

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

ANTH/SOCI – 2060A

FALL 2026

**GIRLHOOD IN CONTEMPORARY CONTEXTS:
ANTHROPOLOGICAL AND SOCIOLOGICAL PERSPECTIVES**

Instructor: Sydney Chapados
Office Hours: By appointment
Email: sydneychapados@cunet.carleton.ca

Pre-requisites & Precluded Courses: Second year standing or by permission.

Method of Delivery: Lectures – Mondays 2:35pm-4:25pm, in-person
Tutorial Group: A1 – 4:35-5:25pm, A2: 5:35pm-6:25pm, in-person

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. 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 course introduces students to issues and themes in Girlhood Studies. Drawing on anthropological and sociological perspectives, we will explore girls' lives in diverse cultural, political, economic and social contexts. The aim of the course is to understand girlhood as a site of competing narratives and, at the same time, as an experiential process that is grounded in historical and discursive contexts and situated within and beyond borders. The first half of the course examines conceptual and theoretical issues while the second half of the course will consider substantive issues. We will take into account complex, fluid, and multidimensional aspects of girlhood for girls in the global North and South. Key themes may include education, identities, queer girlhood, activism, racialized girlhood, Indigenous girlhood, disability, sexuality, sustainable development and girls' lives, and digital girlhoods.

Learning Outcomes:

- Think critically about the concepts, theories and approaches in Girlhood Studies by exploring girls' everyday social, cultural, economic and political experiences in Canada and throughout the world.
- Develop an understanding of the ways age and generation as social lines of difference that combine with gender, race, ethnicity, class, ability, and sexuality in varying contexts.
- Examine how girls accommodate, negotiate, resist, construct and reconstruct girlhood in dynamic ways.
- Apply concepts and ideas central to our class in the critical assessment of issues in girls' lives in contemporary times.

Course Structure:

Each week we will meet for 2 hours beginning at 2:35pm during our officially scheduled class time slot. There will be a break midway through class. Tutorials follow the lecture. Please do not switch tutorials. Your attendance grade is determined by your attendance *and* engagement with course material during both the lecture and the tutorial. Students are expected to read texts prior to class and come prepared. Attendance and participation are valued and expected.

Readings: All readings for this course will be accessible through ARES reserves. Students are not required to purchase textbooks or other learning materials for this course.

Course Requirements & Methods of Evaluation:

Attendance and Participation: 15%

Writing Assignment: 15%

2 Quizzes: 20% each

Final Assignment: 30% (25%+5%)

Written assignments are to be submitted on Brightspace by 11:59pm on their due date. A late policy of 5% per day applies, including weekends and holidays. Assignments should be double-spaced, 12pt font. Neutral font (Times New Roman, Calibri, Arial). This class uses Chicago author-date citation style (17th edition). For more information, please see:

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

Extension requests must be submitted 24 hours prior to the due date. No extensions on the final assignment.

Evaluation	Date	Weight
Attendance and Participation	Ongoing	15%
Reflection	October 5th	15%

Quiz #1	October 19th	20%
Quiz #2	November 23rd	20%
Final Assignment: Exhibition	December 11th	5%
Final Assignment: Girlhood Museum & Curatorial Statement	December 11th	25%

Attendance and Participation (15%):

The first element of your grade is dependent on your active participation in tutorials and lectures. It will require engagement with course material. Please notify the TA of any absences in advance. Absences without notice will impact your grade. I understand that there will be circumstances that come up throughout the term that impact your ability to attend class. Please reach out to me as soon as possible so we can work together on a solution.

Reflection: Ask The Machine (15%)

Throughout the semester, we are engaging with girlhood as a concept that is produced, contested, represented, negotiated and resisted differently across time and space. This assignment asks you to explore how emergent digital platforms (re)produce representations of girlhood. You will pick **one** online platform (TikTok, ChatGPT, Reddit, YouTube, Instagram, Pinterest) and conduct various searches related to girlhood. You may use generative AI as a search platform **ONLY**. It is not permitted to use it to write your assignment or conduct your analysis.

Engaging with course material, write a 750–1000-word reflection on what kinds of girlhood are visible, what assumptions are produced, what or who is visible/invisible, and how the platform shapes how that knowledge is produced. An outline will be made available on Brightspace alongside the rubric. **Submit your reflection on Brightspace by 11:59pm October 5th**

Quizzes: (20% Each)

Completed during class time on October 19th and November 23rd. Each quiz will ask you to define key concepts, explain and apply your knowledge learned in the class. You will have two hours to complete the quiz. No phones, computers, or electronics permitted during the quiz.

Final Assignment: A Girlhood Museum (30%)

Your final assignment will ask you to curate a small exhibition of girlhood considering what you have learned throughout the course and your personal experiences. You will collect 8-10 artifacts that make a thematic statement about girlhood. You get to decide

what is included, what is left out, and how it will be arranged. An example will be posted on Brightspace alongside a rubric.

