

CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH 2001  
2025-2026 FALL/WINTER  
FOUNDATIONS IN SOCIO-CULTURAL ANTHROPOLOGY

**Instructor:** Matthew Hawkins

**Email:** [matthewhawkins@cunet.carleton.ca](mailto:matthewhawkins@cunet.carleton.ca)

**Office Hours:** Wednesdays 10:30 am – 12:30 pm; request to meet by Zoom by email.

**Office:** A707 Loeb Building

**Prerequisites:** ANTH 1001 and ANTH 1002 or ANTH 1003 [1.0].

**Method of Delivery:** In-person 3-hr lecture Tuesdays 11:35am – 2:25pm

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**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

Anthropology, at its core, is the study of being human in the diversity of possibilities and trajectories of global humanity. Originally developed as a social-scientific discipline to study cultural differences of often the colonial other, anthropologists emphasized sustained and relational research methods, including participant-observation methods, that together became labelled as ethnographic research methods. While early anthropologists demonstrated at times concern about their contributions in racist and colonial projects, it was not until sustained criticism of and by anthropologists of colonial processes embedded within anthropology emerging in the last decades of the 20<sup>th</sup> century, that shifts appeared in the “site” of anthropological research and critical evaluations of how the study of the cultural “other” itself was embedded it relations of power became more central to the work of anthropologist, as well as *who* was producing anthropological knowledge. As a result, this course attempts to trace core conceptual ideas in socio-cultural anthropology from a diversity of locations and researchers with diverse backgrounds. In a few instances we will engage with historically significant texts in anthropology, while at other times we will see how anthropologists today approach their research.

In the fall semester, we will focus more on some of the foundational concepts of socio-cultural anthropology, with an emphasis on the relationship between cultural practices and understandings in relation to ways of thinking about power. We will explore concepts of nationalism, racialization, colonialism, gender and social class as important theoretical frames to understand socio-cultural realities in contemporary anthropology. We will touch upon some of anthropology’s more historical emphases such as religion, ritual, kinship, value and exchange.

In the winter semester, our class will become more topical, exploring some of the ways in which socio-cultural anthropology branches into different topics of study, including topics like sensorial ethnography, ecologies and non-human relations, resistance, health and care, memory and history, and emotion.

Through out, this course will be grounded in ethnographic research, and you will have a chance to practice sustained participant-observation with a local research site and do “the work” of a local anthropologist in analysing your observations.

### Learning Objectives

- Identify and describe ethnographic research methods, including multisensory ethnography
- Identify and apply core concepts in contemporary socio-cultural anthropology, such as power, racialization, gender, social-class, work/labour, etc.
- Understand what an ethnography is and how ethnography is a distinct form of knowledge production within social and cultural studies
- Practice participant-observation research methods
- Develop your academic reading and writing skills
- Develop your presentation and academic conversation skills

### Readings:

You are not required to purchase any books for this course; all readings will be provided for you on the course Brightspace page.

### Important Note about Expectations:

#### *For the instructor:*

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

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

#### *For the students:*

I expect you to regularly engage with the course, which includes attending lecture, engaging with the assigned course materials and come to class prepared to participate. I expect you to complete assignments on time. Overall, I expect you to apply yourself to your own learning, recognizing that readings may be difficult, that you may encounter ideas and histories you are not familiar with and that you will have to apply your self to develop your skills and knowledge.

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

#### *For everyone:*

Finally, we all have different backgrounds and life experiences that provide different perspectives on issues and understandings about what is most important in our lives. Some topics in this class include

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

## Use of Generative Artificial Intelligence (AI)

**AI use in this course:** AI tools should be used in limited ways for this course. Students may use AI tools for basic word processing and formatting functions, including:

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

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

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

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

## Assignments

### Assignments for Fall 2025 and Winter 2026

- |                               |     |  |
|-------------------------------|-----|--|
| • Attendance                  | 10% | 10 of 12 weeks per semester              |
| • Reading Responses           | 30% | 3 of 5 responses per semester            |
| • Group Presentation          | 10% | 1 presentation                           |
| • Ethnographic fieldnotes 20% |     | 3 components                             |
| • Take-home exam Fall         | 15% | 1 essay due at end of fall exam period   |
| • Take-home exam Winter       | 15% | 1 essay due at end of winter exam period |

### Attendance: 10%

Your attendance will be recorded each class; you will be asked to attend a minimum of 10 of 12 classes each semester (excluding the first week in September) to receive full marks, to allow for health or personal absences. If you do miss a class, please come to my office hours to go over content you missed.

