

**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY  
SOCI 5304W: FOOD, CULTURE AND SOCIETY  
WINTER TERM 2026**

**METHOD OF DELIVERY:** Weekly in-person seminars (3 hours per week)

Meeting times: Wednesdays 11:35 am – 2:25 pm

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**COURSE INSTRUCTOR**

Michael Mopas, PhD

Office: Loeb Building D787

Phone: 613.520.2600 ext. 2990

Office hours: Fridays 10:00 – 11:00 am or by appointment

Email: [michael\\_mopas@carleton.ca](mailto:michael_mopas@carleton.ca) (please allow 24 to 48 hours for a reply)

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**ABOUT THE COURSE**

Description

‘Tell me what you eat and I will tell you who you are’.

- Anthelme Brillat-Savarin (1755-1826)

The food we eat (or refrain from eating) can reveal a lot about ourselves. Our meals can tell us everything from our moral and religious beliefs (e.g., being vegetarian or vegan) to what we fear and dread (e.g., concerns about weight and body image). Food gives meaning and order to our everyday lives and is a central ingredient in the construction of our cultural subjectivities, allowing us to communicate with others through our consumption. So, while the old saying reminds us that ‘we are what we eat’, what we eat also makes us who we are.

This course examines the meanings that are given to specific foods and their consumption by looking at the ways in which these foods are produced, regulated, represented, and associated with specific identities. We will also consider the host of social, cultural, health, familial, historical, political, and economic underpinnings of what, why, where and with whom we consume food as we do. Some of the substantive topics to be discussed include: The role of food in the construction of race, gender, and class; food, the body and health; the cultivation and refinement of taste; food, rebellion, and counter-cuisine; food, globalization, and culinary tourism; food, fear, and anxiety.

Throughout the course, students will be introduced to some of the major theories, methodologies, and concepts found within the field of cultural studies to help frame our analysis and understanding of food and its consumption. In essence, we will be ‘doing’ cultural studies through an examination of food cultures.

## Objectives

My main goal is to assist and guide students to becoming: (1) knowledgeable of the subject matter being taught; (2) communicators who can effectively convey their thoughts and ideas through both writing and speech; and (3) critical thinkers who can think independently by posing thoughtful questions, carefully examining certain assumptions and arguments, and considering alternative perspectives.

## Approach to Teaching and Learning

I am a firm believer that good teachers 'facilitate' learning. Good teachers not only communicate information and knowledge to their students, but also enable and encourage students to become responsible for their own learning. As such, it is my job to get you excited about this course by facilitating interesting discussions, assigning thought-provoking reading material, and giving challenging (but fair) assignments, so that you can become actively involved in your own learning experience.

## Expectations of Students

To get the most out of this seminar, students must come to class prepared to learn. This means completing the required readings in advance, listening respectfully when others are talking, raising your hand when you want to speak, and speaking in turn.

Important announcements will normally be made at the beginning of class so please arrive on time. Also, because each class is three hours in length, you will miss a significant amount of material if you depart early or are absent, so please plan to attend regularly and for the full duration of the period. If, for whatever reason, you are unable to attend a seminar, it is YOUR responsibility for any course material (e.g., lecture notes, handouts, audio-visual presentations, etc.) you may have missed.

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## **COURSE MATERIALS AND RESOURCES**

### Required Readings

The readings listed on the course schedule (see below) are all available and can be freely downloaded by registered students through the Carleton Library website.

### Online Resources

A Brightspace website has been created for this course. Access to the website is password protected and restricted to students registered in this class. The website will be used by the instructor as an additional means of distributing course material and information (e.g., lecture notes, class announcements, class marks, links to course-related Internet sites, etc.). A discussion board has been created to provide students with an additional forum for discussing various course-related issues.

**NOTE:** Students will be expected to check the website on a weekly-basis.

## COURSE SCHEDULE AND ASSIGNED READINGS

Students are expected to have all readings completed and to come to class prepared to discuss the topics covered. Please keep on top of the readings (i.e., don't leave them to the last minute) and ask questions if any material is unclear.

### **Week 1 (January 7): Introduction**

Required readings: None.

### **Week 2 (January 14): Culture, Cultural Studies, and the Study of Food**

Required readings:

Lake, E.S. and M. Oh (2007) 'The sociology of food and eating' in C.D. Bryant and D.L. Peck (eds.) *21<sup>st</sup> Century Sociology: A reference handbook*. Thousand Oaks, CA: Sage, pp. 185-195.

