University of Toronto
Major Modification Proposal – Type B: New Field or Concentration within an Existing Graduate Program

<table>
<thead>
<tr>
<th>Parent Program: (program name and degree)</th>
<th>History (MA and PhD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing fields/concentrations:</td>
<td>American History; Asian History; British History; Canadian History; Eastern European History; European History; International Relations; Latin American History; History of Medicine; Medieval History; Russian History; Women's History.</td>
</tr>
<tr>
<td>Proposed New Field / Concentration:</td>
<td>Creation, renaming, and closure of a number of fields in the MA &amp; PhD programs (listed in summary).</td>
</tr>
<tr>
<td>Unit (if applicable) where the program will reside:</td>
<td>Department of History</td>
</tr>
<tr>
<td>Faculty / Academic Division:</td>
<td>Arts &amp; Science</td>
</tr>
<tr>
<td>Faculty / Academic Division Contact:</td>
<td>Sandy Welsh, Vice Dean Graduate Education &amp; Program Reviews</td>
</tr>
<tr>
<td>Graduate Unit Contact:</td>
<td>Nicholas Terpstra, Chair, Department of History</td>
</tr>
<tr>
<td>Anticipated start date of new field:</td>
<td>September 2015</td>
</tr>
<tr>
<td>Version Date:</td>
<td>15 January 2015</td>
</tr>
</tbody>
</table>

1 Executive Summary

*Please provide a brief summary or overview of how the proposed field/concentration relates to existing fields/concentration in the program summarizing many of the key points found in more detail elsewhere in the proposal. This may need to be used on a stand-alone basis and should include:*
• A clear statement of purpose
• Identification of existing fields/concentrations
• A description of the proposed field / concentration
• Rationale for its inclusion in the program
• The impetus for its development (including student demand) and how it fits with existing fields/concentrations
• Faculty and programmatic strength in the proposed area

The proposal constructs a revised field architecture that expands the number of geographic and thematic fields. The changes bring the Department into closer alignment with a threefold trend toward comparative and trans-national graduate teaching and research: first, in the larger discipline of History at universities across North America; second, in our own departmental hiring at the three campuses since 2000; third, in graduate applications at the MA and PhD levels.

Description: The current OCGS-approved structure entails 12 fields. Nine fields are defined by geography/chronology (American History, Asian History, British History, Canadian History, East European History, European History, Latin American History, Medieval History, Russian History) and 3 fields by theme (History of Medicine, International Relations, Women’s History).

The new structure is composed of 25 fields (13 time/geography fields and 12 thematic fields). We have kept 8 existing fields, created 17 new fields, and closed four existing fields. The result represents a more even balance between geography/chronology and thematic fields and better reflects trends in the discipline, recent hiring, and the research interests of graduate applicants.

The proposed fields will enhance the nature and quality of graduate instruction in the Department by allowing students to incorporate vital areas of research into their programs. Our ambition to build a more truly global department and to encourage students to work across traditional geographical and chronological lines will be enhanced when more of them are able to include wider geographies and thematic concentrations in their training.

The revised field structure is laid out, with specific rationales and faculty complement, in Appendix A. Each new field represents a coherent intellectual category within the discipline of History and an area of faculty strength in the History Department. Each field in the revised structure represents a key area of graduate student demand for both the MA and PhD programs.

EXISTING FIELDS TO REMAIN

American History
Canadian History
European History
Medieval History
Latin American and Caribbean History*
Russian History
International Relations
History of Medicine

*=re-named for clarification of actual resources in the field

NEW FIELDS

History of Conflict, Violence, and Genocide
Cultural and Intellectual History
History of Economy, Technology, and Society
History of Empire, Colonialism, and Indigeneity
Food History
History of Gender, Sex, and Sexualities
History of Migration/Diaspora
History of Religion and Society
History of State, Politics, and Law
Social History
African History
Atlantic World History
British and Irish History
East Asian History
Mediterranean and Middle Eastern History
South Asian History
Southeast Asian History

FIELDS TO BE CLOSED

Asian History
British History
East European History
Women’s History

Revisions to the department requirements listed in the SGS Calendar can be found in Appendix B. Revisions to the department requirements listed on the History Department website can be found in Appendix C.

2 Rationale

- Identification of existing fields /concentrations
- Description of the field /concentration (its intellectual focus etc.)
- Relationship of the proposed field/concentration to existing fields /concentrations within the program
• Address how the proposed field/concentration relates to the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program. Where appropriate speak to changes in the area of study or student needs that may have given rise to this development)
• Appropriateness and consistency of the field/concentration name
• Distinctiveness
  o Identify any distinctive/innovative aspects of the proposed field/concentration
  o To what extent is what is being proposed “the norm”. As appropriate, speak to similar offerings elsewhere at the University of Toronto or at other universities

The Department of History was approved by the OCGS to offer supervision in the following twelve fields of study at both the master’s and doctoral level: American History, Asian History, British History, Canadian History, East European History, European History, International Relations, Latin American History, History of Medicine, Medieval History, Russian History, and Women’s History.

The basic structure of the OCGS fields is at least three decades old. There have been minor revisions at various points (e.g. Russian History was split from East European History; Women’s History was added) to reflect changing complements, but there has been no fundamental re-structuring, despite the increasing prominence of transnational, comparative, and global research. The Department now wishes to create a new field structure to reflect developments in the discipline, in its own faculty ranks, and in the nature of graduate applications at the MA and PhD levels.

**Discipline:** several of our peer (and competitor) institutions have broadened their admissions and intellectual categories over the last few years, adding thematic fields or building a structure to encourage trans-national and comparative research. In Canada, for example, York, McGill and University of British Columbia all cluster their faculty in both geographic and thematic categories: McGill lists thematic clusters like Empire and Colonialism, Historical Theory, Medicine, and Politics; UBC lists both regional clusters (Africa, Asia, Canada, Europe, etc.) and thematic clusters (Culture/Power/History; Gender, Sexuality, and the Body; Environment, etc.). In the United States, programs like Michigan do the same (Modern Europe, Russia, Africa, Jewish, Intellectual and Cultural, etc.). As a result, several of our competitor institutions offer much richer array of fields and concentrations: Michigan has 23 fields, Cornell has 24, Illinois has 30, and UBC has 17 (despite a much smaller faculty complement).

