

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**ANTHROPOLOGY AND GENDER
ANTH 2040B/SOCI 2820B
WINTER TERM 2026**

Instructor: Verónica Vicencio Diaz

Method of Delivery: In-person Fridays 8:35-11:25 am.

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

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 introduces students to the anthropological approaches to gender. Students will begin by learning how Anthropology engaged with feminisms from a historical perspective. Then, they will examine what has become the development of feminist anthropology, with particular attention to important theories, themes of study, and debates within the field. Among the themes of study, students will explore gender in relation to anthropological methods, like ethnographic work. As well, students will have the opportunity to engage in debates associated with gender and social construction, male dominance, queer identities, Indigenous feminisms, work, migration, globalization, and the intersectionalities of race, ethnicity, class, sex, sexuality and nationality. The course will conclude by analyzing feminist anthropology and its future implications.

Course Objectives:

- Learn about gender and its relation to cultural diversity.
- Evaluate how people distinguish themselves among genders in their beliefs and practices.
- Explore significant concepts, debates, and contributions to feminist anthropology, like Indigenous feminisms.
- Understand how cultural norms about gender and sexuality impact/shape people's lives.
- Analyze how gender articulates with other forms of difference such as race, ethnicity, sex, sexuality, class, and nationality.
- Improve students' analytical research, as well as reading, discussion, writing, and presentation skills.

Reading (s)/Textbook (s):

All materials will be freely available on Brightspace.

Course Schedule:

Week 1 January 9 — Welcome to the course

Introduction: Anthropology and Gender

Week 2 January 16 — Anthropology and feminist perspectives

Lewin, L. (2006). Introduction, pp 1-38. In Ellen Lewin, *Feminist Anthropology: A Reader*. Malden, MA: Oxford: Blackwell Publisher.

Mohanty, Ch. (1991). Introduction. Cartographies of struggle: Third world women and the politics of feminism, pp. 1-47. In Chandra Talpade Mohanty, Ann Russo, and Lourde Torres, *Third world women and the politics of feminism*. Bloomington, IN: Indiana University Press.

Week 3 January 23 — Early ethnographic work on gender part I

Weiner. A. (1988). *The Trobrianders of Papua New Guinea*. Belmont, CA: Wadsworth, pp. 1-96.

Week 4 January 30 — Early ethnographic work on gender part II

Weiner. A. (1988). *The Trobrianders of Papua New Guinea*. Belmont, CA: Wadsworth, pp. 97-184.

Week 5 February 6 — Constructing 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.

Week 6 February 13 — Intersectionalities: Gender, race, class, sex, sexuality and nationality

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1275 (1299).

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.

Research Draft Proposal due date.

February 16-20 — Reading Week

Week 7 February 27 — Indigenous feminisms

Hansen, J. & Dim, E. (2019). Canada's missing and murdered Indigenous people and the imperative for a more inclusive perspective. *The International Indigenous Policy Journal*, 10(1), 1-18.

Bañales, V. (2014). Chapter 18, Women with Guns: Translating Gender in I, Rigoberta Menchú, pp. 363-380. In Sonia E. Alvarez, Claudia de Lima Cossta, Veronica Feliu, Rebecca Hester, Norma Klahn and Millie Thayer, (Eds.), *Translocalities/Translocalidades: Feminist Politics of Translation in the Latin/a Américas*. Durham and London, NC/UK: Duke University Press.

Video: When the Mountains Tremble

Week 8 March 6 — Queer identities

Robinson, M. (2020). Two Spirit Identity in a time of Gender Fluidity. *Journal of Homosexuality* 67(12), 1675–1690.

Mirande, A. (2011). The muxes of Juchitan: A preliminary look at transgender identity and acceptance. *California, Western International Law Journal*, 42(2), 509-540.

Week 9 March 13 — Gender and the diaspora in ethnographic research part I

Martin Manalansan. 2003. *Global Divas: Filipino gay men in the diaspora*. Durham, NC: Duke University Press, pp. 1-88.

Week 10 March 20 — Gender and the diaspora in ethnographic research part II

Martin Manalansan. 2003. *Global Divas: Filipino gay men in the diaspora*. Durham, NC: Duke University Press, pp. 89-191.

Week 11 March 27 — Gender and work in a globalized world

Lynch, C. (ed.) (2007). Chapter 1, Globalization, gender and labor, pp. 21-49. In Caitrin Lynch, *Juki girls, good girls: gender and cultural politics in Sri Lanka's global garment industry*. Ithaca, NY: Cornell University Press.

Davidson, L. M. (2012). Chapter 6, (Res)sentiment and practices of hope: The labours of Filipina live-in caregivers in Filipino Canadian families, pp. 142-160. In Coloma Roland Sintor, (Ed.), *Filipinos in Canada: Disturbing invisibility*. Toronto, On: University of Toronto Press.

