

# Graduate Handbook for the Cultural Mediations PhD Program

Welcome to the Cultural Mediations Program! The purpose of this handbook is to provide students with an overview of the academic components of our PhD program. We have also included some general information about graduate student life. ***Should there be any discrepancies between the Carleton Graduate Calendar and this document, the Graduate Calendar is considered the final authority.***

We do our best to keep this handbook up to date, but if you notice any links that aren't working or information that needs updating, please let the ICSLAC Administrator or Graduate Supervisor know. We also welcome suggestions regarding additional information that would be helpful to Cultural Mediations students.

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## WHAT IS THE CULTURAL MEDIATIONS PHD?

The PhD in Cultural Mediations was created to foster theoretically informed approaches to art and culture that cross traditional disciplinary divides. It acknowledges the ongoing and accelerated cultural mediations and global flows intensified by the developing technologies of the twentieth and twenty-first centuries and their impact upon changing conceptions of self and world.

Exposing students to both interdisciplinary and cross-cultural discourses, the PhD in Cultural Mediations provides a context for innovative graduate education that challenges traditional disciplinary boundaries. Students in Cultural Mediations are trained in both interdisciplinary methodologies and a particular discipline in order to nurture both innovation and mastery of a field of study. The four streams within the PhD program are:

- Literary Studies
- Musical Culture
- Technology and Culture
- Visual Culture

### **Admissions**

The normal requirement for admission is an MA (or a recognized equivalent) in a discipline appropriate to the interdisciplinary strengths of the program,

though the innovative nature of the program means that alternative forms of experience (such as curatorial work) will be considered in lieu of the MA. A GPA of 10.0 (A-) or better is normally required of course work completed at the Master's level for admission to the program. Our students typically come from such disciplines as Literary Studies, Art History, Film Studies, Music, Comparative Literature, Anthropology, Canadian Studies, Communication, Geography, History, Philosophy, Sociology, and Gender Studies. Decisions regarding admissions are made by the Admissions Committee based on the various elements of the required application package: transcripts, two letters of reference, samples of previous academic work, and a statement of research interests.

## WHOM DO I CONTACT WHEN I HAVE QUESTIONS?

The **Graduate Supervisor** of the Cultural Mediations Program is available to students to discuss any questions or concerns they may have about the program requirements and all aspects of their progress through the degree.

The **Director** of ICSLAC is available to students for further consultation and support as well as particular questions about funding and TA-ships.

Please contact the ICSLAC **Administrator** for any administrative and practical matters, including questions relating to registration, academic audits and questions about paperwork and processes.

## OVERVIEW OF THE CULTURAL MEDIATIONS DEGREE AND PROGRAM REQUIREMENTS

The program is designed to be completed in five years. It is expected that students will meet these goals, which are designed to help them progress through the degree in a timely fashion.

*Adhering to this timeline will help you to finish within your funded study period. If you exceed the deadlines and run out of funding, it becomes much more difficult to complete your dissertation and you will have to apply for extensions from the Faculty of Graduate and Postdoctoral Affairs.*

### **Timeline of the Cultural Mediations Program**

#### **Year 1**

- Complete 2.0 credits of coursework, including CLMD 6101.
- Write first comprehensive examination in June or July of Year 1.

#### **Year 2**

- Complete 1.0 credit of coursework, including CLMD 6900.
- Satisfy language requirement by the end of Year 2.
- Submit approved second

comprehensive examination reading list and the exam format chosen on the required Comprehensive II Approval Form by January of Year 2. Complete second comprehensive exam by end of July and meet with committee in August or September of Year 2.

### **Year 3**

- Present a preliminary version of the dissertation proposal at the dissertation proposal workshop in October of Year 3.
- Submit dissertation proposal by the beginning of the winter term of Year 3. Dissertation proposal defenses take place in the winter term of Year 3.

### **Years 4-5**

- Complete and defend dissertation.

### **Course Requirements**

All students are required to complete a total of 10 credits as follows:

- 1.0 credit CLMD 6101 (Perspectives on Interdisciplinarity in Cultural Theory)
- 1.0 credit from the following courses (each worth 0.5 credit): CLMD 6102, CLMD 6103, CLMD 6104, CLMD 6105, and CLMD 6106
- 0.5 additional course credit from other courses offered in the Cultural Mediations program or elsewhere at Carleton in various

graduate programs

- 0.5 course credit CLMD 6900 (Research and Professional Development)
- 1.0 credit CLMD 6907 (Comprehensive Exam I)
- 1.0 credit CLMD 6908 (Comprehensive Exam II)
- 5.0 dissertation credits CLMD 6909

## **Overview of Progress through the Degree Leading up to the Dissertation**

### **First Year**

Students' first-year experience is centred on the year-long core course in Perspectives on Interdisciplinarity in Cultural Theory (CLMD 6101), which is designed to provide them with a theoretical foundation for their subsequent work in the program. This course functions as a means of developing a sense of new students' collective identity as a cohort group. The course usually includes guest visits by a range of faculty. During the first year, students generally take 1.0 credit (2 half-courses) in addition to CLMD 6101. Students then write the first comprehensive examination, which is based largely on the reading for the year-long core course, in June or July of their first year.

### **Second Year**

Second year is centred around the Research and Professional Development course (CLMD 6900). This course is worth 0.5 credits and meets every two weeks over the full year. During this year, the student will satisfy the remaining course requirements for the degree. In most cases, students take 0.5 credit (1 half-course) in the fall in addition to CLMD 6900. By July 30th of the second year, students will complete the second comprehensive examination in a traditionally defined area of study within their disciplinary

stream (sound studies, 20<sup>th</sup> century African film, or 18<sup>th</sup> century French literature, as examples). Students should also satisfy their language requirement by the end of their second year.