**Department:** While all History faculty hired since 2000 fit formally into one or another of the OCGS fields, the majority find the fit to be somewhat artificial and they have developed their work along a number of core thematic areas. Historical research is now more frequently interdisciplinary, transnational, and comparative, and this is certainly true of current faculty within the History Department. Many faculty are already reaching informally across the OCGS fields in terms of committees, teaching, and so on. This new structure will both formalize these existing links and intensify such connections. The new field structure will facilitate richer
conversations about curriculum, graduate training, methodology, and admissions.

Admissions: The existing OCGS fields have not kept up with the trends in applications to the graduate program, creating four key problems for our admissions process. First, some applicants wish to apply in areas where we have strength but do not have a formal admissions field (e.g. African History, Middle Eastern History). Second, some applicants wish to do trans-national or trans-regional topics that cross the established OCGS field boundaries (e.g. a student wishing to study the British slave trade around the Atlantic Ocean might fit into African, British, Caribbean/Latin American, and the United States). The lack of proper field has the effect of discouraging such interesting applications. Third, because of the first two problems, many students wishing to cross the OCGS categories have gathered in existing thematic fields (e.g. International Relations) that don’t really fit their research subject, which has distorted the admissions process (because the application does not find its way to the most useful readers in the department). Fourth, many applications that fit well into OCGS categories would benefit from thematic conversations across geographic boundaries, a process that the new structure invites and facilitates.

The revised field structure will provide academically informed solutions to the changing environment of the discipline in three ways: first, by retaining 8 of the existing fields where we continue to have faculty strength and depth; second, by expanding the geographic fields to better represent our actually existing faculty strengths and coverage; third, to allow thematically-oriented faculty conversations and student applications around areas of thematic strength within the department. This structure balances thematic/trans-national fields with the discipline’s continuing interest in geographic categories and placed-based knowledge, allowing allow us to make fuller use of the expertise of current faculty members while also building the broader research networks that have taken shape in the Department in the past decade and a half.

The revised structure also allows more flexible applications. To reflect this new structure and to encourage cross-geographic conversations about admissions, we have revised our applicant information form. The old form prompted applicants to indicate an OCGS field, a possible major field for comprehensive exams, and two minor fields. The revised form asks student to indicate up to three fields of interest, normally at least one from the time/geography list and at least one from the thematic list.

The new field architecture allows a clarification of the departmental language requirements, which is laid out in the requirements sections of Appendix B and Appendix C.

3 Need and Demand

In order to capitalize on the wealth of resources both in the Department and at the University
of Toronto generally, we propose to create a field structure that continues to locate our students in Time and Geography but also opens them to transnational and comparative frames along several key thematic, conceptual, and methodological directions.

The new field structure will:
- Better reflect trends in the discipline that many of our peer institutions have already incorporated in their own program revisions.
- Better reflect the trend in our hiring over the last decade.
- Facilitate and encourage cross-geographic conservations within faculty in our tri-campus graduate program.
- Better reflect student demand for trans-national and comparative training.
- Allow students a more flexible application process, by allowing them to indicate three fields of interest— at least one thematic and at least one geographic.
- Better position our graduates to meet the demands of the job market, where job ads are often geographic but call for some larger thematic and global engagement.

<table>
<thead>
<tr>
<th>Table 1: Graduate Enrolment Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Target</td>
</tr>
<tr>
<td>PhD Target</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

We do not anticipate an increase in enrolment. We do anticipate higher quality applications.

### 4. Admission Requirements

Admissions requirements will remain the same for both the MA program and PhD program.

In addition to the General Regulations of the School of Graduate Studies, our admission
requirements for the MA include:

- an appropriate bachelor's degree, or its equivalent, with a final year average of at least mid-B from a recognized university
- a B+ standing (GPA of 3.3) or its equivalent in the final 5.0 full credits of the B.A.
- successful completion of at least 6.0 full credits in History with a B+ average
- A writing sample of not more than 3,000 words (approximately 10-15 pages). We require a writing sample in order to assess the candidate’s capacity for research and scholarship in the ability to assess and make use of research resources to produce seminar papers in the discipline and, ultimately, a substantial and original piece of scholarship (the 2000 paper or thesis).
- Recommendations from three referees.
- A statement of purpose. We require a 500 word statement of purpose in order to assess level of communications skills in terms of applicants command of complex ideas and arguments as expressed through both verbally-based presentations and written work.

These are minimum requirements and do not, in themselves, guarantee admission. Part-time M.A. applicants must meet the same admission standards as full-time applicants.

Admission Requirements for the PhD include:

- A master’s degree in History or other appropriate area of study with an average of A- or higher from a recognized university, or equivalent. We will admit only those students who have demonstrated their capacity for a high-level understanding and practice of historical research and analysis. An appropriate master’s degree should also demonstrate capacity for research and scholarship including compelling evidence of ability to do independent research at an advanced level. Such independent research capacity is crucial, as doctoral students in History must advance independently through a field of study that experiences constant change, and they must be able to explain, on an ongoing basis, the theoretical, historical, and sociocultural implications of the changes that History and Historiography continue to undergo.
- Recommendations from three referees.
- A writing sample of not more than 6,000 words (approximately 15-20 pages). We require a writing sample in order to assess the candidate’s capacity for research and scholarship in the ability to assess and make use of research resources to produce seminar papers in the discipline and, ultimately, substantial and original work in the form of a doctoral thesis
- A statement of purpose. We require a 500 word statement of purpose in order to assess level of communications skills in terms of applicants command of complex ideas and arguments as expressed through both verbally-based presentations and written work.

