

Graduate Handbook – Doctoral Program 2019–20

Carleton University
Department of History

Ph.D. in History

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1. Program Requirements (2020–21)

Doctoral Seminar in Historical Theory and Method (HIST 6808: 1.0 credits)
Major Field Tutorials (1.5 credits)
Comprehensive Examination in the Major Field (0.5 credits)
Cognate Area (1.0 credits)
Professional Development Project (1.0 credits)
Thesis Proposal
Ph.D. Thesis (5.0 credits)

Program Requirements (2019–20)

Doctoral Seminar in Historical Theory and Method (HIST 6808: 1.0 credits)
Major Field Tutorials (1.5 credits)
Comprehensive Examination in the Major Field (0.5 credits)
Breadth Fields (2.0 credits)
Thesis Proposal
Ph.D. Thesis (5.0 credits)

Any students entering the program before Fall Term 2020 can choose to fulfill *either* 2019–20 *or* 2020–21 program requirements.

YEAR ONE

2. The Doctoral e-portfolio

During Fall Term of the first year of their program each student creates an e-portfolio. The portfolio houses various kinds of written, visual, and digital materials. As students move through the program, they use their e-portfolio to collect and access materials such as their coursework output, Plan of Study, summative assignments, comprehensive exam list, thesis proposal, funding applications, professional development project materials, and thesis chapter drafts. The Graduate Supervisor, the student's thesis advisor(s), and members of the comprehensive exam and thesis advisory committees will also have access to some or all of these materials. The role of the e-portfolio is to augment the coherence of the individual student's program of study and to provide oversight, guidance, and support for students throughout the cycle of doctoral study. Students will be provided with support and, where necessary, appropriate training (such as website design, etc.) for creating and maintaining their e-portfolios.

3. Language Requirement

All students must demonstrate proficiency in a language other than English allied to their program of study. For students of Canadian history proficiency in French is required. For students in other areas of study the appropriate language requirement will be determined in conjunction with their program supervisor and the Graduate Supervisor. Proficiency is normally demonstrated through completion of the departmental language exam or a specified number of course credits. Language proficiency requirements must be met by the end of the student's second year of study.

4. Faculty Program Advisor and Dissertation Supervisors

Upon admission to the program students will be assigned a faculty program advisor(s) in their area of study. The faculty program advisor will normally also serve as the student's dissertation supervisor. The program advisor is responsible for organizing the student's Plan of Study and Major Field Tutorials. The advisor also establishes the comprehensive examination and dissertation advisory committees.

The role of the dissertation supervisor is to provide constructive feedback to work submitted by the student in a timely manner, normally within three weeks. Where feedback cannot be provided within three weeks, the delay must be handled in consultation with the student. Supervisors are expected to maintain regular communication and consultation with students, and available for regular and timely consultations with students and to provide notification of lengthy absences and the support mechanisms available under these circumstances. Supervisors are expected to continue supervision when on sabbatical or other type of non-medical leave, or to assist the student in making arrangements for supervision during the period of the leave. Supervisors will also assist students in seeking financial support, especially in writing letters of good quality in support of scholarship and fellowship applications. Supervisors will convene meetings of the advisory committee, and agree with the student on a reasonable schedule for the completion of each portion of the research and thesis. A more in-depth description of the roles and responsibilities of dissertation supervisors is available on the FGPA website: <https://gradstudents.carleton.ca/thesis-requirements/graduate-supervision-responsibilities-expectations-policy/>

5. Plan of Study

Over the course of the summer prior to the first year of doctoral study students should consult with their faculty advisor(s) to establish a plan of doctoral study for the first year. The Plan of Study should describe the area of the student's major field and the proposed field of the Cognate Area. It should also indicate the supervisors of the major and cognate fields and the mechanisms (courses, directed studies, internships, etc.) that will be used to deliver the fields. Ideally faculty program advisors should communicate the proposed subject area of the Major Field Tutorials and of the Cognate Area to the Graduate Supervisor by August 1, in order to coordinate the delivery of tutorials and courses across individual student programs. It is recognized that a student's Plan of Study is subject to change and that it may be necessary to update the plan from time to time. A Plan of Study document should be communicated to the Graduate Supervisor and attached to the student's e-portfolio by September 30 of the first year of study, and updated as necessary. A template for the Plan of Study is available here.

