

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**LACS 5000 W / MGDS 5002 C / ANTH 5708 X
2026 WINTER
INTERDISCIPLINARY APPROACHES TO LATIN AMERICAN AND CARIBBEAN STUDIES**

Instructor: Matthew Hawkins

Office Hours: Thursdays 1:00pm – 2:00pm; after class on Tuesdays or by appointment

Email: matthewhawkins@cunet.carleton.ca

Pre-requisites & Precluded Courses: No precluded Courses.

Method of Delivery: In-person Tuesdays 2:35pm – 5:25pm

[Brightspace course page link](#)

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:

This is an interdisciplinary course, with an emphasis on ethnographic research, that is designed to provide students with a broad introduction to various important themes in Latin American and Caribbean research and introduce you to academic thinkers from the region. Throughout the semester we will also include visitors affiliated to the Latin America and Caribbean Studies faculty who will provide a short presentation on their related work and engage the class in discussion. Part of the class time will also be dedicated to supporting students either to develop their research project as part of their LACS specialization requirement or advancing independent interest in a topic related to Latin America and or the Caribbean.

Learning Outcomes (at least 3):

- Encounter important thematic social, political, economic, and cultural issues in the region and understand how these issues are part of the realities of specific Latin American or Caribbean countries.
- Learn about an important/influential Latin American or Caribbean scholar and explore some of their influence on contemporary Latin American and Caribbean thought.
- Develop a research project relevant to the region OR complete a research project using secondary research on one of the themes in the course.

Expectation for Learning Environment:

We all have different backgrounds and life experiences that provide different perspectives on issues and understandings about what is most important in our lives. Some topics in this class include explorations of how people have been politically and socially marginalized, excluded,

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

Use of Generative Artificial Intelligence (AI)

AI use in this course: Students may use AI tools for basic word processing and formatting functions, including:

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

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

- AI assistance as a research tool to find relevant resources. AI tools however when accurate tend to cite the most common and recognized sources; developing your own ability to seek out sources is a key skill of graduate school. Be aware that AI tools continue to incorrectly cite and may make-up citations. It is important that you download and read sources you are using, and to correctly cite your sources.
- AI tools may be helpful for creating summaries of readings, but such summaries are not a replacement for doing the reading yourself. For your own growth and success in the course, if you are using AI tools as reading aid, that you still complete the entire reading on your own.

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

Reading(s)/Textbook(s):

- All resources will be linked/posted on the Brightspace page.
- There will be no cost to access assigned materials for this course.
- Reading list provided below; some materials may be updated as we move through the course.

Assessed Activities and Assignments:

1. In-class Participation – 20%
2. Presentation / leading class discussion – 15% (starting January 27)
3. Regional Intellectual – Short Paper/Visual Presentation – 25% (due Friday Feb 13)
4. Final Assignment (Presentation and Paper) – 40% (due April 8)

In-class Participation:

- Your grade for participation will reflect your meaningful attendance and engagement with the class materials and the presentations by your peers.
 - Participation will include coming prepared to discuss the assigned materials – meaning you should be able to bring in-class discussion back to arguments, concepts, thinkers, and historical context raised by the authors and bring questions you have about the readings to the class each week.
- This is an in-person class and cannot be followed virtually.
- Over the course of the semester, you can miss up to two classes for personal reasons (family, work-related, minor illness, etc.) except the final conference presentation. If you have a more significant illness and/or major family emergency, please reach out to me as soon as possible to address accommodations.

Presentation / Leading class discussion

- You will be tasked with leading discussion on one or two readings once in the semester. You will prepare a short presentation / introduction to the reading that will give important context to the reading (potentially background on the author, historical context of the country relevant to the reading), a quick summary of the main argument(s), and your own reflections on a significant idea/concept from the reading. Presentation should be about 10 minutes in length (and I will give you a warning to wrap-up if going too long)
- You will then bring two questions that will form the basis of discussion – creating space for your colleagues to discuss relevant open-ended ideas about the reading.
- There will be 1 or 2 presenters per week
- Sign-up will happen through a Google Doc on Brightspace

Regional Intellectual – Visual Presentation / Short Paper – Due Friday, February 13

This assignment is about familiarizing yourself with the scholarship from Latin America and the Caribbean and emphasizing the need to provincialize academic knowledge produced by academics from/based in English North America and Europe.