You will write a 1300-1500-word curatorial statement that describes why and how you chose your artifacts, your main argument, what forms of girlhood are present or absent, what theoretical concepts informed your exhibition, and how it challenges or aligns with dominant understandings of girlhood. Significant engagement with course material is expected (at least 5 course materials engaged). You may use ChatGPT to brainstorm ideas ONLY. If you do this, you must describe your process in your curatorial statement. It is not permitted to use ChatGPT or any other generative AI to write your assignment. AI-generated material will not be accepted as artifacts (i.e., AI generated images).

5% of this grade will be allocated to participating in our physical exhibition on the last day of class (**December 11th**). You will bring a physical version of your exhibition to class and install it in the room. Classmates will circulate through the exhibitions to explore each other's work, and we will culminate with a group discussion. The exhibition is intended to be fun and STRESS FREE! **Your curatorial statement and a digital copy of your archive is to be submitted on Brightspace by 11:59pm on December 11th.**

Lecture Schedule

Week 1 SEPTEMBER 14th: INTRODUCTION

READINGS:

- Syllabus

PART 1: THINKING ABOUT GIRLHOOD

Week 2 SEPTEMBER 21ST: WHAT IS GIRLHOOD?

READINGS:

- Pomerantz, S. (2009). Between a rock and a hard place: Un/defining the “girl.” *Jeunesse: Young People, Texts, Cultures*, 1, 147–158.
- Gonick, M. (2006). Sugar and spice and something more than nice? Queer girls and transformations of social exclusion.” In *Girlhood: Redefining the Limits*. Ed. Yasmin Jiwani, Candis Steenbergen, and Claudia Mitchell, 122-137. Montreal, Canada: Black Rose Books
- Campbell Pirie, Sally (2024). “Listen Up: Trans Girls, Trans Girlhood, and Trans Girl Joy” In the *Routledge Companion to Girls’ Studies*. Ed. Sharon R. Mazzarella, 52-67, New York: Routledge

TUTORIALS

- Discuss “Listen Up” article

Week 3 SEPTEMBER 29TH: MAKING THE GIRL: OPHELIA, QUEEN BEES, AND MEAN GIRLS

READINGS:

- Pipher, M. (1994). “Saplings in the Storm” and “Theoretical Issues For Your Own Good.” Chapters 1 and 2, In *Reviving Ophelia: Saving the Selves of Adolescent Girls*, Penguin Group, pp. 17-44.
- Wiseman, R. (2002). “Cliques and Popularity” In *Queen Bees & Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends & Other Realities of Adolescence*, pp. 18- 48.
- Gonick, M. (2004). ‘The “Mean Girl” Crisis: Problematizing Representations of Girls’ Friendships’, *Feminism & Psychology*, 14 (3): 395–400.

TUTORIALS:

View and Discuss Rachel Simmons on TEDx

Week 4 OCTOBER 5TH: MAKING THE GIRL: EMPOWERED GIRLS

REFLECTION DUE TODAY

READINGS:

- Sinikka, A., Gonick, M., and Harris, A. (2005). “Girl Power: 14 Representations of the ‘new’ girl in Young Femininity.” In *Young Femininity: Girlhood, Power and Social Change*, Palgrave, pp. 18-39.
- Banet-Weiser, Sarah (2015) “Confidence you can carry!”: girls in crisis and the market for girls.” *CONTINUUM: Journal of Media and Cultural Studies*, vol. 29, no. 2, pp. 182-193.

TUTORIALS:

Discuss reflections. Prepare for quiz #1.

WEEK 5: OCTOBER 12TH NO CLASS – STATUTORY HOLIDAY

Week 6 OCTOBER 19:

QUIZ #1 – IN CLASS

OCTOBER 26TH READING WEEK! REST! BREATHE! RELAX! MAYBE READ!

PART II: GIRLHOOD IN THE WORLD: CONTESTING, NEGOTIATING, LIVING

Week 7 NOVEMBER 2: INDIGENOUS GIRLHOODS

READINGS:

- Dhillon, J. (2017). "INTRODUCTION" *Prairie Rising: Indigenous Youth, Decolonization, and the Politics of Intervention*. *University of Toronto Press*, pp. 3-16
- De Finney, S., Krueger-Henney, P., & Palacios, L. (2019). Reimagining Girlhood in White Settler-Carceral States. *Girlhood Studies*, 12(3).
- Buffalo, A. (2016). Mipit. *Girlhood Studies*, 9(2), 90-92

TUTORIAL:

- View and Discuss Erika Violet Lee "Our Bodies and Lands are Not Your Property"

Week 8 NOVEMBER 9: RACIALIZED GIRLHOODS

READINGS:

- Khoja-Moolji, S. (2015). "Empowered Girls" in Neoliberal Times: Malala as the Effect of Heterogeneous Discourses. In Louth, J (ed.) *Edges of Identity: The Production of Neoliberal Subjectivities*. University of Chester Press.
- Brown, R. (2009) Power! Not Programs! In *Black Girlhood Celebration: Towards a Hip-Hop Feminist Pedagogy*. Peter Lang, 19-30.
- Halliday, A. (2024). "For the love of black girls. Building black girlhood studies as a lifejacket" In the *Routledge Companion to Girls' Studies*. Ed. Sharon R Mazarella, 44-51. New York, Routeledge.