### **Third Year**

By the beginning of their third year, students should have completed all of the pre-dissertation requirements for the program and be working on their dissertation proposals. In the fall, students will present a preliminary version of their dissertation proposals to the student body and faculty at a workshop. At the beginning of the winter semester, they will submit a 15-page thesis proposal, which will then be discussed by their committee at the thesis proposal oral defence. At the conclusion of the proposal meeting and once the proposal has been approved, committees are encouraged to discuss how the process will work going forward and what the involvement of the various committee members will be.

### **Language Requirement**

Upon graduation, each student is expected to have a functional reading knowledge of one language in addition to English. Students wishing to pursue careers in the public service are advised to acquire French proficiency. The language requirement can be satisfied by writing a test or by passing a half-credit course (such as FINS 2105 and FINS 3105) from offerings from a university language

department. Additionally, students will be expected to deal with all material that is their primary object of research in its original language. If you have already passed your language requirement at the MA level, you do not need to satisfy this requirement again, as long as it is documented on your MA transcript. The language requirement should be completed during the first two years of study.

## SOME OF OUR INNOVATIVE FEATURES

### **Workshop Series**

The wide ranging interests of people within Cultural Mediations put a premium on creating unifying contexts for dialogue between faculty and students and across disciplinary backgrounds. One important means of fostering this sense of community is our ongoing workshop series, which has taken different forms. The series may feature works-in-progress, which are circulated ahead of time, and includes an initial response by a member of the program. Alternatively, it may feature two shorter presentations, one by a professor and one by a Cultural Mediations student, on related topics. The goal of the series is to create an interactive spirit of intellectual exchange for both the presenters and the attendees.

### **Annual Dissertation Proposal Workshop**

Students in their third year of study take part in a dissertation proposal workshop where they present a draft of their dissertation proposal to faculty and other students and receive constructive feedback. This enables students to clarify and develop ideas for their dissertation, but like the workshop series, it also creates a venue where faculty and students come together to exchange ideas and benefit from one another's critical perspectives. This annual event takes place in the fall.

## **Graduate Student Conference**

Since 2004, students in the Cultural Mediations program have organized and hosted a series of graduate student conferences. These interdisciplinary conferences not only foster a broader sense of community with students working in similar programs in universities in neighbouring cities, but also provide an important context for developing a sense of community across disciplinary divides for both students and faculty. Students who are interested in organizing a one-day interdisciplinary conference should contact the Graduate Supervisor.

### Past Conferences:

- May, 2019: Interface 2019: (UN) Bound: Interdisciplinary Dialogues
- March 2017: Off the Record, in conjunction with the Art History Graduate Student Society
- May, 2015: Interface 2015: Materiality and Movement
- May, 2014: Interface 2014: Transmediating Culture
- May, 2013: Interface 2013: Creative and Critical Approaches in the Digital Humanities
- March, 2012: Living Stereo: History, Culture, Multichannel Sound
- April, 2011: Interface 2011: Foundations

May, 2010: Interface 2010: Residual Histories  
May, 2008: Interface 2008: Culture &  
Technology  
May, 2007: Interface 2007: Reconciliations  
May, 2006: Interface 2006: Ruptures  
May, 2005: Entanglements: Collisions and  
Tensions  
May, 2004: Interface: Cultural Mediations in  
Theory, Practice, and Context

## COURSE OFFERINGS

### **Required Cultural Theory Course (1<sup>st</sup> year)**

#### CLMD 6101 (Credit value 1.0)

This course addresses the theory and practice of interdisciplinary studies of culture. Attention will be paid to those issues in cultural theory of the twentieth-century that inform current interdisciplinary work in literature, film, music, art and new media: the nature of the text and textuality; the status of representation; the role of technologies of production and reception; the formation of the subject and modes of subjectivity; the construction of difference (gender, ethnicity, social class); the functioning of ideology; the problematics of affect and corporeality; and the meaning and ethics of cultural value.

Specific works from literature, film and other cultural practices, including new media, will be introduced in relation to questions of theory. While the course does not aim to survey the entire body of twentieth- and twenty-first century cultural theory, students can expect to become familiar with key theoretical texts in and across a number of disciplines that address the issues in question and to acquire knowledge of the historical and intellectual contexts within which such work was produced. It is expected that the theoretical issues at hand and the debates they provoke will be

situated both within and against the Western tradition. This course is designed to prepare students to write the First Year Comprehensive examination in the summer of the first year.

### **Required Research and Professional Development Course (2<sup>nd</sup> year)**

#### CLMD 6900 (Credit Value 0.5)

The Research Methods course provides students with a context for thinking about their second comprehensive exam and their dissertation through a two-pronged approach: on the one hand, students are encouraged to meet with their supervisors in order to receive specialized input within the context of their particular area of specialization; on the other hand, the Research Methods course offers students a place where they can exchange ideas about their second comprehensive examination, dissertation project and questions of professionalization with peers in their cohort group and benefit from constructive criticism. During the year, students will establish a committee for their second Comprehensive Exam (CLMD 6908), obtain a supervisor if they do not already have one, prepare their bibliographies and rationales for their second comprehensive exams, and begin to prepare their thesis proposals. The course also offers students a venue for reflecting on the larger methodological priorities of the program, for preparing OGS and SSHRC

applications in the fall, for becoming acquainted with library resources and research ethics, for exploring professional concerns related to the academic marketplace and academic publishing, and most importantly, for working together to develop ideas about their dissertation. The course is graded pass/fail.

