

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**ANTH 3020 A/ SOCI 3020 A
STUDIES IN RACE AND ETHNICITY
SUMMER TERM 2026**

Instructor: Verónica Vicencio Diaz

Office Hours: Online Thursdays from 11:00-12:00 pm or by appointment.

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Method of Delivery: Online, Mondays and Wednesdays from 8:35 – 11:25 am.

Prerequisite(s): second-year standing or permission of the instructor.

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 behaviour towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin Nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Description:

Welcome! In this course, we will focus on the ways in which race and ethnicity have been socially and historically constructed in the Canadian context and at the international level. We will explore theories, ideologies, and discussions of race and ethnicity with a primary focus on Canada and then explore international perspectives and experiences. We will critically analyze, through personal experiences, understandings, and perspectives, the ways in which identities are influenced by race and ethnicity, along with other social interlocking systems of oppression, like gender, class, sex, sexuality, age, religion, and nationality. In particular, we will examine how identities experience systemic racism and economic inequalities. The course is designed into six broad themes, which involve: the social construction of race and ethnic identity; institutional racism within the Canadian context; gender, class, race, ethnicity, nationality, and intersectionality; understanding race and ethnicity at the international level; race, racism, and ethnicity in the Americas; and race, racism, and ethnicity in Asia.

Course Objectives:

- Understand key concepts, frameworks, and theories used in the study of race and ethnicity.
- Recognize struggles and life experiences caused by specific constructions of race and ethnicity.
- Examine how race, racism, and ethnicity function as ideologies and a set of practices that are embedded in all aspects of everyday life.
- Identify how race and ethnicity intersect with other social categorizations, such as gender, class, ability, age, sexuality, nationality, religion, etcetera.
- Explore different constructions of race and ethnicity at the international level.
- Analyze and deconstruct identities in relation to privilege and inequality.
- Improve analytical and critical thinking skills.
- Improve critical reading and writing skills.

Course Material:

Students are not required to purchase textbooks or other learning materials for this course.

All material will be posted on Brightspace

Evaluation:

Creative Reflections (10, each worth 3%)	30%
Class Attendance and Participation	20%
Positionality Paper	10%
Final Project:	
Draft Proposal (June 1st)	15%
Take-Home Final Exam (June 27)	25%

All submissions are available in Brightspace and the penalty for late submissions is one grade point per day (for example, from A to A-). Also, academic accommodations can be requested by email in advance at lizvicenciodiaz@cunet.carleton.ca.

Creative Reflection (CR) 30%

Students will submit ten Creative Reflection, and will have the option to select the classes which they would like to submit this work. The due date for each Creative Reflection is the day **after** class, Tuesdays, and Thursdays by 11:59 pm. On Tuesdays and Thursdays, students will submit a 350-400-word short reflection based on the class reading/material assigned the previous day (previous class). The kind of engagement that can be elaborated in Creative Reflections consists of a well-structured narrative/storytelling on race, racism, and ethnicity. The answers students may engage with are as follows, what did you learn from these materials? Was this material new for you? How did the assigned material make you feel? What did you think about the perspectives offered by the author(s)? What ideas spoke to you the most? Why? Did you have a favourite text? Why? By contrast, is there an idea proposed by an author that you are critical of,

and if so, how so? Be sure to draw on specific examples and ideas from the readings. The purpose of Creative Reflections is to help students expand their writing and critical reading techniques. Each Creative Reflection is worth 3%.

Class Attendance and Participation 20%

Attendance at each online lecture is required. As well, students are expected to participate in discussions during online lectures. Participation means coming to class prepared with knowledge and familiarity with the assigned material, while contributing regularly, actively listening, engaging thoughtfully with other views, and drawing on weekly (or previous weeks') readings. Class attendance and Participation will be marked based on the quality of students' participation, such as analysis of the material, level of engagement and understanding, and ways of connecting the material to personal experiences. Students will be allowed to miss two classes without repercussion. Any further absence from class will have an impact on the attendance grade.

Positionality Paper 10%

The Positionality Paper will allow students to express the intersectional ways in which they identify themselves in every day life; a critical informed conversation on the ways in which they experience different forms of oppression (related to gender, race, class, sex, sexuality, age, ability, nationality, language, religion, etc.); A reflection where students can engage in an intellectual reflection based on race, racism, and ethnicity. The use of the word "I" is encouraged, as this exercise is designed to help students develop a personal narrative/storytelling.

