

Sociology PhD Handbook

Department of Sociology and Anthropology

Carleton University

Starting in 2017, we have two separate Handbooks: one for the MA program and one for the PhD program. The Department is grateful to students, staff, and faculty for their support and assistance with preparing the Handbook.

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Welcome to your program, the Department and Carleton!

We extend a warm welcome to you and look forward to working with you.

An important part of the introduction to your graduate studies is the recognition that Carleton University, and the Department of Sociology and Anthropology, occupy land that is the traditional, unceded territory of the Algonquin Anishnaabeg people. Moving towards living justly on stolen land is an ongoing task to which we must all contribute. We encourage you to engage in the relationships, dialogues and actions for change that contribute to social, economic and environmental justice.

The purpose of this handbook is to provide information and guidelines for various aspects of your graduate studies. We are proud of the student-led character of our Sociology graduate programs. This means that while there are some features of your program that are determined by existing University and Department regulations, there are many aspects about which you have options and choices. We encourage you to discuss these options and choices with your First Year Advisor (if you are a first-year student) or Supervisor and Committee (if you are beyond your first year).

About the PhD Handbook

The Sociology PhD Handbook is meant to be an easy-to-use guide to help students navigate their Sociology PhD Program at Carleton University. The Handbook is revised and updated as needed. Any corrections or suggestions should be submitted to the Sociology Graduate Programs Coordinator, and/or the Graduate Administrator. A copy of the handbook is available on the departmental website. An electronic link to the Handbook is sent to all incoming sociology PhD students at the beginning of the Fall or Winter term.

PLEASE NOTE: The Handbook is not the official Graduate Calendar and while we have tried to be as accurate as possible, the Graduate Calendar contains official University policy and will be deferred to in any cases of conflict.

Please check the official Graduate Calendar for important dates and deadlines (for payment, application for graduation etc.) for the current year. Important dates can be found at: <https://calendar.carleton.ca/grad/>. Be aware that in some cases there are Departmental deadlines that are in advance of the University deadlines (i.e., external funding deadlines).

Useful General Contact Information and Websites

Departmental Contacts:

Patricia Lacroix, Graduate Administrator
Department of Sociology and Anthropology
Room B753, Loeb Building
1125 Colonel By Dr.
Ottawa, ON K1S 5B6
Phone: 613-520-2587
Email: patricia.lacroix@carleton.ca

Websites:

Department of Sociology and Anthropology
<http://carleton.ca/socanth/>

Faculty of Graduate and Postdoctoral Affairs
<https://gradstudents.carleton.ca/>

Graduate Calendar
<http://calendar.carleton.ca/grad/>

CUPE 4600 (Teaching Assistants' Union)
<http://www.cupe4600.ca/>

Key Resources for Graduate Students

Graduate Administrator and Sociology Graduate Programs Coordinator

The Graduate Administrator (Patricia Lacroix) and Sociology Graduate Programs Coordinator are located in the Loeb Building, room B753. They are both available to help you with questions or concerns about your program. Patricia is the person to contact for assistance with administrative issues. The Sociology Graduate Coordinator holds regular office hours and will arrange appointments with students outside of these hours when required. The coordinator is there to help you with decisions regarding the academic side of your program, with any glitches that are of concern to you, and with thinking about the next steps you might take after you graduate.

Your First Year Advisor

When you are admitted, you are assigned a first-year advisor. This is a person who you can contact over your first year to discuss course selection, program questions or any other issues about your studies. The first-year advisor is not the supervisor of your thesis. Choosing your thesis supervisor is something you should do in the Winter term of your first year. Of course, your first-year advisor may be someone who you would like to be your supervisor. If so, this would need to be discussed with them.

The first-year advisor has the important role of mentoring graduate students as you start your program. The mentoring role has three dimensions: routine contact, program advice and personal support. It is recommended that you meet with your first-year advisor at least four times over the course of your first year: two in the Fall term and two in the Winter term. If they do not contact you to set up meetings, you can email them to find a time. They will be happy to answer your questions about the program, give you advice about course selections, and review your grant application materials.

Your PhD Supervisor

Your supervisor is a key person in your PhD program. Supervisors help students at every stage of their program, from finding committee members, identifying research topics, formulating research projects, designing research activities, discussing analyses, providing constructive suggestions, to

disseminating thesis research through possible conference presentations or publication. Supervisors also write reference letters for students when they apply for scholarships, further studies, or employment.

It is your responsibility to seek out and secure a supervisor. When considering candidates for this position, it is important to think about areas of academic expertise and supervisory styles. We encourage students to get to know faculty research interests through consulting the Department website, taking courses or auditing them, attending colloquia and other events. However, to really assess whether someone will be the right supervisor for you, it is important to meet them and discuss this possibility with them. Let them know what sort of supervision you need and want and find out from them what sort of supervisory style they have to offer. If you are meeting someone you have not taken a course with, bring along some material that will help to introduce you to them (for example, a short [1 page] information sheet with your courses and grades, and a statement of your research interests). You can also bring along a small sample of your writing to show them. You can have a meeting like this as a way to gather information - arranging a meeting to discuss supervision does not commit you or the faculty member to anything.

In addition to a supervisor, for a PhD thesis you will need two committee members. Find your supervisor first, and then discuss possible committee members with them.

A satisfactory relationship between a graduate student and a supervisor is critical to the student's success. The relationship should be one of mutual respect, openness, a shared commitment to the completion of the student's research project, and high professional integrity. FGPA provides clear guidelines about responsibilities and expectations of supervisors and graduate students (<https://gradstudents.carleton.ca/graduate-supervision-responsibilities-expectations-policy/>).

Your supervisor and committee members should normally give you feedback on any writing you submit within two weeks; if this will not be possible for them because of vacation time or leaves of absence, they should communicate any delays to you in a timely way. Because they frequently have a large number of deadlines, many faculty respond well to including with your draft notes of the form "Dear Dr. Supervisor/Committee Member, I will plan to send you a reminder to send feedback on this draft two weeks from today."

Concerns may arise in the supervisory relationship. Some of these can be avoided if the supervisor and student have conversations early on and reach an agreement on responsibilities and expectations. Students are also strongly encouraged to approach the Graduate Coordinator to talk about any concerns and get advice.

Occasionally students may wish to change supervisors. If this happens, students are invited to approach the Graduate Coordinator for assistance in transitioning to a new advisor.

Your Peers

Your fellow students are a wonderful resource for information and support. The Department has been fortunate to attract dedicated and supportive graduate students who are full of enthusiasm for their work, the research of their peers, the activities of the Department and the discipline of Sociology. Enjoy their company, and don't hesitate to draw on their considerable expertise in navigating graduate life at Carleton.

Department Website

The Department website is an excellent place to find information on program details, course offerings, useful links, faculty and staff listings, and other issues that are of interest to students enrolled in the Department (i.e., upcoming events, Department news, research blog posts by faculty and graduate students, award recipients, job opportunities, etc.).

There is also a listing of graduate students and a brief discussion of their research areas and interests. We would like to include you in this list. Please send your name, a brief statement or list of your areas of interest, and whether you would like your email address to be made available online, to the Graduate Program Administrator, Patricia Lacroix, at patricia.lacroix@carleton.ca.

The Department is developing its website on an on-going basis in order to enhance its content and usefulness. Pass on any ideas for improvements!

Faculty of Graduate and Postdoctoral Affairs (FGPA)

FGPA is the faculty with ultimate responsibility for graduate programs at Carleton. Their office is 512 Tory Building. More information about them - and about graduate matters, services, requirements, and activities is at <http://carleton.ca/fgpa/>.

Library Resources

The Carleton Library has many resources available to students. These include unlimited interlibrary loans through the “Racer” program, immediate article access and downloading via a number of databases, off-campus access to the library catalogue including online journals, access and borrowing privileges at the University of Ottawa, laptop loans and wireless connection anywhere in the library, and pay printers and photocopiers. For more information and instructions for graduate students, see <https://library.carleton.ca/services/services-graduate-students>. The library resource person for Sociology is Robert Smith (robert.smith@carleton.ca). He is a very enthusiastic, helpful, and efficient resource for reading and research materials.

Faculty Offices

All Sociology faculty offices are on the 7th floor of the Loeb Building.

Teaching Rooms

Most graduate courses are taught in the Department in rooms A715 and A700 Loeb Building. Many undergraduate courses (for which you might TA) are taught in A720 Loeb Building.

Student Office Space

Students awarded a Teaching Assistantship can request office space for holding office hours with their students. Each office has a computer with printer and Internet access. Office allocation normally occurs towards the end of September.

Department Lounge

The Department lounge is room B742 on the 7th floor of the Loeb Building. You are welcome to use the lounge during regular office hours. The key to the Student Mailroom also opens B742.

Mail

You will have a mailbox for both internal and external post. These boxes are located in B754 Loeb Building. The mailing address is the same as the Department's.

Keys

You will be supplied with keys to the Student Mail Room, Department Lounge, and your office. There is a \$20 deposit that is refundable with the return of the keys.

IT Services

See <http://carleton.ca/ccs/get-started/new-grad-students/> for information about your computing account, email, network connections, and file storage on network drives. Please note that all communication between students and Carleton staff, faculty and administration must occur via your Carleton student email account.

Teaching and Research Assistantships

Teaching Assistantships

Teaching Assistantships (TAs) are awarded through the Faculty of Graduate and Postdoctoral Affairs. If you are admitted to the graduate program as a full-time student, you will automatically be assessed for eligibility for a Teaching Assistantship. Generally, assistantships are awarded on an annual basis. PhD students are eligible for teaching assistantships for 10 terms. A full (1.0) teaching assistantship requires 260 hours of work over two academic terms, or an average of 10 hours per week during the Fall and Winter terms. In addition, TAs have the opportunity to complete up to five hours of paid pedagogical training each academic year (September-April) in which they are assigned as TAs. Over and above all of these hours, new TAs need to complete one-time, mandatory training in the first 4-6 weeks of employment (e.g., by October 15 for Fall and Fall/Winter TAs; by February 15 for Winter-only TAs; and by June 1 for Spring/Summer TAs). After completion, TAs are compensated for 5 hours of pay (article 23.03). Note that TAs can only complete and be compensated for this compliance training once during their tenure as a TA.

Students holding Teaching Assistantships are members of CUPE 4600. The Collective Agreement between Carleton University and CUPE 4600 governs Teaching Assistantships. The Agreement covers in part working conditions, workloads, scheduling, and duties. Students are urged to read the Handbook for Assistants issued by local 4600 for details concerning rights and other duties. TA assignments are handled by the Department Administrator in consultation with the Department Chair.

