

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

COURSE NUMBER/SECTION: SOCI 4850-A
ACADEMIC YEAR. FALL, 2026
COURSE TITLE: SPECIAL TOPICS: FAKE SCIENCE AND SOCIAL MEDIA

Instructor: Amina Mire

Office Hours: Wednesday 12:00 noon -2:00 P.M.

Email: amina.mire@carleton.ca

Course meets: Wed: 14:35 PM-17:25 PM

Pre-requisites & Precluded Courses: Fourth year standing

Method of Delivery: In person only.

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

Seminar Home Page at Brightspace: <https://brightspace.carleton.ca/d2l/home/452127>

The outline will also be directly emailed to the learners

Also, all assigned readings are electronically accessible to the learners via Brightspace by pressing tools icon and then pressing ARES icon.

Diversity and Inclusivity Declaration by Carleton University:

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:

In this advanced seminar, learners will gain new sociological knowledge and valuable analytic skills. The seminar is designed to introduce learners to themes pertaining to emerging social trends with profound implications such as the role of social media influencers. Broadly defined, social media influencers are content creators who often produce false or misleading information to push propaganda agendas for monetizing reasons. Social media influencers also create and widely conspiracy theories against scientific evidence about Climate Change. These. False discourses also dovetail with other conspiracy theories such as the Anti-Vaxxers (*Anti-vaxxers* are individuals who oppose the use of vaccines and vaccine mandates. The focus on social media influencers and pseudo-scientific marketing discourses is important because social media is the fastest and the cheapest way of spreading fake information for financial and ideological reasons. Among other ideas, learners will examine how social media influencers create and spread fake news about science, health, wellness, causes of diseases.

Learning Outcomes:

1. The seminar seeks to help learners gain practical and theoretical skills to examine social, ethical, epistemological and methodological implications of the sharp rise of the pseudo-science/fake science discourses as well how to comprehend and critically assess social implications of the rise of social media influencers as content creators with profound capacity to influence public understanding of important issues including Climate Change, and safety of vaccines, DIY wellness marketing including superfood and anti-ageing consumerism.
2. Learners can mobilize skills they gain from this seminar to future uses in their studies or to practical applications.
3. Learners can help communities fight back against negative effects of pseudoscientific propagandas and fake news promoted via social media platforms.

Reading(s)/Textbook(s):

All the assigned readings for this seminar are available to learners electronically via ARES Reserves, through Brightspace.

Class Schedule:

Citation Style

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

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

Course Requirements & Methods of Evaluation:

1. Literature review. 5-7 pages double-spaced plus references. 20% of the final grades.
Due date: **October 14, 2026.**

2. In-class presentation. 20% of the final grade. 5-6 minutes per learner. In-Class Presentation: November 18 and November 25, 2026. The results of the all the presentations are due on November 25, 2026.
3. Final essays: 45% of the final grade. 12-14 pages double spaced plus references. Due date: 11 December 2026.
4. Class attendance 15%. Class attendance facilitates collective engagement and active learning.

Literature review. 5-7 pages double-spaced **including** references.

The literature review is based on careful reading and reflecting on **three items**. The process involved selecting three items from the assigned readings of 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. Use headings and subheading to organize each reflection. Each item should take about three full paragraphs. Repeat the process for the remaining two items by 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 this close reading process. The total pages of the literature review must not over 7 pages (double spaced including the references). Reviews can be uploaded as a PDF or as a Word file. Literature review and all work submitted for grading must contain a cover page. A cover page must contain the name and student ID of the learner, the course # and name of the course.

Logic Literature Review

A Literature review is a good way of identifying relevant concepts and their implications. Second, literature review can help learners prepare for their in-class presentations, final research essays, and in their future endeavours. Furthermore, by doing a literature review before in-class presentations, learners could extract key ideas from close textual reading. This could help learners gain useful skills for understanding and explaining sociological theories and their use. **Please note that outside sources will not 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 a complete reference in the reference page. Due date for the literature review submission: October 14, 2026. The literature can be submitted as a PDF or a Word format. All the assigned work including literature review must be uploaded the course homepage at Brightspace.

In-Class presentations. Each learner has 5-6 minutes.

In-class presentations is an excellent way of sharing knowledge with each other and supporting each other's research projects. **In-class-presentations will take place in November 18 and November 25 November 2026.**

Format for the in-class presentations.

In-class presentations help learners identify and effectively use theoretical concepts and examples of empirical evidence. The **In-class presentations** must include:

A research question and theoretical **concepts** which can be presented within 5-6 minutes. In-Class Presentations are often used to outline the research questions for the final essays.

