



**Carleton  
University**

Department of  
Sociology and  
Anthropology

## **SOCI 6103F: Sociology Doctoral Seminar Year 2**

**Fall 2026**

**Professor: Neil Gerlach, J.D., Ph.D**

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**Course Delivery: In person, Thursdays 11:35 – 2.25**

**Office Hours: Tuesdays 1:00-2:30, Dunton 2123**

**Brightspace Course Link:**

**<https://brightspace.carleton.ca/d2l/home/452151>**

**Prerequisite: SOCI 6102**

## **COURSE DESCRIPTION AND OBJECTIVES**

Building upon the professional and academic objectives of SOCI 6102 in the first year of the doctoral program, this course is organized around a set of discussion sessions and workshops designed to prepare second year doctoral candidates for the development and defence of their dissertation research proposals. With that in mind, the course has a number of objectives. First, we will discuss the elements and rationales of research proposals, familiarizing class members with the requirements of this document. Second, we will workshop various components of the proposal to get feedback on the development of class members' research design. Third, we will study and discuss issues of research design more generally. This course should be a primer on how to design a research project now and in the future. Fourth, we will discuss various topics related to professional academic development including best practices for external grant applications, conference presentations, time management, ethics applications, and other topics of interest to class members. Fifth, class members will conclude the course with a preliminary research proposal outline to be presented to the class and discussants. Sixth, class members will gain experience in providing feedback and presenting information and ideas. At each step along the way, class members will be asked to take a lead in presenting and discussing course material and in responding to presentations prepared by their peers.

### **Learning Objectives**

- Clarification of research project goals
- Development of elements of the research proposal
- Awareness of issues around academic research

## **INCLUSIVENESS STATEMENT**

One of the pleasures of working in an academic environment is that we have the opportunity to share diverse and unique perspectives on social issues freely and openly. This means we each have a responsibility to ensure that everyone in the class feels comfortable contributing their knowledge and perspectives in a convivial atmosphere. As sociologists, we know that everyone's experience is a product of different personal life paths intersecting with historical processes, which means that different people have encountered processes and structures of race, ethnicity, religion, class, gender, sexuality, and ability in diverse ways. We also know that our thinking expands when we are exposed to contradictory ideas and do the work of reconciling them with what we know. Being inclusive involves recognizing these different experiences, constantly reflecting on our positions within social processes, and valuing, respecting, and learning from the experiences of our classmates.

We must also acknowledge the sacred, unceded territory of the Algonquin Nation on which Carleton University operates, and Omàmiwininiwag stewardship of this land. We are grateful and honoured to have the opportunity to enjoy, work and learn within this territory.

## READINGS

All required readings will be available on our Brightspace site. Please see the course schedule below. This no cost for these readings.

One important document to have on hand is the *Sociology Ph.D Handbook*, which can be found here:

<https://carleton.ca/socanth/wp-content/uploads/sites/111/2025/07/2025-26-Sociology-PHD-Handbook.pdf>

## CLASS SESSIONS

This is a half credit course that meets in person every week. Each session, class members will be pre-assigned to present the readings and pose three questions to the class to initiate discussion of the ideas in the readings. Time permitting, we will also use class time to discuss various issues of professional development including research funding applications, conference presentations, time management, ethics applications, writing peer reviewed articles, and other topics of interest to the class members.

## EVALUATION

There are four forms of evaluation in this course:

|                                                               |     |
|---------------------------------------------------------------|-----|
| Participation                                                 | 20% |
| Workshop on Reading/Concept/Method<br>(October 1 and 8)       | 20% |
| Workshop on Research Questions<br>(November 5)                | 25% |
| Workshop on Proposal Outlines<br>(November 26 and December 3) | 35% |

## **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](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

## **Participation**

**20% of grade**

By now, class members will have considerable experience participating in seminars and although the expectation is that each class member will contribute to class discussions, a participation grade is assigned to encourage everyone to share their thoughts and knowledge. The participation grade is based on a general sense of contribution to the course through attendance, punctuality, contribution to discussions, and completing readings prior to the relevant session.