According to the Collective Agreement, the employer has the right to assign TA duties. In practice, that right is delegated in the first instance to the Department Chair (assisted by the Department Administrator) who assigns TAs to courses, and in the second instance to the course instructor who supervises the work of a TA, and actually sets specific duties. The Department will respect seniority in making TA assignments and will also alter them when a TA's duties conflict with their own course work.

As a full-time student, you are expected to be available on a weekly basis for TA duties. If you intend to conduct fieldwork outside of Ottawa, or if you plan for other reasons to take a leave of absence,

you need to decline your teaching assistant position. This involves filling out an Application for Leave from Duties on Carleton Central.

The TAship funds are paid through payroll, twice per month. However, in September, January, and May, the first payroll (Sept 14, January 14, May 14) is held over to the end of the month for registration purposes.

Research Assistantships

Some faculty members hold external research grants or contracts that enable them to hire qualified students as research assistants. While the nature of the work required will differ, ten hours of work per week is the normal maximum. Eligibility for research assistantships generally includes competence in various aspects of qualitative or quantitative research methods, bibliographic software, literature reviews, as well as a substantive interest in the topic with which the research project deals.

In contrast to the assignments of Teaching Assistants to undergraduate courses, the selection of Research Assistants (RAs) is at the discretion of those faculty members who are running funded research projects. If you are interested in a RA position, please contact faculty directly, or let the Graduate Coordinator know of your interest and availability.

Scholarships, Awards, Travel Funds

Internal Scholarships

University scholarships may be awarded to qualified incoming graduate students. Their financial value varies and is a function of the student's academic performance. Internal scholarships are awarded to full-time PhD students usually for four years.

Scholarships are normally paid out over three terms: Fall, Winter, and Spring/Summer. To receive payment of your scholarship, you must be registered as a full-time graduate student during the Fall, Winter, and Spring/Summer terms. In essence, this means that you must pay tuition fees during the summer in order to receive your scholarship during the summer.

For more information on internal scholarships, see <https://gradstudents.carleton.ca/awards-and-funding/internal-awards/>

External Scholarships

Applications must be submitted in the Fall term prior to the academic year for which the scholarships are granted. Students should regularly consult the FGPA website and funding agencies' websites (see below) to keep themselves informed about eligibility criteria, deadlines, availability of applications forms, and so on. The University offers workshops in September on writing applications for Social Sciences and Humanities Research Council (SSHRC) scholarships and Ontario Graduate Scholarships (OGS). In addition, the Department offers assistance to applicants including a scholarship application workshop for all graduate students.

Information on SSHRC's scholarship programs can be found at <http://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/index-eng.aspx>

Information on Ontario Graduate Scholarships can be found at <https://osap.gov.on.ca/OSAPPortal/en/A-ZListofAid/PRDR019245.html>

There are also a variety of other external awards and scholarships available. For a list of these contact the Graduate Administrator, the Faculty of Graduate and Postdoctoral Affairs (<https://gradstudents.carleton.ca/awards-and-funding/external-awards/>).

FGPA offers information about funding online at <https://gradstudents.carleton.ca/new-grad-students/>; new student information at <https://gradstudents.carleton.ca/new-grad-students/>; and the Terms & Conditions booklet at <https://gradstudents.carleton.ca/new-grad-students/terms/> (and the e-newsletters as mentioned).

Research Bursary/ Travel Funds

Students have access to a limited amount of funding to support their academic activities. Conference and research travel funds are available from the Department. Generally, we try to offer \$300 for domestic travel and \$600 for international travel; we get a limited disbursement from FGPA and normally offer only one of these per year per student. There are also conference funds separately available from the Faculty of Graduate and Postdoctoral Affairs and the Graduate Student Association. To be eligible for these funds, forms must be submitted well in advance of intended travel. Occasionally, additional funds may be available through your supervisor's research grants. In practice, the bulk of the money available to graduate students for research-related travel comes from the Faculty of Graduate and Postdoctoral Affairs, but it is important to apply to all possible sources. Funding from the Faculty of Graduate and Postdoctoral Affairs can also be used to support other types of research activities such as travel for interviews or archive research.

Intellectual Activities in the Department

Department News and Blog

We are looking forward to announcing news related to your intellectual activities as a graduate student at Carleton. Please write to the Graduate Coordinator or the Department staff about refereed presentations at scholarly/governmental conferences, invited presentations, or publications so that we can share your news on the Department website.

The Departmental Blog is another place where the Department profiles graduate student and faculty research. The posts are generally about 500 words in length. We hope some of you will be interested in contributing. For more information, contact the Graduate Coordinator.

Graduate Conferences

There are one or two graduate student conferences held each year which are organized by graduate students from this Department. These conferences allow students to present their work to a supportive audience and gain valuable experience at both presenting and responding to academic work. There are also interdisciplinary graduate student conferences at Carleton hosted in other departments that will be of interest for students, notably the ones hosted by the Institute of Political Economy and ICSLAC.

Research-in-Progress Brown Bag Lunch Meetings

Informal work-in-progress meetings are held over lunch in the Department lounge. These are more informal occasions to present your work and get feedback. Both faculty and graduate students present their work at these meetings.

Graduate Workshop Series

Throughout the year there are a number of workshops offered by the Department for both M.A. and Ph.D. students, on topics including writing, specific research methods, conference presentations, and publishing. While these workshops are not mandatory, your attendance is important. The workshops are organized by a committee made up of graduate students and faculty and are announced at the beginning of each term. Notices of upcoming workshops will be posted on the Department's website.

Emerging Scholars' Colloquium Series

The Sociology and Anthropology Emerging Scholars Colloquium Series provides an opportunity for more advanced MA and PhD students to present their thesis work, normally anywhere from just before submitting their thesis to soon after the defence. The objectives of the colloquium are: 1) to celebrate graduating students' research accomplishments; 2) to disseminate graduating students' research to an audience of faculty, students, alumni, and community; 3) where desired, to provide an opportunity for PhD graduates to give a "job talk" and to receive constructive feedback. If you are interested in presenting in the series, please contact the Graduate Coordinator.

Professional Development Opportunities

Departmental Training Opportunities

The Department offers many professional development opportunities including the Graduate Workshop Series, the Teaching Sociology seminar, events about teaching, and the Emerging Scholars' Colloquium Series. For more detailed descriptions about these, please go to the section on Intellectual Activities in the Department. These are announced on the Department website and updated regularly <http://carleton.ca/socanth/information-for-students/graduate-students/announcements/>, so be sure to check often.

Department-specific pedagogical training can be found on Carleton Central under the "TA Training" tab.

Graduate Transitions Mentor

The graduate transitions mentor offers a series of workshops and events to provide students with support in regard to post-graduate employment—job searching, job and postdoctoral applications, CV and resumé writing, interviewing, networking, and proposal writing in both academic and alternative-to-academic (or alt-ac) fields. The graduate transitions mentor provides much needed, disciplinary specific, career support for graduate students who often find themselves isolated when it comes to finding a career post-graduate degree.

FGPA Training

Carleton University's Faculty of Post Doctoral and Graduate Affairs offers a number of opportunities for professional development. Many of these opportunities count toward your paid TA training. For more information, see <https://carleton.ca/gradpd/calendar/>

Teaching Workshops

<https://gradstudents.carleton.ca/teaching-assistants/>

Career Planning Workshops

<https://carleton.ca/gradpd/your-career-narrative/>

Writing Workshops

<https://carleton.ca/gradpd/writing-support/>

MyGradSkills.ca

Carleton University graduate students can also complete online workshops on [MyGradSkills.ca](https://gradstudents.carleton.ca/mygradskills). These workshops include a number of self-paced, online modules on a range of topics, including teaching & learning, to career development, to community engagement, and entrepreneurship.

Enrichment Mini-Course Program (EMCP)

Each year, Carleton University offers a week-long series of mini courses to students in grades 8-11 (Ontario) and Sec. 2-5 (Québec). These mini courses are taught by instructors and graduate students. This is an excellent opportunity to develop your teaching skills and test out classroom materials. More information can be found here <http://carleton.ca/emcp/>.

Others

Career Services <https://carleton.ca/career/>

Job Postings <https://carleton.ca/career/job-search-support/job-postings/>

Sociology and Anthropology Graduate Student Caucus (SAGSC)

The SAGSC is a representative body of graduate students in the Department of Sociology and Anthropology. It is a student-run caucus that works to promote graduate student issues, enhance student communication, and ensure proper representation at Departmental and student governance meetings. The SAGSC provides a safe(r) space for Sociology and Anthropology graduate students to work together in a collegial, friendly, and constructive manner. Caucus membership offers a platform for individuals to contribute to the overall graduate student experience at Carleton University, as well as provide a means for students to add credentials to their academic profiles and CVs.

The SAGSC maintains a listserv (electronic mailing list) that is available to all enrolled graduate students. Subscription to this listserv is voluntary, but it is a valuable tool for communicating with peers around areas such as job and funding opportunities, social and activist events, caucus meetings and concerns, upcoming conferences, lectures, etc. The listserv is only for graduate students (faculty and administrative staff are not subscribed) so it also serves as a place for discussion and community building around issues/concerns that are of interest to Sociology and Anthropology graduate students.

The SAGSC is involved in organizing many academic and social events throughout the year. In the

spring, the caucus puts on its annual graduate student conference that showcases the interdisciplinary work of graduate students from different universities across Canada. Our annual themed conference allows students to present their work to a supportive audience and gain valuable experience at both presenting and responding to academic work.

Elections for positions in the SAGSC take place in early September. Sociology and Anthropology graduate students are asked to attend the elections in order to nominate themselves and/or their colleagues for caucus committee positions. Usually positions within the Caucus go to those who volunteer for them. However, if there is more than one candidate for a single position, those convening during the first SAGSC meeting will vote in favour of a single representative. These positions vary in duty and time commitment and can range from a few hours a week to less than one hour a week. The SAGSC meets monthly so that members can update each other on what they have been up to in their differing positions and share valuable information. All positions in the Caucus are certified in the Carleton University co- curricular record.

SAGSC Positions

Co-Chairs (2 positions, preferably 1 Anthropology and 1 Sociology student)

Equally and jointly responsible for:

1. alternating chairing of all regular caucus meetings (one per month);
2. co-chairing the Orientation Committee

The two elected Co-Chairs work together to ensure that their workloads are divided equally. Normally, the Co-Chairs are not members of the Departmental Board, nor are they responsible for fulfilling any of the duties of other members of the SAGSC as outlined in the constitution. The co-chairs are the go-to people for the Caucus. They draft agendas for each meeting, send out official communications, round up volunteers for Caucus initiatives when none are available, and delegate tasks to others where they cannot complete them alone.

