

**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

SOCI 2020A [ANTH 2020 B] Studies in Race and Ethnicity

WINTER 2026

**Instructor:** Amina Mire

**Office Hours: Mondays: 3-5 PM**

**Email:** [amina.mire@carleton.ca](mailto:amina.mire@carleton.ca)

**Class Time : Monday : 11 :35 AM- 2 :25 PM.**

**Brightspace course page link:** <https://brightspace.carleton.ca/d2l/home/372874>

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**Pre-requisites & Precluded Courses:** SOCI: SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002

**Method of Delivery: In-person delivery only**

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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 and Objectives:**

To provide inclusive, accessible, informative, interdisciplinary and relevant literature that focuses on foundations, understanding and contemporary implications of race, ethnicity, racial formations, and their political, social, economic and epistemological implications. The course also aims to build and enhance students' written and oral communications skills by actively engaging learners through assigned material, tutorial sessions and active in class open discussions.

### **Learning Outcomes (at least 3):**

Enhancing learners' knowledge about the legal, social, and political intersectionality of historical construction and contemporary implications of race, racialization, and racism, ethnicity and relationships between ethnicity and racial identities. This is done by revealing how these socially constructed categories of race and ethnicity are constantly adjusted to meet specific social, political, and economic contexts. It unpacks the changing meaning of race from biologically grounded narrative to a political and social articulated category that also interacts with the category of ethnicity. The course stresses that despite lacking material existence race and ethnicity are powerful social and political forces which shape economic, educational, and political outcomes. That is to say that these categories can advance certain groups while marginalizing other groups. It will teach learners that race and ethnicity are deeply connected with the political and social aims of settler colonial states and societies. To ensure and facilitate learners' effective use of new concepts and ideas in their own research projects and practical goals. To create a learning atmosphere in which learners can share ideas with each other through open dialogue, in-class presentations, close textual readings, literature reviews and writing rigorous final essays.

**Reading(s)/Textbook(s):** Uses journal articles, videos and book chapter. **All assigned course material will be available to learners at Ares/Brightspace course homepage. : <https://brightspace.carleton.ca/d2l/home/372874>**

### **NEW FOR SOCI COURSES: 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](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

### **Course Requirements & Methods of Evaluation:**

#### **Three Reading Reflections:**

45% of final grades. Each reading reflection is based on selecting two concepts from materials covered in 3 lectures (3 weeks= 6 concepts). Each reflection worth 15% of

the final grades. Each reflection should not exceed six pages- double spaced- including references and can be uploaded as a document via Brightspace.

**First reflection** based on reading from January 12, 19, 26, is **due on February 2, 2026.**

**Second Reflection** based on reading from February 2, 9, 23, is **due on February 23, 2026.**

**Third Reflection** based on reading from March 2, 9, 16, is **due on March 23, 2026.**

The rationale for these reading reflection assignments are meant to give learners opportunity to develop and advance their writing and close reading skills as well as giving learners the chance to familiarize and reflect on complex ideas. Each reflection is based on one reading from each week. That means, each reflection will examine three items from three different weeks. That means, learners must select one reading from each week's assigned readings and submit a reflection based on a total of three items-one from a different week for period of three weeks specified in the course outline. That means, three submitted readings reflections would be based on total 9 items from 9 different weeks. Each reflection should not go over 5 pages double-spaced- including references. No outside sources will be accepted. Reflections must reflect only assigned readings and from the specified readings from the specified weeks. The aim is to identify concepts and ideas and show why and how these concepts and ideas are matters to the issues discussed on the course.

**Class attendances 15%.** Attending classes and tutorial session are critical components of the learning process. Without classes and tutorials, taking notes, asking questions and getting answers, it is not possible for the learners to successfully achieve their own learning objectives by taking this course.

**Final Research Essay** of 9-10 pages, double spaced, plus references 40% of the final grades. **Due date. April 8, 2026**

**Criteria for assessing the final research essay:**

The strength and coherence of the argument and analysis based on effective use of the literature assigned in the course. Final essays will use the literature assigned in the course and learners are allowed to add outside sources only as supplementary and only when it is necessary to do so. Using AI tools when writing any aspects of the assigned work for this course is strictly forbidden.