### Reading Responses: 6 x 5% each = 30%

**Due dates (Fall):** Sept 29, Oct 13, Nov 3, Nov 17, Dec 1 at 11:59pm

**Due dates (Winter):** Jan 12, Jan 26, Feb 9, Mar 2, Mar 16 at 11:59pm

You will be asked to submit 6 reading responses over the whole course, three (3) in the fall and three (3) in the winter semester. Each semester you will be given five chances to submit a reading response.

Each reading response will be expected to be between 400 to 500 words.

Your reading response must include references to at least two different readings from the preceding two/three weeks of class. References can either be short quotations or paraphrased citations. You can also raise questions about material you did not understand in your reading response.

Prompts to guide your reading responses will be given in class, which you can choose to use. If you, however, have an interesting independent thought about a connection between the readings, you may also explore your own idea.

Responses will be marked based on their completeness, including use of the readings (3 of 5 marks), and demonstration of your critical thought/original engagement (2 of 5 marks).

Reading responses will be submitted through the course Brightspace page.

Reading responses **MUST** be submitted by the Monday at 11:59 pm ET. There will be no extensions, as you have 2 extra opportunities per semester to complete a reading response.

### **Group Presentation: 10%**

**Dates:** starting Oct 7 to at least Mar 17.

Over the course of the year, you will be asked to do a group presentations of the readings in groups of 3. Each presentation group will be about 15 to 20 minutes of the class time to summarize important themes and arguments of the readings and develop your own connections to ideas in the reading, either by adding background context and/or making relevant connections to other ethnographic examples. You will be required to pose a discussion question after your presentation that links the presentation

Presentation signup will be done through a Googledoc linked on Brightspace.

Your group is strongly encouraged to reach out to me the week before your presentation -either in office hours or after class- to go over any ideas you're planning to present on.

Presentations will be marked on clarity/accuracy of the summary, your ability to make relevant/creative connections between the readings as a group and/or provide meaningful and helpful context to the readings, and the quality of the discussion questions.

### **Ethnography fieldnotes: 5% + 2 x 7.5% per semester = 20%**

**Due dates:** Oct. 7, Nov 25, and Mar 25 at 11:59pm

You will be asked to identify a research location where you will practice your ethnographic skills of participant-observation. Your location must be in a public place, where people expect to be and understand that they could be observed by others who they do not necessarily know.

Possible locations could be (to give you an idea): your workplace, the grocery store or other store you frequent, public transit, the gym/sporting event you regularly attend, student group/university space, community centre.

You should pick a location where you will be able to spend time at semi-regular intervals (two or three times a semester) and that you have a meaningful social connection to.

As interviews require research ethics approval by the Carleton University Research Ethics Board, you will not conduct interviews with people.

You will be expected to submit three components over the course of the year as part of your assignment. Each assignment will be described in depth in class.

We will use [cuPortfolio](https://cuportfolio.carleton.ca/) (<https://cuportfolio.carleton.ca/>) to keep track of your ethnographic fieldnote submissions. Instruction will be provided in class.

### Fieldnote assignments:

1. Methodology and positionality – 600 to 800 words
2. Ethnographic notebook 1 – minimum 1000 words
3. Ethnographic notebook 2 – minimum 1000 words

### Methodology and Positionality

A brief description of your intended research site and the potential research methods you will use. You will also include a description of your potential positionality in relation to the research site and the people there and write a few sentences about potential ethics risks.