- Choose an important intellectual from a country relevant to your interests (either your major research project for your degree or this course). The intellectual should have major publications from before the 2000s. Some suggestions will be provided to you on Brightspace but you are able to propose your own thinker.
- Read one major book OR collection of three articles from the thinker (if you are able to read in French, Portuguese or Spanish the text can be in the author's first language).
- Read at least four academic articles from scholars, preferably contemporary, who cite the intellectual in their work.

- Produce a visual representation (infographic / digital presentation / edited video clip) that communicates the major ideas of the intellectual and their influence on contemporary scholarship. You will write a short ~1000-word description to accompany your visual presentation. **OR**
- Write a book review-style paper (~3000-words) summarizing the intellectual's main arguments and their influence on contemporary thinking about/from the region.

Final Assignment – Due Wednesday, April 8

The final assignment is either a literature review or essay paper (30% of your final grade), with an accompanying academic presentation (10% of your final grade).

- If you are in the LACS specialization:
 - You will be writing a 15–20-page literature review towards your master's research project (either thesis or major research project). Over the course of the semester, you will be working towards a research question and establishing relevant thematic areas that your research project requires you to have a foundation in (history, political economy, theoretical perspectives from the region, etc.). You will be strongly encouraged to include research from the region. Your literature review will also ask you to reflect on how available research is going to shape your research project.
- If you are not in the LACS specialization or in the course-based LACS specialization:
 - You will be writing a 15–20-page essay on an area of Latin American and Caribbean research of your own interest and/or connected to your research agenda. You will be encouraged to use academic sources from the region where possible and accessible.

On the last day of class, we will organize a mini conference where each student will be asked to present (~8 minutes) on their research project / class paper to an invited audience of the Carleton LACS community.

More information will be provided in the evaluation criteria for the essay and presentation.

On days that we do not have a guest speaker we will try to reserve 30 minutes of class time to discuss appropriate methods, relevant concepts, and historical context, as well as individual progress towards your Final Assignment.

Late Penalty for assignments: 2% per day unless you have made arrangements with me before the due date or have a medical reason for late assignments.

Class Schedule:

Week 1: Introduction

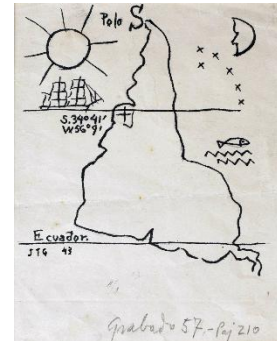
Tuesday January 6, 2026

Week 2: Revolution and Independence – Haiti and Venezuela

Tuesday January 13, 2026

Haiti and Venezuela's connection

- James, C. L. R. (2001). The Property, The Owners, & The San Domingo Masses Begin. The Black Jacobins. Penguin Books. 21-61; 79-103
- Trouillot, Michel-Rolph. 1990. Introduction & Part 1:1 Nationalism and Dependency: The Genesis of State and Nation. *Haiti, State against Nation: The Origins and Legacy of Duvalierism*. Monthly Review Press Pb. New York: Monthly Review Press. 15-58.
- Soriano, C. (2018). Chapter 4: The Shadow of Saint-Domingue in the Rebellion of Coro, 1795. *Tides of Revolution: Information, Insurgencies, and the Crisis of Colonial Rule in Venezuela*. Diálogos Series. Albuquerque: University of New Mexico Press. 117-147.