Capacity for theorizing the intersectionality of race, ethnicity and their contemporary implications.

Writing style, grammar, spelling will be assessed and graded.

Capacity to combine description and analysis is highly encouraged.

**Themes learners can choose for their final essays include:**

Confronting racism as entrenched discourse and practice

Exposing resilience and malleability of White Supremacy

Colourism as an extension of Colour-Blind rebranded racism

Settler coloniality and the burden of the history of colonial violence

From Antebellum trade in light skinned Slaves to the globalization of the skin whitening Industry- how white supremacy became normalized and invisible.

### **How to Approach Researching and Writing Essays and Proposals**

Use scholarly books and scholarly journal articles when forming a theoretical framework for writing research essays and proposals. Start the essay with a concise introduction that shows what the paper will be about. The introduction states the aim of the paper. Use at least the first two paragraphs to outline the aim of the paper. This will allow learners to introduce concepts pertaining to the topic of their analysis. It also allows learners to outline how they will mobilize concepts and material selected from books, lecture notes and journals, and if necessary, outside scholarly sources. Learners must not use any form of AI assisted tools when formulating their own ideas and when writing up their assigned work.

The final research essay is highly significant because it represents rigorous analysis of an issue or a problem which has been discussed in class lectures, tutorial discussions, and or in the assigned material. The final essay is based on delineating the social and political implications of a pertinent issue which has been addressed in the material assigned in the course. A generic topic will not be accepted. Evidence used in the final essay can be demonstrated by mobilizing scholarly sources and by using specific theoretical concepts covered in the course. If necessary, learners can include outside **sources. The research essay must be between 9-10 pages-** double spaces plus references. **The Chicago Manual Style of Referencing is required).** **Due date April 8, 2026. The final paper as all work submitted for grading must be uploaded on Brightspace of the course.** <https://brightspace.carleton.ca/d2l/home/372874>

### **Class Schedule**

**January 5- Week 1- Introduction- No lecture material assigned**

**January 12-Week 2 Legal, political and social foundations and contemporary relevance of race, ethnicity.**

The assigned readings of this week will examine how statutory acts, which defined people into different and hierarchical categories, had created and still sustain settler colonial society. As a result, readings assigned for this week will explain how race is legally defined and socially, politically, and culturally constituted, reinforced, resisted, and rebranded to meet social and political objectives.

Assigned readings:

Scales-Trent, Judy. 2001. "Racial Purity Laws in the United States and Nazi Germany: The Targeting Process." *Human Rights Quarterly*, 23 (2): 259-304.

<https://www.jstor.org/stable/4489335>.

Morgan, Jennifer L. 2018. "Partus Sequitur Ventrem: Laws, Race, and Reproduction in Colonial Slavery." *Small Axe*, 22 (1 (55): 1-17.

DOI 10.1215/07990537-4378888.

### **January 19- Week 3 Sexual Economy of Race and Reproduction**

The assigned readings also underscore how brutal exploitation of colonized and enslaved women's reproductive capacities had contributed to the social, economic and the political power of the settler colonial ruling elite.

West, Emily, and Shearer, Erin. 2018. "Fertility control, shared nurturing and dual exploitation: lives of enslaved mothers in antebellum United States." *Women's History review*, 27(6):1006-1020. doi.org/10.1080/09612025.2017.1336849.

### **January 26- Week 4 Racial Capital and Litigation of Citizenship in Whiteness**

Cutter, Martha J. 2016. "'As White as Most White Women': Racial Passing in Advertisements for Runaway Slaves and the Origins of a Multivalent Term." *American Studies*, 54 (4):73-97. <https://www.jstor.org/stable/44982355>.

Gross, Ariela, J. 1998. "Litigating Whiteness: Trials of Racial Determination in the Nineteenth-Century South." *The Yale Law Journal*, 108 (1): 109-188.

