

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
- Visual Culture
- Musical Culture
- Technology and 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 to six 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/time to completion. 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 extension(s) from Graduate Studies.

Students are reminded that they must maintain continuous registration (including summers) throughout their program of study. Registration in the dissertation course CLMD 6909 must be done every term, beginning in Year 1, and including summer terms.

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 [Comprehensive II Approval Form](#) in

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 fall of Year 3.
- Submit and defend the dissertation proposal in the winter term of Year 3.

Years 4-5

- Complete and defend dissertation.

Program Requirements

All students are required to complete:

- 1.0 credit CLMD 6101 (Perspectives on Interdisciplinarity in Cultural Theory)
- 1.5 credits in CLMD courses. Up to 0.5 credit may be taken in a related program, subject to the approval of the Graduate Supervisor.
- 0.5 credit CLMD 6900 (Research and Professional Development)
- 1.0 credit CLMD 6907 (Comprehensive Exam I)
- 1.0 credit CLMD 6908 (Comprehensive Exam II)
- CLMD 6909 (Ph.D. Thesis)

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-credit 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 as a rule 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, 20th century African film, or 18th 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 dissertation proposal, which will then be discussed by their committee at the dissertation 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

Scholarly Activities and Events

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. Various means of fostering this sense of community include ad hoc workshops and the program of events attached to the Ruth and Mark Phillips Professorship (RMPP) in Cultural Mediations. These events may include works-in-progress workshops, reading groups, and other events designed to further expand engagement within the Cultural Mediations PhD program. The goal is to create an interactive spirit of intellectual exchange.

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 and 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

Students enrolled in CLMD 6900 will contribute to the planning and organization of a one-day interdisciplinary conference showcasing graduate student work. Cultural Mediations students have been organizing and hosting graduate student conference of this type since 2004. These interdisciplinary conferences foster a broader sense of community and provide an important context for developing a sense of community across disciplinary divides for both students and faculty.

Past Conferences:

- May 2024: Interface 2024: The Scholarly In-Between: An Interdisciplinary Exploration of Culture, Literature, and the Humanities
- April 2023: Interface 2023: The Cultural Inbetween: Exploring Distinctions Within Popular, High, and Low Culture
- 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 and 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

Scaffold

Scaffold is the open-access, peer-reviewed graduate journal of the Institute for Comparative Study of Literature, Art, and Culture (ICSLAC).

The title, *Scaffold*, articulates the goal of breaking down disciplinary barriers and facilitating a conversation that blends critical theories and disciplinary approaches. *Scaffold* is published annually and invites essay submissions, museum or gallery exhibition reviews, and book reviews based on each issue's topic. Issues also feature an "In Conversation With..." section that includes the editors in dialogue with an esteemed scholar on the theme, typically that year's Chris Faulkner lecturer. The editors invite graduate submissions from all academic fields and perspectives. Additionally, *Scaffold* publishes selected papers from ICSLAC's student-run *Interface* conference.

The *Scaffold* website can be found at:
<https://ojs.library.carleton.ca/index.php/J-ICSLAC/index> Students wishing to get involved can email the editors at scaffoldjournal@gmail.com

COURSE OFFERINGS

Required Cultural Theory Course (1st 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 and twenty-first centuries 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 Comprehensive examination (CLMD 6907) in the summer of the first year.

Required Research and Professional Development Course (2nd year)

CLMD 6900 (Credit Value 0.5)

The Research and Professional Development 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 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/readers 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 dissertation 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 Courses (1st and 2nd years)

In partial fulfilment of the requirements for the degree, students are required to complete 1.5 credits in CLMD courses.

See the Graduate Calendar: [2026-27 Graduate Calendar < Carleton University](#) for generic descriptions of these courses. Year-specific descriptions can be found on the Cultural Mediations webpage under Current and Recent Courses. CLMD course offerings 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.

Students may take up to 0.5 credit in a related program, subject to the approval of the Graduate Supervisor.

No more than one Directed Reading course is permitted, and this is contingent on securing a faculty member willing to supervise, and the approval of the Graduate Supervisor.

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, with May as a review period following the students' first year. All students are therefore expected to clear May-July of any commitment so they can fully focus on this formal examination.

The two examiners will develop a series of questions, which reflect the concerns and readings covered in CLMD 6101.

Students will receive a written evaluation. The exam is graded as follows: Satisfactory or Unsatisfactory.

In keeping with the Graduate Calendar regulations, if a student receives a grade of Unsatisfactory, they 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 dissertation topic itself; it is intended as a survey of a general field within which the much more focused subject of the dissertation is situated. This broader range of materials is important to the dissertation 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 dissertation 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 their 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 themselves 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 readers 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. Find the form here: <https://carleton.ca/icslac/forms/>
2. The student must ensure before beginning the process that both readers agree to supervise a comprehensive examination in the format the student has chosen. **The student must 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 defence with the student's readers.