After all the **in-class presentations are completed**, proceedings must be uploaded to Brightspace by November 26, 2025. In-class presentation must not exceed 6 pages double spaced plus references. They can be uploaded in Power Point, PDF or in World formats.

Final essay, due date and rationale

The final research essays are considered the benchmark for assessing the overall learning outcomes of the seminar. As a result, generic essays which do not show effective use of the assigned readings for the seminar will be rejected or severely downgraded. Final research essay should be between 12-14 pages double spaced plus references: 45% of the final grades. Due date for the final essay is **December 11, 2026**.

The final essays are expected to incorporate literature assigned in the seminar, but learners can also include outside sources.

September 9- Week 1- Introduction

No assigned readings.

September 16-Week 2- Contemporary phenomena of fake news, fake science, and social media

Assigned readings:

Elena Broda, Elena., and Strömbäck, Jesper. 2024. "Misinformation, disinformation, and fake news: lessons from an interdisciplinary, systematic literature review". *Annals of the International Communication Association* 48 (2): 139-166. <https://doi.org/10.1080/23808985.2024.2323736>.

Hopf, Henning., Krief, Alain., Mehta, Goverdhan., and Matlin, Stephen. 2019. "Fake Science and Knowledge Crisis: Ignorance can be Fatal." *R. Soc. open sci.* 6: 190161. <http://dx.doi.org/10.1098/rsos.190161>.

West, Jevin D., and Bergstrom. 2021. "Misinformation in and about science." *PNAS* 118 (15). e1912444117. <https://doi.org/10.1073/pnas.1912444117>.

Hamid, Ahmed Abdeen., and Wu, Xindong. 2024. "Detection of ChatGPT fake science with the xFakeSci learning algorithm." *Nature Portfolio: Scientific Reports* 14: 16231. <https://doi.org/10.1038/s41598-024-66784-6>.

September 23-Week 3. Conspiracy theories and weaponization of fake news

Assigned readings.

BBC World Services. 2023 (September 3). "Bad science: AI used to target kids with disinformation on YouTube." https://www.youtube.com/watch?v=oijn9T_fuUw.

Vijaykumar, Santosh. 2021 (August 1). “Pseudoscience is taking over social media – and putting us all at risk.” *The Conversation*. <https://theconversation.com/pseudoscience-is-taking-over-social-media-and-putting-us-all-at-risk-121062>.

Bing, Chris., and Schectman, Joel. 2024 (June 14). Pentagon ran secret antivax campaign to undermine China during the pandemic. Reuters. <https://www.reuters.com/investigates/special-report/usa-covid-propaganda/>.

September 30-Week 4. Fake Science and the Anti-Aging Industry

Assigned readings:

Macgregor, Casimir., Petersen, Alan., and Parker, Christin. 2018. “Promoting a healthier, younger you: The media marketing of anti-ageing superfoods”. *Journal of Consumer Culture* 21 (2): 164-179. <https://doi.org/10.1177/1469540518773>.

Mire, Amina. 2012. “The Scientification of Skin Whitening and the Entrepreneurial University-Linked Corporate Scientific Officer”. *Canadian Journal for Science, Mathematics, and Technology Education* 12(3): 271-291.

Freeman, Hadley. 2015 (April 17). “Pseudoscience and strawberries: ‘wellness’ gurus should carry a health warning”. *The Guardian* (UK). <https://www.theguardian.com/commentisfree/2015/apr/22/wellness-gurus-belle-gibson-pseudoscience>

West, Lindy. 2017 (June 14). “Gwyneth glows like a radioactive swan’ – my day at the Goop festival.” *The Guardian*. <https://www.theguardian.com/lifeandstyle/2017/jun/14/gwyneth-glows-like-a-radioactive-swan-my-day-at-the-goop-festival>

October 7-Week- 5. Technology, AI, and Racism Robots.

Assigned readings:

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

Cave, Stephen, and Dihal, Kanta. 2020. “The Whiteness of AI”. *Philosophy & Technology* 33:685-703. doi.org/10.1007/s13347-020-00415-6.

Ryan-Mosley, Tate. 2021. “Digital beauty filters, Photoshop, and the debate on colorism and racism.” *MIT Technology Review* (August 15). <https://www.technologyreview.com/2021/08/15/1031804/digital-beauty-filters-photoshop-photo-editing-colorism-racism/>.