<https://www.jstor.org/stable/797472>.

Johnson, Walter. 2000. "The Slave Trade, the White Slave, and the Politics of Racial Determination in 1850s." *The Journal of American History*, 87 (1): 13-38.

<https://www.jstor.org/stable/2567914>.

## **February 2- Week 5 Making-UP Races, Making Up People**

Assigned Reading:

Golub, Mark. 2005. "Plessy as "Passing": Judicial Response to Ambiguous Raced Bodies in Plessy V. Ferguson. *Law & Society Review*, 39(3):563-600.

<https://www.jstor.org/stable/3557606>.

Hickman, Christine B. 1997. The Devil and One Drop Rule: Racial Categories, African Americans and the U.S. Census. *Michigan Law Review*, 95 (5): 1161-1265.

<https://www.jstor.org/stable/1290008>.

**First reflection is due on this date.**

## **February 9- Week 6 Race, Medicine, Coloniality of Medical Violence**

Owens, Deirdre, Cooper. 2017. "Medical Bondage: Race, Gender, and the Origins of American Gynecology." University of George Press. Available via Open Access:

<http://library.oapen.org/handle/20.500.12657/30659>. Pp. 15-72.

Washington, Harriet A. 2006. "Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present." Anchor Book. A Division of Random House, Inc. PP. 245-270.

Hornblum, Allen M. 1999. "Acres of Skin: Human Experiments at Holmesburg Prison." Routledge. PP. 30-71.

## **February 16- Week 7 Winter Reading Break- No Classes**

### **February 23 -Week 8 Race and Technology**

Assigned Reading:

Benjamin, Ruha. 2019. "Race After Technology: Abolitionist Tools for the New Jim Code." *Polity*. PP. 49-76.

Roberts, Dorothy. 2011. "Fatal Invention: How Science, Politics, and Big Business Re-Create Race in the Twenty-First Century." New Press. New York & Landon. PP. 261-286.

**Second Reflection is due on this date.**

### **March 2- Week 9 White Supremacy and the Globalization of Beauty as a Racial Capital**

Assigned Reading:

Jones, Geoffrey. 2008. "Blonde and blue-eyed? Globalizing beauty, c.1945–c.1980." *Economic History Review*, 61(1): 125–154. doi.org/10.1111/j.1468-0289.2007.00388.x.

Kintz, Linda. 2001. "Performing Virtual Whiteness: The Psychic Fantasy of Globalization". *Comparative Literature*, 53 (3):333-353. DOI:10.1215/-53-4-333.

Second reflection us due on this date.

### **March 9- Week 10 Global Diffusion of Whiteness and the Colorism**

Assigned Reading:

Saraswati, L.A. (2010). Cosmopolitan Whiteness: The Effects and Affects of Skin-Whitening Advertisements in Translational Women's Magazine in Indonesia. *Meridians*, 19(1), 363-388. <https://doi.org/10.1215/15366936-8566045>.

Waheed, Alia. (2020, June 28). "Glamour, glitz, and artificially light skin: Bollywood stars in their own racism row". The Guardian.  
<https://www.theguardian.com/film/2020/jun/28/glamour-glitz-and-artificially-light-skin-bollywood-stars-in-their-own-racism-row>.

World Health Organization. (2023). Skin bleaching in Africa: A public health problem.  
[https://files.aho.afro.who.int/afahobckpcontainer/production/files/Skin\\_Bleaching\\_in\\_Africa\\_regional\\_fact\\_sheet\\_Nov23.pdf](https://files.aho.afro.who.int/afahobckpcontainer/production/files/Skin_Bleaching_in_Africa_regional_fact_sheet_Nov23.pdf).

Yeung, Evelyn. 2015. "White and beautiful: An examination of skin whitening practices and female empowerment in China". *Our Times*, 3(1), 35-47. DOI:10.7916/D82N51DW.