6. Doctoral Seminar in Historical Theory and Method

All students in the Ph.D. program enroll in the Doctoral Seminar in Historical Theory and Method (HIST 6808), normally in their first year of study. The seminar introduces students to the critical study of theories, concepts and methodological approaches that shape historical practice. The seminar normally meets every other week in both Fall Term and Winter Term.

7. Major Field Tutorials

Students normally enroll in HIST 6906 Major Field Tutorials in each of the Fall, Winter, and Summer Terms of their first year of doctoral study. The purpose of the major field tutorials is to introduce students to the historiography and recent developments in their major field of study. The tutorials will be coordinated by a faculty member specialist in the major field, normally with the participation of other members of faculty and, where appropriate, faculty in other Carleton units and at other universities. In consultation with their program advisor and Graduate Supervisor, students may enroll in 5000- and 6000-level graduate courses in partial fulfillment of the major field requirements. As with other elements of the doctoral program, tutorials are student-led and oriented. The organization of the tutorials varies according to the needs of each student and the field of study. Departmental best practice aims to incorporate the following elements:

- a regular schedule of meetings with faculty tutorial facilitators either individually or in small groups (schedule posted in student e-portfolio by September 30, updated as necessary)
- routine written work such as literature reviews, reading reports, short papers, or other work appropriate to the field and level of study, to be agreed upon in advance and articulated in writing (posted to student e-portfolio by September 30, revised as necessary)
- written components that contribute to the student's preparation for the comprehensive exam and thesis proposal
 - *designate a format for the written component of the Comprehensive Exam, to be articulated in writing (copy forwarded to Graduate Supervisor by November 1 and posted to student e-portfolio – this may be revised as necessary) (NB the written component of the comprehensive exam becomes effective 2020–21)*
 - generate a list of titles of monographs and articles appropriate to the field (80–100 titles) for inclusion in the Comprehensive Exam (copy forwarded to the Graduate Supervisor no later than August 30 at the conclusion of Year One, and posted to student e-portfolio)

8. Cognate Area (2019–20: Breadth Area @ 2.0 credits)

All students must complete 1.0 credits in a cognate area that complements their major field of study. The cognate area is intended to introduce breadth to the student's program of study. This may be defined as: **geographical breadth** in terms of historical training in an area of the world outside of the geographical concentration of the major field; **topical breadth** in defined or emerging fields of inquiry (such as women, gender, and sexuality, labour history, migration and diaspora studies, queer theory, etc.); **methodological breadth** in training in a specific methodological subfield that stretches the student's capabilities (such as quantitative analysis, digital history, oral history, public history, etc.); **interdisciplinary breadth** in terms of training in a discipline or unit outside of history; or some combination of these. The field may be composed of: directed studies; one or more graduate courses offered by the department or other programs at Carleton or the University of Ottawa; specialized courses (e.g. an intensive summer course) at other accredited institutions worldwide; or some combination of these. The nature of the cognate area is determined jointly by the student, their faculty program advisor, and the Graduate Supervisor and is included in the student's Plan of Study. In consultation with their program advisor and the Graduate Supervisor students enroll in appropriate 5000- or 6000-level courses offered by the Department of History, or other units at Carleton or the University of

Ottawa. A list of existing Ph.D. courses in the department that may contribute to the Cognate Area is available in the [Graduate Calendar](#) (see 6100–6700, 6901 and 6903).

