

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH 3008B — WINTER 2026
CONTEMPORARY THEORIES IN ANTHROPOLOGY

Instructor: Blair Rutherford

Office Hours: Thursday 11:20 -1:00 (or by appointment)

Email: blair.rutherford@carleton.ca

Class Time: Thursday 8:35 - 11:25

Pre-requisites & Precluded Courses:

Prerequisite(s): ANTH 2001.

Precludes additional credit for ANTH 3006 (no longer offered), ANTH 3100.

Method of Delivery: In person.

Calendar Description: Contemporary trends in anthropological analyses. Discussion of anthropological theory in its contemporary, interdisciplinary context.

Course Description

This course introduces students to contemporary debates in social theory that are shaping the practice of anthropology today. Starting from major sociopolitical shifts that led to the current period, we will examine how anthropologists began to reinvent the concepts, methods and practices on which the discipline established its prestige. Our task will also be to identify the limits and blind spots of this reinvention process. Insofar as anthropology's future depends on its capacity to sustain a critical relationship to itself, part of our job will be to imagine what kind of anthropology our world needs today. For the most part, we will be reading texts by anthropologists, even if the conceptual framings tend to come from other disciplines. We will examine these conceptual approaches in terms of their historical precedents in the discipline and their applicability to shifting conditions and topical interests of anthropological research. The aim is to learn the ways in which anthropologists use concepts in their research, the tools they deploy to provide insights, distinguish themselves, and forego different paths of inquiry.

Learning Objectives

- >> To gain a comprehensive understanding of the significant frameworks, themes, and concepts that have shaped anthropological research in the last five decades;
- >> To comprehend the impact of colonialism, racism, patriarchy, and class divisions on the development of anthropological theory;
- >> To apply theoretical generalizations and interpretations from one ethnographic case to another and explain how different theoretical approaches would treat the same situations.
- >> To improve reading and writing skills;
- >> To rethink our relationship with the discipline and find fresh ways to engage with it.

Important Notes about Expectations

My goal is to provide you with an accessible learning environment where you will be able to develop research skills and explore in-depth a topic of interest.

For the instructor:

You can expect me: to provide general knowledge about theories as well as information concerning my own research experiences; to facilitate moments of collaborative discussions; and to support your own individual learning in this class. You can expect me to provide constructive critical feedback, while working with you to understand and develop your own perspective and understanding of diverse theoretical and conceptual approaches. I will be accessible in class, to meet in office hours/by Zoom, and through email, while adjusting the course when needed to meet the above objectives.

For the students:

I expect you to be engaged with (further) learning about contemporary anthropological theories. In so doing, I expect you to also be engaged with the studies of your peers through supportive discussions and helping each other learning these theoretical and conceptual approaches. Also, please let me know as soon as possible if physical/mental health, personal/family issues, technological access, and/or workload is affecting your ability to fulfill your responsibilities in this course, and we will work towards an accommodation.

For all of us:

Finally, we all have varied backgrounds and life experiences that provide different perspectives on issues and what is most important. Potential project topics are almost limitless, but we should be aware of power dynamics present in all research, be open to exploring how our perspectives and actions may be part of and further structures or systems of power that marginalize, exclude, and/or exploit people. Ultimately, we will strive towards making this an inclusive learning space, considering all perspectives and contributions from every student and avoiding the use of denigrative language in any comments we make. This is especially vital when we work together and comment on each other's different understandings of the texts and theories. It is vital to respect each other's views, while providing any criticisms or contrary perspectives with respect and solidarity.

As we strive to be more inclusive in this course and beyond, please let me know if there are exclusions and forms of marginalization that may be occurring and which I have not noticed, including in my own actions/inactions. If you find any action by anyone, including myself, is causing discomfort or harm, please arrange to discuss with me as soon as you can.