These admission requirements are designed to satisfy our graduate admissions committee that we will admit only well-prepared and promising candidates into our MA and Ph.D. programs.
5 Program Requirements

- **Describe the requirements of the field/concentration.** (In doing so please ensure that you are very clear about how the requirements for the concentration fit into the requirements for the program as a whole and relate to the requirements for the other existing concentrations)
- **Comment on the relationship of the requirements of the field/concentration to those for the program in general and any other fields/concentrations.**
- **Provide as an appendix**
  - An exact description as it will appear in the calendar including all required courses and recommended electives and their prerequisites
  - A detailed copy of the program requirements as they will appear in the Graduate Calendar including all required courses and recommended electives and their prerequisites
- **Provide as an appendix where appropriate**
  - A full list of the course numbers and titles, indicating clearly whether they are new/existing. (Please note that new courses need to be proposed and approved separately following established Faculty/Divisional procedures)

**Program requirements for both the MA program and PhD program will remain the same.** The new field architecture allows a clarification of the PhD language requirements, which is laid out in the requirements sections of Appendix B and Appendix C.

**Master of Arts Program Requirements**

The Master's program may be taken on a full-time or part-time basis. The full-time M.A. program must be completed within three years and the part-time M.A. program must be completed within six years of the date of entry. The full-time M.A. program generally takes ten months to complete.

In recent years most M.A. candidates have chosen option a. The thesis M.A. generally takes longer to complete. All M.A. students are expected to take HIS 1997H depending on their field.

The program requirements include: 1) coursework; 2) a major research paper, or a thesis; 3) successful completion of examinations in relevant research language(s)

1) Course work: The Master's degree in History involves either a) five half courses and a research paper or b) four half courses and a thesis. The courses are normally chosen from those offered by the Department that year, though it is possible for a student to arrange a one term reading course in an area not included in that year's list. Two of the half-courses (or one full course) may be taken outside the Department with the
permission of the Graduate Coordinator. The candidate must achieve a "B" average in their course work to fulfill the requirements.

2) Research Essay or Thesis: The Research Essay (2000 paper) is written under the supervision of a member of the Graduate Faculty. Research and writing the essay will acquaint students with the skills required for the preparation of scholarly research articles in the field of history. Most scholarly journals in history limit submissions to a range of about 7000 to 8000 words (approximately 35 pages), and so this essay is expected to fall within those parameters. The student should strive to produce an original research paper in the format of an article, making extensive use of primary sources available in Toronto or accessible by inter-library loan (no student will be required to travel beyond the Toronto area to complete the research), set within the framework of the existing historiography. In addition to acquainting the student with the characteristics of the article genre, the intent of this paper is to develop skills in research, in the use of primary-source evidence and in defining and defending an argument with a substantial body of evidence within a limited space. Thesis Option: The thesis must be based on primary sources and must not exceed 125 pages. It will be written under the supervision of a member of the Graduate Faculty. The thesis will be examined by a committee composed of the supervisor and two other members of the Department. The examination takes place in the Department.

3) Language: M.A. candidates should demonstrate the ability to read at least one language other than English by passing a language exam while registered in the program. The exam consists of translating passages into English and a passing mark is 70%. The choice of language will be determined by the research paper supervisor and Associate Chair (Graduate)

Doctor of Philosophy Program Requirements
The program requirements include: 1) coursework; 2) comprehensive field exams; 3) successful completion of examinations in relevant research languages; 4) a thesis proposal: and 5) a dissertation.

1) Course work
4 half-courses (2 - FCEs) completed in the first year with a B+ average.

2) Comprehensive Field Exam
Successful examinations in one Major Field and two Minor Fields. Comprehensive examinations are held three times a year: in January, April and October. Students are encouraged to take their examinations as early as possible. All students are required to take them by April of their second year in the program except direct-entry students, who must take them by January of their third year. The Major Field exam will be composed of three separate questions, and each Minor Field exam of two. Major Field questions are answered
during a three-hour writing session and Minors in two sessions of two hours each; all three exams are held within a single week. An oral exam of no more than two hours, involving all field supervisors and covering all three written exams, follows within one or two weeks of the written exams. Students must first successfully complete the comprehensive exam before being permitted to submit a thesis proposal.

3) **Language requirements**

All students must fulfill the language requirement that is pertinent to their field of research. Language requirements must be completed before the student proceeds to the comprehensive examinations. Language requirements vary from area to area.

4) **Thesis Proposal**

The Department requires that all students submit a dissertation proposal, approved by their dissertation committee, to the Graduate Office within six weeks of completing the comprehensive examination. The proposal must be 5-6 pages and it should include the major questions addressed in the thesis, outline the historiography, discuss archival collections and other potential sources, suggest methodological techniques, and indicate a tentative schedule for research and writing.

5) **Dissertation**

- The Associate Chair (Graduate) assists the student in the selection of an appropriate supervisor and supervisory committee made up of two additional faculty members from the History Department. One of these may be from another department if relevant to the student’s research.
  - Working with the supervisor, the student submits a preliminary dissertation proposal within 6 weeks of completion of the Comprehensive Field Exams. The proposal should outline the subject, chronology, main argument, and rationale of the prospective dissertation. A student’s research formally begins when all members of the supervisory committee sign the proposal to signify their approval of it.
  - The supervisory committee determines which languages will be required for the student’s research, and the History Department Graduate Office arranges for examinations in these languages. Students are normally expected to pass their language examinations before undertaking their dissertation research.
  - The student meets regularly with the supervisor and at least once annually with the supervisory committee to discuss progress on the dissertation. A review form signed by all members of the supervisory committee and by the Associate Chair (Graduate) must be submitted to the Graduate Office by 30 May annually.
  - The dissertation embodies the results of original research conducted while registered for the Ph.D. program and constitutes a significant contribution to the knowledge of the field. The supervisory committee must approve the completed thesis before it is submitted for examination.
  - The student defends the thesis in a final SGS doctoral oral examination.
The program length is 4 years for a full-time Ph.D (5 years for direct-entry). Time limit for the degree is 6 years from first registration (7 years for direct entry).

**Courses in Other Graduate Units**

Students may take courses from other graduate units (e.g., Anthropology, Political Science, English, Women and Gender Studies) for graduate History credit with permission of the Department’s Associate Chair (Graduate). Interested students should consult the appropriate calendar entries and departmental websites for current course offerings. From time to time, the Department also offers programs of individual Reading & Research in certain fields. These “reading courses” are normally available only to students in the Ph.D. program. With the special approval of the Associate Chair (Graduate), Ph.D. students may substitute one such course for one (and not more than one) of the elective courses.