### **Workshop 1: Presentation on a Reading, Method, Concept that Excites You, Confuses You, or Stresses You**

**20% of grade**

**Dates: October 1 and 8**

Class members will present a reading, a concept, or a method that they find exciting, intriguing, worrying, or confusing. The idea under discussion will be relevant to the dissertation project. The purpose is to share with classmates an element of your project that motivates you or concerns you to help you gain clarity about it and to share and receive insights about an important aspect of your project.

You will have a total of 15 minutes to present on the reading/concept/method with a suggested breakdown of 5 minutes of presentation and 10 minutes of discussion. Come prepared with discussion questions to ask about your topic. If it is helpful, create a diagram or image of the topic to aid in the discussion.

### **Workshop 2: Research Questions**

**25% of grade**

**Date: November 5**

Class members are asked to prepare preliminary research questions for their projects. We will workshop these questions in class and discuss their strengths and areas for further development. This is the first opportunity to share the puzzle that you wish to address in your thesis.

Think about addressing the following:

- What is the puzzle or problem you are addressing?
- How will the research question allow you to address the puzzle/problem?
- Why are you interested in these questions?
- What is your purpose in pursuing this research and why is it important?
- What gaps in your field are these questions designed to address?
- How are these sociological questions?
- What challenges did you face in formulating your questions?

### **Workshop 3: Presentation of Proposal Outline**

**35% of grade**

**Dates: November 26 and December 3**

**Poster/PowerPoint Format**

In the last two sessions of the course, class members will present an outline of their dissertation research proposal in a poster or PowerPoint format. This is an opportunity to set out all of the decisions you have made about your research project up to this point and to explain how those decisions work together holistically to produce a project.

Your presentation should be a maximum of 10 minutes. In addition to explaining your research decisions, you may want to discuss background information such as how you came to this project, the tensions you find in your project, the limitations you see in your methods and research questions, the difficulties you anticipate in carrying out the research, etc. Each presentation will be allotted 20 minutes for presentation and discussion.

See the Sociology Ph.D Handbook for details on the components to be included in the proposal. The proposal will have the following elements:

**Research question** – explain the problem, puzzle, issue your research addresses and explain the current version of your research question(s) and its purpose.

**Methodological Approach and Rationale** – including your data collection methods, your target population or sample, and your sampling strategy, access issues, recruitment strategy, etc.

**Data Analysis Techniques** – describe how the data will be analyzed. How will you make meaning from your data?

**Theoretical/Conceptual Framework** – what theoretical perspectives and concepts will you draw upon to interpret your data? How do they inform your choice of method?

**Significance** – Explain the significance of your study, including what you believe is the original contribution of your project.

### **PRESENTATION OF WEEKLY READINGS**

- **No grades assigned**
- **Date: TBA**

Class members are asked to take turns leading discussion of the readings. Rather than simply describing the readings, and posing discussion questions, class members should view this as a peer teaching exercise.

- Students will work singly or in pairs
- Provide a brief summary of the main points of the readings
- Think about the following: does the article have an argument or thesis that the authors are proposing? What are the main conceptual and practical contributions this reading makes to thinking about the topic? How can researchers incorporate these contributions into their work? What challenges do the authors discuss?
- Rather than asking class members what they think about the readings, think about preparing an exercise that will be productive in drawing out your thoughts and questions about the reading. For example, is there a news item, social media content, or some other social phenomenon toward which the class could employ the research strategies covered in that week's readings? Can you diagram elements of the readings or produce an image that captures the content? Is there a provocative ethical situation that could be used to ground a discussion of the readings? Do the readings imply a particular politics of research that needs to be questioned?

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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 |             |

### **Late Policy**

Workshop presentations can be conducted up to one week late after consultation with the professor.

### **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/>

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## **COURSE SCHEDULE**

**September 10**      **Introductions, Research Project Descriptions, and Tips on Proposal Writing**

- Assigning reading presentations

- Design Spine: <http://www.janetsiltanen.ca/research.design.html>

## **September 17                      Ways of Reading – Literature Reviews**

Harris, D.J. 2019. "Managing the Literature." In D.J. Harris, *Literature Review and Research Design: A Guide to Effective Practice*. New York: Routledge, pp. 68-93.