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. Find the form here: <https://carleton.ca/icslac/forms/>
- 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 24th for approval by the graduate supervisor in advance of the exam.

WRITTEN COMPONENT:

- The 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 copied to the program administrator) 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 their readers, who will ask the student about their 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, they 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. Find the form here: <https://carleton.ca/icslac/forms/> *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. 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 readers regarding the details of the outline design. The readers will assess the course outline only once it has been completed and submitted. The student is encouraged, however, to meet with their readers 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 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 their outline and about other aspects of the field under consideration. The readers 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, they 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. Find the form here: <https://carleton.ca/icslac/forms/>
- Once the reading list and rationale have been approved, the student discusses with their readers the basic parameters of their intended project design and obtains the readers' 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 readers 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 their design skills and to explore more applied dimensions of their field without the undue burden of executing the design.

WRITTEN COMPONENT:

- By July 30 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 their project design and about other aspects of the field under consideration. The readers 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, they 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 readers; compose reading list and description in consultation with readers.
- Beginning of winter term: deadline for submission of description and reading list on the Comprehensive II Approval Form to the Graduate Supervisor for approval. Find the form here: <https://carleton.ca/icslac/forms/>
- 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 the 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 defence of the comprehensive exam
- Course Outline format:
 - July 30: course syllabus due
 - August or September: oral defence of the comprehensive exam
- Project Design format:
 - July 30: project design document due
 - August or September: oral defence 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 committee/ readers should make every effort to follow it as closely as possible.***

THE DISSERTATION

Choosing a Supervisor

PhD students are responsible for finding an advisor willing to supervise their dissertation 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 they 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 dissertation.

Dissertation Committee

The dissertation committee includes the supervisor (or co-supervisors) and two core committee members. Cultural Mediations dissertation 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 dissertation proposal prior to scheduling the dissertation proposal meeting.
2. Attendance at the dissertation proposal meeting.
3. Approval of the dissertation before it is deposited for defence.
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.

Dissertation Proposal

All students will be required to submit a dissertation proposal of approximately 15 pages to their dissertation committee for approval. The format of the dissertation 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 dissertation committee

is satisfied with the proposal, the dissertation Supervisor advises the department that it is ready for oral defence – find the form here: <https://carleton.ca/culturalmediations/dissertation-committee/>. The proposal will be discussed and defended before the members of the dissertation advisory committee at an oral defence.

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

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

Research-Creation

The PhD dissertation is the culmination of the Cultural Mediations program and embodies, in part, its goal of training scholars in both disciplinary depth and interdisciplinary breadth. We value the long-form, written essay as a vehicle of original thought, analytic rigour, and theoretical insight, and recognize its place in making significant contributions to knowledge within the arts and humanities. In keeping with the interdisciplinary character of the program, we also recognize other forms of knowledge production and the ways in which they can enhance both the conceptualization and the process of research leading to the dissertation.

In recent years, several alternative approaches to research have emerged within the arts and humanities, variously referred to as research-creation, practice-based or performance-based research. These approaches are sometimes related to expansions on advanced work in the fine arts or forms of community-based action research in the social sciences. While the terms associated with these approaches are often used interchangeably, the Cultural Mediations program recognizes that a “creation-led” or “practice-led” form of research may enhance the dissertation. For examples of the array of possibilities, consider the following: (1) as a point of departure, research questions may arise from artistic or curatorial practices; (2) research methodologies may involve creation, practice, or performance as integral components; (3) forms of writing, including but not confined to, creative writing, performative writing, memoir and other forms of personal writing may be conceived of as the “shadow” of the dissertation and may be conjoined or combined with forms of more traditional scholarly writing. As should be clear from the illustrative examples above, given the transdisciplinary scope of the Cultural Mediations PhD program, research-creation is not restricted to textual forms: research-creation practices encompass (but are not limited to): exhibition making and other curatorial endeavours; experiments with pedagogical forms such as collective annotation; public performance; as well

as a multiplicity of auditory and visual forms. We consider that such creative work does its own 'theorizing' and that these alternative forms of theorizing may be able to articulate certain ideas that traditional forms of scholarly writing may not.

However, artistic creation, practice, and exhibition are neither the termination points of the research, nor their end product. The goal of the written dissertation is more analytic or theoretical in nature: it may include detailed documentation of the practices concerned, but also their analysis and contextualization within historical and theoretical frameworks, thus producing knowledge about, for, or within practice. Research-creation should thus be understood not as an object nor as an outcome, but as a method of research that flourishes alongside more traditional methods of scholarship. Practice *is* scholarship in this context, or a method of knowledge production that proves to be indispensable to the larger dissertation project. The knowledge gleaned from practice-led research should feed into the dissertation project, which is still expected to be completed in long-essay form. In this sense, we understand research-creation in the Cultural Mediations PhD program as a form of interdisciplinarity, allowing for multiple forms of knowledge-making to merge seamlessly with one another.

