026	Last day for receipt of applications for undergraduate degree program transfers for the fall term.