### **Half-Credit Core Courses (1st and 2nd years)**

In partial fulfilment of the requirements for the degree, students are required to complete at least two of the following five courses:

- CLMD 6102 (Issues in Transnationalism)
- CLMD 6103 (Issues of Cultural Mediation and Representation)
- CLMD 6104 (Issues in Cultural Politics)
- CLMD 6105 (Issues in the Technologies of Culture)
- CLMD 6106 (Issues in History and Culture).

See the Graduate Calendar ([calendar.carleton.ca](http://calendar.carleton.ca)) for descriptions of these courses. These five courses are intended to address specific works of literature, film and other cultural practices both from inside and outside the Western tradition. Because cultural forms and practices themselves generate particular ways of knowing and seeing, these courses will consider how specific examples of print, visual, aural, and electronic culture speak to epistemological and social operations that continually call for new conceptual and analytical

approaches.

### **Courses Outside of ICSLAC**

Students may also take a limited number of courses outside of ICSLAC provided they satisfy the requirements above. Normally students take no more than one class outside of ICSLAC but students may petition for exceptions to be made. These decisions may require approval of the Faculty of Graduate and Postdoctoral Affairs.

### **Special Topic and Reading Course Electives**

Students may elect to complete one or more of these courses in partial fulfilment of the requirements of the degree:

- CLMD 6901 (Directed Reading)
- CLMD 6902 (Special Topic in Cultural Mediations)
- CLMD 6903 (Special Topic in Cultural Mediations)
- CLMD 6904 (Special Topic in Cultural Mediations)

Normally, no more than one Directed Reading course is taken (contingent on securing a faculty member willing to supervise—n.b. that faculty do not receive credit for doing so). The special topics courses are seminars in interdisciplinary studies of culture not available in the regular course offerings. Topics vary from year to year.

## COMPREHENSIVE EXAMINATIONS

### **FIRST COMPREHENSIVE EXAMINATION (CLMD 6907)**

The first comprehensive exam is designed to test the student's competence in the broader theoretical questions which will constitute the methodological component of their dissertation. It follows the year-long core course in cultural theory, CLMD 6101 (Perspectives on Interdisciplinarity in Cultural Theory). The instructor(s) in that course will also be the Comprehensive Examiner(s) (in cases where CLMD 6101 is taught by a single instructor, a second faculty member will be assigned to assist in evaluating the exams). The reading list for the exam will follow from the reading list for the course, with some deletions and additions.

**The exam will normally be held in June or July following the students' first year.** The two examiners will develop a series of questions, which reflect a balanced sense of the field.

- The format will be a two-week take-home exam, in which the students will be asked to respond to two out of the five questions.
- The questions will be distributed electronically, although they will also be available in hard copy from the program's administrator. The students **must reply**

**immediately by return e-mail to indicate that they were able to open and read the file.**

- Students may ask the examiners for general clarification of comprehensive examination questions.
- Their responses are to be returned by the indicated date and time via e-mail (sent in an attachment to both examiners and cc'd to the administrator) normally two weeks after the exam is handed out. The student is responsible for providing a hard copy if requested by an examiner.
- Students will receive a written evaluation, which will be included in their file. The exam is graded as follows: Satisfactory or Unsatisfactory.
- In keeping with the Graduate Calendar regulations, if a student receives a grade of Unsatisfactory, s/he may choose to write the examination a second time. The student must pass the examination the second time to remain in the program.

**NOTE:** Students must register for this exam on Carleton Central as they do for any other course.

## **SECOND COMPREHENSIVE EXAMINATION (CLMD 6908)**

The goal of the second comprehensive examination is to demonstrate competence in a recognized teaching and research field with relevance to the dissertation. This exam is thus designed to verify the student's authority in a conventionally established disciplinary area (such as twentieth-century American literature, Indigenous art history, etc.). It is NOT to be confused with the student's thesis topic itself; quite the opposite, it is intended as a survey of a general field within which the much more focused subject of the dissertation is situated. This is crucial as a guarantee to potential employers for those students intending to go on the academic job market. Employers will be interested in the theoretical sophistication and innovative nature of the student's research, but for teaching purposes, they will also want to feel confident about the student's competence in a broader range of materials. This broader range of materials is also important to the thesis itself because it will provide a context for developing a more nuanced sense of the cultural and historical milieu within which the particular texts and practices which are the subject of the dissertation are inscribed.

Students will select a Comprehensive Supervisor (who may or may not be the student's thesis

supervisor). The Supervisor will, in turn, designate a Second Reader with the input of the student. Students have the right to veto any choice which they do not think is appropriate. The Graduate Supervisor will review all of the reading lists to ensure that the reading loads for each student are roughly comparable. This is particularly important because of the individualized nature and wide variety of subject matters involved in this exam. It is equally important to emphasize, however, that parity is not the only or even the primary goal. Where a student's work has moved into an area with which s/he lacks a broader familiarity, the exam will necessarily be expanded in order to demonstrate his or her authority in the chosen area.

NOTE: Students must register for this exam as they do for any other course.

## **FORMAT OF SECOND COMPREHENSIVE EXAM**

The second comprehensive exam has a written and an oral component. There are three options for the written format. Students will choose, in consultation with their supervisors, one of the following options: Question / Response, Course Outline or Project Design. Although the processes of preparing these three options are quite different, each will enable the student to situate himself or herself within a

broader field of study.