The SGS Calendar Entry for the program is included as Appendix B

The Department Website entry is included in Appendix C.

### 6 Degree Level Expectations, Program Learning Outcomes and Program Structure

**Table 2: Master's DLEs**

<table>
<thead>
<tr>
<th>MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPECTATIONS</td>
<td>Depth and breadth of knowledge is defined in the each field as a thorough and up-to-date understanding of</td>
<td>The program design and requirement elements that ensure these student outcomes for depth and breadth of</td>
</tr>
<tr>
<td><strong>1. Depth and Breadth of Knowledge</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The MA extends the skills associated with the Master’s degree and is awarded to students who have demonstrated:
<table>
<thead>
<tr>
<th>MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.</td>
<td>the history, theory, and historiography of the field. This is reflected in students who are able to: • Apply such knowledge to a synthesized account of how the field has been approached in the past and how it is being studied now • Address current issues and debates in the study of the field and explain what is at stake Explain the theoretical, historical, and sociocultural implications of the changes that the field continues to undergo</td>
<td>knowledge are: The student’s final degree requirement, the 2000 paper or MA thesis, will entail a demonstration of thorough and up-to-date understanding of the concepts, research areas, and scholarship germane to the research topic. Through the process of formulating the topic, executing the necessary research, and writing the 2000 paper or thesis, the student will have mastered a particular and substantial body of knowledge. The courses preceding the 2000 paper or MA thesis will test student knowledge both in terms of depth and breadth. These questions will ask students to demonstrate the extent of their knowledge while also calling for responses that synthesize learning gained from coursework and independent study. All MA students participate in the History 1997 seminar, which offers advanced training in historiography and research methodology. The required research seminars will provide students with a forum to test out the questions animating their research programs, aid their peers in revising those programs, and develop the skills necessary to translate course-</td>
</tr>
<tr>
<td>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2. Research and Scholarship</td>
<td>Research and Scholarship is defined in the each field as the ability to conceptualize, design, and implement research for the generation of new</td>
<td>Based essays into conference papers and/or publications. Sessions will often be conducted by guest speakers whose work represents current scholarship and practices addressing the central issues that the program is examining. Particular sessions will be devoted to the manner in which research must be refined and elevated to a professional standard to warrant publication. The seminar courses help students to translate their knowledge of their particular field into an effective research program, as preparation for the writing of the 2000 paper or MA thesis. The seminars will also feature workshops designed to address particular questions arising out of the students’ research emphases and professional development. The graduate courses on offer will deepen and extend students’ knowledge of the field. The eligibility of these courses will be determined by the graduate faculty, and students will be advised as to which courses will best aid their research programs.</td>
</tr>
<tr>
<td>a. The ability to conceptualize, design, and implement research for the generation of new</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The 2000 paper or MA thesis</td>
</tr>
<tr>
<td>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. | knowledge of the study of subject and, ultimately, substantial and original work in the form of doctoral thesis. This is reflected in students who are able to:  
- Make use of research materials as the basis of original academic work  
- Write seminar papers demonstrating command of the study of the particular field and evincing a strong argument; these papers could become conference papers or publications  
- Write a 2000 paper or MA thesis featuring a sustained argument, predicated on a demonstrated understanding of a new area of research clearly addressing central issues facing the study of the particular field of History. | represents the student’s main contribution to new scholarship and the student’s most sustained and demanding research endeavour. To ensure that students are sufficiently prepared to embark on the independent research trajectory that writing this paper entails, all the other graduate seminar courses have been designed to train students to become effective researchers and discerning writers. In addition, students are required to demonstrate facility in at least one language apart from English.  
The graduate seminars will provide students with a forum to test out the questions animating their research programs, aid their peers in revising those programs by submitting drafts of their work to those enrolled in the seminar, and develop the skills necessary to translate course-based essays into conference papers and/or publications. Particular sessions will be devoted to the manner in which research must be refined and elevated to a professional standard to warrant publication.  
The courses are explicitly designed to equip students with proper research and analytical skills, modelling exemplary historiographical and critical methods, and assessing current issues within the study of the particular field of History. These |
<table>
<thead>
<tr>
<th>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
</table>
| 3. Level of Application of Knowledge | Level of Application of Knowledge is defined in each field as reflected in students who are able to:  
- Apply the knowledge acquired in the program to an examination of a facet of the particular field, synthesizing its theoretical, historical, and sociocultural dimensions.  
- Develop their research programs with an eye to advancing knowledge within the field of study. | The program design and requirement elements that ensure these student outcomes for research and scholarship are:  
- The writing of 2000 paper or MA thesis will entail the translation of knowledge acquired through the research process into a carefully structured and sustained argument. The finished research paper will demonstrate that the student has become adept in a particular aspect of his/her field of study.  
- The courses require the writing of academic papers that will help students develop particular ideas and refine their research programs. They will ensure that students possess advanced knowledge of both research methods and the state of the discipline, knowledge that will inform and elevate their own |