The cognate field is normally completed in the first year of doctoral study. Departmental best practice aims to incorporate the following elements:

- a regular schedule of meetings with field supervisors either individually or in small groups (schedule posted in student e-portfolio by September 30, updated as necessary)
- routine written work such as literature reviews, reading reports, short papers, or other work appropriate to the field and level of study, to be agreed upon in advance and articulated in writing (posted to student e-portfolio by September 30, revised as necessary)
- a written summative project that lays groundwork for thesis research

YEAR TWO

9. Comprehensive Examination

The purpose of the Comprehensive Examination is to assess students' facility with the major field of study pertinent to their dissertation research. The exam has both written and oral components.

9.1 Written Comprehensive Examination (2020-21).¹ The form of the written component is flexible and is to be agreed upon in advance by the student and field supervisor. The written component may include any of the following:

- a 5 hour written examination responding to set questions (e.g. 6 questions, student answers 3)
- a take-home exam with set questions (similar structure; student has ten days to complete)
- the preparation of a course syllabus that includes: a detailed course outline on the Carleton template, an annotated bibliography for each week, 2–3 sample lectures, and a mock exam with sample answers
- a series of 3–4 short papers addressing questions established jointly by the student and the field supervisor; to be written in intervals over a one-month period, with the final paper submitted no later than September 15

All components of the written examination are to be completed by September 15 of the student's second year of doctoral study. Faculty members are asked for their cooperation in relieving students of major TA duties such as grading prior to their comp exam. The examination is graded on a Satisfactory/ Unsatisfactory basis. If graded Satisfactory, students proceed to the oral examination. If graded Unsatisfactory, students must re-sit the exam by December 1. The written examination is assessed by the field coordinators(s) and at least one other member of

¹ In 2019 the department introduced changes to the procedures for the comprehensive exam to include a written component. Students entering the program prior to Fall 2020 are not required to sit a written comprehensive exam, but may do so if they wish, or incorporate other written materials into their oral exam.

the oral examination committee. All members of the examination committee will have access to the student's written examination materials.

9.2 Oral Comprehensive Examination. The oral examination is scheduled no less than 10 days after the submission of the final components of the written examination. The oral examination is based on the written examination, together with a list of 80–100 titles (including both articles and monographs) established during the Major Field Tutorials. The list should be submitted to the Graduate Supervisor by August 1 at the end of the first year. The oral examination is administered by an examination board composed of the student's dissertation supervisor(s) and 3–4 faculty members. Depending on the field of study, committee members may be drawn from external departments, institutions, or include other qualified individuals with demonstrated expertise as approved by the Graduate Committee. The oral examination normally lasts 2–3 hours.

Procedures for the oral examination are as follows:

- 1) The examination chair calls the examination to session and reviews exam procedures with the student and the examination committee. The student is asked to leave for a brief period while the committee reviews the order of questioning.
- 2) In the first round of questions, each examiner poses questions related to the reading list. Each examiner has 15-20 minutes to ask questions in a one-on-one exchange. Other committee members are asked to withhold comments at this juncture.
- 3) In the second round of questions, each examiner may pose follow-up questions. Examiners follow the same order, but other members of the board may interject, add comments, or ask follow-up questions to student responses. This stage of the examination is meant to function more as a seminar, with a less rigid structure than the first round.
- 4) Students will be asked to leave the examination room while the committee deliberates.
- 5) If students require a brief pause in proceedings, this may be requested at any point of the examination chair.

The oral examination is graded Satisfactory or Unsatisfactory. If there are concerns with a student's performance, the examination is graded 'Unsatisfactory' and the student can elect to re-sit the exam six months later. Students who do not pass a second time must make a formal appeal to remain in the program.

After the successful completion of all Comprehensive Examination requirements, the student completes a Doctoral Progress Report outlining the program of study for the remainder of Year Two. The student's first progress report is normally submitted to the Graduate Supervisor and FGPA by November 1 of Year Two.

