

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI 1005B
WINTER 2026

SOCIOLOGY FOR BACHELOR OF COMMERCE STUDENTS
DELIVERY MODEL: IN PERSON
TIME: MONDAYS 2:35 PM – 5:25 PM

Instructor: Dr. Iyas Salim Abu-hajiar (Iyas)

Office Hours: Individually by Appointment via Zoom

Email: iyasabuhajiar@cunet.carleton.ca

Pre-requisites & Precluded Courses: Precludes additional credit for SOCI 1002. Restricted to B.Com. students.

Course Brightspace Page:

<https://brightspace.carleton.ca/d2l/home/291653>

Teaching Assistants: Contact Information available via Brightspace

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: As an introduction to the field of sociology, students in this course will engage with concepts and thinkers foundational to the discipline, as well as more contemporary contributions locally and globally. Learning these concepts and being able to apply them to make sense of the world are central goals of the course. Course materials are made up of twelve weeks of readings, lecture, videos, and a range of audiovisual materials (e.g., documentaries, video clips, podcasts). Students will have an opportunity to work through concepts and ideas in weekly discussion forums, which constitute a portion of the overall grade. A mid-term assignment and a final assignment will give students the opportunity to demonstrate what they've learned throughout the course. Sociology gives us tools for living. These tools allow us to take the perspectives of others, to become more ethically minded, to become better citizens of the world.

Learning Outcomes: By the end of this course, students will:

- Challenge their preconceived assumptions about how society ‘works’
- Develop their skills to apply sociological concepts and methods to understand the world around them
- Connect the insights of sociology to the world of business
- Develop their critical thinking skills
- Strengthened their ability to take the perspectives of others
- Develop and refine written and verbal communication skills.
- Refine the skills involved to identify, summarize, and formulate an academic argument.
- Become proficient with academic reading, writing, and citation skills
- Demonstrate academic integrity in their completion of assignments
- Recognize the inherent dignity of those around them

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Course Communications:

There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing the instructor is almost always the last resort. Here’s a guide to communicating with me and your peers:

- *“I have questions about course content, assignments, and policies”:*
ask these on the “Ask the Instructor” forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *“I have questions about work I’m doing on my own assignments”:*
book an appointment with me to discuss. These are not matters that can be handled efficiently over email.
- *“I need to connect with a peer to discuss a class-related issue”:*
post your question or request via the “Peer-to-Peer Exchange” forum on Brightspace and/or send the student an email using the Email function in Brightspace.
- *“I need to discuss something private, or to set up a time to discuss something private”:*
book an appointment with me to discuss. These are no matters that can be handled efficiently over email. In general, use email only for quick questions of a personal nature, to book an appointment, and/or to handle personal situations. Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on

Brightspace to see if they answer your question before you click “send.” Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday. Only Carleton emails are acceptable for all communications. **It is required to write the course code in the subject line of your email.** No personal accounts please.

Classroom Interaction

Throughout this course, there will be opportunities for you to interact with your instructor and your classmates! Students will interact with their peers and have opportunities to learn from their colleagues during learning activities, which include the group presentations. You are expected to behave with dignity and etiquette at all times, both in face-to face interactions and when engaging with each other online.

Dignified Manner

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Diversity and Inclusion:

We all have different backgrounds and life experiences that provide different perspectives on issues and what is most important. Some topics in this class include political and socially dynamic issues including how people have been marginalized, excluded, and exploited; my expectation is that we all work towards an inclusive classroom and society. This requires all of us to think and act with care and be open to the possibilities of rethinking how our experiences should influence our actions towards ending the ways in which people are marginalized, excluded, and/or exploited. In this course, we will strive to create an inclusive culture where students feel a sense of belonging and are encouraged to engage critically with diverse perspectives.

Required Material:

Textbook: (Paperback (PB) \$120.99; eBook \$63.45.)

Steckley, John. Elements of Sociology: A Critical Canadian Introduction. 6th ed. Don Mills, Ontario: Oxford University Press, 2023.

Texts: All other required readings will be available online and on ARES, the library's course reserves system, via Brightspace. Some material could require remote access to the university's online catalogue.