The capacity to i) Undertake pure and/or applied research at an advanced level; and ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
<table>
<thead>
<tr>
<th>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Professional Capacity/Autonomy</td>
<td>Professional Capacity/Autonomy is defined in each field of History as the ability to translate knowledge gained in the program to a professional setting, whether academic or otherwise. This is reflected in students who are able to: • Take the knowledge gained in the program and apply it to a distinct professional setting, be it within a cultural or educational institution, government, law, or diplomacy, or another occupation. • Apply the research and analysis skills developed within the program to workplace situations. • Behave responsibly and act independently in their written work. In addition to the valuable education students will gain by crafting seminar papers, they will also learn to tailor those papers for use in conferences, such as in the annual event currently staged by the Graduate History Society (GHS). Likewise, the Department will provide guidance and support to both MA and PhD students as they work to produce a graduate journal (either online or in print) through which the students may gain valuable skills as writers and as editors.</td>
<td></td>
</tr>
<tr>
<td>a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.</td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship are: Because the writing of the 2000 paper or MA thesis is largely an independent endeavour, the student will learn how to become more self-reliant and to develop her/his own initiative, both during the preparation and the writing process. Crafting a viable paper/thesis topic will aid the student in learning how to address the demands of his/her committee. Once engaged in writing the paper/thesis, the student will become adept in meeting deadlines, learning how to do research in settings outside the home university, and engaging with other professionals who might aid</td>
<td></td>
</tr>
<tr>
<td>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>chosen occupation. Learn the protocols of conference presentation, publication of academic work, and job interviewing; such skills in communication will promote capability and independence, whether the student goes on to a career as an academic or not.</td>
<td>with the research. Throughout this process, the student will be guided by the supervisor and committee, but ultimately, the goal is to guide the student to become an independent scholar who has developed a wide range of skills that will help her/him function in a variety of workplace settings. In addition, the research seminars, both because they focus on professional training and because they encourage students to assist one another with their developing research programs, will help students to learn how to incorporate the suggestions of others, to interact positively and responsibly with their peers while engaged in shared pursuits, and to defend their ideas while taking into account how others understand them. With their focus on developing professional skills, the seminars will aid students in learning the protocols attached to a wide range of professional activities, including presenting material to a group, interviewing for jobs, and advocating for one’s work with prospective publishers or with other kinds of organizations. In addition, all courses are designed to promote</td>
<td></td>
</tr>
<tr>
<td>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>independent thinking and knowledge of the current state of the field, which will stand the student in good stead when s/he engages with other professional contexts.</td>
</tr>
</tbody>
</table>
| 5. Level of Communication Skills | Level of Communications Skills is defined in all fields of History as the command of complex ideas and arguments as expressed through both verbally-based presentations and written work. This is reflected in students who are able to:  
• Express complex ideas derived from their own research in oral presentations, abetted by media programs designed to convey information.  
• Express complex ideas derived from their own research in written form, and to the professional standards of the discipline.  
• Express complex ideas in response to questions, either as written answers or interactions within a seminar format or a public forum. | The program design and requirement elements that ensure these student outcomes for research and scholarship are:  
The extended process of writing that the 2000 paper or MA thesis entails will help the student to develop sophisticated writing skills necessary to convey the complexity of the ideas animating the paper/thesis.  
The assessment components leading up to the writing of the thesis, principally examinations of a written and oral nature, are designed to enhance the student’s communication skills and capacity to defend and/or explain an argument beyond the level already established through coursework.  
Because every course within the program requires students to submit polished written work and to pose questions and frame responses within a seminar format, the very nature of the program design functions to ensure the development of communication skills.  
Students will be encouraged to |
<table>
<thead>
<tr>
<th>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>deliver written papers in the form of conference presentations, to ensure that their communication skills within a public forum equal those evident within their written work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Doctoral DLEs

<table>
<thead>
<tr>
<th>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXPECTATIONS

The doctoral program extends the skills associated with the Master’s degree and is awarded to students who have demonstrated:

1. Depth and Breadth of Knowledge

A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.

Depth and breadth of knowledge is defined in each field as a thorough and up-to-date understanding of the history, theory, and historiography of the field.

This is reflected in students who are able to:
- Apply such knowledge to a synthesized account of how the particular field has been approached in the past and how it is being studied now
- Address current issues and debates in the study of the particular field and explain what is at stake

Explain the theoretical, and the student will have mastered a
<table>
<thead>
<tr>
<th>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>historical, and sociocultural implications of the changes that the field continues to undergo</td>
<td></td>
<td>particular and substantial body of knowledge.</td>
</tr>
<tr>
<td>The courses and comprehensive exams preceding the thesis will test student knowledge both in terms of depth and breadth. These questions will ask students to demonstrate the extent of their knowledge while also calling for responses that synthesize learning gained from coursework and independent study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The required research seminars will provide students with a forum to test out the questions animating their research programs, aid their peers in revising those programs, and develop the skills necessary to translate course-based essays into conference papers and/or publications. Sessions will often be conducted by guest speakers whose work represents current scholarship and practices addressing the central issues that the program is examining. Particular sessions will be devoted to the manner in which research must be refined and elevated to a professional standard to warrant publication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The seminar courses help students to translate their knowledge of the field into an effective research program, as preparation for the writing of the doctoral thesis. The</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>seminars will also feature workshops designed to address particular questions arising out of the students’ research emphases and professional development. The graduate courses on offer will deepen and extend students’ knowledge of the field. The eligibility of these courses will be determined by the graduate faculty, and students will be advised as to which courses will best aid their research programs.</td>
</tr>
</tbody>
</table>
| 2. Research and Scholarship | Research and Scholarship is defined in all fields of History as the ability to assess and make use of research resources to produce seminar papers on significant issues reflecting knowledge of the study of subject and, ultimately, substantial and original work in the form of doctoral thesis. This is reflected in students who are able to:  
  - Make use of research materials as the basis of original academic work  
  - Write seminar papers demonstrating command of the study of the particular field and evincing a strong argument; these papers could become conference papers or |
| a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;  
 b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and  
 c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. | The program design and requirement elements that ensure these student outcomes for research and scholarship are:  
  - The doctoral thesis represents the student’s main contribution to new scholarship and the student’s most sustained and demanding research endeavour. To ensure that students are sufficiently prepared to embark on the independent research trajectory that writing a thesis entails, the required seminar courses have been designed to train students to become effective researchers and discerning writers. In addition, students are required to demonstrate facility in one or more languages apart from English. |
<table>
<thead>
<tr>
<th>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>publications</td>
<td>The required seminars will provide students with a forum to test out the questions animating their research programs, aid their peers in revising those programs by submitting drafts of their work to those enrolled in the seminar, and develop the skills necessary to translate course-based essays into conference papers and/or publications. Particular sessions will be devoted to the manner in which research must be refined and elevated to a professional standard to warrant publication.</td>
</tr>
<tr>
<td></td>
<td>• Write a doctoral thesis featuring a sustained argument, predicated on a demonstrated understanding of a new area of research clearly addressing central issues facing the study of the particular field.</td>
<td>The courses are explicitly designed to equip students with proper research and analytical skills, modelling exemplary historiographical and critical methods, and assessing current issues within the study of a particular field. These courses require students to write their own major research papers, which will be discussed within the seminar before being submitted in their final version. Thus the courses model a variety of ways for students to measure how their own work might intersect with leading scholarship.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The language requirement ensures that students have the ability to conduct original research and/or review the broader international scholarship on their topic.</td>
</tr>
</tbody>
</table>