Ethics and Politics of this Course

Contemporary Theories in Anthropology builds on *History of Anthropological Theory* (ANTH 3008A), a course that predominantly discusses the work of the white males who founded our discipline on a number of colonial and racist assumptions. More than a sequel, *Contemporary Theories in Anthropology* is a semester-long revolt against these assumptions that continue to operate within and beyond academia. This revolt is led by a very diverse group of scholars, some of whom speak from marginal and precarious positions. Reading and discussing their work will help us develop a vocabulary to decolonize our discipline.

Course Requirements & Methods of Evaluation:

1) Weekly Reading Responses (30%): Over the semester, students will be graded on ten (out of a total possibility of 11) 250-word reading responses, each engaging at least one of the required weekly readings in the list below. Each response will be graded as pass or fail and is worth 3% of your final grade (10 x 3% = 30%). Reading responses are not summaries; they are occasions to develop one's thoughts and questions about the assigned texts. Students can reflect on a passage (even on just one important sentence) from one of the assigned readings; discuss the main argument; draw connections with materials covered in previous weeks, the news or their everyday life. Below are four approaches meant to help you write effective reading responses.

A) Interpretive Reading Response. Choose a passage, a concept, or an argument from one of the assigned texts. Consider the following questions as you write:

1. What is the author trying to accomplish with this passage/concept/argument?
2. Are there any alternative readings or interpretations of this passage/concept/ argument
3. What other excerpts of the text support my interpretation?

B) Comparative Reading Response. Compare two authors you read in this class on a concept, an argument, or a theme.

C) Connective Reading Response. Consider how an author (*e.g.*, Bourdieu, Said, Butler) would respond to an issue of your choice that is not directly addressed in the assigned reading.

D) Critical Reading Response. You may wish to criticize or argue against the authors. You may argue that the author's work has an inconsistency, or that it fails to offer a convincing explanation. But the evidence for such an argument needs to be in the text.

As discussed below, you can use AI to help you understand the reading after you have read it, but the reading response needs to be written by you.

Reading responses are due **each Wednesday at noon before** the class devoted to the topic of your response. For instance, the response paper on "Rattling Anthropology's Foundations" (week 2) is due on Wednesday, January 14 at noon.

2) Participation (20%): There are two parts to this portion of the grade. Half of the marks (10%) will come from active participation in the discussion in the last 11 weeks of classes. This is a challenging course with many dense readings. It is therefore even more important than usual for students to actively participate. In preparation for our weekly discussion sessions, students should read the assigned materials and prepare 1–2 questions and/or comments for each reading for discussion. To help you prepare, consider the following note-taking questions you can pose to each reading:

-What are the key points, claims and/or arguments in the text that you find particularly interesting or significant, and why?

-What are the strengths and limitations of the text?

-Are you convinced by the argument? Why or why not?

- Who or what is the author writing against in the text?
- In which ways do the readings assigned on a specific week speak to one another, relate to previous course materials?
- What are some of the gaps or limitations of the conceptual argument?
- What are some of the claims or concepts you don't fully understand?

The other half of the marks (10%) will come from you briefly applying one or more of the concepts or theoretical approaches discussed in that class to a topic of your choice. You will be given 10 minutes at the end of the class to write down your responses on paper and submit to the professor before leaving the class. Each one is worth 1 mark. You will get full marks if you attempt to apply the concept or theoretical approach to a topic in three to four grammatically correct sentences. If you do not make an effort, you will get no points. You can get participation marks in ten of the last eleven classes. Unless you make a prior arrangement with the professor, if you come into the class an hour or more after it started, your written participation mark will be worth 0.5 mark for that class.

3) Facilitation of discussion of a week's readings (10%): Each week for the last ten weeks of the class, 1-2 students will facilitate class discussion of the readings by presenting two questions for each reading, explaining the reasoning over why there are important issues to discuss. The questions should focus on the conceptual arguments (some of which can take the form of the **note-taking questions** described above). The class discussion should be between 10-20 minutes at the start of the class.