Draft Proposal 15% (June 1st)

For the Draft Proposal, students will begin their Final Take-Home Exam. The Draft Proposal is a general description of what your final paper/project (Take-Home Exam) will address. It should identify a clearly defined research topic related to discussions and theories on race, racism, and ethnicity, the main points you expect to explore, and how such points will be addressed. Thus, at the proposal stage, students will submit a two-page paper (double-spaced, 12 pt. font, and 1-inch [2.5 cm] margins). The Draft Proposal must include a proposed title, a working thesis, a summary description of the proposed paper, a general outline, and a bibliography. Students must use the APA or Chicago citation style, and must use it correctly and consistently for all in-text referencing as well as the bibliography. Students are expected to include approximately 12 sources (maximum 14 sources), including peer-reviewed journal articles, books, newspaper articles, governmental and non-governmental publications, and media releases, etcetera. Remember, given the brevity of the proposal, not all references in the bibliography need to be cited in the proposal. Detailed instructions will be given in class.

The Draft Proposal and bibliography must be submitted through Brightspace in Microsoft Word format by midnight on June 1st (11:59pm). Assignments submitted in any other format will not be accepted. It is your responsibility to ensure that your assignment has been submitted correctly.

Take-Home Final Exam 25% (June 27)

For the Take-Home Final Exam, students will have the opportunity to expand/modify their Draft Proposal. Students will conduct independent research and define and design a topic of their choice related to the course materials, lectures, and class discussions on race, racism, and ethnicity. The paper should not exceed 8-10 typewritten, double-spaced pages (12-pt font, and 1-inch margin) plus the bibliography. The paper should include a standard academic paper title page (including student name, course name, paper title, and date). Remember to include page numbers. Format the remainder of the paper, including headings, footnotes, page numbers, in-text citations, quotations, etcetera, using your citation style (APA or Chicago). Students are encouraged to be creative and undertake independent research on a topic that allows them to explore the topics and issues discussed in class.

The Take-Home Exam must be submitted in Microsoft Word format through Brightspace by midnight on June 27 (11:59pm). Assignments submitted in any other format will not be accepted. It is your responsibility to ensure that your assignment has been submitted correctly, and no extensions on The Take-Home Exam are given. Detailed instructions will be given in class.

Course Schedule:

Week 1 May 6 — **Introduction to the course**

PART I

The Social Construction of Race and Ethnic Identity

Week 2 May 11 — **What is race and ethnicity?**

Ansell, A. E. (2013). *Race and Ethnicity: The key concepts*, Colonialism pp. 53-55, Ethnicity pp. 76-78, Eurocentrism pp. 81-84, Race pp. 134-141. Routledge.

Kivisto, P., & Croll, P. R. (2012). Chapter 1: Defining the subject, pp. 13-33. In Peter Kivisto and Paul R. Croll, *Race and Ethnicity: The Basics*. Routledge.

Week 2 May 13 — **Race, Racism and Ethnicity as a Theoretical Framework**

Frances, H., & Carol T. (1994). The Ideology of Racism - democratic Racism. *Canadian Ethnic Studies*, 26(2), pp. 1-14.

Outlaw, L. (1990). Chapter 4, Toward a critical theory of race, pp. 58-82. In David Theo Goldberg, *Anatomy of racism*. University of Minnesota Press.

PART II

Institutional Racism within the Canadian Context

Week 3 May 18 — **Statutory holiday. No class.**

Week 3 May 20 — **Indigenous Peoples in Canada**

Sedehi, Kamelia T. (2019). Witnessing the unspoken truth: On residential school survivors' testimonies in Canada. *Theory and Practice in Language Studies*, 9(7), pp. 755–761.

Collaborative Indigenous Learning Bundles, Carleton University: Indigenous-Canada Relations.