### Ethnographic notebook 1

Using your cuPortfolio page you will add your “fieldnotes” to your page after research site visits. The more frequently you can visit and conduct observations, the more you will be able to add to your notebook. You should have a *minimum of 1000 words* in your notebook and have documented a minimum of *two different occasions* at your research site.

Your notebook will act as your curated “fieldnotes,” and you should focus on description of your research site, what people are doing, and how you are positioned/experiencing what people are doing at your research site.

You may include pictures and videos that do not identify people as part of your fieldnotes.

You will be encouraged to think about how course concepts of gender, racialization, nationalism, colonialism, culture, power, economy/neoliberalism relate to your observations.

### Ethnographic notebook 2

To be submitted to your cuPortfolio, which you can be continually developing. A similar activity to your notebook 1, however the expectations for your second notebook will increase. You will also have more opportunities to conduct research visits. You will be expected to provide more in depth and sophisticated observations, and to be thinking more critically using concepts/ideas from the second semester.

You will be encouraged to think about how course concepts of sensory ethnography, non-human relations and ecologies, work/labour, resistance, care, and health.

**LATE PENALTY NOTE** there is a 2% per day penalty for late assignments unless if you make arrangements with me before the due date.

**Take-home Exam/Cumulative Ethnography Essay: 2 x 15% each semester = 30%**

**Due date (Fall):** Dec 20, 2025

**Due date (Winter):** Apr 23, 2026

Your fieldnotes will be the basis of your end of semester take-home exams. At the end of each semester, you will be asked to write a 1500-2000 short analysis of your fieldnotes and applying concepts from the course, as well as use references to the course material. You will be marked on accuracy and relevancy of the course material, the meaningful connection between concepts and your ethnographic description, and the originality of your ethnographic description.

More information about your take home exam will be given at the beginning of November and March respectively.

Your take home ethnographic essay will be submitted through the course’s Brightspace page.

**Course Plan and Readings**

Note: readings – particularly those in the winter semester may be updated as we progress through the course. Please be attentive to announcements in class and the Brightspace page for this course.

**Fall Semester**

Tuesday Sept 9	<b>Introduction</b>
	<ul style="list-style-type: none"> <li>No assigned readings this week. Please read the syllabus! 😊</li> </ul>
Tuesday Sept 16	<b>Foundations 1: Culture and Power</b>
	<ul style="list-style-type: none"> <li>Ortner, S. B. (2005). Subjectivity and cultural critique. <i>Anthropological Theory</i>, 5(1), 31–52.</li> <li>Lems, A. (2022). Deciphering everyday meaning-making with Gramsci. <i>Dialectical Anthropology</i>, 46(4), 395–415.</li> </ul>
Tuesday Sept 23	<b>Foundations 2: Ethnography</b>
	<ul style="list-style-type: none"> <li>Mannik, L., &amp; McGarry, K. (2017). Chapter 1 and Chapter 2. <i>Practicing Ethnography: A Student Guide to Method and Methodology</i>. University of Toronto Press.</li> <li>De León, J. (2024). “Introduction.” In <i>Soldiers and Kings: Survival and hope in the world of human struggling</i>. Viking.</li> </ul>
Tuesday Sept 30	<b>Foundations 3: Ritual practices</b> Reading response 1 due Monday Sept 29
	<ul style="list-style-type: none"> <li>Siskind, J. (1992). The Invention of Thanksgiving: A ritual of American nationality. <i>Critique of Anthropology</i>, 12(2), 167–191.</li> </ul>
Tuesday Oct 7	<b>Foundations 4: Making the nation</b> Methodology and positionality due today Presentation Group 1
	<ul style="list-style-type: none"> <li>Anderson, B. (2006). “Introduction,” “Cultural Roots,” and “Patriotism and Racism.” <i>Imagined communities [Second edition]</i>. Verso.</li> </ul>
Tuesday Oct 14	<b>Foundations 5: Racialization and racism in anthropology</b> Reading response 2 due Monday Oct 13 Presentation Group 2

