

RIGHT WING MOVEMENTS AS CULTURE (ANTH 2825 A)

CARLETON UNIVERSITY • FALL 2026

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Instructor: Daniel Rosenblatt

Office Hours: By appointment, via Zoom or in person depending on both parties' availability

Contact info: In the normal course of things, email is the best way to get hold of me. If you really need to talk to me right away (such as to tell me you can't make a meeting we have scheduled), message me on my cell phone.

Email: DanielRosenblatt@cunet.carleton.ca

Phone/Text: (802) 377-0582 (emergencies only, e.g. you can't make it to a scheduled meeting)

Course meets: Thursday 11:35 am –2:25 pm

Prerequisites: None

METHOD OF DELIVERY

This course is in person unless exceptional circumstances prevent me from being in Ottawa during the course meeting time.

COURSE DESCRIPTION AND AIMS

Contemporary right-wing movements are cultural projects in a several senses: they seek to transform culture and they appeal to people because they resonate with existing cultural ideals and claim to offer solutions to dilemmas that are always cultural even when they are also economic and political. This course takes a primarily ethnographic approach to understanding right-wing movements, seeing politics as emerging out of the way people understand themselves and their situations, which is in turn based on their experiences and the values and ideas they bring to interpreting them. Topics to be covered include the experience of inequality and economic stagnation, the rise of Christian Nationalism, the politics of gender and sexuality (tradwives, incels, abortion, anti-trans activism), rural urban divides, immigration, the relation between racism and frustrated social mobility, and the recent apparent turn to the right among the Silicon Valley elites.

LEARNING OBJECTIVES

As one of the "ethnography courses" focused on a particular aspect of social life in a particular place, this course aims to introduce students to the use of anthropological ideas and methods as a way of understanding the contemporary world; to that end it has two sorts of learning objectives: general ones about anthropology, and specific ones about contemporary North American right-wing social worlds.

Anthropology learning objectives:

1. To explain what ethnographic methods are and to explain the value of the descriptive and inductive emphasis in anthropological research. To apply theoretical generalizations and interpretations from one ethnographic case to another and explain how different theoretical approaches would treat the same situations.
2. To apply an anthropological approach to analyze social issues and situations.

Right-wing culture learning objectives:

1. To understand the way race, class, and gender are intertwined in the contemporary political landscape.
2. To understand the role of rural economic stress and resentment in shaping political attitudes.
3. To understand the way evangelical Christianity has become associated with support for unregulated markets, a particular set of gender ideals, and a strong belief in personal responsibility.
4. To understand how individuals become attached to and resist right wing-gender ideals.
5. To understand how people become part of organized hate groups.
6. To understand the ways the contemporary right has embraced transgression and apparent nihilism.
7. To understand the apparent shift to the right among tech elites.
8. To understand some of the arguments about whether there is any essential continuity to “right-wing” ideas in different times and places and about the historically situated reasons for their appeal.

DIVERSITY AND RESPECT

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 may be racially, religiously, politically, culturally, generationally, and economically diverse. We might 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.

Note (1): Land acknowledgements such as the one above have become common in Canadian Universities, but the question of what they achieve and who they serve is a complicated one (what might it mean, for example, to “adhere to Algonquin cultural protocols” in a university setting?).

Note (2): We are aware of the irony that statements such as the ones above are among the things most hated by the contemporary right.

CONTENT WARNINGS

It is in the nature of the material covered in this course that students will encounter views and statements they are likely to find offensive. If I am aware of anything especially offensive or disturbing in the readings for a particular week I will try to warn everyone of this ahead of time.

COURSE FORMAT, REQUIREMENTS AND EXPECTATIONS, AND METHODS OF EVALUATION

Participation*

All students are expected to come to class on time, having read the texts, and prepared to discuss, question, and critique them. Take notes and jot down comments as you read and make sure you have your texts with you in whatever form is most accessible for you. Also: you must check your email at least once a day for important updates.

Note-Taking*

You will encounter difficult ideas and concepts that will not be immediately digestible. Making sense of the readings requires that you carefully annotate them, which can entail not just underlining or highlighting, but writing notes and revisiting them at least once within the next few days. When you come to class, you should be able to answer the following questions:

- What is the author's primary argument? How do they make that argument?
- What assumptions are included in that argument?
- Who or what is the author writing against?
- What tools does this text offer for thinking differently about themes of the class?
- How might the ideas and arguments of this text connect to other texts?
- How might this argument be improved, reformulated, or extended?
- How might it be challenged?

Class Discussions*

This class is primarily a seminar, not a lecture. As such, active participation in discussions is imperative, and we will work together to create a supportive and lively learning environment. Everyone is responsible for reading the texts before class. Be mindful that you all bring different forms of knowledge, expertise, life experience, and communication styles. These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, keep in mind that active, respectful participation is as much about listening to and being generous toward others as it is about sharing your own thoughts.

Groupwork

In order to facilitate discussion in such a large class, a part of each class will be spent in small groups. The teaching/discussion organizing that I expect you to do will be in those groups.