On the day a student or 2 students facilitate the discussion, the presenter(s) will also write out and hand in a version of the **note-taking questions** (described above) for each reading (if you are working in a pair, you just submit one set of responses to these note-taking questions for each of the two readings). You do not need to answer each of the questions above, but many of them.

The students will select which week they will present on during the Week 2 class.

The grade for the presentation will be based on the questions asked to stimulate discussion and these notes.

4) Take-home Final Exam (40%): Form to be determined, but you will have a choice of questions to answer based on seminar discussions and readings of over the entire course. The exam questions will be circulated in class on Thursday, April 2nd, and your answers will be due on Thursday, April 23rd, (on Brightspace).

Grading & Assignments	%age of Total	Due Date
Weekly Reading Responses – 10 of 11 weeks	30% (10 x 3 points)	Wednesday @noon before class for Weeks 2-12
Participation -	20%	Weeks 2-12
Facilitation of one Weekly Class Discussion (1-2	10%	One of Weeks

student(s) per week)		3-12
Take-home Final (form to be determined)	40%	April 23

Policy on Artificial Intelligence (AI) for this Course:

Like many professors, I am still working out ideas on how AI can be used by students in a way that does not prevent them from gaining important experience and developing capacities from reading, researching, and writing.

For this course, students may only use AI tools for helping to understand the reading. BUT you should only do this after you have closely read the reading and took notes on it.

Why have I adopted this policy? This policy supports the use of AI as a supplementary tool, helping students develop ideas and structure their work while emphasizing the importance of transparency and personal engagement with the content. AI can be used for inspiration and foundational support and can encourage students to critically assess and refine AI-generated material. It helps students to decide if it makes sense or not to integrate AI into their work while maintaining intellectual contributions and critical thinking.

Limitations: Students may not use AI for any of their written assignments or the Take-Home exam.

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](#). Additional resources are also available on Carleton's [Artificial Intelligence Hub](#).

Readings

All course materials are available on ARES at no cost. This course is based on a collection of original texts. Students looking for textbooks to complement the weekly readings will find the following ones available online through the MacOdrum Library.

- > Moore, Henrietta & Todd Sanders (eds.), 2014. *Anthropology in Theory. Issues of Epistemology*. London, Wiley-Blackwell.
- > Barnard, Alan. 2004, *History and Theory in Anthropology*. Cambridge: Cambridge University Press.
- > Bolles, A. Lynn, Ruth Gomberg-Muñoz, Bernard C. Perley and Keri Vacanti Brondo (eds.). *Anthropological Theory for the Twenty-First Century: A Critical Approach*. Toronto: University of Toronto Press.
- > Erickson, Paul A. and Liam Murphy (eds). 2021. *History of Anthropological Theory*. 6th edition. Toronto: University of Toronto Press.

> Lechte, John. 2008, *Fifty Key Contemporary Thinkers. From Structuralism To Post-Humanism*. London: Routledge.

Schedule:

Readings and assignments are to be completed by their corresponding date.

WEEK 1: Introduction (January 8th)

NB – watch and listen to the Powerpoint with Recording Uploaded to the Brightspace page. **We will not meet in class this week as the professor will not be in town.**

WEEK 2: Rattling Anthropology's Foundations (January 15th)

Clifford, James. 1983. "On Ethnographic Authority." *Representations* 1 (2):118-146.

Trouillot Michel-Rolph. 1991. "Anthropology and the savage slot: the poetics and politics of otherness." In Richard Fox (ed.), *Recapturing Anthropology: Working in the Present*. Santa Fe, New Mexico: School of American Research Press, pp. 17-45.

Suggested Audio-visual material

BabaKiueria (D. Featherstone, 1986)

WEEK 3: Marxisms, Culture & Power (January 22nd)

Crehan, Kate. 2002. *Gramsci, Culture and Anthropology*. Berkely: University of California Press. **Read: ch. 7 "Gramsci Now" pp165-209.**

Roseberry, William. 1994. "Marxism and Culture." In: *Anthropologies and Histories*. **Ch.2, pp. 30-54.** New Brunswick, NJ: Rutgers University Press.

