

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
SOCI 4020A / ANTH 4020A
Advanced Studies in Race and Ethnicity
Fall 2026

Instructor: Amina Mire

Office Hours: Hours: Wednesdays: 12 Noon- 2 PM.

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Course lecture time: Mondays 2:35 PM- 5:25 PM

Method of Delivery:

In person only. There is no online teaching or tutorial components for this seminar. However, all assigned work must be submitted on the seminar's Brightspace home page. The outline of the seminar will be made available to learners via the seminar's homepage at Brightspace.

Here is the seminar's BrightSpace Home Page: <https://brightspace.carleton.ca/d2l/home/452740>

The outline will also be directly emailed to learners.

All assigned readings are electronically accessible to learners via Brightspace. Assigned readings are electronically accessible by pressing tools icon and then pressing ARES icon.

Pre-requisites & Precluded Courses: Prerequisites: Fourth year standing

Inclusivity Principles:

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.

Land Acknowledgement:

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

Course Description and Objectives:

This advanced seminar aims to provide advanced level understanding about studies of race, ethnicities, racialization, and settler colonialism in contemporary context. The seminar also aims at enhancing learners' written and oral communication skills.

Learning Outcomes:

1. The seminar seeks to help learners gain practical and theoretical skills to examine social, ethical, epistemological and methodological implications of the intersectionality of race, ethnicity, class, gender, and differences by revealing how these categories intersect and reinforce unequal relations of power.
2. Learners can mobilize skills they gain from this seminar to future uses in their studies and in the service of practical applications.
3. Learners can use their acquired skills from taking this seminar for the promotion of social justice by working with marginalized communities.

Reading (s)/Textbook (s): Required readings for this seminar are journal articles, book chapters, feature films, short videos and newspaper articles, which are electronically accessible to learners via the Brightspace course homepage under ARES Reserves icon.

Here is the seminar's BrightSpace Home Page: <https://brightspace.carleton.ca/d2l/home/452740>

The outline will also be directly emailed to learners.

Course Requirements & Methods of Evaluation:

Literature Review: 20% of the final grades. (5-7 pages double spaced including reference page plus a cover page). Due date: October 19, 2026.

In-class presentations (5-6 minutes maximum per person). Presentation dates: November 16 and November 23, 2026. 20% of the final grades. Proceedings from the In-Class Presentations must be uploaded on BrightSpace on November 23, 2026.

Class attendance: 15% of the final grades.

Final research essay 12-14 pages double spaced plus references and cover page. 45% of the final grade. Due date: December 11, 2026.

Requirements and the rationale of the literature review:

Literature review exercise is a good way of gaining stronger reading and writing skills. It also helps learners gain greater knowledge about important sociological and anthropological concepts and theories. A Literature review is also a good way of identifying relevant concepts and their implications. Furthermore, literature review can help learners prepare for their in-class presentations, final research essays, and in their future endeavours. **Please note, no outside**

sources will be accepted as part of the literature review. Also, please avoid using AI sources. To show close reading, include page# in the **in-text citations** and include complete references in the reference page(s). All submissions must be uploaded via Brightspace page for the seminar. All the work reviewed for the literature survey should be cited according the Chicago Mannual Style Guide, 17th edition). Formatting for all the submitted work: It must be double spaced, 12 fonts, Word or PDF formats. Due date for the **Literature Review is on October 19, 2026.** Please submit your work via Brightspace.

How to Approach the Literature Review:

The literature review is based on careful reading and reflecting on **three items taken from assigned readings of three different weeks.** This means reflections cannot be selected from the assigned readings of one or two weeks. **They must be selected from three different weeks.** Once Three items are selected, learners should identify relevant insights of these **Three** items. These insights can be positive or weakness in each item by defining and briefly explaining each article. Learners can use headings and subheading to organize each reflection. Each item should take about three full paragraphs. Repeat the process for the remaining two items using the same format. Using heading and subheading can also serve separating the three items. However, submit the reflection of the three items in one file. Use the remaining 1-2 pages to express learner's own experience with the close reading process. The total pages of the literature review must not go over 7 pages (doublespaced including the references). Literature Reviews can be uploaded as a PDF or as a Word file. Literature review and all work submitted for grading must include a cover page. A cover page must contain the name and student ID of the learner, the course # and name of the course.