	<ul style="list-style-type: none"> <li>• Beliso-De Jesús, A. M., Pierre, J., &amp; Rana, J. (2023). White Supremacy and the Making of Anthropology. <i>Annual Review of Anthropology</i>, 52(1), 417–435.</li> <li>• Wade, P. (2014). Race, Ethnicity, and Technologies of Belonging. <i>Science, Technology, &amp; Human Values</i>, 39(4), 587–596.</li> </ul>
<b>FALL BREAK Oct 20-24</b>	
Tuesday Oct 28	<b>Power and colonialism 1</b> Presentation Group 3
	<ul style="list-style-type: none"> <li>• Wolfe, P. (2006). Settler colonialism and the elimination of the native. <i>Journal of Genocide Research</i>, 8(4), 387–409.</li> <li>• Assali, H. (2024). Opacity in Gaza: Intimate Relations as Resistance. <i>Arab Studies Journal</i>, 32(2), 40–50.</li> </ul>
Tuesday Nov 4	<b>Power and colonialism 2</b> <b>Reading response 3 due Monday Nov 3</b> Presentation Group 4
	<ul style="list-style-type: none"> <li>• Coulthard, Glen Sean. (2014). <i>Red Skin, White Masks: Rejecting the Colonial Politics of Recognition</i>. Indigenous Americas. Minneapolis: University of Minnesota press.</li> </ul>
Tuesday Nov 11	<b>Gender and feminist perspectives 1 – Gendering bodies</b> Presentation Group 5
	<ul style="list-style-type: none"> <li>• Berry, M. J. (2025). Black feminist aptitudes. In: <i>Defending Rumba in Havana: The sacred and the black corporeal undercommons</i>. Duke Press. 88-128.</li> </ul>
Tuesday Nov 18	<b>Gender and feminist perspectives 2 – Agency</b> <b>Reading response 4 due Monday Nov 17</b> Presentation Group 6
	<ul style="list-style-type: none"> <li>• Abu-Lughod, L. (1990). The Romance of Resistance: Tracing Transformations of Power Through Bedouin Women. <i>American Ethnologist</i>, 17(1), 41–55.</li> <li>• Gutmann, M. (2021). The Animal Inside: Men and Violence. <i>Current Anthropology</i>, 62(S23), 182-192.</li> </ul>
Tuesday Nov 25	<b>Globalization and capitalism – neoliberalism and the state</b> <b>Ethnographic description 1 due today</b> Presentation Group 7
	<ul style="list-style-type: none"> <li>• Ferguson, J. (1999). Global Disconnect: Abjection and the aftermath of modernism. In: <i>Expectations of Modernity</i>. University of California Press. 234-254.</li> <li>• Trouillot, M. (2001). The Anthropology of the State in the Age of Globalization: Close Encounters of the Deceptive Kind. <i>Current Anthropology</i>, 42(1), 125–138.</li> </ul>
Tuesday Dec 2	<b>Globalization and capitalism – debt in everyday life</b> <b>Reading response 5 due Monday Dec 1</b> Presentation Group 8
	<ul style="list-style-type: none"> <li>• Millar, K. (2023). Dirt and Debt: The Racialization of Default in Brazil. <i>Anthropologica</i>, 65(2), Article 2.</li> <li>• Açıksöz, S. C. (2020). Prosthetic Debts: Economies of War Disability in Neoliberal Turkey. <i>Current Anthropology</i>, 61(S21), 76–86.</li> </ul>
<b>Exam and End of Semester Holidays</b>	