Social Coordinator / Committee

Carried out by a single person or a group, this position entails planning all social events, with the help and input of others in the Department and on the Caucus executive. Normally, there is at least one social event per term, and these have included pub nights, sporting events (bowling, curling etc.), parties and so on. The position also requires effort to entice students to attend the events by drafting emails, as well as creating posters and announcements.

Graduate Student Association (GSA) Reps (2 positions)

GSA reps are responsible for attending all GSA meetings (one per month) and for representing the interests of Sociology and Anthropology graduate students on the GSA. Following each GSA meeting, they report the proceedings and related GSA activities at regular caucus meetings or by e-mail when urgent issues are raised. If they choose, they may become members of the GSA executive or committees.

Attendance at GSA meetings is crucial—we get \$200 if we attend each one. Proxies are allowed, so long as they are worked out in advance of the meeting.

Secretary

The secretary takes the minutes at each regular caucus meeting and, within two weeks of each meeting, distributes those minutes to all in attendance and to those who sent their regrets. This individual also keeps all caucus records.

Student Resource Liaison

The student resource liaison is responsible for:

- a. working with the Chair of the Department (or representative) to advocate for student resources such as computers and office renovations;
- b. communicating the status of resource allocation to the Caucus; and
- c. communicating student needs to the Chair (or representative).

Communications Coordinator

The communications coordinator is responsible for:

- a. acting as primary liaison between the graduate student body and the Caucus executive, and fielding general enquiries from graduate students that are not clearly under the purview of another member of the caucus;
- b. advising the graduate student body of Caucus activities and events, including all meetings, via the soc-anth graduate list-serve;
- c. creating notices for Caucus activities and events and posting them throughout the Department.

As often as possible, the Communications Coordinator should be solely responsible for writing and sending emails from the SAGSC executive to the soc-anth graduate listserv.

Treasurer

- a. keeps records of caucus funds and expenditures;
- b. administers caucus funds; and
- c. makes reports of the caucus's financial situation at the regular caucus meetings in January, April, and September, and at other times as required.

Departmental Board Representative Coordinator

As a Departmental board representative, the Coordinator is responsible for:

- a. acting as primary liaison between the Departmental faculty (including the Departmental Chair) and the Caucus Executive on all matters directly related to the activities of the Departmental Board;
- b. ensuring that all Departmental Board Representatives (see below) are aware of upcoming Board meetings and that the Representatives attend Board meetings on a regular basis;
- c. informing the Executive if Board Representatives are not fulfilling their responsibilities in attending Departmental Board meetings;
- d. ensuring that all Departmental Board Representatives become registered New University Government (NUG) representatives upon their election; and
- e. making regular reports to the Caucus regarding the monthly meetings of the Departmental Board.

Departmental Board Representatives (Board Reps) (6 positions)

Representatives are responsible for attending all Board meetings and voting (or abstaining) on all motions. Regular attendance at Board meetings is required.

When possible, the composition of the Board Representatives should be reflective of the composition of the graduate student body, with representation from M.A. Anthropology, M.A. Sociology, as well as Ph.D. Anthropology and Sociology students.

Graduate Committee Representatives (3 positions)

- a. Anthropology Graduate Committee Representatives are responsible for attending all meetings of

the Anthropology Graduate Committee, save those regarding admissions and scholarships.

b. Sociology Graduate Committee Representatives are responsible for attending all meetings of the Sociology Graduate Committee, save those regarding admissions and scholarships.

All reps are expected to provide brief synopses of meetings at each regular meeting of the caucus.

Conference Committee

Although designated to one person in the constitution, this position has, in recent history, been taken on by a number of people working as a committee. The committee is responsible for:

- a. organizing the annual graduate student themed conference held in the Spring;
- b. working with (and coordinating) other interested people in planning the conference;
- c. soliciting funds from various sources including all the Departments and Faculties involved;
- d. soliciting abstracts and participants from all the participating Departments;
- e. advertising and promoting the conference to both faculty and students; and
- f. setting up the proceedings and related activities (e.g., lunches) on the day of the conference.

Outreach and Advocacy Coordinator

Recent events have fostered the need for a more politically oriented caucus. The outreach and advocacy Coordinator works on mobilizing graduate students in our Department to become involved in the broader University, community, and global political issues of concern to students. This might include keeping students informed of current events via the list-serve, organizing meetings, and helping to connect students to movements outside the Department.

Union Stewards (3 positions)

As stewards of CUPE 4600 (our TA union), union stewards are responsible for attending the Stewards' Council of CUPE 4600 on behalf of Sociology and Anthropology graduate students who are employed as teaching or research assistants. The stewards will convey information and concerns between the Department and the Executive Council of CUPE 4600 and will act as resource people for teaching and research assistants should any grievance arise. They will also provide updates to the Caucus at regular meetings, in person or via email.

Colloquium Organizer

This position entails working with two to four faculty members (to be announced) to bring academic speakers to the Department to discuss their research, academic work, etc. It involves planning (booking the room, refreshments), soliciting speakers and overseeing the events as they happen.

Graduate Student Workshop Series Committee

Members of this committee work with graduate students and faculty to organize workshops aimed at enhancing the professional knowledge of MA and PhD students. In the past, workshop themes have included conference presentations, academic writing, building a CV, the job talk, teaching, and other issues.

Brown Bag Lunch Lecture Series Coordinator

The Brown Bag Lunch Series Coordinator solicits presentations featuring the research of graduate students and faculty in the Department. The position also entails selecting faculty and student discussants for each presentation, booking a digital projector and room for the lectures, and sending announcements for each event using the Department and graduate student list-serves.

Professional Associations

As a graduate student in the Department of Sociology at Carleton University you are a member of a number of professional associations. These associations provide services and advocate for your interests to a number of different administrative bodies.

The Graduate Student Association (GSA) [<http://gsacarleton.ca/>]

The Graduate Student Association is your main source of representation, advocacy and support services on campus.

The GSA represents the collective interests and the general welfare of the graduate students of Carleton University. Its primary goals are to establish and maintain a barrier free academic and social environment in which all students can thrive. It acts as a line of communication between the graduate student community and the administration. It also strives to support the professional development of its members in addition to their emotional and financial wellbeing. Finally, they are a centre of political, intellectual and social contact for graduate students.

The Graduate Students' Association is governed by a Council [<http://gsacarleton.ca/council/>] made up of graduate student representatives from each Department.

Did you know?

- The GSA is Local 78 of the Canadian Federation of Students [www.cfs-fcee.ca].
- The GSA administers your health plan [<http://gsacarleton.ca/healthplan/>]
- The GSA offers low-cost printing and photocopying.
- The GSA can make you an International Student Card [<http://gsacarleton.ca/isic-cards/>]

CUPE 4600

It is likely the case that you will be a Teaching Assistant for some period of time during your time in the Department. Local 4600 of the Canadian Union of Public Employees (CUPE 4600) represents all Teaching Assistants, internally-funded Research Assistants, and Contract Instructors at Carleton University. For more information, see <https://cupe4600.ca/about-us/unit-1/>

CUPE 4600 Resources

Download a work log

[http://media.wix.com/ugd/b510f3_d3f75a53cfab498da64eae468ee5f381.pdf]

Your T.A Collective Agreement

[<https://cupe4600.ca/resources/collective-agreement/>]

TA Benefits

[<https://cupe4600.ca/unit-1-benefits/>]

Canadian Federation of Students (CFS) & CFS-ONTARIO

In addition to your membership in the GSA you are also a member of the Canadian Federation of students [<https://www.cfs-fcee.ca/>]. The main goal of the Canadian Federation of Students is to establish a system of post-secondary education, in Canada, that is accessible to all, which is of high quality, which is nationally planned, which recognizes the legitimacy of student representation, and the validity of student rights, and whose role in society is clearly recognized and appreciated.

The CFS operates at two levels, the provincial (CFS-ON) [cfsontario.ca] and federal (CFS national) [www.cfs-fcee.ca].

Graduate Student Caucus

Within CFS Ontario is a Graduate Student Caucus (OGC) whose main purpose is to promote the interests of its member graduate constituencies to the provincial government and all other external authorities whose jurisdiction affects graduate student affairs; and to act as a forum for the exchange of information and ideas between Ontario member associations.

The OGC meets twice a year in conjunction with the Ontario Annual General Meeting and Ontario Semi-Annual General Meeting to discuss issues prevalent to graduate students. At this time, the Caucus collectively reviews matters that affect students on member locals' campuses, as well as campaigns and policies that may be implemented within the Canadian Federation of Students-Ontario.

Wellness Information and Resources

While graduate school can be intellectually stimulating and personally fulfilling, it is not without its struggles. Graduate school takes a lot of time, money, and effort. It is important to remember to practice self-care in ways that feel good to you and fit into your everyday life. Below are some resources that promote mental, emotional, financial, and physical wellness.

Also, if you find that something in the program just isn't working for you, you might want to talk to your supervisor, committee, or the Graduate Coordinator about the possibility of creating alternative plans that make graduate school more conducive to your lived experiences.

Mental, Emotional and Social Wellness

Carleton Health and Counselling Services

Full-time and part-time graduate students can access both medical and counselling services through Carleton University. The costs for these services are included in your tuition.

a. Medical services

The team of medical professionals at Carleton University includes family physicians and registered nurses. These individuals provide outpatient medical services to all graduate students. Appointments can be made for general health concerns. Walk-in-Clinic services are offered to individuals who need more immediate care. <http://carleton.ca/health/medical-care/>

b. Counselling Services

Confidential and private counselling services are offered to current graduate students. Different services are available to students living off-campus, on-campus, and for international or exchange students. <http://carleton.ca/health/counselling-services/>

c. Crisis Support

Health and Counselling Services also provides online information for crisis situations and support. Please see links below.

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

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

d. Health Promotion Services

Health Promotion Services “...educate, promote and advocate for optimal student health and academic success by working in collaboration with students, faculty, services and community agencies, while providing opportunities for student engagement in individual and community health and wellness issues.” There are five health promotion teams: mental health; sexual health, drug and alcohol, healthy lifestyles, and leave the pack behind.

<http://carleton.ca/health/health-promotion-services-new/>

Equity Services

Equity Services “...supports Carleton University’s commitment to diversity as a source of human excellence, cultural enrichment and social strength.” Equity Services works to create a safe(r) work and academic environment that is free of discrimination, injustice, and violence. Equity Services promotes understanding, respect, peace, trust, openness and fairness.

Equity services addresses some of the following important social justice issues: academic and employment accommodations, discrimination and harassment, gender neutral bathrooms, Aboriginal education, and many others. The work of Equity Services is attached to the [Carleton University Human Rights Policies and Procedures](#) that were implemented in 2001 and updated in 2010.