3. Level of Application of

<p>| Level of Application of | The program design and |</p>
<table>
<thead>
<tr>
<th>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Knowledge is defined in all fields within History as reflected in students who are able to:</td>
<td>requirement elements that ensure these student outcomes for research and scholarship are:</td>
</tr>
<tr>
<td></td>
<td>• Apply the knowledge acquired in the program to an examination of a facet of a particular field, synthesizing its theoretical, historical, and sociocultural dimensions.</td>
<td>The writing of the thesis will entail the translation of knowledge acquired through the research process into a carefully structured and sustained argument. The finished thesis will demonstrate that the student has become an expert in a particular aspect of his/her field of study.</td>
</tr>
<tr>
<td></td>
<td>• Develop their research programs with an eye to advancing knowledge within the field of study.</td>
<td>The courses require the writing of academic papers that will help students develop particular ideas and refine their research programs. They will ensure that students possess advanced knowledge of both research methods and the state of the discipline, knowledge that will inform and elevate their own written work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In addition to the valuable education students will gain by crafting seminar papers, they will also learn to tailor those papers for use in conferences, such as in the annual event currently staged by the Graduate History Society (GHS). Likewise, the Department will provide guidance and support to the Ph.D. cohort to produce a graduate journal (either online or in print) through which the students may gain valuable skills as writers and as editors.</td>
</tr>
<tr>
<td>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>4. Professional Capacity/Autonomy</td>
<td>Professional Capacity/Autonomy is defined in all fields as the ability to translate knowledge gained in the program to a professional setting, whether academic or otherwise. This is reflected in students who are able to:</td>
<td></td>
</tr>
<tr>
<td>a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.</td>
<td>• Take the knowledge gained in the program and apply it to a distinct professional setting, be it within a cultural or educational institution, government, law, or diplomacy, or another occupation. • Apply the research and analysis skills developed within the program to workplace situations. • Behave responsibly and act independently in their chosen occupation.</td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship are:</td>
</tr>
<tr>
<td>Learn the protocols of conference presentation, publication of academic work, and job interviewing; such skills in communication will promote capability and independence, whether the student goes on to a career as an academic or not.</td>
<td>Because the writing of the doctoral thesis is largely an independent endeavour, the student will learn how to become more self-reliant and to develop her/his own initiative, both during the preparation and the writing process. Crafting a viable thesis topic will aid the student in learning how to address the demands of his/her committee. Once engaged in writing the thesis, the student will become adept in meeting deadlines, learning how to do research in settings outside the home university, and engaging with other professionals who might aid with the research. Throughout this process, the student will be guided by the supervisor and committee, but ultimately, the goal is to guide the student to become an independent scholar who has developed a wide range of skills that will help her/him function in a variety of workplace settings. In addition, the research seminars, both because they focus on professional training and because they encourage students to assist one another with their developing research programs, will help students to...</td>
<td></td>
</tr>
<tr>
<td>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learn how to incorporate the suggestions of others, to interact positively and responsibly with their peers while engaged in shared pursuits, and to defend their ideas while taking into account how others understand them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>With their focus on developing professional skills, the seminars will aid students in learning the protocols attached to a wide range of professional activities, including presenting material to a group, interviewing for jobs, and advocating for one’s work with prospective publishers or with other kinds of organizations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In addition, all courses are designed to promote independent thinking and knowledge of the current state of the field, which will stand the student in good stead when s/he engages with other professional contexts.</td>
</tr>
<tr>
<td></td>
<td>Level of Communication Skills</td>
<td>Level of Communications Skills is defined in all fields of History as the command of complex ideas and arguments as expressed through both verbally-based presentations and written work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This is reflected in students who are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship are:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The extended process of writing that the doctoral thesis entails will help the student to develop sophisticated writing skills necessary to convey the complexity of the ideas</td>
</tr>
</tbody>
</table>

5. Level of Communication Skills

The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
<table>
<thead>
<tr>
<th>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
</table>
| • Express complex ideas derived from their own research in oral presentations, abetted by media programs designed to convey information.  
• Express complex ideas derived from their own research in written form, and to the professional standards of the discipline.  
• Express complex ideas in response to questions, either as written answers or interactions within a seminar format or a public forum. | animating the thesis.  
The assessment components leading up to the writing of the thesis, principally examinations of a written and oral nature, are designed to enhance the student’s communication skills and capacity to defend and/or explain an argument beyond the level already established through coursework.  
Because every course within the program requires students to submit polished written work and to pose questions and frame responses within a seminar format, the very nature of the program design functions to ensure the development of communication skills.  
Students will be encouraged to deliver written papers in the form of conference presentations, to ensure that their communication skills within a public forum equal those evident within their written work. |  

6. Awareness of Limits of Knowledge  
An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.  
Level of Awareness of Limits of Knowledge is defined in all fields of History as recognizing that the field exists in a state of constant renewal, as the object of study itself continues to be redefined.  
The program design and requirement elements that ensure these student outcomes for research and scholarship are:  
The methodical lead-up to the writing of the dissertation allows students to build research competence while gaining an
7 Assessment of Teaching and Learning

- Please describe the methods of evaluation for the various program requirements as they relate to the proposed field/concentration
- Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and degree level expectations (in other words, how will faculty be able to determine whether students have learned and can do what we expect them to by the end of the program)
- How will the program document and demonstrate the level of performance of students’ consistent with the University’s DLEs

All courses will require students to deliver in-class oral presentations in addition to written essays. The preparation of oral presentations will foster research skills, deepen student knowledge, and help to hone communication skills. Engaging in seminar presentations will aid students in responding to the questions of others, while also training them to present information in a persuasive and comprehensible fashion. The writing of essays helps students to learn how to communicate complex ideas in prose form, to translate research into a coherent argument, and to realize how their knowledge base can form the foundation of academic work.

Subsequent stages of assessment will entail comprehensive examinations which possess both a
written and an oral component. These testing mechanisms will ensure that students have sufficient general command of a particular field of History and possess the ability to articulate responses to particular questions. When framing answers to exam questions, students will need to demonstrate that they understand how to tailor their knowledge to the context of a particular set of issues, a skill that will have relevance for subsequent workplace settings. Students will need to be able to defend their ideas during the oral component of the exam.