Hofman, Valentin., Kalluri, Pratyusha, Ria., Jurafsky, Don., and King, Sharese. 2024. “AI generates covertly racist decisions about people based on their dialect”. *Nature* 633: 147-171. <https://doi.org/10.1038/s41586-024-07856-5>

October 14-Week 6 Fake Science and the Transnational Commodification of Wellness

Assigned readings:

Federal Trade Commission. 2014 (June 30). L'Oréal Settles FTC Charges Alleging Deceptive Advertising for Anti-Aging Cosmetics. Retrieved from <https://www.ftc.gov/news-events/press-releases/2014/06/loreal-settles-ftc-charges-alleging-deceptive-advertising-anti>

Novella, Steven. 2019 (June 12). Taking On the Wellness Industry: The wellness industry is just one more manifestation of quackery and pseudoscience in health. *Science-Based Medicine*. <https://sciencebasedmedicine.org/taking-on-the-wellness-industry/>

McCartney, Margaret. 2019 (January 4). "Don't fall prey to the cult of wellness." *Globe & Mail*. <https://www.theglobeandmail.com/opinion/article-dont-fall-prey-to-the-cult-of-wellness/>

Due date for the literature review

October 21-Week 7 Deceptive Science that can also Act Biopower and Bio-Surveillance.

Gordon, Rachel. (2022, May 20). "Artificial intelligence predicts patients' race from medical images". MIT News. <https://news.mit.edu/2022/artificial-intelligence-predicts-patients-race-from-medical-images-0520>.

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.

October 28-Week 8. Fall Break. No Classes.

November 4 -Week 9- Influencers, Deceptive Marketing and Social Media

Mulcahy, Rory., Barnes, Renee., and Scheepers, Retha de Villiers. 2024. "Going Viral: Sharing of Misinformation by Social Media Influencers." *Australian Marketing Journal* 00 (0): 1-14. DOI: 10.1177/14413582241273987

Seo, Hannah. 2024 (July 14). "Maybe She's Born with It. Maybe It's Neurocosmetics." The Atlantic. <https://www.theatlantic.com/health/archive/2024/07/skin-care-neurocosmetics-brain-mental-health/678958/>

Novella, Steven. 2024 (February 7). "The Menace of the Wellness Influencers." *Science-Based Medicine*. <https://sciencebasedmedicine.org/the-menace-of-wellness-influencers/>

Reilly, Liam. 2024 (November 26). Majority of social media influencers don't verify information before sharing it, study finds. Cable News Network (CNN). <https://www.cnn.com/2024/11/26/media/social-media-influencers-verify-information-study/index.html>

November 11 -Week 10 Geopolitics of Fake News

Deepak, P., Bhadra, Sahely., Jurek-Loughrey, Anna., Kumar, Sathosh G., and Kumar, Satish M. 2024. "Geo-political bias in fake news detection AI: the case of affect." *AI and ethics*. <https://doi.org/10.1007/s43681-024-00494-7>

Bialy, Beat. 2017. "Social Media-From Social Exchange to Battlefield." *The Cyber Defense Review* 2 (2): 69-90. <https://www.jstor.org/stable/10.2307/26267344>.

November 18-Week 11. Predatory Publications and the Problem of Evidence Based Scientific Facts

Elmore, Susan E., and Weston, Eleanor H. 2020. "Predatory Journals: What They Are and How to Avoid Them." *Toxicol Pathology* 48(4): 607-610. doi:10.1177/0192623320920209.

Hern, Alex., and Duncan, Pamela. 2018 (August 10). "Predatory publishers: the journals that churn out fake science." *The Guardian* (UK).

<https://www.theguardian.com/technology/2018/aug/10/predatory-publishers-the-journals-who-churn-out-fake-science>.

UA/AU University Affairs/Affairs Universitaires. 2017 (January 17). "Beware! Academics are getting reeled in by scam journals." <https://universityaffairs.ca/features/beware-academics-getting-reeled-scam-journals/>.

In-Class Presentations begin.

November 25-Week 12 In-Class Presentations Conclude

No additional assigned readings for this class. Instead, the entire class time will be dedicated to learners' presentations. Once all the presentations are completed, there will be a period of collective discussions. Learners must upload their In-presentations at Brightspace before midnight on November 25, 2026. Proceedings of the in-class presentations can be uploaded in Power Point, PDF or in Word format.

December 2 Week 13- Review and summary: No assigned readings

One Assigned Readings: Instead of formal lecture, the class time will be used as opportunity to give learners the chance to discuss about their final essays or any other questions that may want to be clarified. This is a great chance to give learners class time chance to ask direct questions about their final essays.

December 9. Learners will use this class time for completing their final essays. I will in my office to address any questions learners may have but those who have no urgent questions can focus on working in their final essays out of class.

Final essays are due on December 11, 2026. Final essays must be uploaded in Brightspace. Final essays can be uploaded in PDF or a Word format.

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).

Date	Activity
	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.
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.

Date	Activity
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).
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.

Date	Activity
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.
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

Date	Activity
	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.
	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.