<https://carleton.ca/equity/>

<https://carleton.ca/equity/wp-content/uploads/CU-Human-Rights-Policies-Procedures-April-2011.pdf>

Sexual Assault Support Services

Sexual Assault Support Services are free, confidential, and available to all students, faculty, and staff at Carleton University. The Sexual Assault Support Services are located in 503 Pigiavik (formerly Robertson Hall). Some of the services offered include short term counselling; safety planning; public education and training; information on sexual violence; peer support volunteers (mid-Sept to April); and many others.

<http://carleton.ca/equity/sexual-assault-support-services/>

<https://www.facebook.com/carletonsasc>

Womxn's Centre

The Womxn's Centre is a safe(r) and inclusive space located on the third floor (Rm 308) of Nideyinàn (formerly the University Centre). They offer free pregnancy tests, menstrual products, and condoms, as well as provide peer support. It is the only space on campus that has a room dedicated solely to woman-identified folks. This woman only space can be used for prayer, breastfeeding, napping, homework, and peer support. The Centre also houses the largest feminist library on campus.

<https://students.carleton.ca/services/womxns-centre/>

<https://www.cusaonline.ca/who-we-are/service-centres/womens/>

Gender and Sexuality Resource Centre (GSRC)

The GSRC aims to provide a safe(r) space for students of all gender identities, gender expressions, and sexual orientations. They offer peer support and mentorship programs, free safer sex supplies, and referrals to community resources. They also provide information on topics such as healthy sexuality and sexual violence prevention. The GSRC houses the second largest queer library in Ottawa.

<https://www.cusaonline.ca/who-we-are/service-centres/gsrc/>

<https://www.facebook.com/cusagsrc/>

Racialized and International Student Experience (RISE)

The Racialized and International Student Experience (RISE) “aims to be a safe(r) space for Carleton students of all racial, ethnic, cultural and international identities through peer-to-peer dialogue, programming, and support. RISE hosts a series of events throughout the year”.

<https://www.cusaonline.ca/who-we-are/service-centres/rise/>

Foot Patrol

Foot patrol provides patrols and safe walks for students on campus and in the Ottawa community. Foot patrollers walk with students anywhere on campus and up to 1 hour off campus. Safe walk services are available from 2 pm to 2 am on weekdays and 6 pm to 2 am on Thursdays.

<https://www.cusaonline.ca/usc/>.

Paul Menton Centre (PMC)

PMC provides academic accommodations and support services for students with disabilities. PMC “...is committed to facilitating the integration of students with disabilities into all aspects of Carleton's University life.”

<https://carleton.ca/pmc/>

OPIRG-Carleton

OPIRG is a student-run public interest groups that focuses on important social justice issues, works to address community issues, and pushes for social change. It is the centre for student organizing and activism on campus. This space stresses the need for critical social dialogue and engagement on campus.

<http://www.opirgcarleton.org/>

Carleton Disability Awareness Centre (CDAC)

“CDAC is a peer support, advocacy, and community space for students who experience disability,

chronic illness, neurodiversity, or inaccessibility.” It provides information and awareness about disability by working to challenge misconceptions through events and programming. CDAC accommodates the needs of diverse individuals with visible and non-visible disabilities.

<https://www.cusaonline.ca/who-we-are/service-centres/cdac/>

Ojigkwanong Indigenous Student Centre

Ojigkwanong, Carleton’s Indigenous Student Centre, is located in Paterson Hall (Rm 228). Ojigkwanong provides a space to learn about and practice First Nations, Inuit, and Metis cultures, traditions, and worldviews. During the school year, the Centre hosts social gatherings, cultural events, and visiting elders. The Centre has a kitchenette, lounge, study spaces, computer lab, printer, phone booth, Elder’s room, and smudge room.

<https://carleton.ca/indigenous/cisce/students/ojigkwanong-indigenous-student-centre/>.

Financial matters

CUPE 4600

a. TA Advance

In the months of September, January, and May, graduate students receive a single lump sum pay at the end of month. This may cause financial struggles and uncertainty for some graduate students as there is no pay cheque coming in mid-month. In an attempt to assist graduate students who may be experiencing financial struggles during these three months, CUPE 4600 offers a TA advance to all graduate TAs with a regular position (130 hours per term). TAs are to fill out the “TA Advance Application”: <https://cupe4600.ca/wp-content/uploads/sites/227/2023/01/TA-Advance-Form.pdf>. TAs can receive up to \$750.00 in advance in the middle of the first month of the term. The amount given to students via the TA advance is subtracted off the TAs first 3 pay cheques.

<https://cupe4600.ca/unit-1-benefits/>.

b. Trans Fund

The CUPE 4600 Trans Fund provides “financial assistance to Trans CUPE 4600 members. Under typical circumstances, the fund is intended to cover expenses associated with being Trans (e.g., name changes, travel, etc.)”.

<https://cupe4600.ca/resources/trans-fund/>

Graduate Student Association (GSA)

a. Emergency Grant

The GSA offers an Emergency Grant of up to \$500 for graduate students who find themselves in dire financial need due to unexpected circumstances such as fire, theft, personal or family emergencies. <https://gsacarleton.ca/emergency-grant/>.

b. Family Leave Grant

The Family Leave Grant provides financial support for full-time and part-time Masters and PhD students who require academic leave of absence for parental leave or other family related issues. To be eligible to apply, individuals must: 1) demonstrate financial need; 2) not be receiving other forms of leave pay; and 3) show proof of registration for two terms prior to the start of leave. The family leave grant provides graduate students with a one-time payment of \$1500.

<http://gsacarleton.ca/family-leave-grant/>

c. Travel Grant

The GSA provides Travel Grants to graduate students to help cover some of the costs of participating in academic conferences or conducting research outside the Ottawa area.

The GSA gives graduate students 50% of the travel costs that are not covered by other sources (i.e., FGPA or Department) to a maximum of \$200.00. The minimum cost for the student must be higher than \$50.00. Graduate students may apply for more than one grant per year (May 1st to April 30th) to a maximum of \$200.00. <http://gsacarleton.ca/travel-grant/>.

Food Assistance

a. The Ottawa Good Food Box

The Ottawa Good Food Box provides students and other Carleton community members with produce from local farmers at a significantly reduced cost in comparison to retail prices.

<https://www.ottawagoodfoodbox.ca/>.

b. Emergency Essentials Assistance Program

The Emergency Essentials Assistance Program offers students hampers of food and essentials when they are in need. To order a hamper, you must fill out the hamper request form provided on the Unified Support Centre (USC) website. If you are requesting a hamper for the first time, you need to fill out an electronic Food Bank Intake Form. It is recommended that you request your hamper between 36 and 72 hours before the desired pickup or delivery time. Students are limited to two hampers per month. <https://www.cusaonline.ca/usc/>.

FGPA Graduate Student Travel / Research Bursary

FGPA provides funds to graduate students who need financial assistance to conduct their research or disseminate their research. Approval of the bursary is considered on a case-by-case and first-come-first serve basis. In most cases, students can only submit one application per budget year (May through April). Students apply through Carleton Central.

Physical Wellness

Carleton Athletic Centre

a. All full-time and part-time graduate students have access to the Carleton fitness centre, pool, jogging track, and squash courts located in the Athletic Centre on University Road. Fees for these athletic services are included in your tuition costs. <http://athletics.carleton.ca/>

b. The Athletic Centre offers fitness classes, personal training sessions, and private swimming lessons; however, students must pay additional fees to access these services and classes. At the beginning of each semester, students are invited to try out all fitness classes at no charge for a week-long period before making decisions about which classes they might want to join. All Carleton students receive a 25% discount on all fitness classes offered.

<http://athletics.carleton.ca/aquatics/> <http://athletics.carleton.ca/fitness/>

c. If fitness classes or personal training sessions do not appeal to you, graduate students also have

the option to join an adult rec league or an intermural league. Each of these leagues has many different sports for you to choose from. If you do not feel like committing to a league or joining a team, you can participate in open recreation sports. The open recreation options allow you to drop in during designated times to play your favourite sport with no commitment.
<http://athletics.carleton.ca/leagues/>

Graduate Student Association (GSA)

a. Grad Recreational Softball League (GRSL)

GRSL "...is a slow pitch league, open to interested players of any calibre, with a minimum of seriousness and a maximum of fun. The league is strictly recreational and non-competitive. Those of all skill levels are welcome to play. Weeknights from early May to the end of August, a variety of teams come out to the baseball diamond behind the Nesbitt Biology Building."
<http://gsacarleton.ca/softball/>

The Department of Sociology and Anthropology has its own softball team – the Barflies - that has been a star of the GRSL for many years.

b. Kitigànensag (Algonquin for “little gardens”)

Kitigànensag is a student-run garden that encourages "...local, organic food production, education, and community building." Garden plots are free and include two wheelchair accessible plots. Applications for plots are available to the entire Carleton community but preference tends to be given to graduate students. The planting season starts in May and ends in October.
<http://gsacarleton.ca/garden/>

Off Campus Wellness Resources

Mental Health Crisis Line 613-722-6914
www.crisisline.ca

Good2Talk: Post-Secondary Student Helpline 1-866-925-5454
www.good2talk.ca

Kind (LGBTQ supports) 613-563-4818
www.kindspace.ca

Ottawa Distress Centre (24-hour help line) 613-238-3311

Gay Line Ottawa (613) 238-1717

Ottawa Coalition to End Violence Against Women 613-237-1000
www.octevaw-cocvff.ca

Ottawa Rape Crisis Centre Office line 613-562-2334
Crisis line 613-562-2333 www.orcc.net

Sexual Assault Support Centre of Ottawa Support line 613-234-2266

Office line 613-725-2160 www.sascottawa.com

Odawa Native Friendship Centre 613-722-3811
www.odawa.on.ca

Wabano Centre for Aboriginal Health 613-748-0657
www.wabano.com

Minwaashin Lodge – Aboriginal Women’s Support Centre Crisis line 613-789-1141
Office line 613-741-5590 www.minlodge.com

Immigrant Women’s Services Ottawa Help line 613-729-1119
Office line 613-729-3145 www.immigrantwomenservices.com

Planned Parenthood Ottawa 613-226-3234
Options counselling, pregnancy tests, sexual health resources www.ppottawa.ca

Morgentaler Clinic 613-567-8300
www.morgentaler.ca

Family Services Ottawa (Counselling, LGBTQ supports) 613-725-3601
www.familyservicesottawa.org

Sexual Health Centre 613-234-4641
STI tests & treatment, HIV testing, pregnancy testing www.ottawa.ca/en/residents/public-health/sexual-health/sexual-health-centre

AIDS Committee of Ottawa (ACO) 613-238-5014
www.aco-cso.ca

Centretown Community Health Centre 613-233-4443
<https://www.centretownchc.org/>
South-East Ottawa Community Health Centre 613-737-5115
www.seochc.on.ca/

“How to Survive Graduate School” Resources

Books

Haggerty, K. D., & Doyle, A. (2015). *57 Ways to Screw up in Grad School: Perverse Professional Lessons for Graduate Students*. Chicago: The University of Chicago Press.