Johnston, J. and S. Cappeliez (2017) 'You are what you eat: Enjoying (and transforming) food culture' in K. Mustafa, J. Sumner, and A. Winson (eds.) *Critical Perspectives in Food Studies*. Don Mills, ON: Oxford University Press, pp. 49-64.

Belasco, W. (2008) 'Identity: Are we what we eat?' in *Food: The key concepts*. Oxford: Berg, pp. 15-34.

Williams, R. (1998) 'The Analysis of Culture' in J. Storey (ed.), *Cultural Theory and Popular Culture: A Reader* (4<sup>th</sup> edition), pp. 32-40.

### **Week 3 (January 21): Theorizing Food and Eating**

Required readings:

Lupton, D. (1996) 'Theoretical Perspectives on Food and Eating' in *Food, the Body and the Self*. London: Sage Publications, pp. 6-36 (Chapter 1).

Barthes, R. (1961) 'Toward a Psycho-sociology of Contemporary Food Consumption' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 28-35.

Lévi-Strauss, C. (1966) 'The Culinary Triangle' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 36-43.

Bennett, J. (2007) 'Edible Matter' in *New Left Review*, 45: 133-145.

### **Week 4 (January 28): 'You are what you eat'? Food, body, and health**

Required readings:

Lupton, D (1996) 'Food, Health, and Nature' in *Food, the Body and the Self*. London: Sage Publications, pp. 68-93 (Chapter 3).

Counihan, C.M. (1999) 'What does it mean to be fat, thin, and female?' in *The anthropology of food and body: Gender, meaning, and power*. New York: Routledge, pp. 76-92.

Rousseau, S. (2015) 'The celebrity quick-fix: When good food meets bad science' in *Food, Culture and Society*, 18(2): pp. 265-287.

Lupton, D. (2005) 'Food and emotion' C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 317-24.

Bordo, S. (1993) 'Anorexia Nervosa: Psychopathology as the Crystallization of Culture' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 162-186.

### **Week 5 (February 4): Fine Discernments, Status, and the Cultivation of Taste**

#### Required readings:

Bourdieu, P. (1984) 'Taste of Luxury, Taste of Necessity' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 72-78.

Mennell, S. (1987) 'On the Civilizing of Appetite' in *Theory, Culture & Society*, 4(2): 239-48.

Guthman, J. (2003) 'Fast food/organic food: reflexive tastes and the making of 'yuppie chow'' in *Social and Cultural Geography*, 4(1): pp. 45-58.

Mennell, S. (2005) 'Of Gastronomes and Guides' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 110-122.

W. Roseberry (1996) 'The Rise of Yuppie Coffees and the Re-imagination of Class in the United States' in *American Anthropologist*, 98(4): pp. 762-775.

### **Week 6 (February 11): But is it 'real'? Food and authenticity**

#### Required readings:

Johnston, J. and S. Baumann (2010) 'Eating Authenticity' in *Foodies: Democracy and Distinction in the Gourmet Foodscape*. London: Routledge, pp. 69-96 (Chapter 2).

Heldke, L. (2005) 'But is it Authentic? Culinary Travel and the Search for the 'Genuine Article'' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 385-394.

Classen, C., D. Howes and A. Synnott (1994) 'Artificial Flavours' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 337-342.

Haden, R. (2005) 'Taste in an Age of Convenience: From Frozen Food to Meals in 'the Matrix'' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 344-358.

Molz, J. (2003) 'Tasting an Imagined Thailand: Authenticity and Culinary Tourism in Thai Restaurants' in L. Long (ed.), *Culinary Tourism*. Lexington: The University Press of Kentucky, pp. 53-75.

### **Week 7 (February 18): WINTER BREAK**

No class.

### **Week 8 (February 25): Food, Gender, and Consumption**

#### Required readings:

Dusselier, J. (2001) 'Bonbons, Lemon Drops and Oh Henry! Bars: Candy, Consumer Culture and the Construction of Gender, 1895-1920' in S. Inness (ed.), *Kitchen Culture in America*. Philadelphia: University of Pennsylvania Press, pp. 13-49.

Parkin, K. (2001) 'Campbell's Soup and the Long Shelf Life of Traditional Gender Roles' in S. Inness (ed.), *Kitchen Culture in America. Popular Representations of Food, Gender, and Race*. Philadelphia: University of Pennsylvania Press, pp. 51-67.