10. Professional Development Project (2020–21)²

All students undertake a professional development project (1.0 credits) that enhances and complements their program of study and career goals. The nature of the professional

² Students entering the program prior to Fall Term 2020 are not required to fulfill the Professional Development requirement, but may do so in lieu of a second breadth field if they wish.

development project is flexible and is to be determined jointly by the student, their dissertation advisor, and the Graduate Supervisor. Projects may include (but are not limited to):

- scholarly work other than original knowledge creation, i.e. translation, scholarly editions
- written elements intended for non-academic audiences, including reports, policy papers, op-eds
- other elements intended for non-academic audiences, including gigamaps, descriptions of knowledge mobilization activities, etc.
- oral histories
- the preparation of an article-length essay for submission for academic publication
- an internship of usually four months duration with an external agency, institution or other partner (internships are normally paid)
- a curatorial project at Carleton or with an external partner
- creative works, including novels, graphics, performances, exhibitions, installations, murals, festivals, interactive digital works, film
- new curricula, teaching modules, or undergraduate course designs
- combinations of the above, delivered in an integrated medium such as a website

In addition to the project output, the completion of the professional development project should incorporate a summative description and reflection incorporated into the student's e-portfolio. The professional project is normally completed in the student's second year of study. Students enroll in a combination of:

- HIST 6805 Professional Development 1 (0.5 credit)
- HIST 6806 Professional Development 2 (0.5 credit)
- HIST 6809 Internship in Applied History Preparation Course (0.5 credit)
- HIST 6810 Internship in Applied History (0.5 credit)

or another approved course. Professional development courses are graded Satisfactory/Unsatisfactory.

11. Dissertation Proposal

The first draft of the dissertation proposal is normally due to the dissertation supervisor(s) at the beginning of the Winter term of the second year of study (i.e. January). The length of the finished proposal should be about 15 pages (maximum) of double-spaced text, plus a bibliography of key works and primary sources (5-10 pages, maximum). It should identify and *briefly* explain a topic of historical study; pose some important research questions that will inform the student's approach to the future research they intend to carry out; explain how, by answering those questions, the student's work will enter into existing scholarly conversations; indicate which primary sources the student intends to consult in order to answer these questions; and how they will use those primary sources (for example, by applying quantitative network analysis, engaging in qualitative cultural analysis of texts etc.). Proposals should contain a proposed timeline for the dissertation and a hypothetical chapter breakdown. It takes thoughtful preliminary research and reading of primary and secondary sources to generate a meaningful dissertation proposal that will propel the researcher into a deeper stage of research,

reading, and writing. It is unlikely that students will carry out their proposal plans to the letter – it is expected that projects will continue to evolve throughout the research and writing process. Students should keep in mind that the goal of this assignment is not to produce a ‘perfect’ proposal but to convince others that they will be carrying out important and well-informed dissertation research in a competent fashion.

12. Dissertation Advisory Committee

Once a draft of the proposal is completed (ideally by the beginning of the Winter semester in the second year of study), a Dissertation Advisory Committee will be established to provide guidance and support throughout the proposal, researching, and writing process. The committee will normally include the dissertation supervisor(s) plus 2-3 faculty members, from history or other departments, selected by the supervisor(s) in consultation with the Graduate Supervisor and the student. Committee members may change as the project evolves or when faculty members are unavailable due to sabbatical leave, etc. The role of individual faculty members of the committee is flexible and will vary according to the needs of the student, the contours of the project, and the area of faculty expertise.

13. Proposal Advisory Meeting

Once the Dissertation Advisory Committee has been established, the supervisor(s) will convene a date and time for discussion of the student’s first draft of the dissertation proposal with the student and committee. This should happen shortly after the student hands in their proposal draft. This meeting will be an opportunity for committee members to provide feedback on the proposal (ideally with written comments and suggestions submitted to the student) and suggest alternate directions for the project. It will also be a time for the committee to assess if the proposal meets expectations that the dissertation research:

- 1) is situated within an identifiable historical context;
- 2) is located within a relevant historiographical or theoretical framework that reaches beyond the particular confines of the research topic;
- 3) has a primary research plan in place that can deliver answers to the proposal’s implicit or explicit research questions;
- 4) will produce a dissertation commensurate with the student’s long-term career goals.