Regardless of the format chosen by the student, the second comprehensive examination will have the following common requirements:

1. A reading list of approximately 50 items and accompanying rationale (1 page single-spaced) must be approved by both the student's committee and the graduate supervisor. The reading list will represent the student's broader field of expertise or teaching field rather than the specific topic of the dissertation, syllabus or project.
2. The student must ensure before beginning the process that both committee members agree to supervise a comprehensive examination in the format the student has chosen. **The student must clearly indicate the selected format when submitting the rationale and reading list to the department.**
3. Following the submission of the exam, course outline or project design, there will be an oral defense with the student's committee.

## Exam Option 1: Question / Response (one-month response time)

### PREPARATION:

- A one-page description of the chosen field and a reading list of approximately 50 items is submitted for approval by the department at the end of the fall term of the second year.
- At the end of the reading period, the supervisor and second reader will determine 4-6 questions from which the student will choose 2 (the questions may be presented as a single group or they may be subdivided into pairs; in the latter case the student chooses one question from each pair).
- The student's supervisor should send the questions to the ICSLAC administrator by June 24\* for approval by the graduate supervisor.

### WRITTEN COMPONENT:

- The ICSLAC administrator will deliver the questions electronically to the student on June 30\*. Students **must reply immediately by return e-mail to indicate that they were able to open and read the file.** Before beginning their responses, students have up to one week to commit to two questions (in writing or by e-mail to the ICSLAC

administrator).

- By July 30, students will submit 2 essay responses (approx. 15–20 pages / 4,000–5,000 words each) each with proper citations and a bibliography. Responses are to be returned by e-mail (sent in an attachment to both examiners and cc'd to the program administrator); **one hard copy** should be delivered to the administrator in the Institute of Comparative Studies in Literature, Art and Culture (SP 201) on the due date.
- In general, the written responses should aim for depth and, as far as possible, avoid overlaps in argumentation and/or reference to the same material from the reading list. Students may occasionally consult briefly and generally with their supervisors on points of clarification or to obtain direction.

#### ORAL COMPONENT:

- Schedules permitting, within two weeks of the exam submission, the student will meet with the committee, who will ask the student about his/her exam and about other aspects of the field under consideration. The exam is graded as follows: Satisfactory or Unsatisfactory.
- In keeping with the Graduate Calendar regulations, if a student receives a grade of Unsatisfactory, s/he may choose to write

the examination a second time. The student must pass the examination the second time to remain in the program.

## **Exam Option 2: Course Outline**

### **PREPARATION:**

- A reading list of approximately 50 titles and a one-page description of the proposed course will be submitted for approval by the department at the end of the fall term of the second year. *Please note that the submitted reading list should consist of the texts that have shaped the field rather than the readings that the course outline assigns to undergraduate students, though the two may overlap.*
- Students should discuss with their supervisors and second readers the overall focus of a hypothetical course offering in their field of study but should not discuss the specifics of the course design. The general focus of the course outline and any specific requirements should be communicated to the ICSLAC graduate supervisor and administrator. It is recommended that the course be envisioned as an undergraduate introductory course, most likely a first- or second-year survey course, in order to

provide a broad sense of the field under consideration. The supervisors may add specific requirements for the course outline. Once the overall focus of the course has been agreed upon, the student should not consult further with the committee regarding the details of the outline design. The committee will assess the course outline only once it has been completed and submitted. The student is encouraged, however, to meet with committee members to discuss the broader reading list.

#### WRITTEN COMPONENT:

- By July 30 the student will submit (30-40 pp. in total):
  1. An outline and rationale for the course, its scope, aims, academic level (e.g., second-year undergrad survey, third-year seminar, etc.), and its relation to the larger field or discipline within which it would be located. (3-5 pages)
  2. A syllabus consisting of a brief statement of learning objectives, a week-to-week outline of class topics and readings (approximately 10-12 classes maximum), and sample essay or exam topics or alternatives (for potential student evaluation).

3. A concise summary of the main objectives, and the debates and issues that underlie each of the classes. The summaries should reference background readings from the comp list that inform each class topic or debate that have not already been included in the reading assignment for that particular class. Examples of AV materials that might be employed in the classroom should also be discussed. (2-3 pages for each class)
- Sample course outlines are available from the Graduate Administrator upon request.

#### ORAL COMPONENT:

- Schedules permitting, the student will meet with the examiners within two weeks of the course outline submission, who will ask the student about his/her outline and about other aspects of the field under consideration. The committee will assess the soundness of the design of the course outline, how well the outline has been theorized and conceptualized, as well as evidence of the student's broader mastery of the field. The exam is graded as follows: Satisfactory or Unsatisfactory.
- In keeping with the Graduate Calendar regulations, if a student receives a grade of

Unsatisfactory, s/he may choose to write the examination a second time. The student must pass the examination the second time to remain in the program.

### **Exam Option 3: Project Design**

#### **PREPARATION:**

- A one-page description of the chosen field and a reading list of approximately 50 items is submitted for approval by the department at the end of the fall term of the second year.
- Once the reading list and rationale have been approved, the student discusses with the committee the basic parameters of his or her intended project design and obtains the committee's approval.
- The project design may be aimed at a non-academic constituency such as a policy agency, a school board, a broadcaster, or a museum. The forms the project may take are numerous, and include designs for or the creation (in part or in whole) of: exhibitions, online audio or video archives, online databases or other digital scholarly resources, interactive websites, documentary films or radio shows. While the Graduate Supervisor will seek to ensure as much as possible that the reading list and

workload are roughly comparable to those of other students in the program, the forms and outcomes of the project option are highly variable. For this reason the student's committee will play a key role in offering guidance regarding developing a project of suitable format and scope.