PODCASTS & VIDEOS: We'll be watching a variety of videos and listening to different podcast episodes and music in and out of class. Links will be provided in Brightspace under each appropriate week. The course schedule below also contains some of these links, but make sure to check Brightspace as I will be adding links as the term progresses.

Course Requirements & Methods of Evaluation:

All assignments must be submitted over Brightspace, unless otherwise specified.

ASSIGNMENTS	% OF GRADE	DUE DATES
Attendance & Participation Activities	20%	Weekly, Ongoing
Reading Response (2 x 15% each)	30%	#1: January 19 #2: February 15
Midterm Assignment Take-Home Exam	20%	Available March 9 Due by March 14 by Midnight
Final Essay	30%	April 8 th

Full details of assignments will be made available Brightspace

Attendance and Participation – 20% of Final Grade

Attendance contributes 10%, and participation contributes 10%, totaling 20% of your final grade.

Attendance is expected and will be taken in lecture.

What Participation Involves:

Students are expected to actively engage during lectures by responding to quizzes and questions delivered through Wooclap, an interactive platform linked to the course's Brightspace page. Participants are expected to join each week having completed the readings, prepared to contribute to discussions and take part in breakout discussions during class sessions, and equipped to discuss the material. The participation grade will reflect the extent to which students contribute to class discussions in an informed and critical manner. Absences and weak and/or limited participation will result in a diminished final grade. Due to the nature of this course there are no 'make-up' opportunities for lost participation marks.

Two Reading Responses (2 x 15% each = 30% of final grade)

Response on one of the assigned readings in the month of January and February.

The goal of this assignment is to choose one reading from the course (in case of first Reading Response, choose readings from those assigned in January.) and respond to that reading from your own perspective. The goal is not to summarize the reading in detail but instead is to briefly describe certain sections of the reading and share your thoughts and engagement with the text. Students are encouraged to really engage with the reading and not just provide an overview of general concepts but dig deep into the concepts. I want you to outline which sections you are referring to, and expand on that concept to tease out and reflect on any challenges or learnings you took away from that reading. You are not providing an argumentative thesis in this assignment but are sharing your thought process and how you are working through the material. You are permitted to use first person language.

Guiding Questions:

What did I learn? How did it change my perspective? What stuck out to me? Why? What challenged/changed/resonated with me/encouraged me and WHY? How can I relate this specific section of the reading to my own life? How does it complicate/expand/blur or change my worldview and WHY?

Must include a bibliography.

The word count is between 350 and 500 words, double-spaced.

Due dates: First response's due date is January 19. The second response's due date is February 15

A late penalty of 2 percentage points per day will be deducted from the grade of each reading response (not from the overall course grade). Each reading response is worth 15% of the final course grade.

20% Midterm Assignment (Take-Home Exam)

Available March 9, due by March 14 before midnight EST.

The exam will address theoretical perspectives, textbook readings, and lecture materials, including videos, covered in the course up to March 9. In addition, you will be expected to analyze media provided within the course (e.g., video clips, textbook excerpts, lecture notes, and slides). These media pieces will serve as empirical examples of course concepts, theories, or sociological approaches

discussed in class, demonstrating their relevance in current practice and circulation. The late penalty for the midterm is a minimum of 2 percentage points per day deducted from the midterm grade (worth 20% of the final course grade), applied for each additional day the exam is submitted late. This deduction applies only to the midterm grade, not the overall course grade. (See further below for exceptions.) Feedback and marks for the midterm should be returned to you within two weeks, assuming the assignment is submitted on time.

FINAL Essay (30%)

Students will prepare a final assignment that explores a social issue sociologically. Students will be given a list of possible topics/themes that could be explored or are free to develop their own topics (with prior approval from the course instructor or Teaching Assistants). Assignments will rely on course material in addition to secondary sources that students locate through their own research practice. The late penalty for the final essay is 2% per day deducted from the essay grade (worth 30% of the final course grade), with additional deductions for each subsequent day it is submitted late. This deduction applies only to the essay grade, not the overall course grade.

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

Class Schedule: Mondays 2:35 p.m. - 5:25 p.m.

SOCI 1005 B Course Schedule

Week 1 (January 5) Introduction to Sociology-What is Sociology?