The language in sections marked with an asterisk () is modified from a syllabus by Charles A. McDonald: https://www.academia.edu/85946900/Introduction_to_Cultural_Anthropology_SYLLABUS

Evaluation

Your grade will be calculated as follows:

Grading & Assignments	Percent of Total	Due Date
More than 2 unexcused absences will result in a grade penalty. More than 6 absences total will result in not passing the class except under exceptional circumstances. Attendance involves being there for both halves of class.	10%	n/a
"Teaching" (organizing discussion in small groups) presentation 2 required @ 12.5% each. Graded pass/fail.	25%	varies
Weekly questions (10 required of 11 handed out) Graded pass/fail.	30%	weekly
Take-home Final	35%	Dec 23
Participation is not a fixed percentage of the grade but thoughtful and constructive participation can raise your overall grade.		n/a

Required readings:

All the readings will be posted on the course's Brightspace page. Students are not required to purchase textbooks or other learning materials for this course.

Receiving assignments and handing things in:

Assignments will be posted on Brightspace and should be submitted there. You should also keep a copy of every completed assignment on your computer.

Using Generative Artificial Intelligence:

Students are permitted to use generative AI tools to help in understanding the readings and concepts in the course—though NOT in such a way as to replace doing the required readings themselves. Reading it yourself is necessary because AI is like any other secondary source: it gives you a limited perspective on the text and short circuits your ability to read and respond creatively to an author. One use of AI I have found productive is finding additional writing on a given topic.

Students are *not* permitted to use AI to generate answers to the weekly short essay prompts (or of course the take-home final) and are warned that if they do so their answers will likely seem curiously detached from the course.

Because 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. In

general I hope we can find the ways AI is helpful without letting it interfere with our learning and the development of our own abilities.

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

Late assignments:

If you know that you won't be able to do any of the written work on time, email me *before* it would have been due to see if we can work out an alternative. While I will be reasonable and sympathetic, I reserve the right to impose a grade penalty for late work and I am constrained (in the case of the final) by the due date for handing in grades.

READINGS AND ASSIGNMENTS

Please be aware that this syllabus is subject to change, including the content and dates of readings and assignments. You are responsible for checking your email and the course Brightspace page to know the current reading assignments and deadlines.

I. COURSE INTRODUCTION

Week 1 / Sept 10

AN ETHNOGRAPHIC AND CULTURAL APPROACH TO THE RIGHT

Reading:

- Possible in-class reading]

II. THE APPEAL OF TRUMP: PRECARITY, MOBILITY, AND THE AMERICAN DREAM

Week 2 / Sept 17

EMPATHY WALLS AND DEEP STORIES?

Reading:

- Hochschild, Arlie Russell. 2016. *Strangers in their own land: Anger and mourning on the American right*. New York: The New Press. (Selection: pp. ix-xii, 3-23, 117-203, 221-230)

Week 3 / Sept 24

PRIDE, SHAME, AND IDENTITY

Readings:

- Hochschild, Arlie Russell. 2024. *Stolen pride: Loss, shame, and the rise of the right*. The New Press. (Selection Ch 11 § 3 "The Pride Paradox, Ch 13 § 5 "The Deep Story: Good Bully, Bad Bully" through the end of Ch 14).

- Shenk, Timothy. "Booked: Capitalizing on Rural Resentment, with Katherine J. Cramer." *Dissent*.
- Banack, Clark. 2021. "Ethnography and political opinion: Identity, alienation and anti-establishmentarianism in rural Alberta." *Canadian Journal of Political Science/Revue canadienne de science politique* 54 (1): 1-22.

III. EVANGELICAL CHRISTIANITY, GENDER, AND "FREE ENTERPRISE"

Week 4 / Oct 1

CHRISTIAN "WARRIOR MASCULINITY" & CAPITALISM

Readings:

- Du Mez, Kristin Kobes. 2020. *Jesus and John Wayne: How white evangelicals corrupted a faith and fractured a nation*. Liveright Publishing. Selections: Introduction (pp 1-14) and Chapter 2 John Wayne Will Save Your Ass (pp 52-59).
- Moreton, Bethany. 2009. *To serve God and Wal-Mart: The making of Christian free enterprise*. Harvard University Press. Chapter 5 (pp 67-85).
- Wrenn, Mary V. 2019. "Consecrating capitalism: The United States prosperity gospel and neoliberalism." *Journal of Economic Issues* 53 (2): 425-432.
- McLean, Jacob, Emily Laxer, and Efe Peker. 2024. "Taking Alberta Back: Faith, Fuel, and Freedom on the Canadian Far Right." *Religions* 15 (10): 1250.

WEEK 5 / Oct 8

TRADWIVES AND PICKUP TRUCKS

Readings:

- Rhematization and Metapragmatics (definitions of linguistic anthropology terms).
- Tebaldi, Catherine. 2024. "Metapolitical seduction: Women's language and white nationalism." *Journal of Linguistic Anthropology* 34 (1): 84-106.
- Stotzer, Rebecca L, and Ashley Nelson. 2025. "The allure of traditional life: on becoming a tradwife." *Journal of Gender Studies*: 1-18.
- Daggett, Cara. 2018. "Petro-masculinity: Fossil fuels and authoritarian desire." *Millennium* 47 (1): 25-44.