Handing in the Dissertation

It can take a considerable amount of time to identify an external examiner and a date for the defence, 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, they 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 dissertation supervisor should inform ICSLAC's Director and Administrator of the date the student intends to submit the dissertation.
 - The dissertation supervisor should include, in consultation with the student, a list of potential External and Internal Examiners and contact information along with a brief rationale for their selection and an abstract and the abstract.
- **At least six weeks in advance of the *exam* date:**
 - The dissertation committee's approval of the dissertation to

proceed to defence and the scheduled date and time of the defence must be available before the e-thesis can be uploaded.

- The student submits the examinable dissertation via the e-thesis deposit system (if committee members request a hard copy of the dissertation, it is the student's responsibility to supply one).

The Dissertation Examination

ICSLAC's Director, in consultation with the dissertation supervisor, makes recommendations to Graduate Studies for the constitution of the dissertation examination board. The board consists of the student's dissertation 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 dissertation 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 dissertation research). The examination board also includes the ICSLAC Director (ex officio), the Dean of FASS (ex officio), the Vice Provost of Graduate Studies (ex officio), and the Chair of the examination board.

The Vice-Provost of Graduate Studies announces the constitution of the examining board. The

external examiner is asked to complete a report at least one week prior to the examination recommending that the dissertation 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 defence is satisfactory or unsatisfactory, and whether the dissertation 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 dissertation examination process is defined by guidelines, principles, and practices prescribed by Graduate Studies. See **Graduate Studies “Thesis Examination Policy,”** available at <https://gradstudents.carleton.ca/resources-page/thesis-requirements/thesis-forms-templates-policies/>

Guidelines for the Preparation of Doctoral Theses

Students must comply with the guidelines posted on the Graduate Studies website.

Dissertation Length

The length of dissertations is governed by custom and past practice, rather than explicitly stated rules. Having said that, for traditional dissertations not involving research-creation, 200 pages (not including works cited) would likely be considered the absolute minimum length. Around 250 pages is fairly typical. However, we have had a number of

Cultural Mediations dissertations weigh in at over 300 pages and in some rare cases over 400 pages. In general, dissertation length is governed by the demands of the material and the depth of analysis required, and these are judgment calls to be made by the student in conversation with their supervisor.

Ethics Clearance

If you are conducting interviews for research, you will have to submit an ethics application. At the time of dissertation proposal submission, students should consult with their committees and the Graduate Supervisor regarding the need to apply for ethics clearance to conduct their dissertation research.

Copyright

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

Dissertation Timeline (Years 3-5 of Program)

Year 3

- Fall semester: constitute dissertation committee (normally by adding one additional member to the second comprehensive exam committee); draft dissertation proposal in consultation with committee members
- November: present a preliminary version of the dissertation proposal at the annual dissertation proposal workshop
- Winter term: the dissertation proposal should be submitted and defended, begin researching and/or drafting dissertation

Year 4

- continue researching and writing dissertation

Year 5

- complete draft of dissertation, allowing time for feedback from committee and final revisions
- submit final copy of the dissertation to the dissertation committee for approval to proceed to the defence
- defend the dissertation

FINANCES

PhD students are required to maintain continuous registration in the fall, winter, and summer terms unless a Leave of Absence application has been submitted and approved. Both the Comprehensive II (CLMD 6908) and PhD Thesis (CLMD 6909) require continuous registration. For this reason these require departmental permission to register and you will continue to register in each until they are completed and orally defended. Students need to plan their finances to encompass tuition in the summer term.

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:

<https://sshrc-crsh.canada.ca/en/funding/opportunities/canada-graduate-research-scholarships/doctoral-program.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, students apply for endowments at the university or Institute level. Information is circulated prior to each application cycle.

Conference Funding

Students are encouraged to apply for travel grants to attend conferences. Please see the Graduate Studies 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. Applications must follow the Graduate Studies submission requirements.