Required Readings:

Textbook Ch.1

- Steckley, John. Elements of Sociology: A Critical Canadian Introduction. 6th ed. Don Mills, Ontario: Oxford University Press, 2023.

Week 2 (January 12) Thinking Sociology-Theory**Required Readings:****Textbook Ch. 2**

- Steckley, John. Elements of Sociology: A Critical Canadian Introduction. 6th ed. Don Mills, Ontario: Oxford University Press, 2023.

Week 3 (January 19) Applying Sociology-Social Research Methods**Required Readings:****Steckley, Ch.3**

Week 4 (January 26) Social and Economic Inequality

Required Readings:

Steckley, Ch.7

- **Optional Resource: 9.39-Minute Video**

D Barnard Center for Research on Women—What is Neoliberalism?

Week 5 (February 2) Media & Artificial Intelligence

Required Readings

Steckley, Ch. 12

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Optional Readings

Storz, E. (2021). The Future of Artificial Intelligence Requires the Guidance of Sociology.

Week 6 (February 9) Socialization and Social Roles

Required Readings:

Steckley, Ch. 4

Winter Break – February 16-20 (No Classes)

Week 7 (February 23) What do we mean by Culture?

Selected readings:

Steckley, Ch. 5

Week 8 (March 2) Race and Ethnicity

Selected readings:

Steckley, Ch. 8

Week 9 (March 9) Sociology of Knowledge & Education (Take-Home Midterm exam-Due March 14 midnight)

Required Readings:

Steckley, Ch. 13

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Optional Readings:

McCrory Calarco, J., Horn, I. S., & Chen, G. A. (2022). "You Need to Be More Responsible": The Myth of Meritocracy and Teachers' Accounts of Homework Inequalities. *Educational Researcher*, 51(8), 515-523.

Week 10 (March 16) Family

Selected readings:

Steckley, Ch.11

Additional Readings:

- Friedrich Engels: The Origin of the Family, Private Property and the State

Week 11 (March 23) Organization Final Essay Announcement

Selected Readings:

Steckley, Ch. 10

Week 12 (March 30) Health, Dis/Ability, and Medicine

Selected Readings:

Steckley, Ch. 14

Week 13 (April 6) Wrap Up

Citation Style

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Submission and Return of Term Assignment/Final Paper

All assignments must be submitted through the course Brightspace page. Late assignments will incur a penalty of 2% per day, deducted from the grade of that assignment only (including weekends), unless an extension has been approved by the instructor before the due date.

Reading Responses: There are two reading responses, each worth 15% of the final course grade. A late penalty of 2% per day will be deducted from the grade of each response **only**.

Final Paper (worth 30%): A late penalty of 2% per day will be deducted from the grade of the final paper **only**.

Once graded, the assignments will be returned to you by the Teaching Assistant (TA). He/she/they will communicate the return of assignment details to you. The TAs do not have the authority to grant extensions; only the course instructor can grant an extension, and this will only be done under exceptional circumstances. The final essay is intended solely for the purpose of evaluation and will only be returned upon request.

Always retain for yourself a copy of all essays, term papers, written assignments submitted in your courses. There is no excuse for not having copies of your work. You may be asked to resubmit term work. Also, please retain a hard copy of the Course Outline. Final Exams: are intended solely for the purpose of evaluation and will not be returned as per Carleton University policy.

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/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations:

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).

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (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 to contact the Paul Menton Centre for accommodation in February/March 2026 examinations is **February 1, 2026, and for April 2026 examinations, the deadline is March 15, 2026.**

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.

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.

AI (Artificial Intelligence) Use in Course:

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”.

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).

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 your instructor.

Why have I adopted this policy?

This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without relying on AI support.

Assistance for Students:

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/>

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

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

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, 2026 Full fall and late fall term deferred final examinations will be held.
January 30-February 1, 2026

January 31, 2026 Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.

February 1, 2026 Last day for academic withdrawal from early winter courses.

Last day to request Formal Examination Accommodations for Feb/Mar final examinations from the Paul Menton Centre for Students with Disabilities. Note

that it may not be possible to fulfil accommodation requests received after the specified deadlines.

February 6, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
February 13, 2026	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for early winter courses.
	April examination schedule available online.
February 16, 2026	Statutory holiday. University closed.
	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 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.

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.