Goldsmith, John A., Komlos, John, and Schine Gold, Penny. (2001). *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure*. Chicago, Illinois: University of Chicago Press.

Silvia, Paul. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington, DC: American Psychological Association.

Rossman, Mark H. (2002). *Negotiating Graduate School: A Guide for Graduate Students* (2nd edition). Thousand Oaks, California: Sage Publications, Inc.

Peters, Robert L. (1997). *Getting What You Came for: The Smart Student's Guide to Earning a Master's or P.H.D.* (2nd edition). New York City, New York: Farrar, Straus and Giroux.

Lamott, Anne. (1995). *Bird by Bird: Some Instructions on Writing and Life*. Toronto, Ontario: Random House.

Bolker, Joan. (1998). *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. New York, New York: Henry Holt and Company LLC.

Eco, Umberto. (2015). *How to Write a Thesis*. Cambridge, Massachusetts: Massachusetts Institute of Technology.

Becker, Howard S. (2007). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* (2nd edition). Chicago, Illinois: University of Chicago Press.

Booth, Wayne C., Colomb, Gregory C., and Williams, Joseph, M. (2008). *The Craft of Research* (3rd edition). Chicago, Illinois: University of Chicago Press.

Cham, Jorge. (2002). *Piled Higher and Deeper: A Graduate Student Comic Strip Collection*. Los Angeles, California: Piled Higher and Deeper Publishing.

Cham, Jorge. (2005). *Life is Tough and then You Graduate: The Second Piled Higher and Deeper Comic Strip Collection*. Los Angeles, California: Piled Higher and Deeper Publishing.

Cham Jorge. (2007). *Scooped! The Third Piled Higher and Deeper Comic Strip Collection*. Los Angeles, California: Piled Higher and Deeper Publishing.

Belcher, Wendy Laura. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, California: Sage Publications, Inc.

Online Resources

1. Surviving Grad School (and hopefully thriving) (Blog)
2. Inside Higher Ed (Online Resource)
3. Finish your Thesis with Dora (Blog)
4. The Thesis Whisperer (Online Newspaper)

5. Dissertation Diva.com (Blog)
 6. The Professor is In (Blog)
 7. Gradhacker Industries, Inc. (Collaborative Blog)
 8. The Grad Student Way (Blog)
 9. My Graduate School (Blog)
 10. PhD Life: A Blog about the PhD Student Experience (Blog)
 11. Get a Life, PhD (Blog)
 12. Alternative PhD: Finding New Paths in Academia and Outside the Ivory Tower (Blog)
 13. Everyday Sociology (Blog)
 14. Tenure, She Wrote (Blog)
 15. Emerging Scholars (Blog)
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Doctoral Degree in Sociology - General Information

Program Requirements (in typical chronological order)

- 3 credits of course work. One term length course is worth a .5 credit so you will need to take 6 courses (normally students take 3 courses per term in each of the Fall and Winter terms).
- Full-time students are **required** to participate in all meetings of the **Doctoral Seminar** (SOCI 6000 - worth 1.0 credit). The Doctoral Seminar is spread over two years to provide more extended support for doctoral students beginning their PhD work. Students will meet every second week in the Fall and Winter terms of their first year of studies, and every second week in the Fall and Winter terms of their second year of studies. Participation over both years is required. Part-time students are usually advised to do the Doctoral Seminar as their last course.
- Written and oral comprehensive examination (comp) in two areas of specialization.
- Presentation of a dissertation proposal.
- Submission of a written dissertation and its oral defence.

Academic Standing

Candidates must obtain a grade of B- or better in each credit; however, grades of A- and above are expected. Candidates must also achieve a standing of “satisfactory” on the comprehensive examinations, the Ph.D. thesis, and its oral defence.

Registering

Registration deadlines are firm. It is your responsibility to confirm that all documentation associated with completion of a Master’s degree has been received by The Faculty of Graduate Studies and Research.

Registration is not automatic; you must register every July/September (for Fall and Winter) and May (for Summer). Late registration carries a steep fee. Registration can also be done in December/January for the Winter term.

Registration is done online through *Carleton Central* which is accessed through the Carleton homepage.

Collaborative PhD with Political Economy

The Sociology PhD can be pursued as part of the Collaborative PhD with a Specialization in Political Economy. Students interested in this option apply to the collaborative program in Fall term of their first year of studies. For further details and admission requirements see:

<https://carleton.ca/politiceconomy/prospective-students/ph-d/>.

Course Work

The Department makes available the current course offerings before every Fall term (changes can still occur in the Fall and also before the Winter term) and posts them on the Department homepage. All students can also check Carleton Central for a current list of offerings. **Please note that not all courses that appear in the Graduate Calendar are offered every year.** Students have the option of taking up to 1.0 full credit worth of courses outside the Department (this includes courses at Ottawa University). Other options for satisfying the course work requirement (such as reading courses/tutorials) can be negotiated with the Graduate Coordinator. With the

exception of the Doctoral Seminar, the course work requirement is normally satisfied in the first two terms for full-time studies.

Full participation in the Doctoral Seminar is mandatory over both years of its operation, starting from your year of enrolment. By extending the doctoral seminar over the first two years of the PhD, we aim to provide students with more structure and regular contact with peers beyond their course work. The second year of the doctoral seminar will aim to support the completion of two comprehensive papers and the preparation of the thesis proposal.

The Department includes a required theory component in the first year of the Doctoral Seminar. The required theory component is delivered in the format of a Sociology PhD student reading group. There are two meetings in each of the Fall and Winter terms, to read and discuss a selection of short books or multiple articles reflecting trends in social theory. Interested faculty members would suggest readings. The reading list is decided collectively, in consultation with students. A group of faculty members each take turns leading a meeting and 1st year PhD students are required to attend these meetings as part of the Doc Sem. PhD students in other years and faculty members are welcome to participate.

There is no need to register for the thesis (SOC1 6909) in the first term. Most students do not register for the thesis until the Spring/Summer term. You must be registered to receive funding in the summer, but some students find it fiscally advantageous not to register for the first summer.

It is important to note that once you are registered for the thesis, you **must** stay registered until the completion of your degree. However, you can go on leave for up to 3 terms for a minimal administration fee (this is normally done by upper-year students). Students experiencing health challenges may go on leave of absence for as long as necessary.

Supervisor and Committee Makeup

A Ph.D. is directed normally by a supervisor and two committee members. Supervisors must be from the list of those entitled to supervise doctoral theses in the Department, including cross-appointees designated as Core Faculty (please see <https://gradstudents.carleton.ca/thesis-requirements/graduate-supervision-appointments-policy/> for graduate supervisor guidelines and appointment policies).

Special care must be taken in selecting a supervisor because it is in negotiation and consultation with your supervisor that the direction and path of doctoral work is decided (post-course work). The supervisor-student relationship is the foundation of the Sociology Doctoral Program. In consultation with your supervisor, you'll choose committee members and decide on comprehensive areas. If warranted and agreeable to the parties involved, you may also have co-supervisors who share the responsibility of supervision.

Committee members can be sociologists in the Department or elsewhere in the University. Sociologists from the University of Ottawa and academics from other disciplines can also be considered as committee members. In special circumstances experts who are not members of academia can be members of a Ph.D. committee. Committees must be approved by the Graduate Coordinator through the submission of the Ph.D. Advisory Committee Form. The working relationships between the student, the supervisor and the committee are solidified throughout the

comprehensive papers and thesis proposal process.

In specific circumstances, a student may have a third committee member. This can be for the purpose of a particular comp (where a person may be explicitly brought onto the committee for their expertise in that area, but is not intended to be involved beyond that) or can be the case for the entire Ph.D. Adding an extra committee member is not often necessary and should be carefully considered because it adds another person's schedule and expectations into the process.

In the vast majority of cases, working relations with supervisors and committee members proceed smoothly and productively. If you experience any difficulties, usually you will consult with your supervisor about concerns with the performance of committee members. Concerns with supervisors should be brought to the attention of the Graduate Coordinator. In every case, you have the right to change committee members (in consultation with your supervisor) and your supervisor (in consultation with the Graduate Coordinator).

The committee makeup may change for various reasons including relocation of members, shifts in project focus, and other logistical circumstances. If you find it necessary to remove a committee member, you must replace that member and have your supervisor and new committee member sign the appropriate forms.

The PhD program at Carleton is highly decentralized, which means supervisors and committee members work to help steer the student through the entire program. At the same time, students should be aware that they have a responsibility to keep supervisors and committees informed of their progress and busy reviewing their work. It is good practice for students to initiate meetings with their supervisor and their committee members on a regular basis. For more guidance about building a successful relationship between a graduate student and a supervisor, please see the section **Your Supervisor**.

Comprehensives: General Orientation

Carleton University's Department of Sociology and Anthropology is proud of its decentralized system of doctoral advising that is tailored to the requirements and interests of individual students. This system, comprised of a supervisor and two additional committee members, has been at the centre of comprehensive papers and thesis oversight since the outset of the Carleton Sociology PhD program. Such a decentralized system means that there may be differences among students. Some of these differences are expected since students will have different preparation needs and timelines for moving onto dissertation research.

Comprehensive papers are an important step in the doctoral process. An integral part of a process of study, comps are located between course work and the presentation of the thesis proposal. Comps are a period of consolidation, reflection and a link to the dissertation area. In the process of satisfying them, you are able to demonstrate to your committee your command of a particular field. At the same time, the comps process allows you to explore the working styles and synergies of your supervisor and committee members. Through the comp process, you also have the opportunity to build the necessary preparation and skills to complete the independent research at the centre of the doctoral dissertation.

Practically, the comps involve deepening your understanding in areas of the discipline which are of

relevance to your dissertation project. You are not expected to already be an expert in your comprehensive areas. Rather, we encourage you to consider the comprehensives as opportunities to further develop your understanding of a specific area of scholarship. However, writing the comprehensives is also about learning how to take part in your selected community as a scholar. You learn to exercise judgment and agency in deciding on the topics, selecting scholars' work for detailed attention, directing an analytical narrative about their work in relation to your own, and adopting a respectful but critical stance. Hopefully in the case of at least the second paper, your comprehensives also help you to get a better sense of the direction in which your doctoral research argument is to go. At the end of the comprehensives process, you should be positioned to move directly into the dissertation proposal, having completed the necessary background preparation to develop a position in relation to the study field.