In-class presentations of the the proposals for the final essays: 20%. (5 minutes maxium per person). November 16, November 23.

Rationale for in-class presentations:

In-Class Presentations build on the skills learners have gained from the literature review. In-Class Presentations also serve for preparations for the final research essays. As a result, unlike the literature review, in-class presentations must contain the following features: 1. Clearly stated and a sociologically or anthropologically grounded research question. 2. A theoretical framework. Using theoretical frameworks help learners effective use convincing empirical evidence to backup their research questions. Please note that theoretical framework alone is not enough; research questions must be supported with credible empirical evidence. Learners can use the assigned readings and additional research to support their in-class presenations. 3. Learners must include complete list of the references used in their in-class presentations.

In-class presentation is a good way to develop learner's oral and presentational skills. Learners can use visual material such as videos, PowerPoint slides or both when presenting their work in-class. Each learner has 5-6 minutes to present their work. Presentations are expected to touch on the topic of the final essay in a simplified or a summarized manner. That means, learners are expected to present in-class the outline of their final essay's research question. This can be done by defining theoretical concepts by using few examples that connect learner's research question for the final essay to the selected concepts and evidence.

In-class presentations take place on 16 November and 23 November, 2026.

Proceedings from the In-Class presentations must be uploaded to Brightspace by November 23, 2026.

Class attendance: 15% of the final grades.

Rationale: class attendance is good way of creating engaging and learning environment in which learners actively engage with the literature and with each other. 15% of the final grades.

Final essay: 45%. Due date, December 11, 2026.

The final essays represent summation of the skills learners have gained in the entire term(I.e. literature, in-class presentations, and in-class active learning). Consequently, final essays are expected to demonstrate sufficient evidence of using skills acquired through literature review and in-class presentations. The final essays must also situate the research analysis using concepts taken from the fields of Sociology and Anthropology. Please note that ideas drawn from the literature review and in-class presentations can be used in the final essays. The final essay can be between 12-14 pages double spaced plus references and a cover page. If learners want to include in the final essay, they must place them at the end of the essay under the heading **appendices**. The essays can be uploaded as a PDF or a Word file. **Please keep copies of all the work submitted for grading.**

September 14 - Week 1- Introduction, no assigned reading

September 21 -Week 2--The epistemological and the juridical foundation “Race” in the context of Settler Coloniality.

Assigned Readings:

Goldberg, David Theo. 2002. “The Racial State”. Blackwell Publishers. Pgs. 98-137.

Scales Trent, Judy. 2001). “Racial Purity Laws in The United States and Nazi Germany: The Targeting Process”. Human Rights Quarterly, 23(.2):259-207.
<http://www.jstor.org/stable/4489335>.

September 28-Week 3- Ambiguous Bodies, Racial Passing and, Symbolic Investment in Whiteness.

Assigned reading: Film: Universal Pictures. (1959). Imitation of Life. Time: 2hrs 5minutes.

This film is an excellent source in showing close links between colourism and racism. I encourage learners to watch the film before coming to the seminar. We will watch segments of the film in class, but I encourage learners to watch it before coming to class. As a trope, Racial Passing is situated at the ambiguous borders between being (an ontological status of being a person with certain identities) and appearing to be (ontological masking or passing for somebody one is not). Racial Passing operates at the intersection between visible and invisible difference and it embodies the specter that hovers over questions of race, ethnicity, and colourism in contemporary contexts. This film underscores historical and contemporary contests over who is Black and who is White in The United States and Canada and in other settler colonies. Despite the final version of the film was made in 1959, the issues it raised are highly relevant today. The film addresses the tension between “appearance” and “being” and how these two categories are implicated in colourism, racism, access and exclusion. **Please watch the film before coming to class.**

Cutter, Martha. J. 2016. "As white as most white women": Racial Passing in Advertisements for Runaway Slaves and the Origins of a Multivalent Term". *American Studies*, 54(4), 73-97. <https://doi.org/10.1353/ams.2016.0034>.