Week 3: Empire and Dependency in the 20th and 21st Century

Tuesday January 20, 2026

Monroe Doctrine through the Ages: [visiting professor Candice Sobers](#)

- Monroe Doctrine (1823). (2021, June 25). National Archives.
- Theodore Roosevelt's Corollary to the Monroe Doctrine (1905). (2021, September 15). National Archives.
- National Security Strategy. (2025, November). US White House.
- Read Part I, II, III and IV 3.A

Dependency Theory:

- Fernández, R. A., & Ocampo, J. F. (1974). The Latin American Revolution: A Theory of Imperialism, Not Dependence. *Latin American Perspectives*, 1(1), 30–61.
- Galeano, E. (with Belfrage, C.). (1997). Chapter 1 and 2 *Las Venas Abiertas de America Latina: Five Centuries of the Pillage of a Continent* (25th ed). Monthly Review Press.

Week 4: Racialization and the making of the (White? Mestizo?) nation

Tuesday January 27, 2026

[Presentation / Leading Discussion begins](#)

Theoretical / Colombia:

- Wade, P. (2001). Racial identity and nationalism: A theoretical view from Latin America. *Ethnic and Racial Studies*, 24(5), 845–865.

Brazil:

- Corossacz, V. R. (2018). Brazilian Whiteness & Hegemonic Masculinities (9-20) & Chapter 2 An Unusual Research Topic (23-37). *White Middle-Class Men in Rio De Janeiro*. Lexington Books

- Rios, Flavia, and Lara Miranda. 2024. "Ethnic and Racial Violence and Violations in the Context of the Brazilian Democratic Crisis: A Study of Black and Quilombola Populations." *Ethnic and Racial Studies* 47(11):2388–2410.

Mexico:

- Moreno Figueroa, Mónica G. 2010. "Distributed Intensities: Whiteness, Mestizaje and the Logics of Mexican Racism." *Ethnicities* 10(3):387–401.

Week 5: Political-Economy of Extractivism

Tuesday February 3, 2026

Trinidad and Tobago:

- Jobson, R. C. (2024). Introduction, Chapter 1, Chapter 4. *The Petro-State Masquerade: Oil, Sovereignty, and Power in Trinidad and Tobago* (1st ed). University of Chicago Press. 1-60; 115-139.

Oil and gas political economy; visiting professor Pablo Heidrich

Week 6: Feminist political movements

Tuesday February 10, 2026

Regional Intellectual – Short Paper/Visual Presentation due Friday 13 at 11:59pm

Ecuador Afro-Ecuadorian feminist politics; visiting professor Beatriz Juarez-Rodriguez

- Juárez Rodríguez, B. (2023). Black women's geographies of resistance and the Afro-Ecuadorian Ancestral Territory of Imbabura and Carchi. *Latin American and Caribbean Ethnic Studies*, 18(4), 528–550. <https://doi.org/10.1080/17442222.2022.2156259>

Argentina:

- Nijensohn, Malena. 2022. "Precarity and Counter-Hegemonic Articulation: From the Massification of Feminisms toward a Radical and Plural Feminism." *International Feminist Journal of Politics* 24(1):133–52.
- Gago, V. (2025). The fascistisation of social reproduction. *Radical Philosophy*, 218(Spring), 23–34.
- Medina, M. C. (2023). The feminization of resistance: The narratives of #NiUnaMenos as social transformative action. *Journal of Political Power*, 16(2), 237–253. <https://doi.org/10.1080/2158379X.2023.2251109>

Week 7: Indigenous Realities

Tuesday February 24, 2026

Chiapas (Mexico):

- Mora, M. (2017). "The Production of Knowledge on the Terrain of Autonomy" and "Social Memories of Struggle and Racialized (E)states" In: *Kuxlejal Politics: Indigenous Autonomy, Race, and Decolonizing Research in Zapatista Communities*. University of Texas Press. 39-69
- Sixth Declaration of the Selva Lacandona. (2010, May 10). Enlace Zapatista. <https://enlacezapatista.ezln.org.mx/sdsl-en/>

Chile:

- Mariella Bacigalupo, A. (2018). The Mapuche Undead Never Forget: Traumatic Memory and Cosmopolitics in Post-Pinochet Chile. *Anthropology and Humanism*, 43(2), 228–248.
- Achondo, L., & Díaz-Collao, L. (2025). Sound, Precarity, and Mapuche Reality in Urban Santiago. *The Journal of Latin American and Caribbean Anthropology*, 30(2), e70007.