Following this meeting, the supervisor(s) and committee members may ask the student to revise the dissertation proposal draft and, if deemed desirable, to reconvene another proposal advisory meeting. The dissertation supervisor is responsible for submitting a completed Dissertation Advisory Committee Meeting Report (available [here](#)) to the Graduate Supervisor within 10 days of the meeting. Students should aim to have the final version of their dissertation proposal approved by the Dissertation Advisory Committee by April 30 of their second year of study. The proposal should be uploaded to the student’s e-portfolio and submitted to the Graduate Supervisor together with a Dissertation Proposal Submission Form (available [here](#)) by the dissertation supervisor.

YEAR THREE AND FORWARD

14. Dissertation

The dissertation is the major research requirement and capstone for the PhD. It is based on extensive research and must advance an original historiographical interpretation. Traditionally, the dissertation has come in the form of a written argumentative thesis, between 250-350 pages including bibliography. Our program is open to PhD projects that incorporate other forms of academic output. These may include audio, video, performative, or digital elements. The form of the dissertation output will be agreed upon in consultation with the Graduate Committee, dissertation supervisor(s), and the student. The procedures and criteria of evaluation for non-traditional forms of academic output will be articulated in advance and communicated to the student in writing. Whatever the form, students will provide supervisors with drafts/versions of the dissertation for comments and feedback prior to the final submission. This sequence of submitting drafts and getting feedback normally happens chapter-by-chapter. To facilitate the production of the dissertation, the program has a number of “check-in” moments built in to help students complete their work. These are the Dissertation Proposal and the Proposal Advisory Meeting in Year Two (discussed above), and the Dissertation Advisory Meetings and Doctoral Progress Reports in subsequent years (discussed below). The Dissertation Defence happens at the very end of this process and is the final assessment of the dissertation.

15. Dissertation Advisory Meetings and Annual Doctoral Progress Reports

Beginning in September of the third year of study, the Dissertation Advisory Committee should meet with the student to review progress, offer feedback of chapter drafts, and assist with the next steps of research and writing. Students should aim to have a major deliverable (such as a chapter draft) for submission for discussion at the meeting of the committee. After the meeting a Doctoral Progress Report (available [here](#)), signed by the student and all members of the Dissertation Advisory Committee, should be submitted to the Graduate Supervisor and FGPA. The progress report should be submitted by October 15 of each year.

16. Submission of the Dissertation

The dissertation will only be accepted for examination after the dissertation supervisor(s) has determined it is ready to be examined. A full draft of the dissertation must be made available to examiners at least four weeks before the scheduled defence.

In addition to the content of the dissertation meeting your supervisor(s)' expectations for examination, they must also conform to the technical requirements established by FGPA, details that can be viewed here: <http://gradstudents.carleton.ca/thesis-requirements/>

Information about Electronic Thesis Deposit (ETD) is available on the FGPA website here: <http://gradstudents.carleton.ca/thesis-requirements/electronic/>

17. Dissertation Defence Committee

The dissertation supervisor(s) determines the composition of the dissertation examining committee in conjunction with the Graduate Supervisor. The committee is comprised of the supervisor(s), two other faculty members from the Department (normally from the Dissertation Advisory Committee), one “internal-external” examiner normally drawn from another department at Carleton (or sometimes the University of Ottawa), and one “external” examiner from another institution. FGPA assigns a Defence Committee Chair from outside the department. The role of the Chair is purely administrative and they do not assess the dissertation. This committee is given a minimum of four weeks in advance of the defence to read the dissertation and provide their assent that the dissertation may proceed to examination.