### **March 16- Week 11 Corporate Promotion of the Globalization of the Skin**

#### **Whitening**

Assigned Reading:

McDougall, Andrew. (2013, June 3). "Skin Lightening Trend in Asia Boosts Global Market". *Cosmetics Design Asia*. William Reed Business Media Ltd.  
<https://www.cosmeticsdesign-asia.com/Article/2013/06/04/Skin-lightening-trend-in-Asia-boosts-global-market>.

Mire, Amina. 2012. "The Scientification of Skin Whitening and the Entrepreneurial University-Linked Corporate Scientific Officer." *Canadian Journal for Science*,



Mathematics, and Technology Education, 12(3): 271-291.

doi.org/10.1080/14926156.2012.679993.

Rapp, Jessica. (2020, March 9). "How Western beauty brands play on Asian desire for whiter skin". South China Morning Post. <https://www.scmp.com/lifestyle/fashion-beauty/article/3073934/how-western-beauty-brands-play-asian-desire-whiter-skin>.

### **March 23 Week 12 Colorism, AI (Artificial Intelligence) and Framing White Supremacy**

Cave, Stephen, and Dihal, Kanta. 2020. "The Whiteness of AI". Philosophy & Technology, 33:685-703. doi.org/10.1007/s13347-020-00415-6.

Ryan-Mosley, Tate. (2021, August 15). "Digital beauty filters, Photoshop, and the debate on colorism and racism". MIT Technology Review.  
<https://www.technologyreview.com/2021/08/15/1031804/digital-beauty-filters-photoshop-photo-editing-colorism-racism/>.

Gordon, Rachel. (2022, May 20). "Artificial intelligence predicts patients' race from medical images". MIT News. <https://news.mit.edu/2022/artificial-intelligence-predicts-patients-race-from-medical-images-0520>.

**The third and final reflection is due on this date**

**March 30 Week 13 Summarizing the Learning Objectives of the Course. Open discussion with the Learners.**

Key discussion points: 1. What were the new knowledge the course has provided?

2. How could this new knowledge address entrenched policies and practices of racism, colorism and other forms of exclusion?
3. Discussion about the final essay for the course

Final essay is due on the last days of the Winter 2026 term On April 8.

#### **Additional information –:**

All assigned assignments must to be uploaded to the Brightspace website of the course. In specific cases where a learner lacks access to Brightspace and to avoid late submission penalty, the assignment can be emailed to me, the professor of the course, and I will share it with the TA (Teaching assistant who will be assigned to grade all assigned work for this course).

#### **Policy regarding extensions, requests for academic consideration.**

As a matter of pedagogical principle, I accept the words of the learner to justify when requesting an extension for an assignment. Learners taking courses and seminars with me do not need to provide medical evidence that might force them to reveal personal information. But extensions are limited to a few hours or a few days. Failure to seek extension will result in **a Letter grade reduction** for every 24 hours the work has not been submitted. Please see Carleton University rules around . See <https://carleton.ca/registrar/appeal-of-grade/>.

A work previously graded or that has been written for another course must not be submitted to this course and any violation will result in a failing grade for that assignment. Please see Carleton University Academic Integrity Policy.

#### **Use of generative AI tools (e.g., Chat GPT)**

When responding to assigned work in this course, it is strictly forbidden to use AI tools such as ChatGPT. Usage of these tools when responding to assigned work will result in automatic rejection of that assignment. See the [Academic Integrity and Academic Offences section](#) of the Faculty teaching regulations for further information.

**General criteria that influence grading: spelling, grammar, citation format, presentation, preferred style guide, etc.**

The strength and coherence of the argument and analysis,  
Capacity for theorizing the intersectionality of race, ethnicity

Writing style, grammar, spelling will be assessed and graded.

Capacity to combine description and analysis.

### **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
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A = 85-89	B = 73-76	C = 63-66	D = 53-56
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A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
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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 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.

### **Generative Artificial Intelligence Tools (e.g. ChatGPT)**

Unless explicitly permitted, either generally or for a specific assignment, 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](#).

### **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.

### **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](#))**

- 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.



Date	Activity
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	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.
	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.
	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).
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	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 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.

Date	Activity
	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.
	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.