The doctoral thesis requires students to transform a research program that they have devised in consultation with others into a sustained piece of academic writing. In the course of writing the thesis, students will learn how to enlist new research findings, develop original arguments, and confront the limitations of their own knowledge and that of the discipline. The final oral defense of the thesis will confirm for a committee of trained academics that the student is ready to apply his / her acquired skills and knowledge in a professional setting.

8 Consultation

- Describe the expected impact of what is being proposed on the nature and quality of the unit’s/division’s program of study and any impact on other units/divisions
- Describe any consultation with the Deans of Faculties/Divisions that will be implicated or affected by the creation of the proposed field(s)/concentrations

The consultation process was lengthy. Discussions began in the Graduate Program Committee in the spring of 2014. A small working group was formed to collect information on peer institutions and examine the major modification process. In the fall of 2014, the program revisions were generated and discussed at three meetings of the Graduate Program Committee, two meetings of the department’s Policy Committee (October 10, November 7), three tri-campus department meetings (October 15, November 12, December 3), at three Open General Meetings for tri-campus faculty and graduate students (8 October, 14 October, 17 October). These Open Meetings entailed free ranging discussions of the structure and aims of our graduate program. A separate meeting with the UTSC faculty was held on October 1, and a separate meeting with the graduate students on November 7.

In November, departmental discussions moved from broad frameworks to specific proposals. The new field structure initially built on a department-wide process, completed in 2012, to identify key areas of research and teaching strength. On November 20, a general call for new field proposals was sent by email to all members of graduate faculty in History. Any member of the graduate faculty could propose a new field by providing a title, a short rationale (250 words), a list of relevant faculty, and a list of relevant graduate students currently in the program. The Graduate Program Committee vetted the proposals to ensure intellectual coherence, depth of faculty strength, and potential graduate student demand. Most proposals were accepted, though some were combined and revised for the sake of clarity and to prevent overlap.

On December 3, the new structure was approved in principle at a full tri-campus department
meeting. Faculty and students were supportive of the new structure, but some friendly amendments proposed revisions to a few fields, which are reflected in the proposal (e.g. the department voted unanimously to split East Asian History and Southeast Asian History, originally joined into one field, into separate fields).

The major modification form was approved at a department meeting on January 8.

Two meetings were held with Sandy Welsh, FAS Vice Dean for Program Review and Graduate Education: in summer 2014 to discuss the major modification process and in December 2014 to discuss a draft of the Major Modification form.

9 Resources

9.1 Faculty Complement

- Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program,
  - Comment on the expertise of the faculty who will actively support/participate in the field/concentration
  - Comment on the impact of the field/concentration on the parent program, focusing on the extent of the diversion of faculty from existing graduate courses and/or supervision.
  - Discuss the role of any adjunct or contractual faculty
  - Comment on the provision of supervision of experiential learning opportunities, as appropriate
  - If relevant, describe the plan to provide additional faculty resources to support the program

Table 4: Detailed Listing of Committed Faculty

See Appendix A

9.2 Space/Infrastructure

- Address any unique space/infrastructure requirements including information technology, laboratory space and equipment, etc.

No new office or seminar space will be required.
## 10 Governance Process

<table>
<thead>
<tr>
<th></th>
<th>Levels of Approval Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provostial Sign-Off</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate unit approval</td>
</tr>
<tr>
<td></td>
<td>Faculty/Divisional Council</td>
</tr>
<tr>
<td><strong>Submission to Provost’s Office</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Report to AP&amp;P</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Report to Ontario Quality Council</strong></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX A: DESCRIPTIONS OF FIELDS
AND FACULTY COMPLEMENTS

Revised Field Structure

<table>
<thead>
<tr>
<th>Time/Geography</th>
<th>Thematic</th>
</tr>
</thead>
<tbody>
<tr>
<td>African History</td>
<td>History of Conflict, Violence, and Genocide</td>
</tr>
<tr>
<td>American History</td>
<td>Cultural and Intellectual History</td>
</tr>
<tr>
<td>Atlantic World History</td>
<td>History of Economy, Technology, and Society</td>
</tr>
<tr>
<td>British and Irish History</td>
<td>History of Empires, Colonialisms, and Indigeneity</td>
</tr>
<tr>
<td>Canadian History</td>
<td>Food History</td>
</tr>
<tr>
<td>European History</td>
<td>History of Gender, Sex, and Sexualities</td>
</tr>
<tr>
<td>East Asian History</td>
<td>History of Medicine</td>
</tr>
<tr>
<td>Latin American and Caribbean History</td>
<td>International Relations</td>
</tr>
<tr>
<td>Medieval History</td>
<td>History of Migration/Diaspora</td>
</tr>
<tr>
<td>Mediterranean and Middle Eastern History</td>
<td>History of Religion and Society</td>
</tr>
<tr>
<td>Russian History South</td>
<td>Social History</td>
</tr>
<tr>
<td>Asian History Southeast</td>
<td>History of State, Politics, and Law</td>
</tr>
<tr>
<td>Asian History</td>
<td></td>
</tr>
</tbody>
</table>

This structure is built from four categories of fields:

A. Existing Fields that are retained
B. New Geographic Fields
C. New Thematic Fields
D. Fields to be closed

A. EXISTING FIELDS THAT ARE RETAINED

<table>
<thead>
<tr>
<th>Geographic/Chronological</th>
<th>Thematic</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>History of Conflict, Violence, and Genocide</td>
</tr>
<tr>
<td>Canadian History</td>
<td>Cultural and Intellectual History</td>
</tr>
<tr>
<td>European History</td>
<td>History of Economy, Technology, and Society</td>
</tr>
<tr>
<td>Medieval History</td>
<td>History of Empires, Colonialisms, and Indigeneity</td>
</tr>
<tr>
<td>Latin American and Caribbean History*</td>
<td>Food History</td>
</tr>
<tr>
<td>Russian History</td>
<td>History of Gender, Sex, and Sexualities</td>
</tr>
<tr>
<td>Asian History Southeast</td>
<td>History of Medicine</td>
</tr>
<tr>
<td>Asian History</td>
<td>International Relations</td>
</tr>
</tbody>
</table>

* = re-named for clarification of actual resources in the field
NEW FIELDS

Note: new thematic and geographic fields contain overlap in faculty coverage. This reflects the breadth of faculty research interests and depth of departmental strength, and allows for cross-pollination of intellectual influences and for better resonance across fields in departmental conversations.