- The outcome of the comprehensive exam will not be the project itself but rather a document of approximately 40 pages conceptualizing and outlining the design of the project and commenting on its theoretical, cultural and historical contexts and underpinnings. This approach allows the student to develop and showcase his/her design skills and to explore more applied dimensions of his/her field without the undue burden of executing the design.

#### WRITTEN COMPONENT:

- By July 30<sup>st</sup> the student will submit a document of approximately 40 pages in length. It should consist of:
  1. an introduction and rationale for the project (c. 4 pages)
  2. a detailed description of the project design (c. 20 pages; may include images)
  3. a section addressing the theoretical, cultural and historical context of the project (c. 6 pages)
  4. a section addressing the role of the

chosen medium, genre or technology in delivering and mediating the cultural material in question (c. 6 pages)

5. a section addressing the appropriateness of the medium and design to the audience the project seeks to reach (c. 4 pages)
6. a bibliography (not included in the 40 pages)

#### ORAL COMPONENT:

- Schedules permitting, the student will meet with the examiners within two weeks of the comprehensive examination submission, who will ask the student about his/her project design and about other aspects of the field under consideration. The committee will assess the soundness of the design of the project, how well the project has been theorized and conceptualized, as well as evidence of the student's broader mastery of the field. The exam is graded as follows: Satisfactory or Unsatisfactory.
- In keeping with the Graduate Calendar regulations, if a student receives a grade of Unsatisfactory, s/he may choose to write the examination a second time. The student must pass the examination the second time to remain in the program.

## **Second Comprehensive Exam Timeline (Year 2 of Program)\***

- Fall term: constitute committee; compose reading list and description in consultation with committee.
- Beginning of winter term: deadline for submission of description and reading list on the Comprehensive II Approval Form to the Graduate Supervisor for approval (see Department Administrator for forms); advise Graduate Supervisor of chosen exam format (Question/Response, Course Outline or Project Design)
- Winter term: reading period and note-taking or drafting of course outline
- Question/Response format:
  - June 24: exam questions delivered by student's supervisor to ICSLAC graduate supervisor and administrator for approval and formatting
  - June 30: exam option 1 questions delivered to student
  - July 30: response essays due
  - August or September: oral defense of the comprehensive exam

- Course Outline format:
  - July 30: course syllabus due
  - August or September: oral defense of the comprehensive exam
- Project Design format:
  - July 30: project design document due
  - August or September: oral defense of the comprehensive exam

*\*If any specified dates fall on weekends or holidays, an alternate date will be proposed. It is to be expected that in some cases, this timeline will need to be adjusted, but students and their committees should make every effort to follow it as closely as possible.*

## THE THESIS

### **Choosing a Supervisor**

PhD students are responsible for finding an advisor willing to supervise their thesis work. The supervisor may come from any department at Carleton and does not have to be cross-appointed to ICSLAC, but please note that at least one member of the student's committee must be cross-appointed to ICSLAC. Students are encouraged to meet with faculty members in their first year in order to discuss their research interests and identify potential advisors. Students may also wish to consult with the Graduate Supervisor regarding the selection of a dissertation supervisor.

Choosing an advisor is a complex and unscientific process. Most importantly, you must have research interests in common with your advisor. Beyond that, you will want to consider the following factors:

- Availability (Does your advisor have time to spend with you? Or do s/he already have too many students?)
- Compatibility (Do you get along with your advisor? Your advisor is not going to be your best friend, but you should have a respectful, productive working relationship. Ideally, your advisor will be your mentor, and will provide you with professional as well as intellectual advice.)

- Prestige (Is your advisor known in the field?)

### **Co-supervision**

Some Cultural Mediations students opt to have two supervisors. Students who do so usually have a topic that does not fit neatly within the research interests or disciplinary expertise of a single faculty member. Having two supervisors can be an enriching experience that allows the student to develop an original project with a distinctive perspective, but it is important to have good communication between the supervisors and the student as well as clarity regarding the role that each supervisor will play in directing the thesis.

### **Thesis Committee**

The thesis committee includes the supervisor (or co-supervisors) and two core committee members. Cultural Mediations thesis committees are often composed of faculty from several different departments and disciplines in order to support and enrich the student's interdisciplinary research. *At least one member of the committee must be cross-appointed to ICSLAC.*

The duties of the supervisor and committee members include:

1. Approval of the thesis proposal.
2. Attendance at the thesis proposal meeting.
3. Approval of the dissertation before it is deposited for defense.
4. Attendance at the oral examination.

The role of the supervisor (or co-supervisors) is to guide the student through the writing of the dissertation. The roles of the committee members will vary from student to student.

### **Thesis Proposal**

All students will be required to submit a thesis proposal of approximately 15 pages before proceeding to the writing of the thesis. The format of the thesis proposal will vary from student to student, but the proposal should outline the dissertation project and clearly state and justify the research questions and the object(s) of study. It should include a literature review, which clarifies the originality of the project and its scholarly contribution. The proposal should also include a chapter breakdown, a timeline for completion, and a bibliography.

When each member of the thesis committee is satisfied with the proposal, it will be discussed and

defended before the members of the thesis advisory committee and the Graduate Supervisor or another appointed Chair at an oral defence.

The thesis proposal and oral defence must be accepted by the thesis advisory committee before proceeding to the writing of the thesis.

The thesis proposal is due at the beginning of the winter semester of year 3.