WEEK 4: Foucauldian Approaches to Power (January 29th)

Foucault, Michel. 1978 ([1976]). *The History of Sexuality, Vol 1*. Tr. R. Hurley. pp. 1-35. New York: Vintage.

Li, Tania. 2007. "Governmentality." *Anthropologica* 49(2): 275-280.

WEEK 5: A Postcolonial Assault (February 5th)

Povinelli, Elizabeth. 1995. "Do Rocks Listen? The Cultural Politics of Apprehending Australian Aboriginal Labor." *American Anthropologist* 97(3): 505-518.

Scott, David. 1997, "Colonialism." *International Social Science Journal* 49 (154): 517-526.

WEEK 6: Phenomenological Anthropology (February 12th)

Leistle, Bernhard. 2022, "Phenomenological Arguments and Concepts for Anthropology." *Oxford Research Encyclopedia of Anthropology*. Oxford University Press.

Throop, C. Jason and Keith M. Murphy. 2002. "Bourdieu and phenomenology." *Anthropological Theory* 2(2): 185-207.

>> **READING WEEK – NO CLASS ON FEBRUARY 19th** <<

WEEK 7: Feminist and Queer Studies: Performativity (February 26th)

Butler, Judith. 1993. "Critically Queer." *GLQ* 1 (1): 17–32.

Mahmood, Saba. 2001. "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology* 16(2): 202-236.

WEEK 8: Being Affected (March 5th)

Freeman, Carla. 2020. "Feeling neoliberal." *Feminist Anthropology* 1(1): 71-88.

Stewart, Kathleen. 2005. "Cultural Poesis: The Generativity of Emergent Things." In Norman Denzin and Yvonna Lincoln (eds.), *Handbook of Qualitative Research*. 3rd edition. Thousand Oaks, CA: Sage, pp. 1015-1030.

WEEK 9: Scale and other Latourian influences (March 12th)

Raffles, Hugh. 2002. "Intimate knowledge." *International Social Science Journal* 173: 25-35.

Tsing, Anna. 2000. "The global situation." *Cultural Anthropology* 15(3): 327-360.

WEEK 10: Beyond the Human (March 19th)

Kohn, Eduardo. 2007. "How dogs dream: Amazonian natures and the politics of transspecies engagement." *American Ethnologist* 34(1): 3-24.

Tsing, Anna Lowenhaupt, Andrew S. Mathews, and Nils Bubandt. 2019. "Multispecies History, and the Retooling of Anthropology: An Introduction to Supplement 20." *Current Anthropology* 60 (Supplement 20): S186-S197

WEEK 11: INTERSECTIONS & CRITICAL RACE STUDIES (March 26th)

Berry, Maya J, Claudia Chávez Argüelles, Shan. 2017. "Toward a Fugitive Anthropology: Gender, Race, and Violence in the Field." *Cultural Anthropology* 32(4): 537–565.

Harrison, Faye V. 2002. "Unraveling 'Race' for the 21st Century." In Jeremy MacClancy (ed.), *Exotic No More: Anthropology on the Front Lines*. Chicago: University of Chicago Press, pp. 145–66.

WEEK 12 Towards a Decolonial Anthropology(?) (April 2nd)

Simpson, Audra. "On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship." *Junctures: The Journal for Thematic Dialogue* 9: 67-80.

Todd, Zoe. 2016, "An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism." *Journal of Historical Sociology* 29(1): 4-22.

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 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. 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
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WINTER TERM
2026

Date	Activity
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.
	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

Date	Activity
	examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
February 13, 2026	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for early winter courses.
	April examination schedule available online.
February 16, 2026	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
February 16-20, 2026	Winter break, no classes.
February 21-22, February 28-March 1, 2026	Final examinations in early winter undergraduate courses will be held.
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.

Date	Activity
	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.
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 Undergraduate Calendar/General Regulations of the Graduate Calendar.

Date	Activity
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.