Montuori, Alfonso. 2005. "Literature Review as Creative Inquiry: Reframing Scholarship as a Creative Process." *Journal of Transformative Education* 3(4): 374-393.

Randolph, Justus. 2009. "A Guide to Writing the Dissertation Literature Review." *Practical Assessment, Research, and Evaluation*. 14, Article 13: 1-13.

### **Suggested Readings**

Branley, Duncan. 2004. "Doing a Literature Review." In C. Seale (ed.), *Researching Society and Culture*, 2<sup>nd</sup> ed., pp. 145-162.

Kamler, Barbara and Thomson, Pat. 2014. "Chapter 3: Persuading an Octopus into a Glass." In *Helping Doctoral Students Write*, pp. 28-44.

Randolph, Justus. 2009. "A Guide to Writing the Dissertation Literature Review." *Practical Assessment, Research, and Evaluation* 14(13): 1-13.

Torraco, Richard. 2005. "Writing Integrative Literature Reviews: Guidelines and Examples." *Human Resource Development Review* 4(3): 356-367.

University of South Carolina Libraries. (n.d.) Organizing your social science research paper: The literature review. <https://libguides.usc.edu/writingguide/literaturereview>

## **September 24                      Ways of Inquiring – The Research Question**

Alvesson, Mats and Sandberg, Jörgen. 2011. "Generating Research Questions Through Problematization." *The Academy of Management Review* 36(2): 247-271.

Bryman, Alan. 2007. "The Research Question in Social Research: What is its Role?" *International Journal of Social Research Methodology* 10(1): 5-20.

Schwartz-Shea, Peregrine and Yanow, Dvora. 2011. "Ways of Knowing." In *Interpretive Research Design: Concepts and Processes*. New York: Taylor and Francis, pp. 24-44.

### Suggested Readings

Marshall, Catherine. and Rossman, Gretchen.B. 2016. "The What of the Study: Building the Conceptual Framework." In, *Designing Qualitative Research*, 6<sup>th</sup> ed. Los Angeles: Sage, pp. 65-96.

**October 1                      Presentations on Readings/Concepts/Methods**

**October 8                      Presentations on Readings/Concepts/Methods**

**October 15                      Ways of Knowing – Methodology and Research Design**

Doucet, Andrea. 2008. "From Her Side of the Gossamer Wall(s): Reflexivity and Relational Knowing." *Qualitative Sociology* 31: 73-87.

Schwartz-Shea, Peregrine and Yanow, Dvora. 2011. "Starting from Meaning." In *Interpretive Research Design: Concepts and Processes*. New York: Taylor and Francis, pp. 45-53.

Burnette, Catherine et al. 2014. "A Toolkit for Ethical and Culturally Sensitive Research: An Application with Indigenous Communities." *Ethics and Social Welfare* 8(4): 364-382.

### Suggested Readings

Gerrard, Jessica, Rudolph, Sophie and Sriprakash, Arathi. 2017. "The Politics of Post-Qualitative Inquiry: History and Power." *Qualitative Inquiry* 23(5): 384-394.

Hammersley, Martyn. 2011. "Methodology, Who Needs It?" in *Methodology: Who Needs It?* Thousand Oaks: Sage, pp. 1-25.

Law, John. 2004. "After Method: An Introduction." In, *After Method: Mess in Social Science Research*. London: Routledge, pp. 1-17.

Marres, Noortje. 2017. "Chapter 3: Do We Need New Methods?" In *Digital Sociology: The Reinvention of Social Research*. Cambridge: Polity Press, pp. 78-115.

Tuck, Eve and Yang, K. Wayne. 2014. "Unbecoming Claims: Pedagogies of Refusal in Qualitative Research." *Qualitative Inquiry* 20(6): 811-818.