Every Department and University has different formats and expectations, and these are what make their programs unique. Our comps differ from many Departments and universities in that we **do not** have broad comps which are more generic and focus on the discipline at the general level. Our comp process allows students to focus more specifically on their topic areas and allows them to be the architects of their own program. This is further explained below.

Fields of Comprehensives

The Sociology Ph.D. at Carleton University has four (4) fields. These are listed in the Graduate Calendar and reproduced below. Your two comprehensives must be located in two of these fields. While the fields of the comprehensives are provisionally set, note that the more specific breakdown within each field is suggestive only.

- Theory and Methodology
- Stratification and Power
- Cultural Studies
- Applied Social Research

These four fields reflect the strength of the Department at both the Master's and Doctoral levels. Suggested topics that might be covered within these four fields are also identified in the listing below. In practice there is a lot of scope in defining the field and choosing a specific topic for the comprehensives. In all cases the format, topic and core bibliography must be approved by your supervisor and committee.

1. Theory and Methodology

- Logic of Social Scientific Enquiry
- Classical Social Theories
- Contemporary Social Theories
- Feminist Theories
- Research Methods (Historical, Qualitative and Quantitative)

2. Stratification and Power

- Occupations, Organizations, and the Labour Process
- Class Analysis and Social Stratification
- Political Sociology
- Race and Ethnic Relations
- Gender Relations

Political Economy
Canadian Sociology
Social and Economic Development
Citizenship Studies
Governance, Regulation, and Law

3. Cultural Studies

Communication and Popular Culture
Ethnographic Analysis
Discourse Analysis
Social Anthropology
Social and Virtual Spaces

4. Applied Social Research

Criminal Justice
Health and Illness Policy
Population Studies
Education Policy

Format and Process for Satisfying the Comprehensives

Formally, comps begin after completion of course work requirements. In fact, planning for comps normally begins during the first year of the Doctoral Seminar. Normally comprehensive papers are completed no later than two years (6 terms) after initial full-time registration, and four years (12 terms) after initial part-time registration. The first comp should normally be defended in the first regular term following your course work. All comps should be completed before the end of your second year of study.

Missed deadlines with respect to comps may lead to a review of your standing in the program.

All comps include a written and oral component. You need to prepare a proposal for each comprehensive that will be discussed with and approved by your committee. The proposal for comps should be a 2-3 page document that presents a bibliography and a short proposal indicating the focus for the written component. The bibliography contains no more than 25 items and of these there should be no more than 5-6 complete books. The bibliography items represent those readings that you identify as pertinent to the focus you are proposing within the specified field of the comprehensive.

It is common for students to find that this bibliography shifts as they do more reading and begin to write their comprehensive paper. It may be helpful to think of the comp proposal bibliography as a starting point, with the flexibility for it to evolve throughout the comp writing process. It is important to communicate with your committee as your reading list evolves. You will ultimately produce a final, more specialized, bibliography for the comprehensive paper that draws on the proposal bibliography but can include other items more directly tied to the topic of the paper. Not every item from the original proposal bibliography needs to appear in the final paper bibliography or be part of the argument presented in the final paper.

Within the comps, you are expected to demonstrate a command of appropriate theoretical and

methodological issues. This can be done either by locating one of your comprehensives in the first field (Theory and Methodology) or by infusing relevant theoretical and methodological issues into other fields. It is the responsibility of your committee to ensure that you have the required theoretical and methodological grounding in addition to the analytical skills necessary for thesis research.

The written component of a doctoral comprehensive is normally a review paper. This paper is normally 25 double-spaced pages in length, and should cover a program of reading, writing and presentation that can be completed within three to four months. The purpose of the review paper is to identify the critical edge of current work in a specific area and to position yourself in relation to on-going questions and arguments of relevance to your doctoral research interests. It is important to emphasize that the review paper is not a simple literature summary. While the paper will include some summary and review material, the focus of the comprehensive is the opportunity to begin to identify and develop your own position on the literature speaking to and about your research interests.

In exceptional circumstances, students may have at their disposal research materials that could form the basis of a comprehensive paper that presents original research. In such cases, the program of work for the comprehensive is still expected to be completed in three to four months.

Comprehensive Drafts, Feedback and Presentation

You are strongly encouraged to start writing as soon as possible. Do not wait to start writing until after you have read everything on the comprehensive reading list. Writing is an important part of thinking and exploring ideas. It is a process of making meaning, deepening understandings, and experimenting with developing a narrative. A strict demarcation between reading and writing often creates unnecessary delays in the progress of a comprehensive.

Overall, you should expect to do 2-3 complete drafts of your review paper. Students will initially submit a first draft of the comprehensive to their supervisor. It is common that supervisors request some revision and further development of the first draft. Once you have completed these further changes, and they have been reviewed by the supervisor, the supervisor will suggest sending the second draft of the comprehensive document out to the full committee for their consideration. There is sometimes another round of revision following comments from committee members. Once completed, supervisors and committee members will then review the third draft of the comprehensive, and if all is well, they will recommend that you go forward to a comprehensive presentation. This recommendation is an acknowledgement that the comprehensive is accepted.

Students should expect a reasonably quick response to their submitted work - normally within two weeks following submission of each draft of the review paper. It is a good idea when you submit any draft of your comprehensive, to suggest a timeline for the receipt of feedback. Faculty try very hard to keep to the two-week turnaround - however, agreement on specific dates and gentle reminders can be helpful for everyone. You may want to consider proposing, and getting confirmation on, a specific date for receiving oral or written feedback. Alternatively, you could propose a meeting date to receive feedback in person. Getting a due date for feedback in everyone's diary helps keep to a reasonable feedback schedule. If the feedback schedule becomes unreasonably prolonged, you should consider meeting the Graduate Coordinator to discuss possible options.

To help keep the completion of the comprehensive within a reasonable timeline, it is important to let your supervisor see the first draft as soon as possible. The above model scenario requires two rounds of feedback - and even with everyone keeping perfectly to the two-week feedback routine, that is a 4-week timeline (not including the time required for the work you need to do after the first and second drafts!).

The oral component of the comprehensive involves a presentation and discussion of your comprehensive work. When your supervisor and committee have recommended that you go forward to a comprehensive presentation, a specific date will be set as soon as possible. The purpose of the presentation is to give you an opportunity to review your comprehensive work with your supervisor and committee and to plan the next stage of your program (either the second comprehensive, or the thesis proposal). Normally all members of your committee and your supervisor will attend the comprehensive presentation. In the event that a committee member must be absent, that committee member should provide written comments and questions. The format of the comprehensive presentation has three main parts: you begin the meeting with a short (5-10 minute) reflection on your comprehensive process, including what you have gained from producing this body of work; then your supervisor and committee ask you questions about your work; finally, there is a general discussion about your next steps.

It sometimes happens that, following the comprehensive presentation, important questions emerge that require attention and students are asked to write a short addendum to the review paper. The instructions regarding this additional work will be very specific (including the exact things to be addressed and the number of pages required) and the addendum will be reviewed and approved by your supervisor.

At the end of each comprehensive process, the Department will submit a report to the Faculty of Graduate and Postdoctoral Affairs stating that you have satisfied this requirement. The successful completion of a comprehensive will appear on your annual academic audit.

The signed report form associated with the completed comprehensive must be filed with the Sociology Graduate Office and kept in your file. An electronic copy of the final draft of the comprehensive review paper must be sent to the Graduate Administrator to be stored in your file.

Starting your Thesis – the Proposal

The thesis process is different than anything else in graduate school and is a challenging and rewarding experience. It can also be a very difficult experience and many people find it isolating at times as well. But it is important to remember that no one is in this alone, even though it sometimes feels that way. This is a time to keep conversations going with your peers, your supervisor, your committee members and anyone else who is willing to discuss your ideas with you. Remember that ideas for discussion do not need to be fully formed and already brilliant! Developing a thesis proposal is a process of experimenting with ideas and research possibilities - and students go through the process in different ways. There are many resources and people available to support you in this process.

The first step in the thesis process is the preparation and presentation of a thesis proposal. We describe a process below that is common and is meant as a guideline. It is not a recipe or the only way to go forward.

After the comp process is completed, you will begin work on your thesis proposal. The importance of the proposal is that it shows that the groundwork for the thesis is done, that you have identified and thought through the essential components of your project, and that you have a doable plan for carrying out the project. That said, it is recognized that the accepted thesis proposal is a starting point - the actual thesis may turn out to be different than what is in the thesis proposal. This is because research is an iterative process - we modify and revise as we learn more about the questions motivating our research.

The thesis proposal is to be presented after comprehensive requirements have been completed. Normally the thesis proposal must be presented no later than two and one-half years (7 terms) after initial full-time registration and five years (15 terms) after initial part-time registration.

A proposal needs to have a working title and should be between 10 and 25 pages. It specifies the subject for investigation and the course to be followed.

Formats and order will vary, but should include the following elements:

- 1. Research Question:** Specify your research question (in a paragraph). This can be thought of as a 'puzzle' or 'problem' to be addressed.
- 2. Specify your working thesis.** This is, in a sense, your tentative answer to the research question.
- 3. Locating the project:** Locate your project in terms of how that question is situated in the relevant literature. Situating your question involves a discussion of how it contributes to or builds on existing literature or responds to issues left unexplained or unexplored. There is no need to identify and read everything that has already been written on the topic. This is not a literature review. This section requires you to become conscious of your 'place' within the field. This usually includes discussion of useful theoretical resources that may speak to your research question and the recent substantive research done in the field. Identify what is 'known' and 'claimed' about the issue. Key here are the assumptions and claims made by others and the extent you concur or differ. Remember that you are making a claim in which you have something to say or some perspective to advance, so your proposal is designed to bring out your (in progress!) perspective as located within current debates and discussions.
- 4. Key Concepts:** Define your usage of key concepts in your question and thesis (including how they are contested) and their potential place in your developing argument.
- 5. Research Design/ Methodology:** Articulate your approach to producing sociological knowledge and how you position yourself as a researcher. Identify the overall design for your research and indicate how what you propose will address the research question posed. Describe and justify your research case and/or choice of research subjects. Identify your preferred approach to the creation of data and evidence. Discuss why these are good choices for your research.
- 6. Creation of evidence:** Describe in more detail your strategy for producing evidence to explore your research question. Include consideration of your location as a researcher in the production of this evidence.
- 7. Analysis Strategy:** Indicate how you propose to analyze your research material. Address questions of researcher-researched relations, reflexivity, and practicalities of the form(s) of data analysis you intend to pursue.
- 8. Ethics:** Discuss any relevant ethical considerations in the production, analysis and dissemination of your research.