PART III

Gender, Class, Race, Ethnicity, Nationality, and Intersectionality

Week 4 May 25 — **Race, Racism, and Ethnicity in the Diaspora**

David Nieves, A. (2007). Memories of Africville. Urban renewal, reparations, and the Africadian diaspora, pp. 82-96. In Katherine McKittrick, and Clyde Adrian Woods Clyde, *Black geographies and the politics of place. Between the Lines.*

Week 4 May 27 — **Race, Ethnicity, Place and Health**

Pirtle, W. N. L., & Wright, T. (2021). Structural gendered racism revealed in pandemic times: Intersectional approaches to understanding race and gender health inequities in COVID-19. *Gender & Society*, 35(2), April 2021, pp. 168–179,

PART IV

Understanding Race and Ethnicity at the International Level

Week 5 June 1 — **Whiteness, Privilege, and Power**

Omi, M., & Winant, H. (2014). *Racial formation in the United States*, Introduction, pp. 2-19. Routledge.

Fleming, C. M. (2017). Chapter 1, Slavery and the construction of race in France, pp. 25-42. In Chrystal Marie Fleming, *Resurrecting slavery: Racial legacies and white supremacy in France*. Temple University Press.

Video: The story of race: A history
<https://www.youtube.com/watch?v=No5ai6LZLFg>

June 1st Draft Proposal due date.

Week 5 June 3 — **Whiteness, Privilege, and the Nation-State**

Christian, M. (2019). A global critical race and racism framework: Racial entanglements and deep and malleable whiteness. *Sociology of Race and Ethnicity*, 5(2), pp. 169–185.

Mondon, A., & Winter, A. (2021). Chapter 1, Whiteness, populism and the racialisation of the working class in the United Kingdom and the United States, pp. 10-28. In Nasar Meer, *Whiteness and nationalism*. Routledge.

PART V

Race, Racism, and Ethnicity in the Americas

Week 6 June 8 — **La Mezcla**

Krozer, A., and Gómez A. (2023). Not in the eye of the beholder: Racialization, whiteness, and beauty standards in Mexico. *Latin American Research Review*, 58, 422–439.

Miller, M. G. (2004). Chapter 4: Showcasing mixed race in Northeast Brazil, pp. 96-118. In Marilyn Grace Miller, *Rise and fall of the cosmic Race: The cult of mestizaje in Latin America*. University of Texas Press,

Week 6 June 10 — **Latinx in the Borderlands**

Caswell, L. M., & Ruehs-Navarro, E. (2024). Chapter 8: Unaccompanied undocumented immigrant children and the structural and legal violence of the U.S. immigration system: A view from the child advocate, pp. 174-195. In Alejandra J. Josiowicz, and Irasema Coronado, (eds.), *Children crossing borders: Latin American migrant childhoods*. University of Arizona Press.

Reanne, F. , & Redstone, A. I. (2010). Latino immigrants and the U.S. racial order: How and where do they fit in? *American Sociological Review* 75(3), pp. 378–401.

PART VI

Race, Racism, and Ethnicity in Asia

Week 7 June 15 — **Race, Ethnicity, and Orientalism**

Said, E. W. (2003). Chapter 1, section II, Imaginative geography and its representations: Orientalizing the oriental, pp. 78-101. In Edward W. Said, *Orientalism*. Vintage Books.

Ozcelik, B. (Ed.). (2023). Introduction: Confronting the legacy and contemporary iterations of racial politics in the Middle East, pp. 1-12. In Burcu Ozcelik, *The politics of race and racialisation in the Middle East*. Routledge, Taylor & Francis Group.

Video: Edward Said on Orientalism
<https://www.kanopy.com/en/carletonca/video/41538>

Week 7 June 17 — **Race and Ethnic Minorities in Asia**

Miller, M. A. (2011). Introduction - ethnic minorities in Asia: Inclusion or exclusion? *Ethnic and Racial Studies*, 34(5), pp. 751–61.

Myers, Samuel L, Xiaoyan, G., & Cruz, B. C. (2013). Ethnic minorities, race, and inequality in China: A new perspective on racial dynamics. *The Review of Black Political Economy*, 40(3), pp. 231–44.

Week 7 June 18 — **Indigenous Peoples in Canada (Follows a Monday Schedule)**

Dua, E., Razack, N., & Warner, J. N. (2005). Race, racism, and empire: Reflections on Canada. *Social Justice*. 2(4) (102), 120-143.

Dorries, H., Hugill, D., & Tomiak, J. (2022). Racial capitalism and the production of settler colonial cities. *Geoforum* 132, pp. 263–270.