Week 8: “Violence” and Memory

Tuesday March 3, 2026

Jamaica:

- Thomas, D. A. (2011). Chapter 1 and 2. *Exceptional violence: Embodied citizenship in transnational Jamaica*. Duke University Press. 23-85

El Salvador:

- Alarcón Medina, Rafael. 2014. ““Dreaming the Dream of a Dead Man’ Memory, Media, and Youth in Postwar El Salvador.” *Dialectical Anthropology* 38(4):481–97.

Week 9: Ecologies, mining, and water

Tuesday March 10, 2026

Peru; visiting professor Kirsten Francescone

- Paredes Peñafiel, A. P., & Li, F. (2019). Nourishing Relations: Controversy over the Conga Mining Project in Northern Peru. *Ethnos*, 84(2), 301–322.
- Francescone, K. (2023, March 6). State-sanctioned violence in Peru and the role of Canadian mining. *Canadian Dimension*. <https://canadiandimension.com/articles/view/state-sanctioned-violence-in-peru-and-the-role-of-canadian-mining>
- Stensrud, A. B. (2019). Water as Resource and Being: Water Extractivism and Life Projects in Peru. In C. Vindal Ødegaard & J. J. Rivera Andía (Eds.), *Indigenous Life Projects and Extractivism* (pp. 143–164). Springer International Publishing.

Week 10: Culture – sport and dance

Tuesday March 17, 2026

Argentina & Chile (tango and football):

- Archetti, E. (1999). *Masculinities: Football, Polo and the Tango in Argentina*. Berg.
- Moreira, V., Zucal, J. G., & Hijós, N. (2017). Rivalry, passion and cooperation between Argentinean club supporters. *Football Fans, Rivalry and Cooperation*, 62–75.

Cuba (rumba):

- Berry, J. (2024). 1: Black Inclusion, Black Enclosure & 2: Black Feminist Aptitudes. *Defending Rumba in Havana: The sacred and the black corporeal undercommons*. Duke Press. 47-128.

Week 11: Migration and Borders

Tuesday March 24, 2026

Migrant workers in Canada: visiting professor Laura Macdonald

- Gabriel, C. and Macdonald, L. (2025). “Transnational Activism and Temporary Agricultural Workers in Canada During the COVID-19 Pandemic,” in Laura Macdonald, Christina Gabriel, and Jeffrey Ayres, eds., *Transnational Activism in North America*, Palgrave Macmillan, 2025, 127-152.

- Smith, A. A. (2015). Troubling “Project Canada”: The Caribbean and the making of “unfree migrant labor.” Canadian Journal of Latin American and Caribbean Studies / Revue Canadienne Des Études Latino-Américaines et Caraïbes, 40(2), 274–293.

Border Regions

- De Leon, J. (2019). Introduction and Part One. The Land of Open Graves: Living and Dying on the Migrant Trail. University of California Press. 1-85

Week 12: In-class workshop and preparation

Tuesday March 31, 2026

- No assigned readings.

Week 13: Conference

Tuesday April 7, 2026

Conference Presentation on April 7; Paper due Wednesday April 8 at 11:59pm

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
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.

Date	Activity
February 1, 2026	<p>Last day for academic withdrawal from early winter courses.</p> <p>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.</p>
February 6, 2026	<p>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).</p>
February 13, 2026	<p>Last day of early winter classes.</p> <p>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.</p> <p>Last day that can be specified by an instructor as a due date for term work for early winter courses.</p> <p>April examination schedule available online.</p>
February 16, 2026	<p>Statutory holiday. University closed.</p> <p>Deadline for course outlines to be made available to students registered in late winter courses.</p>

Date	Activity
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 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.

Date	Activity
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.
	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.

Date	Activity
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.
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.

Date	Activity
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.