**October 22                      AI in Social Research**

Grossman, Igor et al. 16 June 2023. "AI and the Transformation of Social Science Research." *Science*, pp. 1108-1109.

Ivanov, Stanislav. 2025. "Responsible Use of AI in Social Science Research." *The Service Industries Journal*, pp. 1-29.

Jeon et al. 2025. "The Ethics of Generative AI in Social Science Research: A Qualitative Approach for Institutionally Grounded AI Research Ethics." *Technology and Society* 81: 102836.

**October 29                      Reading Week**

**November 5                      Workshopping Research Questions**

**November 12                      Ways of Interpreting – The Role of Theory**

Swedberg, Richard. 2017. "Theorizing in Sociological Research: A New Perspective, a New Departure?" *Annual Review of Sociology* 43: 189-206.

Martin, John Levi. 2015. "On Theory in Sociology." In, *Thinking Through Theory*. New York: W.W. Norton & Company. Pgs. 1-18.

Sharma, Sarah. 2020. "A Manifesto for the Broken Machine." *Camera Obscura* 35(2): 171-179.

Suggested Readings

Ho, Karen. 2009. "Introduction: Anthropology Goes to Wall Street." In, *Liquidated: An Ethnography of Wall Street*. Durham, NC: Duke University Press, pp. 1-38.

Berger, Peter. 1977. "Introduction: Sociology and Freedom," and "Towards a Critique of Modernity." In, *Facing Up to Modernity*. New York: Penguin Books, pp. 11-22 and 101-112.

**November 19                      Ways of Writing**

Hamilton, Mary and Pitt, Kathy. 2009. "Creativity in Academic Writing." In, *Why Writing Matters: Issues of Access and Identity in Writing Research and Pedagogy*. R. Ivanic, A. Carter, T.M. Lillis and S. Parkins (eds.). New York: John Benjamins, pp. 61-79.

Kamler, Barbara and Thomson, Pat. 2014. "Chapter 1: Putting Doctoral Writing Centre Stage." In *Helping Doctoral Students Write*, pp. 1-13.

Pinker, Steven. (2014, September 26). "Why Academics Stink at Writing." *The Chronicle of Higher Education*, pp. 1-18.

### Suggested Readings

Kamler, Barbara and Thomson, Pat. 2014. "Chapter 5: Reconsidering the Personal." In *Helping Doctoral Students Write*, pp. 59-80.

Lykke, Nina. 2010. "Shifting Boundaries Between Academic and Creative Writing Practices" in *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. New York: Routledge, pp. 163-86.

Richardson, Laurel and Elizabeth Adams St. Pierre. 2005. "Writing: A Method of Inquiry." In Denzin, N.K. and Lincoln, Y.S. (eds.), *Handbook of Qualitative Research*, 3<sup>rd</sup> edition. Thousand Oaks: Sage, pp. 959-78

Robbins, Susan. 2016. 'Finding your Voice as an Academic Writer (and Writing Clearly).' *Journal of Social Work Education*, 52(2), 133-135.

**November 26                      Proposal Outline Presentations**

**December 3                      Proposal Outline Presentations**

**December 10                    Course Wrap Up**

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## **ACADEMIC ACCOMMODATIONS AND REGULATIONS**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

### **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](mailto:pmc@carleton.ca)** for a formal evaluation. If you are already registered with the PMC, contact

your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for 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](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **For Pregnancy:**

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

### **For Survivors of Sexual Violence**

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

### **Accommodation for Student Activities**

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

### **Plagiarism**

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/> ). The Policy is strictly

enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

### **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.                                                                                                                  |
| 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. |

| Date               | Activity                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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). |
| 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.                                                                                                                                                                                                                                                                                  |

| Date                                             | Activity                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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-<br>November 1,<br>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.                                                                                                                                                                                                                                                                                                |
| November 20-22,<br>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). |

| Date                 | Activity                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                                                                 |
|                      | 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.                                                                                                                                                                                                   |

| Date                                                                 | Activity                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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<br>at noon through<br>January 1, 2027<br>inclusive | University closed.                                                                                                                                                                                                                                            |