Johnson, Walter. 2000. "The Slave Trade, the White Slave, and the Politics of Racial Determination in the 1850s". *The Journal of American History*, 87(1), 13-38.

Kawash, Samira. 1997. "Dislocating the Color Line: Identity, Hybridity, and Singularity of African American Literature". Stanford: Stanford University Press, pp. 124-166.

October 5 Week 4- Race, Technology and Surveillance

Readings:

Film: Netflix. (2020). "13th Full Feature". <https://www.youtube.com/watch?v=krfcq5pF8u8>

Benjamin, Ruha. 2019. "Race After Technology: Abolitionist Tools for New Jim Code". *Polity*. PP. 49-76.

Eubaks, Virginia. 2018. "Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor". New York: PICADOR, St Martin's Press. Pgs. 14-38.

October 12- Week 5 Thanksgiving- No class

Week 6 October 19 Racism, or Colourism or Continuum?

Assigned reading:

Hunter, Margart. 2015. "Colorism in the classroom: How skin tone stratifies African American and Latina/o Students". *Theory into Practice*, 55(1), 54–61. <https://doi.org/10.1080/00405841.2016.1119019>.

Hussein, Nazia. 2010. "Colour of life achievements: Historical and media influence of identity formation based on skin colour in South Asia". *Journal of Intercultural Studies*, 31(4): 403–424. <https://doi.org/10.1080/07256868.2010.491275>.

Due date for the literature review

October 26 Week 7- No class. Fall Reading Break.

November 2, Week 8. The Global South and Contemporary Cultivation of Whiteness

Assigned reading:

Ashikari, Mikiko. 2005. "Cultivating Japanese whiteness: The 'whitening' cosmetics boom and the Japanese identity". *Journal of Material Culture* 10(1), 73–91. doi: 10.1177/1359183505050095.

Khan, C. (2018, April 23). Skin-lightening creams are dangerous – yet business is booming. Can the trade be stopped? *The Guardian*. Retrieved from www.theguardian.com/world/2018/apr/23/skin-lightening-creams-are-dangerous-yet-business-is-booming-can-the-trade-be-stopped.

Mire, Amina. (2025). From Antebellum Light Skinned Slaves to the Globalization of Skin Whitening Biotechnology. Lexington Book. Bloomsbury Publishing Inc. pgs. 93-122.

Mire, Amina. (2020). Wellness In Whiteness: Biomedicialization and the Promotion of Whiteness and Youth among Women. Routledge. Pgs. 55-76.

Saraswati, L.Ayu. 2010. "Cosmopolitan Whiteness: The Effects and Affects of Skin-Whitening Advertisements in Translational Women's Magazine in Indonesia". Meridians 19(1), 363-388. <https://doi.org/10.1215/15366936-8566045>.

November 9 week 9 Race Making Mythologies and Their Political Implications

Assigned Reading:

Hitt, J (2005). "Mighty white of you: Racial preferences color America's oldest skulls and bones" Harper's Magazine.

<http://harpers.org/archive/2005/07/0080636>

Anderson, W. (2003). The Cultivation of Whiteness: Science, Health and Racial Destiny in Australia (pg. 95-138). Basic Books.

November 16 Week 10 Medical Racism

Roberts, Dorothy. 2011. "Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century." The New Press. pgs. 261-308.

Washington, Harriet A. 2006. "Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present." Anchor Books. A Division of Random House, Inc. pgs. 143-185.

Hornblum, Allen. M. (1998). Acres of Skin. Human Experiments at Holmesburg Prison. Routledge. Pgs. 29-71.