- 9. Original contributions:** Describe what you anticipate will be the contributions of your research.
- 10. Implications:** Discuss the implications (theoretical and practical) of your project in light of the location of the project (point 3) and the claims you have to making a contribution to the conversation (point 9).
- 11. Research Timeline:** Outline the timetable of your research process (what you intend to do when)
- 12. Bibliography:** Include a short bibliography of the main writing to be engaged by your thesis work.

In your finished proposal document make sure that you have demonstrated that:

- 1) This is a viable dissertation topic that contributes to the field.
- 2) Your central question is significant.
- 3) You know enough about your field and this subject to be able to carry out the project.
- 4) Your choice of material and evidence production is workable.
- 5) Your evidence and method will allow you to address your central question(s).
- 6) This is a doable project.

Students will submit the thesis proposal document to the supervisor and committee for feedback. When they deem the proposal ready for presentation, a date for a proposal presentation will be set. As you prepare for your proposal presentation, remember that the purpose of the proposal and presentation is to have a rigorous review of your proposed work. This is to ensure that any problems or aspects that may hang you up in the future will be caught early, so that your project can proceed quickly and smoothly.

An e-copy of the dissertation proposal must be filed in the Sociology Graduate Office after the presentation.

Ethics Approval

If you are planning to work with human subjects you must get ethics approval from the Carleton University Research Ethics Board (CUREB), under Carleton University Research Office. This can be a time-consuming and sometimes lengthy process depending on the sensitivity and vulnerability of the population you plan on working with and/or the research methodology you have chosen, so make sure you give yourself enough time to complete this process. The Ethics Board meets once a month and deadlines for submission are fixed. Information and forms can be found at: <http://carleton.ca/researchethics/human-ethics/>.

Students will submit the ethics application document to the supervisor, and sometimes even to the committee, for feedback. The document needs to be signed off on by the supervisor.

Doctoral Thesis

The essential characteristic of the doctoral dissertation is that it offers an original contribution to the field. This does not mean that you need to write something earth shattering that no one has ever thought about before in the history of the universe. Rather, you can think of your dissertation work as making a contribution that offers something to an ongoing matter of concern, which you share

with other scholars and communities and to which you have something significant to offer.

Research on how to plan and finish big projects - like writing a thesis - indicates that breaking the project into smaller, achievable pieces helps you to get the job done. A chapter at a time is an obvious way to do this, but even chapters can be broken down into smaller sections. While this is a good practical strategy, there is always the need to keep the whole of the work in mind. A thesis is a sustained argument - and each chapter needs to have a clearly identified purpose, and make a strong contribution, vis-à-vis that argument. It is this reference to the whole that can often be challenging for students when it comes to planning the timeline for writing a thesis - because for most of us, writing is a creative process during which the argument gets worked out. This often means lots of revisions and many drafts. To the extent possible, your planning needs to build in time for lots of revisions and many drafts - and for the feedback process that will help to develop the thesis argument and its presentation.

Some chapters are easier to write than others. Although writing strategies vary, rarely do students start their thesis writing at chapter 1. It is common for students to start writing the evidence chapters - those 2 or 3 chapters that present the evidence you have to support the main argument. These chapters are challenging because they involve a lot of original thinking and intense engagement with your fieldwork material. They are often also the most exciting chapters of the thesis. You can be working on more than one chapter at a time. For example, while you are working on the evidence chapters, you can be writing up your methodology chapter, or outlining chapter 1 (which presents the research question and locates your work in relation to the existing literature). It is quite likely that the last chapters you will finish - are chapter 1 and the concluding chapter - this is because the full force and reach of your argument (and to some extent also its focus) won't be entirely clear until you are quite far along in the thesis writing. All of this makes planning a challenge - but it is important for you to create realistic writing plans and timelines - even if they need to be periodically revised. Without plans and timelines, your writing could extend indefinitely - knowing how to stop writing can be as difficult as knowing how to start!

So, with all of this fluidity in mind, your plan should set out realistic timelines for writing the whole thesis. You will likely have roughly 6 chapters to write, and each chapter should be no more than 30 pages. Try to stick to a strict page limit per chapter - this will help you to focus on your writing, and to keep the purpose and contribution of each chapter uppermost in mind. Attempting to finish writing the chapters of your thesis in 18 months means spending roughly 3 months per chapter. This 3-month period needs to include a) you are writing a draft; b) submitting the draft to your supervisor for feedback; c) responding to the supervisor's feedback; d) with the supervisor's approval, sending the draft out to your committee for feedback; e) responding to the committee's feedback. If everyone sticks to the two-week turnaround time (and of course this will not always be possible), one of the three months is spent waiting for feedback, and two involve you working on your draft before and after you receive feedback. It is important that while you are waiting for feedback, you work on something else to do with your thesis - another chapter if you are ready to do this, or the bibliography, or any appendices.

It is very likely that feedback on chapters, and your subsequent revisions, do not result in the final, polished version of each chapter. This is because, once there is a draft of all chapters (except perhaps the conclusion) - you will submit a full draft of the thesis to your supervisor and committee for a complete review of the thesis. We recommend that you plan to produce hard copies of the full draft for your committee to review. These copies can be economically produced (double sided, 1.5

line spacing etc.) - but it is important that your committee has a hard copy of the thesis as this will help them to see the whole of the work. That said, people have different preferences so ask your supervisor and committee what they prefer. At this stage, you need to be prepared for further revisions - possibly to all chapters - which aim to tighten the overall argument and presentation of the thesis. This can be a frustrating moment - because you might feel that with drafts of all chapters you're all done - but it is a crucial stage in the process. Your supervisor and committee will need a between two weeks and a month to read the full draft - and you will need to plan for another month or so to deal with their suggested revisions. At best, this stage will take 2 months.

We've set out a 20-month schedule for the thesis writing, in other words most of the 4th and 5th year of the program. Keep in mind that you will need to get the thesis to the external examiner 6 weeks before the thesis defence date. This means that from the moment you start writing the thesis you have about a 2-year writing timetable ahead of you.

One thing to do that will help you keep to the timeline (please refer to the subsequent Timeline section and the appended Sociology PhD Progress Chart), is to adopt strategies that will help your supervisor and committee keep to the timeline. For example, when you are reasonably sure that you could deliver a draft on a particular date, let your supervisor and/or committee know when they will be receiving this draft. This will help them plan their workload and will give you a "public" date to work to. When you send the draft, ask if the supervisor/committee will be able to review the draft within two weeks and if not ask for a date by which you could expect comments. Put these dates in your diary and follow-up if you have not heard back. Another strategy, after you have received feedback, is to clarify your understanding of required revisions. This could be via an email that records how you plan to act on the comments received. Checking to make sure you have understood what is required can help you avoid unnecessary work. Talk with students further along in the program about how they are managing the thesis writing timelines - everybody is working this out and other students might have good tips to share.

A final word - be prepared to be flexible and make adjustments when necessary. The important things are to keep working, to keep your supervisor and committee up to date on your progress, and to keep the big thesis picture in mind as you work on the smaller pieces.

Applicable for all submissions on or after September 1, 2017, PhD dissertations, other than in exceptional circumstances, **normally will not exceed** 250 pages (or 100,000 words). The pages are double-spaced and follow standard formatting as required by FGPA. This length requirement includes endnotes, appendices, bibliography (about 20 pages), and any front matters.

Detailed guidelines concerning the technical preparation of the thesis (margins, paper quality, fonts etc) can be found at:<https://gradstudents.carleton.ca/thesis-requirements/formatting-guidelines/>
<https://gradstudents.carleton.ca/thesis-requirements/formatting-guidelines/>
These guidelines provide a technical framework for the preparation of theses.

Submitting the thesis! So now you are ready to submit ... Please see the FGPA website for information on deadlines, defence procedures and electronic thesis deposit system at <http://gradstudents.carleton.ca/thesis-requirements/> and contact the graduate office. Please also contact the Graduate Administrator to begin the defence process.

Ph.D. Thesis Oral Defence

The thesis oral defence is approximately three hours in length and will be chaired by the Dean of the Faculty of Graduate and Postdoctoral Affairs (or delegate). The Graduate Coordinator (or the designate) may also be present. In addition to your supervisor and other committee members, you will be examined by an Internal Examiner (within the University but outside of Sociology) and an External Examiner (expert in the field outside the University). It is the responsibility of your supervisor and committee to identify the Internal Examiner and the External Examiner and students are welcome to give input. Evaluation will be on a pass/fail basis.

Normally external examiners are present at the defence via a video link even if the defence is conducted in-person.

While any faculty member from within the University may attend the defence as an observer, this rarely occurs. The privilege of asking questions during the defence is limited to the designated examiners (external, internal, committee members, supervisor). Permission to pose questions may be granted to faculty members other than those on the examining board provided they have submitted a written request at least two days in advance. Observers such as other students may also attend the examination but cannot participate in any way. Observers should inform the candidate of their intention to attend, and this information must be forwarded to the Graduate Administrator at least 1 week prior to the defence date. It is very common to have family and friends present, with the chair's permission, to support you as you pass through this important occasion.

Your supervisor and committee will offer advice and support.

For more information, please see FGPA's Thesis Examination policy

[<http://gradstudents.carleton.ca/wp-content/uploads/Thesis-Examination-Policy-Revised-February-2016.pdf>.]

Networks, Conferences and Workshops

There are many challenges in the Ph.D. process, but there are also multiple resources and avenues to help deal with those challenges.

One of the most important support networks is that of your peers. Through formal (conferences, workshops, classes) and informal (peer editing, working/reading groups) settings, peers are integral to a successful experience and can provide valuable and insightful feedback on your work. Interaction with peers is increasingly important after course work. Support groups with other students are a highly recommended way of working through the program.

The Department offers workshops during the Fall and Winter terms on a number of topics which are designed to inform students and also to provide an opportunity for collegiality. There is a graduate student conference(s) that allows all graduate students to present their work and receive feedback from peers and faculty. The Department has a colloquium series where visiting and in-house professors, and Ph.D. students nearing defence present their current research. These are great places to interact with members of the Department and meet potential committee members. For more details, please see the section on **Intellectual Activities in the Department**.

Timelines for Completing the Doctoral Degree in Sociology

The following are activities and suggested timelines for completing the Doctoral program in Sociology. These are based on the Department's requirements. Please see the graduate calendar for specific dates and official regulations. This timeline assumes full-time, full-year registration.