Week 9 NOVEMBER 16TH: GIRLS, EDUCATION, AND DEVELOPMENT

READINGS:

- Khoja-Moolji, S. (2016) "Girls of the Global south can't fix the world alone." *Aeon digital magazine*. <https://aeon.co/ideas/girls-of-the-global-south-can-tfix-the-big-problems-alone>
- Cobbett, M. (2014). "Beyond 'victims' and 'heroines': Constructing 'girlhood' in international development." *Progress in Development Studies*, 14(4), 309-320. http://journals2.scholarsportal.info.proxy.library.carleton.ca/pdf/14649934/v14i0004/309_baciid.xml

- Koffman, O., Orgad, S., & Gill, R. (2015). Girl Power and Selfie Humanitarianism. *CONTINUUM: Journal of Media and Cultural Studies*, 29(2), 157-168.

Week 10 NOVEMBER 23:

QUIZ #2 IN CLASS

Week 11 NOVEMBER 30: GIRLS, ACTIVISM, POLITICS

READINGS:

- Nguyen, X. T. (2016). Girls with Disabilities in the Global South: Rethinking the politics of engagement, *Girlhood Studies*, 9(1), 53-71.
- Kuttai, H. (2010). Girl, Interrupted. In *Maternity Rolls: Pregnancy, childbirth, and disability*, pp.13-35, Fernwood Publishing.
- Stienstra, D. (2015). "Trumping all? Disability and girlhood studies." *Girlhood Studies*, 8 (2), 54-70.

Week 12 DECEMBER 7TH: GIRLS, ACTIVISM, POLITICS

READINGS:

Bent, E. (2020) This Is Not Another Girl-Power Story: Reading Emma González as a Public Feminist Intellectual. *Signs: Journal of Women in Culture and Society*, vol 45:4, 795- 816.

Raby, R. & Sheppard, L. (2021). Constructs of childhood, generation, and heroism in editorials on young people's climate change activism: Their mobilisation and effects. *Children & Society*, 35(3), 380-394

Autumn Peltier, Canadian Water Activist:

<https://www.cbc.ca/news/world/canadianindigenous-water-activist-autumn-peltier-addresses-un-on-clean-water-1.5301559>

Shannen Koostachin, Canadian Education Activist:

<https://www.cbc.ca/news/canada/sudbury/shannon-dream-legacy-150-canada-1.3981858>

Week 13: DECEMBER 11TH: EXHIBITION DAY

- COME PREPARED WITH YOUR EXHIBITION
- You must attend the exhibition with your materials to receive your 5%
- Please note that this is a Friday

COURSE POLICIES

LATE POLICY: A late policy of 5% per day applies, including weekends and holidays. Students do not have the option of rewriting or resubmitting work.

EMAIL POLICY: Your email should be sent from your cmail address. State your name and follow proper email etiquette. You can expect an email response from me within 48 hours of writing, excluding Friday-Sunday.

FEEDBACK POLICY: Feedback on your assignments is intended to help you improve your written work. If you have questions about feedback, make an appointment to discuss your grade with your TA. Prior to meeting your TA, go over the assignment rubric and write a brief self-assessment of your own work. Bring that assessment with you when you meet the TA.

INTELLECTUAL PROPERTY: student and professor materials created for this course remain the intellectual property of the author. They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author.

ASSESSMENT STANDARDS:

Generally, an assignment that deals primarily with basic ideas and concepts in a satisfactory way will be assessed a C range grade; an assignment that makes some connections with class materials and discussion will be assessed a B range grade; and an assignment that incorporates ideas with connections and application in a complex and critical manner will be assessed an A range grade.

If you feel that you may require assistance with your writing, please consider contacting a writing support service at Carleton or elsewhere.

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.

The following percentage equivalents apply at Carleton: A+ 90-100; A 85-89; A- 80-84; B+ 77-79; B 73-76; B- 70-72; C+ 67-69; C 63-66; C- 60-62; D+ 57-59; D 53-56; D- 50-52; F Below 50 WDN = Withdrawn from the course

As: Excellent work, thorough engagement with the course materials and an outstanding capacity to articulate their significance; excellent written skills; highly developed analytical and critical thinking skills. Appropriate length and formatting.

Bs: Some good insights but also some significant shortcomings; the capacity to understand and meaningfully engage with the course materials is visible but the quality of

the work is varied and includes some important flaws or omissions; some ideas could be more fully articulated, some issues with written (grammar, spelling). Some issues with length and formatting.

Cs: Written work does not meet the overall expectations for the assignment; fails to meet the basic guidelines of the assignment; reflects poor critical, analytical and writing skills.

Problems with length and formatting

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.
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).
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.
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.
	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.