## Winter Semester

Tuesday Jan 6	<b>Sensory Ethnography: Introduction</b>
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	<ul style="list-style-type: none"> <li>Low, K. E. Y. (Ed.). (2009). Smell and Social Membership – Reconfiguring Categories of Race, Class, and Gender. In <i>Scents and scent-sibilities: Smell and everyday life experiences</i>. Cambridge Scholars Pub. 84-121</li> </ul>
Tuesday Jan 13	<p><b>Sensory Ethnography: Sound and Taste</b>  Reading response 6 due Monday Jan 12  Presentation Group 9</p>
	<ul style="list-style-type: none"> <li>Achondo, L., &amp; Díaz-Collao, L. (2025). Sound, Precarity, and Mapuche Reality in Urban Santiago. <i>The Journal of Latin American and Caribbean Anthropology</i>, 30(2).</li> <li>García, M. E. (2022). Devouring the nation: Gastronomy and the settler-colonial sublime in Peru. <i>Latin American and Caribbean Ethnic Studies</i>, 17(1), 99–126.</li> </ul>
Tuesday Jan 20	<p><b>Ecologies and non-human relations</b>  Presentation Group 10</p>
	<ul style="list-style-type: none"> <li>Fienup-Riordan, A. (1999). Yaqulget Qaillun Pilartat (What the Birds Do): Yup'ik Eskimo Understanding of Geese and Those Who Study Them. <i>ARCTIC</i>, 52(1), 1–22.</li> <li>Cruikshank, J. (2005). Excerpts from <i>Do Glaciers Listen? Local knowledge, colonial encounters, &amp; social imagination</i>. UBC Press.</li> </ul>
Tuesday Jan 27	<p><b>Globalization and capitalism – extraction</b>  Reading response 7 due Monday Jan 26  Presentation Group 11</p>
	<ul style="list-style-type: none"> <li>Bacigalupo, A. M. (2024). Cannibalistic exchanges with mountain-ancestors: Moral economies of gold mining in northern Peru. <i>The Journal of Latin American and Caribbean Anthropology</i>, 29(3), 220–229.</li> <li>Adunbi, O., &amp; Ololajulo, B. (2020). ‘Proceed to your death’: Lakuwa, environmental disaster management, and the culture of oil politics in Nigeria. <i>Journal of Material Culture</i>, 25(1), 36–59.</li> </ul>
Tuesday Feb 3	<p><b>Health and well-being</b>  Presentation Group 12</p>
	<ul style="list-style-type: none"> <li>Biehl, J. (2013). Introduction and excerpts. In <i>Vita: Life in a zone of social abandonment</i>. University of California Press.</li> <li>Jakarasi, M. (2024). The Persistence of Traditional Healing for Mental Illness Among the Korekore People in Rushinga District, Zimbabwe. <i>Medical Anthropology</i>, 43(7), 611–625.</li> </ul>
Tuesday Feb 10	<p><b>Work and migration</b>  Reading response 8 due Monday Feb 9  Presentation Group 13</p>
	<ul style="list-style-type: none"> <li>Nourpanah, S. (2021). Moving, Waiting, Racing: The Emotional and Temporal Experience of Policy for Nurses on Temporary Work Permits in Canada. <i>Anthropologica</i>, 63(1).</li> <li>De Leon, J. (2019). Introduction and Necroviolence. <i>The Land of Open Graves: Living and Dying on the Migrant Trail</i>. University of California Press.</li> </ul>
<b>WINTER BREAK Feb 16-20</b>	
Tuesday Feb 24	<p><b>Resistance as refusal</b>  Presentation Group 14</p>
	<ul style="list-style-type: none"> <li>Scott, J. C. (1989). Everyday Forms of Resistance. <i>The Copenhagen Journal of Asian Studies</i>, 4, 33.</li> <li>Simpson, A. (2014). Indigenous Interruptions: Mohawk Nationhood, Citizenship, and the State. In <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i> (pp. 1–35). Duke University Press.</li> </ul>
Tuesday Mar 3	<p><b>Resistance as surviving &amp; creating</b>  Reading response 9 due Monday Mar 2  Presentation Group 15</p>