Week 12 April 3 — Imagining feminist anthropology

Anna Tsing. (2011). Arts of inclusion, or how to love a mushroom. Tsing, A. (2011). *Australian Humanities Review*, 50, 191-203.

Davis, D-A & Craven, Ch. (2016). Chapter 8, Thinking through the future of feminist ethnography: A conversation, pp. 167-172. In Dána-Ain Davis and Christa Craven, *Feminist ethnography: Thinking through methodologies, challenges and possibilities*. Lanham, MD: Rowman & Littlefield Publishing.

Week 13 April 8 — Take-Home Exam questions/answers.

Take-Home Exam will be posted on Brightspace prior to class.

April 23 Take-Home Exam due date.

Course Requirements & Methods of Evaluation:

Reading Responses	— 30% (Best 3 out of 4)
Class Attendance and Participation	— 20%
Discussion Questions	— 10% (5 Discussion Questions)
Final Project	— 40%
Take-Home Exam Research Draft Proposal	— 15% (February 13)
Take-Home Exam	— 25% (April 23)

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: lizvicenciodiaz@cunet.carleton.ca.

Reading Responses — 30%

Students will submit up to four reading responses, and only the best three will count for the final mark. Students will have the option to select the weeks in which they would like to submit their reading responses. On Thursday night (that means, by the end of the day, 11:59pm, prior to class), you will submit 400 to 600 word-long reflections based on the weekly reading/material assigned for the following day. The kinds of questions you can answer in your responses may be, what did you learn about the week's topic from these materials? What did you think about the perspectives offered by the author(s)? What ideas spoke to you the most? Why? Did you have a favourite text? Why? By contrast, is there an idea proposed by an author that you are critical of, how so? Be sure to draw on specific examples and specific ideas from the readings.

Class Attendance and Participation — 20%

Students are encouraged to attend every class and participate regularly. It is expected from students to take an active role in learning and sharing knowledge. Attendance will be taken for every class, and your participation, including the quality of your contributions to the discussion, will be evaluated. Participation means coming to class prepared, contributing regularly to the discussion, actively listening, and engaging thoughtfully with others' views related to the weekly topics. On the first day of class, students will form their own groups and use such groups to work on the different activities required in the course. It is essential that you arrive to our class on Fridays having completed the readings assigned for each week. While some grades are awarded for regular attendance, most of your participation grade is derived from your relevant and regular input during class participation. As well, while considering unexpected life events, you can be absent up to two weeks without any repercussions to this portion of your participation marks.

Discussion Questions — 10%

During the weeks that students choose not to submit reading responses, they are encouraged to select one weekly reading and post one paragraph (80 words approximately) followed by one discussion question in the Discussion Questions section in Brightspace. The entry should be informal but should be specific enough to reflect you have done some deeper thinking about the text. As well, the entry should be done at anytime prior to class (for example, for Week 2 Friday, January 16, students can post a discussion question as early as Friday, January 9 and until Thursday January 15, the night prior to class). Students should post at least five discussion questions with an entry worth of 2% of your final grade.

Research Draft Proposal — 15% (February 13)

A Research Draft Proposal is a general description of what your final paper/project (Take-Home Exam) will address. It should identify a clearly defined research topic, the main points you expect to explore and how such points will be addressed. Thus, at the proposal stage, students will submit a paper 2 pages long (300-600 words double-spaced approximately, 12 pt. font, and 1-inch margins) plus 1 page long annotated bibliography with three entries (each entry consisting of 100 words each approximately, single space, 12 pt. font, and 1-inch margins) based on the research work chosen for your final project. It must include a clear description and definition of

the chosen anthropological work on gender, a brief outline of what you will discuss in the final paper and how this research/topic relates to themes from the course. The proposal, for example, will address anthropological accounts on history, space, gender construction, practices, politics, research, experiences, ways of seeing the world, etcetera. The proposal must be written in full sentences, double-spaced, and 12 font word format. Further guidelines for the Research Draft Proposal and annotated bibliography will be provided in class.

Take-Home Exam — 25% (April 23)

Students will be able to work/modify and/or expand their Research Draft Proposal to prepare an individual research paper based on a selected anthropological topic on gender. The aim of the research paper (7-8 pages, 2500-2750 words approximately, double-spaced, 12 pt. font, and 1-inch margins) is for students to analyze, at a deeper level, a topic of their own interest related to our main topic, Anthropology and Gender. Likewise, the goal is for students to continue building-up their own critical analysis, critical thinking and writing skills. In this research paper, students will be able to apply their newly-gained knowledge on gender and gender perspectives as well as their understanding related to the intrinsic relation between gender and anthropology.

The Take-Home Exam must be submitted through Brightspace in Microsoft Word format by **midnight on April 23rd (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.

Deferred Final Examinations

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 (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.	

Date	Activity
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.
	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.

Date	Activity
	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.
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

Date	Activity
	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.
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.

Date	Activity
	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.
	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

Date	Activity
	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.