TEACHING

TAships

- Cultural Mediations students are usually offered employment as Teaching Assistants. **Students are responsible for completing and updating their TA Profile in the TA Management System.**
- **Students who decline their TAship in their first year are no longer eligible for a TAship and are choosing to forfeit this funding.**
- 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.
- **Make sure you attend the TA orientation for the department for which you are a TA as well as the Graduate Studies TA orientation.**
- 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 TAs, students can request to be placed in the Writing Tutorial Centre.
- Teaching and Learning Services has excellent resources for T.A. support and training. <https://carleton.ca/tls/teaching-assistants/training/>
- As a TA, you are a member of CUPE 4600 Unit 1. You should review your collective agreement: <https://cupe4600.ca/>

The certificate "*Preparing to Teach*"

<https://carleton.ca/tls/teaching-assistants/training/preparing-to-teaching-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
- This course is offered with a mix of weekly asynchronous and synchronous course components
- Please be advised that this certificate involves a substantial time commitment

The Certificate in Teaching Assistant Skills (TLS)

The Certificate in Teaching Assistant Skills (CTAS) is a program designed to recognize and encourage pedagogical training, as well as to improve the confidence and skills of teaching assistants at Carleton. <https://carleton.ca/tls/teaching-assistants/training/>

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 to budget time to complete your graduate course work, keeping in mind that extra time will be required for marking TAs hip 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 (CUPE, Article 17)

Although ICSLAC does not offer undergraduate courses, undergraduate teaching opportunities do exist with other Carleton departments. The work and preparation commitment is usually significant. If planned at the wrong stage (usually before an ABD status), a teaching assignment can hinder the timely progression of the PhD. For this reason, students considering teaching an undergraduate course are urged to consult with their dissertation supervisor and/or the Graduate Supervisor. This can occur as per Article 17 of the CUPE 4600 Collective Agreement, or in some instances, under a CI contract. These assignments are subject to the teaching needs of the department concerned. Further details are found in the Collective Agreement.

ICSLAC strongly recommends that CLMD students complete all coursework, both comprehensive exams and their dissertation proposal before considering a teaching assignment. It is important to balance the desire for teaching experience with

the need to complete your program of study.

All students are asked to consult with their dissertation supervisor prior to accepting a teaching position.

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 regulations for further details: <https://calendar.carleton.ca/grad/>

Leaves of Absence and Extensions

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

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

Request for Extensions:

Completion of the program within the timeline specified is the expectation. Accordingly, any request for extensions must be premised on:

- A sound rationale as to delays;
- Progress over the years leading to the time-to-completion, as evidenced by annual reports;
- A reasonable timeframe for bringing the dissertation to defence.

Requests must be submitted **no later than a full month before the time-to-completion deadline** using the dedicated Graduate Studies form. This form must include:

- A rationale addressing the above;
- The approval of the entire supervisory committee;
- The Director's approval.

Requests are granted by Graduate Studies based on the recommendation as validated on the form by the home department

<https://gradstudents.carleton.ca/resources-page/forms-policies/#academic-and-registrarial-forms>

Parental Leave

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.

<https://gradstudents.carleton.ca/resources-page/forms-policies/#academic-and-registrarial-forms>

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 #7, #10, # 111 and Line 2 buses which replace all O-Train Line 2 during construction. You can refer to <https://plan.octranspo.com/plan> to plan your travel.

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

The Campus Card Office uses a line management and booking system called QLess. For more information on how to obtain your Campus Card, please consult their website here: <https://carleton.ca/campuscard/visit-the-campus-card-office/>

Campus Cards can be used as payment for photocopy machines (Library, Loeb, Nideyinàn, 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.

Carleton's Writing Services

For graduate and undergraduate students who need help with their writing skills. Located on the 4th floor of the MacOdrum Library. TAs often find it useful to send their students here.

<https://carleton.ca/csas/support/>

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

<https://wellness.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.

<https://wellness.carleton.ca/counselling/>

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:

<https://wellness.carleton.ca/health/additional-and-after-hours-medical-services/>

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:
<https://www.afchildrensservices.ca/our-locations/colonel-by-child-care-centre/>
Subsidized daycare spots are available according to financial need.

See also the City of Ottawa centralized daycare waitlist: <https://ottawa.ca/en/family-and-social-services/childrens-services/apply-child-care>

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

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

The Gender and Sexuality Resource Centre:

<https://students.carleton.ca/services/gender-and-sexuality-resource-centre/>

The Gender and Sexuality Resource Centre (GSRC) is a safe(r) space for Carleton students wishing to connect with queer and trans community. Located at 427 University Centre, on the fourth floor, down a side hallway from CUSA's main office.

Kind Space: <https://kindspace.ca/>

welcome@kindspace.ca

613-563-4818

400 Cooper Street, Suite 9001

The Kind website states: Kind Space is a community centre in Ottawa - uncaded Algonquin territory – that offers resources, events, social, and educational programming to celebrate, support, and prioritize oppressed sexual orientations, gender identities, and expressions.

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 graduate 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 Institute for information about international student funding packages. Students who are Permanent Residents can apply to both SSHRC and OGS doctoral awards, but those students who study in Canada with a student visa can only apply to OGS. International students are still eligible to apply for some restricted 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/>