	<ul style="list-style-type: none"> <li>Abu El Foul, L. (2025). Rhythms of an Uprising: Indexing the 2021 Unity Intifada Through an Analysis of Palestinian Rap Music. <i>Journal of Palestine Studies</i>, 1–22.</li> <li>Akkad, R. H. (2023). Occupied Joy: The Politics of Skateboarding in Palestine. <i>American Quarterly</i>, 75(3), 543–566.</li> </ul>
Tuesday Mar 10	<b>Time, history and memory</b> Presentation Group 16
	<ul style="list-style-type: none"> <li>Trouillot, M-R. (1995). <i>Silencing the Past</i>. Beacon Press.</li> <li>Graeber, D. (1995). Dancing with Corpses Reconsidered: An Interpretation of “famadihana” (In Arivonimamo, Madagascar). <i>American Ethnologist</i>, 22(2), 258–278.</li> </ul>
Tuesday Mar 17	<b>Emotions and Affect</b> <b>Reading response 10 due Monday Mar 16</b> Presentation Group 17
	<ul style="list-style-type: none"> <li>Rosaldo, Renato. 1993. “Grief and a Headhunter’s Rage.” <i>Culture and Truth: The Remaking of Social Analysis</i>, 1–21.</li> <li>Özyürek, Esra. 2018. “Rethinking Empathy: Emotions Triggered by the Holocaust among the Muslim-Minority in Germany.” <i>Anthropological Theory</i> 18 (4): 456–77.</li> </ul>
Tuesday Mar 24	<b>Adaptation in Changing Ecologies</b> <b>Ethnographic description 2 due today</b>
	<ul style="list-style-type: none"> <li>TBA</li> </ul>
Tuesday Mar 31	<b>Beyond Human Futures</b>
	<ul style="list-style-type: none"> <li>TBA</li> </ul>
Tuesday April 7	<b>Workshop/Review</b>
	<ul style="list-style-type: none"> <li>TBA</li> </ul>

## University Regulations

### Additional Information

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F= Below 50	WDN = Withdrawn from the course	DEF = Deferred	

### Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic

Accommodations website (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

### **Academic Accommodations for Students with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/pmc/>) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is **October 1, 2025** and **November 15, 2025** for December examinations.

\*\*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](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **For Pregnancy:**

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

### **For Survivors of Sexual Violence**

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

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Plagiarism**

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

### **What are the Penalties for Plagiarism?**

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

### **What are the Procedures?**

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

### **Assistance for Students:**

“As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>”

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusive Communities: <https://carleton.ca/equity/>

Career Services: <https://carleton.ca/career/>

### **Important Information:**

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### 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.

Date	Activity
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.

Date	Activity
October 16, 2025	Last day of early fall classes.
	<p>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.</p> <p>Last day that can be specified by a course instructor as a due date for term work for early fall courses.</p>
October 20, 2025	Deadline for course outlines to be made available to students registered in late fall courses.
October 20-24, 2025	Fall break, no classes.
October 25-26, November 1-2, 2025	Final examinations in early fall undergraduate courses will be held.
October 27, 2025	Late fall classes begin.
November 7, 2025	Last day to withdraw from late fall term courses with a full fee adjustment.
November 14-16, 2025	Early fall undergraduate deferred final examinations will be held.
November 15, 2025	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it 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.

Date	Activity
November 21, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 28, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2025	Last day for receipt of applications from potential winter (February) graduates.
December 5, 2025	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	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.

Date	Activity
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.
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.

Date	Activity
	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.
	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.

Date	Activity
	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.
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.

Date	Activity
March 15, 2026	<p>Last day for academic withdrawal from full winter, late winter, and fall/winter courses.</p> <p>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 that it may not be possible to fulfil accommodation requests received after the specified deadlines.</p>
March 25, 2026	<p>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).</p>
April 1, 2026	<p>Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.</p> <p>Last day for receipt of applications from potential spring (June) graduates.</p> <p>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).</p>
April 3, 2026	<p>Statutory holiday. University closed.</p>
April 8, 2026	<p>Winter term ends.</p> <p>Classes follow a Friday schedule.</p> <p>Last day of full winter, late winter, and fall/winter classes.</p> <p>Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the</p>

Date	Activity
	<p>Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p> <p>Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.</p>
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.