Year 1—Course Work

July/August

- Select courses and register for the year. It is recommended that Doctoral students take all 4 optional courses in the first two terms (2 optional courses per term). NB There are often special topics Sociology courses offered by academic visitors to the Institute of Political Economy.
- The compulsory Doctoral Seminar (worth 1.0 course credit) takes place over your first two years (or the third and fourth year for part-time students). Students register for SOCI 6000 in their first year - but the course is held every second week over both the first and second years.
- Please view the timetable for courses offered in your year.
- There is no need to register for the thesis at this time.

August/ September

- Meet with your assigned first-year advisor to review program requirements and finalize course choices; complete the annual report.
- Deadline for fee payment and registration
(see <https://carleton.ca/registrar/registration/dates/> for precise dates).

September

- Work on SSHRC funding application for 2nd year (due mid-October)

October/November

- Work on OGS funding application for 2nd year due mid-November
- Prepare application for Collaborative PhD with Specialization in Political Economy

January

- Check in with assigned first year advisor to review course selections.
- Begin to review possibilities for thesis focus, supervisor and committee members
- Those enrolled in the Political Economy Collaborative PhD will take the Political Economy Doctoral Seminar this term

May

- Confirm choice of supervisor, and committee members
- Discuss with grad office about implications of summer registration for funding
- Optional - register for the thesis (SOC 6909) for the summer if funding allows.
- NB Once a student has registered for the thesis (SOC 6909) they must maintain continuous registration (unless on approved leave). See 8.2 of grad calendar regarding registration requirements re: SOC 6909.

May-August

- Work with supervisor and committee on preparation of the first comp.

Year 2—Comprehensives and thesis proposal

August/ September

- Meet with your supervisor to set timeline goals for the completion of two comprehensives; complete the annual report.
- Deadline for fee payment and registration
(see <https://carleton.ca/registrar/registration/dates/> for precise dates).

September

- Doctoral Seminar continues to meet every two weeks this term with the aim of supporting your comp process and the development of your thesis proposal. Attendance is compulsory.
- Work on SSHRC funding application for 3rd year (due mid-October)

October/November

- Work on OGS funding application for 3rd year due mid-November

December

- Defend first comp.
- Develop a preliminary plan for the second comp

January

- Meet with supervisor to confirm plans for second comp
- Doctoral Seminar continues to meet every two weeks this term with the aim of supporting your comp process and the development of your thesis proposal. Attendance is compulsory.

February to April

- Write second comp
- Begin to develop plan for doctoral research
- Defend second comp.

May-August

- Registration: continue the 6909 registration
- Work on thesis proposal
- Prepare and submit ethics application
- Defend thesis proposal [may go into early Fall term of 3rd year]

Year 3—Begin research

August/ September

- Meet with your supervisor to review plan for the year/term; complete the annual report.
- Deadline for fee payment and registration
(see <https://carleton.ca/registrar/registration/dates/> for precise dates).

September – June

- Participate in some or all activities organized by Graduate Transitions Mentor

September

- Defend thesis proposal

- Prepare and submit ethics application (if necessary)
- Prepare SSHRC funding application for 4th year (due mid-October)
- If you are ABD at this point, create a peer support group to help keep connected and moving forward throughout your thesis research

October/November

- Prepare OGS funding application for 4th year due mid-November

January

- Meet with your supervisor to review plan for the term
- Preliminary dissertation writing activities can be happening

May-August

- Registration: maintain continuous registration in SOCI 6909 unless on approved leave of absence
- Preliminary dissertation writing activities can be happening

Year 4—Finalizing Research and Writing of the Dissertation

August/ September

- Meet with your supervisor to set timeline goals for completing your fieldwork and working with a writing schedule; complete the annual report.
- Deadline for fee payment and registration
(see <https://carleton.ca/registrar/registration/dates/> for precise dates).

September – June

- Participate in some or all activities organized by Graduate Transitions Mentor

September to June

- Writing, thinking, writing, thinking [repeat as necessary]
- Create a thesis writing group for encouragement and support

October/November

- Work on OGS funding application for 5th year due mid-November

January

- Meet with your supervisor to review plan for the term
- Continue dissertation writing activities

May-August

- Registration: maintain continuous registration in SOCI 6909 unless on approved leave of absence.
- Continue dissertation writing activities

Year 5—Officially the Final Year of your PhD Program

August/ September

- Meet with your supervisor to set timeline goals for completing the dissertation; complete the annual report.

- Deadline for fee payment and registration
(see <https://carleton.ca/registrar/registration/dates/> for precise dates).

September – June

- Participate in some or all activities organized by Graduate Transitions Mentor

September to ??

- Finalize and submit your thesis manuscript
- Defend your thesis at the oral defence
- Celebrate!!!

Also this year

- Apply for post-docs, teaching opportunities and academic jobs
- Check the CSA and SSHRC websites and the CAUT Bulletin for information and postings.
- For other helpful transition information, also see <http://carleton.ca/socanth/information-for-students/graduate-students/announcements/>

Going on extension, leaves of absence, part time status, and withdrawing in good standing

Extension:

If you won't finish your degree in the university-dictated timeline (6 years), you will need to apply to go on extension. This requires the sign-off of your supervisor and the Grad Coordinator. Students are no longer eligible for research or travel funding, do not receive, internal scholarships, and are out of the Priority TA category (but can still apply for Out of Priority TAs). Usually, the extension request includes a timeline for the planned work - here is a sample:

Sample of Timeline for extension Request

I have completed/will complete by [date] the data collection/primary analytic work/substantive theoretical engagement for my dissertation/thesis

My dissertation/thesis will be [number] of chapters long. My supervisor has read x/y chapters; my committee members have provided feedback on x/y. I plan to defend by January/June.

August/January – submit revisions of chapters 2-5 to committee

September/February – review feedback and revise chapters. Draft introduction and conclusion

October/March – submit chapters 1 (introduction) 8 (conclusion) and revisions of chapters 6&7

November/April – revisions and feedback, submit full draft to supervisor and committee

Early December/May – submit final draft to external examiners

January/June – defend dissertation/thesis

Leave of absence:

If you encounter health difficulties, personal challenges, family developments, exciting non-academic career possibilities, or any other life circumstance that gets in the way of grad school there are many good options. You may apply for a Leave of Absence, which pauses your time to completion clock, scholarships, and TAs. Some documentation may be needed (if this is a medical LOA you may need a letter from your doctor, or if it is a professional LOA an offer of employment, and so on).

We are happy to help you figure out what's needed and help you work with FGPA on this. It is frequently better to go on LOA while you still have time in your program than to need to go on extension.

Going part-time:

Changing to part-time status is frequently also a good option if you are working outside of campus, particularly if you will otherwise be forced to apply for extension. You cannot receive scholarships or committed funding (such as priority TAs) if you're on part-time status, however.

Withdrawing and re-admitting:

Withdrawing in good standing, continuing to work on the thesis, and then returning to defend, is also a real option and some people prefer it to applying for an extension. If student withdrew in good standing, we expect the supervisor to verify that the thesis or dissertation will be ready to defend within two terms in order to readmit - your supervisor should have seen a complete draft of the thesis, and the committee should have also seen at least a significant portion of it, including any substantive chapters that fall within their area of expertise.

The Grad Coordinator will be really happy to talk with you about any of these options.

Planning your defence:

In addition to completing the thesis, you must carefully work out a plan with your supervisor in order to make sure you can schedule your defence, submit the defence copy of your thesis, and then submit the final thesis copy by the end of a particular term. Your examination board at the defence consists of the following members: the external examiner, the internal examiner, committee members, the supervisor, and the defence chair. Discuss with your supervisor about approximate defence date and suggested external and internal examiners. After that, please fill out the attached form "Submission of PhD Thesis for Defence" to provide us with information needed for setting up your defence, at least **7-8 weeks** before the proposed defence date. FGPA requires a minimum of **6 weeks' notice** for a PhD defence. Once we have received the form "Submission of PhD Thesis for Defence," your supervisor will start approaching the external and internal examiners to set up the defence.

Submitting your defence copy:

Please note the defence copy of the thesis must be uploaded to Carleton Central at least **6 weeks** before the defence. Please see the instructions at the link: <http://gradstudents.carleton.ca/thesis-requirements/electronic/>. The supervisor will approve the defence copy after it is loaded into Carleton Central. Your committee members will be asked to sign off as well. You will be required to complete forms on Carleton Central when uploading your defence copy. We also require 1 hard copy for the Chair of the defence. We only require hard copies for other members of the examination board if any of them requests one.

Thesis preparation information can be found on the Graduate Studies website at <https://gradstudents.carleton.ca/resources-page/thesis-requirements/>. Please do not include acknowledgements in the defence copy – this page should be left blank and acknowledgements added in the final deposit only.

Submitting your final thesis copy:

After your defence, you may be asked to do further revisions before uploading your final copy to

Carleton Central. This can take as short as several hours to as long as a few days or more, depending on the extent of revisions you will be asked to do. If revisions are necessary, we will require confirmation by email from your supervisor that the revisions are complete before we can open the final upload site. The deposit of final thesis copy **must** be received by the set due date for any given term (before the close of registration for the next term) in order to be recommended for Graduation.

The university no longer requires bound copies for the library or the department, but traditionally graduating students give a bound copy of the thesis to the supervisor (or one to each co-supervisor) as a gift and students normally also keep a bound copy for themselves. Students normally get these bound at Graphic Services. Supervisor's and student's copies are bound at the student's expense and is payable at the time of deposit.

Timelines in summary:

- start making plans to defend and submit your thesis by the end of a particular term at the latest in order to graduate as scheduled (please see Graduate Calendar for specific due date in each term for submitting your final thesis copy);
- discuss with your supervisor and committee member about whom to have as internal/external examiners **10-12 weeks** before your proposed defence date (**if you plan to defend in Winter, you and your supervisor should identify the internal and external examiners in February**);
- submit the Submission of PhD Thesis for Defence form (attached) at least **7-8 weeks** before the proposed defence date (**if you plan to defend in Winter, you should submit the form by the last week of February**);
- upload the defence copy **6 weeks** before the defence date (**if you plan to defend in Winter, you should upload the defence copy by the end of March**);
- The department will finalize the date and room reservation, and circulate the electronic copy of your thesis, and paperwork to all examination board members (**if you plan to defend in Winter, it would be best if you have a defence date by the end of the term in April, but if necessary, we can sometimes arrange a defence date in the first week of May**);
- Once you have successfully defended the thesis, the revisions (if applicable) must be made, and the final copy must be deposited into Carleton Central by the deadline applicable in a given term.