18. Dissertation Defence

All dissertations are defended before the examining committee. Observers may attend the exam if they have received the permission of the candidate and the Chair of the Examination Board beforehand. Observers may not ask questions or participate in any other way. After being introduced to the committee the student leaves the room briefly while procedures are discussed. The student returns and gives a brief (maximum 15 minutes) presentation that highlights the dissertation and its contributions. Each examiner is then given 20 minutes to have a one-on-one conversation with the student about the dissertation. The external examiner, who always goes first, is usually given leeway to ask questions for a slightly longer period of time. Questions can be broad or specific, addressing such things as argumentation, the selection and use of evidence, theory, method, and historiography (to name only some). In a second round of questioning, the exam is more like a seminar. One examiner poses a question but other examiners can join in the conversation with the student. This second round usually lasts 30-40 minutes. After the second round, the student leaves the room and the committee goes into deliberations about the assessment.

There are two assessments. The first is of the defence itself, which is graded either Satisfactory or Unsatisfactory. The second is of the dissertation, also graded either Satisfactory or Unsatisfactory. Students who receive a ‘Satisfactory’ assessment will normally be required to do some revisions to the dissertation before it is deposited to Carleton University Library and Library and Archives Canada. These revisions can range from the minor (typos and brief revisions) to major (the re-writing or addition of sections, e.g.). Revisions must be approved by the dissertation supervisor(s) (or the examining committee in the case of major revisions) before the dissertation can be formally deposited. If a student receives a grade of ‘Unsatisfactory’ they will normally be required to withdraw from the program, unless the Examining Committee recommends to the Dean of FGPA that the student be permitted to make revisions and resubmit the dissertation six months after the original examination.

19. Residence Requirement

The normal residence requirement for the Ph.D. degree is a minimum of two years of full-time study.

20. Suggested timelines for full-time doctoral students

Year	Term 1 (Fall)	Term 2 (Winter)	Term 3 (Summer)
Year 1	<ul style="list-style-type: none"> • HIST 6808 Theory & Methods • Major Field Tutorials 	<ul style="list-style-type: none"> • HIST 6808 Theory & Methods • Major Field Tutorials 	<ul style="list-style-type: none"> • Major Field Tutorials
Year 2	<ul style="list-style-type: none"> • Comprehensive Exam • Cognate Field Coursework • Professional Development Project: groundwork 	<ul style="list-style-type: none"> • Cognate Field Coursework • Professional Development Project 	
Year 3	<ul style="list-style-type: none"> • Research and writing of dissertation 		
Year 4	<ul style="list-style-type: none"> • Research and writing of dissertation 		
Year 5	<ul style="list-style-type: none"> • Research and writing of dissertation • Dissertation submission and defence 		

21. Key program dates and deadlines

Year One

- August 1
 - Major Field and Cognate Area subjects to be communicated to Graduate Supervisor
- September 30
 - Program of Study Plan submitted to Graduate Supervisor and posted portfolio
 - Major Field Tutorial and Cognate Area schedule of meetings posted in portfolio
 - Major Field Tutorial and Cognate Area schedule of written work posted in portfolio
- November 1
 - Format of written component of Comprehensive Exam forwarded to Graduate Supervisor and posted to portfolio
- August 1
 - Submission of Comprehensive List to Graduate Supervisor (80–100 titles)

Year Two

- September 15
 - Last day for completion of the Comprehensive Written Examination
- October 1
 - Last day for completion of the Comprehensive Oral Examination
- November 1
 - Submission of first progress report to Graduate Supervisor and FGPA
- January
 - Submission of draft of Dissertation Proposal
- February
 - Meeting of Dissertation Advisory Committee

- April 30
- Submission of final draft of Dissertation Proposal, approved by supervisor(s) and Thesis Advisory Committee, submitted to Graduate Supervisor and uploaded to student e-portfolio

Year Three and forward

- September
- Annual meeting of the Dissertation Advisory Committee
- October 15
- Submission of Doctoral Progress Report to Graduate Supervisor and FGPA

Year Five

- March 1
- Last day for submission of dissertation for Spring Convocation
- August 1
- Last day for submission of dissertation for Fall Convocation