### **Handing in the Thesis**

*It can take a considerable amount of time to identify an external examiner and a date for the defense, so this must be done well in advance. It is also extremely important to be aware of the deadlines for submission and graduation, which are posted yearly in the Graduate Calendar:*

*<http://calendar.carleton.ca/>. If a student misses these deadlines, s/he will have to pay tuition for the next semester.*

- **At least two weeks in advance of the *submission* date (or eight weeks in advance of the *exam* date):**
  - The student should inform the ICSLAC Director and Administrator of the date he/she intends to submit the thesis.

- **At least six weeks in advance of the *exam* date:**
  - The thesis committee approval of the thesis to proceed to defense and the scheduled date and time of the defense must be available before the e-thesis can be uploaded.
  - The student submits one hard copy of the examinable thesis to the department (the student should ask his or her committee members if they would prefer hard copies of the thesis; it is the student's responsibility to supply these).

### **The Thesis Examination**

The ICSLAC Director, in consultation with the thesis supervisor, makes recommendations to the Dean of the Faculty of Graduate and Postdoctoral Affairs (FGPA) for the constitution of the thesis examination board. The board consists of the student's thesis committee, an Internal Examiner (a Carleton professor from a department other than that of the candidate and who has been at arm's length from the thesis research) and an External Examiner (a professor from another university, who is an expert in the field and who has been at arm's length from the thesis research). The examination board also includes the ICSLAC Director (ex officio), the Dean of FASS (ex officio),

the Dean of FGPA (ex officio), and the Chair of the examination board (appointed by FGPA).

The Dean of FGPA announces the constitution of the examining board. The external examiner is asked to complete a form at least one week prior to the examination recommending that the thesis proceed to oral examination, proceed with certain reservations, or not proceed (in which case a written summary of its deficiencies must be submitted). The examination board decides if the oral defense is satisfactory or unsatisfactory, and whether the thesis is to be accepted as submitted, accepted with minor revisions, accepted after major revisions (as outlined in writing) or rejected. No letter grade is awarded. The thesis examination process is defined by guidelines, principles, and practices prescribed by the FGPA. See the **FGPA's "Thesis Examination Policy,"** available at <http://gradstudents.carleton.ca/wp-content/uploads/Thesis-Examination-Policy-Revised-February-2016.pdf>

### **Guidelines for the Preparation of Doctoral Theses**

Students must comply with the guidelines posted on the FGPA website at:

<https://gradstudents.carleton.ca/thesis-requirements/>

### **Ethics Clearance**

If you are conducting interviews for research, you

will have to submit an ethics application. Students should consult their committees and the Graduate Supervisor regarding whether they may need to apply for ethics clearance to conduct their thesis research. Your ethics application must be completed by the end of year 3.

**Copyright Issues**

Students should consult their committees regarding whether they need to seek copyright permission to publish images in their dissertations.

## **Thesis Timeline (Years 3-5 of Program)**

### **Year 3**

- Fall semester: constitute thesis committee (normally by adding one additional member to the second comprehensive exam committee); draft thesis proposal in consultation with committee members
- October or November: present a preliminary version of the dissertation proposal at the annual dissertation proposal workshop
- January: dissertation proposal due
- Winter term: dissertation proposal defense, begin researching and/or drafting dissertation
- by end of year 3: complete ethics application if necessary (for some students, this may have to be submitted as early as year 2; consult your supervisor)

### **Year 4**

- continue researching and writing dissertation

### **Year 5**

- complete draft of dissertation, allowing time for feedback from committee and final revisions
- identify possible internal and external members of committee and submit suggestions to the ICSLAC Director and Administrator along with an abstract

- identify a date for the defense
- submit final copy of the thesis to thesis committee for approval to proceed to the defense
- at least six weeks in advance of the exam date, the thesis committee approval of the thesis and scheduled date and time of the defense must be available

## FINANCES

### **Financial Support**

Cultural Mediations is committed to ensuring that all of our full-time students are fully funded. We have been able to offer all our full-time students financial packages. Funding consists of several possible sources, including a Teaching Assistantship, an Entrance Scholarship for students with a GPA of over 10.5, and a departmental scholarship (up to four years). Students are also expected to apply for external scholarships. Our students have been successful in applications for OGS and SSHRC awards as well as in competitions for various internal scholarships and endowments. Students may also find employment in the summer as research assistants on various professors' research projects.

### **Funding sources**

Students with a GPA above 10.0 are encouraged to apply for grants. Grant application season is in the fall and can be stressful. You will want to start thinking about and begin drafting your project proposal early. When you write your proposal, ask your recommenders to read it over and help you with both style and content. They will be happy to help! We also run an annual workshop on OGS and SSHRC applications that all students are encouraged to attend.

Even if you are unsuccessful, applying for grants is an important process that will help you to hone a critical academic skill, as well as to clarify your thinking about the direction of your research.

**Tip:** Contact your referees with advanced notice of the application deadline(s). The department sets an **internal** deadline before the official deadline date. Each application will involve two or three letters of recommendation from professors, a statement of interest, official transcripts and a lengthy application form, so budget your time accordingly.