Week 6 / Oct 15

RIGHT WING GENDERED SOCIAL WORLDS FROM THE INSIDE

Readings:

- Sexton, Jared Yates. 2020. *The man they wanted me to be: Toxic masculinity and a crisis of our own making*. Catapult. Chapters 1, 13, 14
- Levings, Tia. 2024. *A well-trained wife: My escape from Christian patriarchy*. St. Martin's Press. Selections TBA

III. EXTREMISM IN THE DEFENSE OF LIBERTY

Week 7 / Oct 22

ACTUAL HATE

Readings:

- Kimmel, Michael, and Abby L Ferber. 2000. "'White Men Are This Nation:' Right-Wing Militias and the Restoration of Rural American Masculinity." *Rural sociology* 65 (4): 582-604.
- Blee, Kathleen M. 2003. *Inside organized racism: Women in the hate movement*. Univ of California Press. Read pp 1-21 (Introduction) and pp 111-192 (Chapters 4 and 5)

Fall Break (No Class Oct 29)

Week 8 / Nov 5

TROLLS, INCELS, PICKUP ARTISTS AND RIGHT-WING POLITICS AS TRANSGRESSION

Readings:

- Nagle, Angela. 2017. *Kill all normies: Online culture wars from 4chan and Tumblr to Trump and the alt-right*. Simon and Schuster. Read Chapters 1 & 2
- Bates, Laura. 2021. *Men who hate women: From incels to pickup artists: The truth about extreme misogyny and how it affects us all*. Sourcebooks, Inc. Read Chapter 1.
- The "Red Scare Podcast" and the "Vibe Shift" (Reading and listening TBA)

Week 9 / Nov 12

CONSPIRACY THEORIES, CONSPIRACIES, AND OTHER CONS

Readings:

- Conner, Christopher T. 2023. "QAnon, authoritarianism, and conspiracy within American alternative spiritual spaces." *Frontiers in sociology* 8: 1136333.
- Forberg, Peter L. 2022. "From the fringe to the fore: an algorithmic ethnography of the far-right conspiracy theory group QAnon." *Journal of Contemporary Ethnography* 51 (3): 291-317.
- Kendzior, Sarah. 2022. *They knew: How a culture of conspiracy keeps America complacent*. Flatiron Books. Selections TBA
- Perlstein, Rick. 2012. "The long con: mail-order conservatism." *The Baffler* (21): 22-32.

Week 10 / Nov 19

TECHNO-LIBERTARIANISM, TECHNO-FASCISM, DEFENCE-CONTRACTING, AND CRYPTO

Readings:

- Duran, Gil. 2026. *The Nerd Reich*. Simon and Schuster. Introduction and Chapters 1-4
- Silverman, Jacob. 2025. *Gilded rage: Elon Musk and the radicalization of Silicon Valley*. Bloomsbury Publishing. Chapters 4 and 13

Week 11 / Nov 26**TECHNO-UTOPIANISM AND ITS IDEOLOGICAL UNDERPINNINGS**

Readings:

- Smith, Harrison, and Roger Burrows. 2021. "Software, sovereignty and the post-neoliberal politics of exit." *Theory, Culture & Society* 38 (6): 143-166.
- Darmour-Paul, Matthew. 2025. "Little Tech on the Prairie; Roots and currents of the tech right." *Distinktion: Journal of Social Theory*: 1-11.
- Boucher, Geoff, and Emily McAvan. 2026. "The Digital Tech Broligarchy's Interest in Left-Wing Science Fiction: A Critical Reading of the Culture of Techno-Libertarianism."

IV. BIG PICTURES AND TAKEAWAYS**Week 12 / Dec 3****WHAT IS CONSERVATISM AND WHY IS IT APPEALING TO SOME AT A PARTICULAR MOMENT IN TIME?**

Readings:

- Geismer 2018 Conservatives and Counterrevolutionaries: Corey Robin's "The Reactionary Mind" Los Angeles Review of Books Jan 19, 2018 Issue.
- Robin, Corey. 2018. *The reactionary mind: conservatism from Edmund Burke to Donald Trump*. Oxford University Press. Read Chapter 11.
- Pinheiro-Machado, Rosana, and Lucia Mury Scalco. 2020. "From hope to hate: The rise of conservative subjectivity in Brazil." *HAU: Journal of Ethnographic Theory* 10 (1): 21-31.

Week 13 / Dec 10**COURSE SUMMARY**

Readings:

- No Reading

Take-Home Final Due Dec 23 at Midnight

HAPPY HOLIDAYS!

ADDITIONAL INFORMATION**GRADING SCALE:**

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

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).

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/secretariat/wp-content/uploads/sites/158/Accommodation-for-Student-Activities.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.

ASSISTANCE FOR STUDENTS

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/>
Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
Equity & Inclusive Communities: <https://carleton.ca/equity/>
Career Services: <https://carleton.ca/career/>

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 an electronic 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/>.

IMPORTANT DATES AND DEADLINES FALL 2026

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.

Date	Activity
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.

Date	Activity
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.

Date	Activity
	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.

Date	Activity
	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.