June 27 — Final Take-Home Exam due date.

[Deferred Final Examination](#)

Standing in a course is determined by the course instructor, subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Additional Information

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation

request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

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 June examinations is **June 1, 2026** and **August 1, 2026** for August examinations.

For Religious Obligations:

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

For Pregnancy:

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

For Survivors of Sexual Violence

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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience.

Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. As well, re-using your own work from a different course (or from the same course if you are repeating) is not permitted in the course. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

The University Academic Integrity Policy defines plagiarism as ‘presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.’ This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT).
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment.
- Using another’s data or research findings without appropriate acknowledgement
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own.
- Failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor (more information below).

Generative Artificial Intelligence Tools (e.g. ChatGPT)

Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot). It is not necessary to document the use of AI for the permitted purposes listed. If you have questions about a specific use of AI that isn't listed above, please consult your instructor. For course assignments, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course. Note: Students can also access resources related to citing Generative AI on the MacOdrum Library website <https://library.carleton.ca/guides/help/generative-ai-chatgpt-and-citations>

What are the Penalties for Plagiarism?

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. The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#).

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level, then it is referred to a tribunal appointed by the Senate.

Policy on Classroom Recording

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the Paul Menton Centre. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor's written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Statement on Student Mental Health:

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus)) <https://wellness.carleton.ca/get-help-now/>

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage

the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.

- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>

SUMMER TERM 2026 – Important Dates and Deadlines

Date	Activity
SUMMER TERM 2026	
March 1, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the summer term.
April 29, 2026	Deadline for course outlines to be made available to students registered in early summer and full summer courses.
May 1, 2026	Last day for receipt of applications for undergraduate degree program transfers for the summer term.
May 6, 2026	Summer term begins. Early summer and full summer classes begin.
May 12, 2026	Last day for registration and course changes (including auditing) in early summer courses.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in spring 2026 and must register for the summer 2026 term.
May 15-27, 2026	Full winter, late winter, and fall/winter term deferred final examinations will be held.

Date	Activity
May 18, 2026	Statutory holiday. University closed.
May 20, 2026	<p>Last day for registration and course changes (including auditing) in full summer courses.</p> <p>Last day to withdraw from early summer courses with a full fee adjustment.</p>
May 31, 2026	Last day to withdraw from full summer courses with a full fee adjustment.
June 1, 2026	<p>Last day for academic withdrawal from early summer courses.</p> <p>Last day to request Formal Examination Accommodations for June examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specific deadlines.</p>
June 11, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in early summer term undergraduate courses before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
June 18, 2026	<p>Last day of early summer classes. (NOTE: full summer classes resume July 2.)</p> <p>Classes follow a Monday schedule.</p> <p>Last day for 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>
	Last day that can be specified by a course instructor as a due date for term work for early summer courses.
June 19-20, 2026	No classes or examinations take place.

Date	Activity
June 21-27, 2026	Final examinations in early summer courses and mid-term examinations in full summer courses will be held. Examinations are normally held all seven days of the week.
June 25, 2026	Deadline for course outlines to be made available to students registered in late summer courses.
June 27, 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.
July 1, 2026	Statutory holiday. University Closed.
July 2, 2026	Late summer classes begin and full summer classes resume.
July 8, 2026	Last day for registration and course changes (including auditing) in late summer courses.
July 15, 2026	Last day to withdraw from late summer courses with a full fee adjustment.
July 17-19, 2026	Early summer term deferred final examinations will be held.
July 19, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
August 1, 2026	Last day for academic withdrawal from full and late summer courses.
	Last day to request Formal Examination Accommodations for August 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.
August 3, 2026	Statutory holiday. University closed.

Date	Activity
August 7, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in late summer and full summer term undergraduate courses, before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
August 14, 2026	Last day of late summer and full summer classes.
	Classes follow a Monday schedule.
	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 a course instructor as a due date for term work for late summer and full summer courses.
August 15-16, 2026	No classes or examinations take place.
August 17-23, 2026	Final examinations in late summer and full summer courses will be held. Examinations are normally held all seven days of the week.
August 23, 2026	All final take-home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
September 18-20, 2026	Full summer and late summer term deferred final examinations will be held.