Rogers, R. (2008) 'Beasts, Burgers and Hummers: Meat and the Crisis of Masculinity in Contemporary TV Advertisements' in *Environmental Communication*, 2(3): 281-301.

Reitz, J. (2007) 'Espresso: A Shot of Masculinity' in *Food, Culture & Society*, 10(1): pp. 7-21.

### **WEEK 9 (March 4): 'Fork you'! Food, politics, social justice, and counter-cuisine**

#### Required readings:

Johnston, J., M. Szabo and A. Rodney (2011) 'Good food, good people: Understanding the cultural repertoire of ethical eating' in *Journal of Consumer Culture*, 11(3): 293-318.

Clark, D. (2004) 'The Raw and the Rotten: Punk Cuisine' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 411-422.

Parkins, W. and G. Craig (2009) 'Culture and the Politics of Alternative Food Networks' in *Food, Culture & Society*, 12(1): 78-103.

Rock, M., L. McIntyre and K. Rondeau (2009) 'Discomforting comfort food: Stirring the pot on Kraft Dinner and social inequality in Canada' in *Agricultural and Human Values*, 26(3): 167-176.

Hayes-Conroy, A. and J. Hayes-Conroy (2008) 'Taking back taste: Feminism, food and visceral politics' in *Gender, Place & Culture*, 15(5): 461-473.

Singer, P. (1998) 'A Vegetarian Philosophy' in S. Griffiths and J. Wallace (eds.), *Consuming Passions: Food in an Age of Anxiety*. New York: Manchester University Press. pp. 71-79.

### **Week 10 (March 11): Food, Race, Ethnicity and Colonialism**

#### Required readings:

Mintz, S. (2005) 'Sweetness and Meaning' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 110-122.

hooks, b. (1992) 'Eating the Other: Desire and resistance' (chapter 2) in b. hooks *Black Looks: Race and representation*. Boston: South End Press, pp. 21-39.

Deck, A. (2001) "Now Then – Who Said Biscuits?" The Black Woman Cook as Fetish in American Advertising, 1905-1953' in S. Inness (ed.), *Kitchen Culture in America. Popular Representations of Food, Gender, and Race*. Philadelphia: University of Pennsylvania Press, pp. 69-93.

Elliott, C. (2008) "Consuming the Other: Packaged Representations of Foreignness in President's Choice" in K. LeBesco and P. Naccarato (eds.), *Edible Ideologies*. Albany: SUNY Press, pp. 179-198.

### **Week 11 (March 18): Eating as civic duty: Food and culinary nationalism**

#### Required readings:

Appadurai, A. (1988) 'How to Make a National Cuisine: Cookbooks in Contemporary India' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 289-307.

Ferguson, P. 'Culinary nationalism' in *Gastronomica*, 10(1): 102-109.

Ranta, R. (2015) 'Food and nationalism: From foie gras to hummus' in *World Policy Journal*, 32(3): pp. 33-40.

Penfold, S. (2003) 'Eddie Shack Was No Tim Horton: Donuts and the Folklore of Mass Culture in Canada' in W. Belasco and P. Scranton (ed.), *Food Nations: Selling Taste in Consumer Societies*. New York: Routledge, pp. 48-66.

Blue, G. (2008) 'If it Ain't Alberta, it Ain't Beef: Local Food, Regional Identity, (Inter)National Politics' in *Food, Culture & Society*, 11(1): 69-85.

Bookman, S. (2013) 'Coffee brands, class, and culture in a Canadian city' in *European Journal of Cultural Studies*, 16(4): 405-423.

### **Week 12 (March 25): Appropriate/appropriating food: Food, globalization, and culinary tourism**

#### Required readings:

Long, L. (2004) 'Culinary Tourism: A Folkloristic Perspective on Eating and Otherness' in L. Long (ed.), *Culinary Tourism*. Lexington: The University Press of Kentucky, pp. 20-49.

Matejowsky, T. (2007) 'SPAM and fast-food 'glocalization' in the Philippines' in *Food, Culture & Society*, 10(1): 23-41.

Heldke, L. (2001) 'Let's Cook Thai: Recipes for Colonialism' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 327-341.

Kuo, R. (2015) 'The feminist guide to being a foodie without being culturally appropriative' in *Everyday Feminism* (online article) found at:  
<http://everydayfeminism.com/2015/11/foodie-without-appropriation/>

### **Week 13 (April 1): Popular representations of food**

#### Required readings:

Chan, A. (2003) "La grande bouffe": Cooking Shows as Pornography' in *Gastronomica: The Journal of Food and Culture*, 3(4): pp. 46-53.