In-Class Presentations begin

November 23 Week 11. Race, Technology, and Exclusion in Modernity

Assigned Reading.

Bejamin, R. (2019). Race After Technology: Abolitionist Tools for the New Jim Code. Polity. Pgs. 49-76.

Jacobson, Matthew Frye. 1998. "Whiteness Of A Different Color: European Immigrants and the Alchemy of Race". Cambridge, Massachusetts, London, England. Harvard University Press. pgs. 13-90.

Zylstra, Geoff D. 2011. "Whiteness, freedom, and technology: The racial struggle over Philadelphia's streetcars, 1858-1867". Technology and Society, 52(4), 678-702. <https://www.jstor.org/stable/23020522>.

In-Class Presentations conclude.

Proceeding from the in-class presentations must be uploaded to BrightSpace on November 23, 2026.

November 30, Week 12. Race, Class and Poverty

Assigned readings:

Eubanks, Virginia. (2019). Automating inequality: How High-Tech Tools Profile, Police, and Punish the Poor. Picador. St. Martin's Press. New York. Pgs. 127-173.

Metz, Jonathan. M. 2019. "Dying of Whiteness: How the Politics of Racial Resentment is Killing America's Heartland." New York: Basic Books.pgs. 1-20.

December 7- Week 13. No assigned readings for this week.

This final class will address any questions and concerns learners want to address.

December 11- Week 14- the final class. I will be in my office to address learners questions on one to one bases. Those who have no urgent questions can use the classtime to complete their final essays.

Final essays must be uploaded on Brightspac on the last day of the Fall 2026 term on December 11, 2026.

All submitted work for grading will also be assessed for the following features: Clarity, grammar, spelling, formatting, accurate referencing of the literature, strength and credibility of the supporting evidence, consistency in the analysis, coherent narrative structure, use of appropriate analytic concepts, ideas, and paradigms.

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 October/November examinations is **October 1, 2026** and **November 15, 2026** for December examinations.

For Religious Obligations:

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

For Pregnancy:

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

For Survivors of Sexual Violence

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

Accommodation for Student Activities

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

<content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

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

Generative Artificial Intelligence Tools (e.g. ChatGPT)

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

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

Statement on Student Mental Health:

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

Emergency Resources ([on and off campus](#))

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

Carleton Resources

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

Off Campus Resources

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

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).

- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

Date	Activity
FALL TERM 2026	
August 31, 2026	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2026	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
September 7, 2026	Statutory holiday. University closed.
September 8, 2026	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 9, 2026	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 15, 2026	Last day for registration and course changes (including auditing) in early fall courses.
September 18-20, 2026	Full summer and late summer term deferred final examinations will be held.

Date	Activity
September 22, 2026	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
	Last day to withdraw from early fall 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 fall 2026 and must register for the fall 2026 term.
September 30, 2026	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2026	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov 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.
October 9, 2026	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 12, 2026	Statutory holiday. University closed.
October 15, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 16, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

Date	Activity
October 23, 2026	Last day of early fall classes.
	Last day for final take-home examinations to be assigned in early fall 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 a course instructor as a due date for term work for early fall courses.
October 26, 2026	Deadline for course outlines to be made available to students registered in late fall courses.
October 26-30, 2026	Fall break, no classes.
October 31- November 1, November 7-8, 2026	Final examinations in early fall undergraduate courses will be held.
November 2, 2026	Late fall classes begin.
November 13, 2026	Last day to withdraw from late fall term courses with a full fee adjustment.
November 15, 2026	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm 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.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

Date	Activity
November 20-22, 2026	Early fall undergraduate deferred final examinations will be held.
November 27, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2026	Last day for receipt of applications from potential winter (February) graduates.
December 4, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall 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).
December 11, 2026	Fall term ends.
	Last day of full fall and late fall 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.

Date	Activity
	Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 12-23, 2026	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
December 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.
December 24, 2026 at noon through January 1, 2027 inclusive	University closed.