### **Major External Graduate Scholarships**

OGS (Ontario Graduate Scholarships):  
<https://osap.gov.on.ca/OSAPPortal/en/A-ZListofAid/PRDR019245.html>

SSHRC (Social Sciences and Humanities Research Council of Canada) Doctoral Fellowships:  
[http://www.sshrc-crsh.gc.ca/funding-financement/umbrella\\_programs-programme\\_cadre/talent-eng.aspx](http://www.sshrc-crsh.gc.ca/funding-financement/umbrella_programs-programme_cadre/talent-eng.aspx)

See Carleton's Awards and Funding page for more information on External Funding and Internal Funding, Endowments, Bursaries, and Travel Grants: <http://gradstudents.carleton.ca/awards-and-funding/>

## **Endowments**

Every year, an internal committee nominates students for endowments at the university level. If you wish to be considered for an endowment, please fill out an application form, which is available on the Cultural Mediations Website.

## **Conference Funding**

Students are encouraged to apply for travel grants to attend conferences. Please see the FGPA website for further information:

<https://gradstudents.carleton.ca/awards-and-funding/internal-awards/>

Please note, however, that students who have missed milestones are not eligible for conference funding. Students are advised to choose conferences strategically and judiciously to ensure that they aid, rather than delay, their progress through the degree.

## **TEACHING**

### **TAships**

- Cultural Mediations students are usually offered employment as Teaching Assistants.
- If you are interested in TA'ing for a specific class, please notify the Administrator by early July, so that your request can be incorporated into the departmental recommendations. Please note that we

make recommendations to the Faculty regarding the appropriate TA placements but we do not control the placements. Your individual TA placement is determined by the department to which you have been assigned. Any questions related to this placement should be directed to them.

- Teaching Assistants in first year classes mark papers and exams and sometimes run their own tutorials. Teaching Assistants in higher-level classes will often give one lecture, conduct discussion sections or help with group work and also mark papers and exams.
- In addition to traditional TA'ships, students can request to be placed in the Writing Tutorial Centre.
- The Educational Development Centre has excellent resources for T.A. support and training. <http://carleton.ca/tasupport/>
- *Make sure you attend the TA orientation for the department for which you are a TA.*
- *Students who decline their TAsip in their first year are no longer eligible for a TAsip and are choosing to forfeit this funding.*

### **The EDC certificate "Preparing to Teach"**

<https://carleton.ca/tasupport/certificates/preparing-to-teach-certificate/>

- geared towards PhD candidates who want

to prepare for teaching

- an intensive 10-week program that may be especially helpful to those students opting for the course outline format of the second comprehensive examination
- learn how to draft a course syllabus that includes learning objectives and a teaching philosophy
- please be advised that this certificate involves a substantial time commitment

### **The Certificate in Teaching Assistant Skills (EDC)**

<https://carleton.ca/tasupport/certificates/certificate-in-teaching-assistant-skills/>

The Educational Development Centre has published the following information on their website:

The Certificate in Teaching Assistant Skills is a voluntary, self-directed program designed to recognize and encourage pedagogical training, as well as to improve the confidence and skills of teaching assistants. The certificate is something you can list on a CV and/or include in your teaching dossier, and is registered with the Co-Curricular Record.

Participants seek out EDC-credited training sessions that are most meaningful to them,

both for their current TA assignments and for their long-term development goals. The program requires that you reflect on your training and also that you use it to inform the production of a short contribution to the scholarship of teaching and learning. Complete details about all program requirements are provided on the cuLearn page, but in brief, each participant must complete the following elements:

- 10 EDC Credits (1 of which must be the [Academic Integrity online workshop](#));
- 2 Response Papers; and
- 1 TA Article

### **TAships and Time Management**

Teaching Assistantships are a valuable opportunity to develop skills in teaching and student evaluation. While the breakdown of hours for TAs roughly comes to ten hours a week, each assignment differs in how those hours are distributed over the course of a term.

Make sure you budget time to complete your graduate course work, keeping in mind that extra time will be required for marking TAship exams or papers after their submission. Also, ensure that you record the hours you work – these should not exceed 130 in total (per term), according to your contract. If there are special circumstances (e.g. an

essay for your course coincides with a heavy marking period), speak to your supervising professor well in advance about the possible conflict.

### **Research Assistantships**

Professors will occasionally invite students to work for them as Research Assistants. The duties of a Research Assistant vary according to the supervising professor, but the student is generally asked to participate in some respect in the research life of the professor.

### **Teaching (article 17)**

Under article 17 of the Teaching Assistants' collective agreement, students may convert one .5 credit Teaching Assistantship into a Contract Instructorship.

Subject to departmental need, students are eligible to teach their own undergraduate courses in other departments after they have completed all coursework, both comprehensive exams, and defended their dissertation proposals. It is important to balance the desire for teaching experience on your CV with the need to complete your dissertation. Students should consider carefully the timing of taking on significant teaching responsibilities vis a vis their progress through the degree. It is recommended that students do not teach their own courses until after

the dissertation proposal has been defended.

Students are advised to contact relevant undergraduate departments to apply for teaching opportunities.

**OTHER REGULATIONS:  
FULL AND PART-TIME STUDIES, LEAVES OF  
ABSENCE**

**Full Time and Part Time Studies**

Please be aware that although part-time status lowers your tuition, you will not be eligible for funding from the university and cannot hold a TA award. You will also be forfeiting any remaining funding awards from your incoming funding package.

See the Graduate Calendar for further details (item #7.10):

<http://calendar.carleton.ca/grad/gradregulations/administrationoftheregulations/#3>

**Leaves of Absence and Extensions**

Leaves of Absence and Extensions may be granted at the discretion of the Faculty of Graduate Studies.

Please consult with the program administrator

regarding the process to apply. It is recommended that applications for Leaves of Absence and/or Extensions be submitted in the term prior to the need.

<http://gradstudents.carleton.ca/wp-content/uploads/Academic-Change-Form.pdf>

### **Parental Leaves**

It is relatively common for students to start or expand their families while in graduate school.