Hansen, S. (2008) 'Society of the appetite: Celebrity chefs deliver consumers' in *Food, Culture and Society*, 11(1): pp. 49-67.

Wessell, G. (2012) 'From place to non-place: A case study of social media and food trucks' in *Journal of Urban Design*, 17(4): pp. 511-531.

Broussard, J. (2008) 'An intellectual property food fight: Why copyright law should embrace culinary innovation' in *Vanderbilt Journal of Entertainment and Technology Law*, 10(3): 691-728.

Holmberg, C. (2014) 'Food and social media – a complicated relationship' in *The Huffington Post* (online article) found at: [http://www.huffingtonpost.com/christopher-holmberg/food-and-social-media-a\\_c\\_b\\_4898784.html](http://www.huffingtonpost.com/christopher-holmberg/food-and-social-media-a_c_b_4898784.html)

### **COURSE EVALUATIONS**

Due dates and grade values for each assignment are as follows:

Assignments	Grade	Due Date
Weekly reading reports	20%	N/A
Participation	20%	N/A
Seminar introductions	10%	N/A
Food reflection assignment	20%	February 25, 2026
Final take-home exam	30%	April 23, 2026

#### Weekly reading reports – 20% of final grade

For each class, students will be required to prepare a brief reading report (approximately 1 page in length) on the week's set of readings. You are NOT expected to write a report

for each article. Instead, your report should be a synthesis of *all* of the readings that have been assigned for that week. Focus your report on the broader topics and themes that tie the readings together. How do the articles speak or relate to each other? Out of eleven possible weeks, you must submit a minimum of **SEVEN (7)** reports.

The reading reports must be submitted through Brightspace the **DAY BEFORE** the class by no later than 5:00 p.m. since they will form the basis of our weekly discussion and debate. A bulletin board will be set up to facilitate this exchange of ideas. You should read the reports of your fellow classmates and be prepared for comment/critique.

In your reading report, please include:

- One to two 'reactions' – What did you think of the articles? What struck you the most about the readings?
- One to two 'keepers' – What were the key ideas worth remembering and making note of? What did you take away the most from the readings?
- One to two 'questions' – What quibbles, questions or criticisms did you have for the author(s)?
- One 'so what' – Why does the topic matter? How does it contribute to our study of food, culture, and society?

#### Participation – 20% of final grade

Discussion and dialogue are integral to student learning. Students are expected to have carefully read all of the assigned materials prior to each seminar and prepared to actively participate in class discussion. The reading reports described above will help facilitate these discussions. The mark you receive will be based on attendance and the overall quality (not the quantity) of your participation (e.g., how well you have understood the readings, the ability to critically engage with the materials and relate them to the overall themes of the course, etc.).

#### Seminar introductions – 10% of final grade

Each student (by themselves or in pairs, depending on enrolment) will be expected to introduce the day's topic with a short (15-20 minute) presentation.

Student presentations should be designed to ***motivate class discussion*** and should not simply summarize the readings. These presentations are not intended to be onerous research projects, but are opportunities to gain experience briefly introducing complex topics, generating concise oral overviews, and asking provocative questions. You should come to class prepared to answer the question, 'why does this topic matter?' and armed with a list of questions for fellow students. You may also come to class with a food sample for the class to taste, if appropriate. This is not a hard-and-fast requirement, but a useful way to introduce the material relevance of the topic. Too often studies about food (and the body) remain dry, disembodied affairs, and our goal in this course will be to make connections between our own personal experiences with food and the wider scholarly debates surrounding food as culture and commodity.

### Food reflection assignment – 20% of final grade

Students will write a short reflection essay (approx. 5-6 pages in length) on the role of food in everyday life. More explicit instructions for these assignments will be distributed in class.

### Final take-home exam – 30% of final grade

The final take-home exam will test students' knowledge and understanding of key issues and concepts discussed throughout the entire course (i.e., the final exam is CUMULATIVE). More explicit instructions for the final take-home exam will be distributed in class.

NOTE: Students will also be given the option to write a research paper (approx. 10-12 pages in length) that draws or builds upon any of the main themes covered in this course.

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## **COURSE POLICIES REGARDING ASSIGNMENTS**

### Citation style

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

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

### Submitting assignments and late penalties

All assignments and final take-home exams must be submitted electronically through Brightspace. Subject to the extension policy outlined below, there will be a 2% per day deduction from assignments submitted late. The late penalty applies equally to Saturday and Sunday. That is, a paper due on Tuesday that is handed in on Wednesday (1 day late) will be subject to a 2% deduction from the overall assignment grade (i.e., out of 100%). The same paper handed in on the following Monday (6 days late) will be subject to a 12% deduction.

### Extension Policy

Students must request an extension PRIOR to the due date of an assignment. To receive an extension for an assignment, a student must provide written documentation of his or her inability to complete the assignment on time. Written documentation will generally take the form of a self-declaration form. For non-medical notes, the instructor will accept a note from the Registrar's Office (or similar University official), social worker, clergy member, lawyer, etc. Once the student has provided the instructor with adequate documentation of their inability to complete the assignment on time, the student and the instructor will negotiate a new due date for the assignment. Assignments submitted after the negotiated deadline will be subject to the late penalty outlined above.

## GENERAL COURSE POLICIES

Every student enrolled in this course is responsible for reading the following policies. It contains everything you need to know about the rules, requirements and regulations set out for this course.

### A welcoming classroom

In this classroom, we collectively – students, visitors, and teacher - try to make sure that everyone is safe enough to be present, learn, and share their understanding of course material. This means that talk or behavior that disrespects or demeans others is not accepted. For example, rape jokes, racist comments, the expressions “that’s retarded” or “that’s so gay” would be inappropriate. We all will refer to one another using correct names and pronouns. In some cases, we’d talk about anything that comes up on the spot, and in other cases it could be addressed outside of class. As needed in relation to the readings we do and discussion we have I will aim to provide regular and appropriate content and trigger warnings and welcome your input on what I can do to make this class workable for you.

### Courtesy during lecture/seminar

Please do NOT come to lecture/seminar if you intend to sleep, surf the web, or chat with friends. This kind of behaviour annoys me and other students in the class. If you do intend on coming to lecture or tutorial, there are a couple of general rules that students must abide by:

1. Unless there is a class discussion going on, there is NO TALKING during the lecture/seminar.
2. LAPTOP COMPUTERS ARE FOR NOTE-TAKING ONLY – not e-mail, web surfing, social media, or playing online games.

### Office Hours

My office hours are posted on my office door (787D Loeb Building). You are welcome to drop by during office hours or you may make an appointment if you feel you need extra time or cannot make the time I have allotted.

If my door is open, you are welcome to see me even if it is not during my office hours. If my door is shut, please do NOT knock unless it is an emergency. If my door is shut, I am either on the phone, working, or not in the office. Please do NOT drop by right before the class as I’m usually doing last-minute preparations.

### Email

I will do my best to respond to your e-mails as quickly as possible. However, please allow at least 24 to 48 hours for a reply. Please be patient. I do my very best to respond in a timely fashion, but sometimes it is just not possible.

## REGULATIONS COMMON TO ALL COURSES AT CARLETON UNIVERSITY

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/>

### 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](http://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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for February/March examinations is **February 1, 2026** and **March 15, 2026** for April examinations.

### For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Pregnancy:**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Survivors of Sexual Violence:**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [www.carleton.ca/sexual-violence-support](http://www.carleton.ca/sexual-violence-support)

**Accommodation for Student Activities:**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Plagiarism:**

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

**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.

### **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/>

### **Artificial Intelligence:**

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 with the course instructor to ensure it supports the learning goals for the course.

### **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 Carleton 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/>.

Date	Activity
<b>WINTER TERM 2026</b>	
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 Merton Centre for Students with Disabilities. Note that it may not be possible to fulfil	

Date	Activity
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.

Date	Activity
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 Merton 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

Date	Activity
<p>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).</p>	
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.
<p>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).</p>	
April 3, 2026	Statutory holiday. University closed.
April 8, 2026	Winter term ends.
<p>Classes follow a Friday schedule.</p> <p>Last day of full winter, late winter, and fall/winter classes.</p>	
<p>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.</p>	
<p>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.</p>	

Date	Activity
April 9-10, 2026	No classes or examinations take place.
April 11-23, 2026	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 23, 2026	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 1, 2026	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 15-27, 2026	Full winter, late winter term, and fall/winter deferred final examinations will be held.
June 1, 2026	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due March 1.
June 15, 2026	Last day for receipt of applications for undergraduate degree program transfers for the fall term.