Please consult with the program administrator regarding the process to apply. It is recommended that applications for Leaves of Absence be submitted in the term prior to the need.

<http://gradstudents.carleton.ca/wp-content/uploads/Academic-Change-Form.pdf>

## CAMPUS INFO 101

### **Getting to Campus**

There are bike paths through the PATH network that conveniently lead to campus. Bus access is via OC Transpo #4 and #7.

### **Grad Student Office and Keys**

We have limited graduate student desks in 2012 St. Patrick's and we aim to accommodate as many students as we can who request desk space. Historically first and second year PhD students will have a desk in this office. All students who are acting as a TA will have access to TA space in the department to which they are assigned.

### **Departmental Mail**

Each Cultural Mediations student is assigned a mailbox in the Institute. Please check your mailbox regularly.

### **Campus Cards**

Can be picked up at 407 Unicentre. Campus Cards can be used as payment for photocopy machines (Library, Loeb, Unicentre, St. Patrick), as well as payment for some vending machines and at restaurants all over campus. Your campus card will

also provide access to Institute space after hours.

See the campus card website:

[www.carleton.ca/campuscard](http://www.carleton.ca/campuscard)

### **Carleton's Writing Services**

For grads and undergrads who need help with their writing skills. Located on the 4<sup>th</sup> floor of the MacOdrum Library. TAs often find it useful to send their students here.

<http://carleton.ca/csas/writingservices/>

### **The Graduate Students Association (GSA)**

A useful source for grad students and the main political body and voice of Carleton grad students:

<http://gsacarleton.ca>

## HEALTH

### **Carleton University Health and Counselling**

The Carleton Technology and Training Centre (CTTC) houses a pharmacy, clinic and doctors' office, dentists, dietitians and health counseling services.

2600 Carleton Technology & Training Centre

Phone: (613) 520-6674

<http://carleton.ca/health/>

Consult the GSA website's section on the Health

Plan: <http://gsacarleton.ca/healthplan/>

### **Mental Health Support**

#### When Health and Counselling Services is Open:

Come to the HCS clinic at 2600 Carleton Technology & Training Centre. If you are in crisis or your needs are urgent, please inform a staff member at the reception desk.

<http://carleton.ca/health/counselling-services/>

#### When Health and Counselling Services is Closed:

See Carleton's List of Emergency Numbers for a list of Mental Health Crisis Lines as well as Suicide Prevention Lines:

<http://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

## CHILDCARE

### Daycares

If you have children and are in need of childcare, Ottawa hosts a variety of alternatives. The University has a day care on campus, the Colonel By Childcare Centre, which gives priority to Carleton students, staff and faculty: <http://www.colonelbychildcare.ca> Subsidized daycare spots are available according to financial need.

See also the City of Ottawa centralized daycare waitlist: <http://ottawa.ca/en/residents/social-services/daycare/apply-daycare>

### School-Age Children

If your children are school-aged, a great starting point is the Ottawa-Carleton District School Board web site where you can find out information about the public school system: English, French Immersion (early, middle, and late) and the Alternative System: [www.ocdsb.ca](http://www.ocdsb.ca)

Ottawa also has French schools, Montessori and Waldorf alternatives.

## **Summer Camps**

Carleton has a wide array of children's summer camps, which make it easier for students to balance work and family life. There are also summer camps available at the Old Ottawa South Community Centre, the Ottawa Tennis Lawn and Bowling Club, Brewer Pool, Westboro Academy, and the Glebe Community Centre.

For the month of July free summer camps with instruction in heritage languages (not English or French) are available through the city through the Ottawa-Carleton District School Board.

## QUEER OTTAWA

### **Carleton GLBT Centre for Sexual and Gender**

**Diversity:** [www.carleton.ca/glb/](http://www.carleton.ca/glb/glbtc@csaonline.com)  
[glbt@cusaonline.com](mailto:glbt@cusaonline.com)

Carleton University's CUSA-affiliate queer organization and student center functions as a resource library and drop-in center. Located at 427 University Centre, on the fourth floor, down a side hallway from CUSA's main office.

### **Kind Space:** <http://kindspace.ca/>

welcome@kindspace.ca

613-563-4818

222 Somerset Street W., suite 404

The Kind website states: "Mission: Lesbian. Gay. Bisexual. Trans. Non-binary. Two Spirit. Queer. Questioning. Intersex. Asexual. QTBIPOC. Youth. Adults. Seniors. Elders. No matter what kind of person a client or member happens to be, they are our kind. We believe everyone on the human sexuality and gender spectrum should be celebrated and supported."

## INTERNATIONAL STUDENTS

Studying abroad in your second/third language may appear intimidating at first, but you will get used to it as you start understanding how the academic system works in Canada and what you are expected to do. Here is some practical advice for what you might have to consider during grad school.

### **Language**

It is not your job to be a native English speaker. However there are certain expectations about the level and quality of your writing. It is entirely acceptable for you to seek help from friends, or from a professional editor.

### **Funding**

Please contact the program for information about international student funding packages. Students who are Permanent Residents can apply to both SSHRC and OGS, but those students who study in Canada with a student visa can only apply to OGS. Usually the government of your home country has a scholarship program for students who study abroad, which is worth looking up online. However, international students are still eligible to apply for some internal awards.

**Work**

Now that international students are allowed to work off-campus with a permit from the Canadian immigration office, working outside/inside school may be an option for the summer, but not during regular school terms.

For more information on international student life in general, please go to <http://carleton.ca/isso/>