B. New Geographic Fields

B1. African History

Human history began in Africa only a few thousand generations ago, and yet Africa is the last continent to have been effectively colonised; the history of Africa challenges Western notions of geographical boundaries, concepts of modernity, ideas of difference, and questions of centre and periphery. It presents fascinating surprises about the depth and variety of pasts in Africa, disturbing realisations about how Africa has been portrayed by outsiders, and stimulating paradoxes about the significance and relevance of African history. The Department has considerable strength, depth, and breadth in African history, and new hires and cross appointments give it one of the largest faculty complements among major North American research universities. The approach to the field is thoroughly interdisciplinary, employing the methodological and theoretical insights of cognate disciplines, such as Anthropology, Religion, Politics, Film, and Literature (Swahili, English and French most particularly at the University of Toronto). Graduate students are familiarized with important questions about historical knowledge (epistemology), analytical tools (theory: gender; sexuality; biopolitics; economy; etc.) and the difference between academic and cultural representations of the past.

History Faculty: Sean Hawkins, Julie MacArthur, Nakanyike Musisi, Steven Rockel, Katherine Blouin, Michael Gervers, Jens Hanssen, Eric Jennings, Shafique Varani

B2. Atlantic World History

A large and dynamic community of faculty and students engages in the study of the Atlantic World from the early modern through the modern periods. This crucial region and its linkages shaped the emergence of the centralized state, the development of the modern capitalist economy, intense cultural encounters and exchanges, continuing internal and external migrations, and the construction of far-flung colonial and industrial empires whose inter-relations shaped and continue to shape Canada. Department faculty pursue cutting-edge comparative research and teaching in a set of core areas of strength and experiment with a variety of methodologies, ranging from historical anthropology and microhistory to semiotics. Their transnational and comparative studies cover a wide array of socio-cultural domains, including gender, migration, race, economy, law and statecraft.
History Faculty: Laurie Bertram, Paul Cohen, Donna Gabaccia, Paula Hastings, Adrienne Hood, Franca Iacovetta, William Nelson, Melanie Newton, Jan Noel, David Wilson

**B3. British and Irish History**

With some of the best library and archival collections in North America, faculty who conduct teaching and research from the medieval to the modern period, and with a dynamic Celtic Studies Program, the University of Toronto is exceptionally well placed for the study of British and Irish history. Our particular strengths lie in the middle ages, the eighteenth century, Victorian Britain, Ireland from the eighteenth to the twentieth centuries, and the global Irish diaspora, and encompass political, cultural, diplomatic, consumer and gender history. We conduct innovative research in the history of medicine, history of science, intellectual history, material culture, popular culture and migration. Through collaboration with specialists in the histories of Africa, South Asia and the Atlantic world, we also study the early modern and modern British empires, and our doctoral students have recently written dissertations that take comparative approaches to the histories of Britain, Spain, France, Japan, Canada, and the United States. Generous funding is available for Ph.D. research in British history.

History Faculty: Michael Gervers, Paula Hastings, Lori Loeb, Margaret McMillan, Mark McGowan, Jennifer Mori, Denis Smyth, David Wilson

**B4. East Asian History**

A vibrant group of scholars pursues interdisciplinary and transnational research and teaching in cultural history, empire, and science and technology. We have hired four new faculty in this area across the tri-campus program since 2003, making U of T’s History complement in East Asian History one of the largest among North American universities. Our faculty offer graduate courses that engage the connected histories of the countries within Asia and beyond. Areas of geographic strength include the History of China, Japan, and Korea. Along with a world-class East Asia Library, faculty, graduate and undergraduate students are actively engaged in the Asian Institute, the Dr. David Chu Program for Asia Pacific Studies, the Collaborative Master's Program in Asia-Pacific Studies, and the Centre for the Study of Korea. These offer opportunities for language and cultural study and international experience in Asia, as well as vibrant speakers’ series. Graduate students will find an intellectual environment that encourages them to draw on the strengths of colleagues in complementary departments, including Anthropology, Art History, East Asian Studies, and Religion. Under the OCGS structure, this field was part of a broader Asia field, but with recent hires it has the depth and breadth to stand on its own as a separate field.

History Faculty: Tong Lam, Li Chen, Tak Fujitani, Yvon Wang.

**B5. Mediterranean and Middle Eastern History**
The integrated study of history from Muslim Spain to contemporary Iran and Arabia has become one of the strengths of our graduate programme and an area of considerable student demand both for comprehensive field preparations and for dissertation research. This field overcomes the heuristic pre-modern/modern divide by involving faculty with shared thematic research interests, including conversion, social and political violence, migration, historical consciousness and discursive formations of alterity and difference. As a field in its own right, it informs the critical study of metropolitan-centred area studies like European, British or American history. Furthermore, the Mediterranean nexus corresponds intellectually with our faculty expertise in Atlantic, Pacific, and Indian Ocean histories.

History Faculty: Nick Everett, Michael Gervers, Jens Hanssen, Eric Jennings, Mark Myerson, Derek Penslar, Natalie Rothman, Mohammad Tavakoli, Nicholas Terpstra, Jennifer Jenkins, Guliiano Silano, Shafique Virani

B6. South Asian History

South Asian history involves the study of a region – the Indian subcontinent, constituted by India, Pakistan, Bangladesh, Burma, Nepal and Sri Lanka – with impact on the future of the globe. With a quarter of the world's population and unparalleled linguistic and ethnic diversity, South Asia raises pressing questions about economy, authoritarianism and democracy, the making of ethnic subjects, environment, media and visual culture, and gender politics, among many others. The study of South Asia is at the heart of the history of colonialism, pluralism, the rule of law, capitalism, feminism, early empires and global trade, and all the great religions. South Asian historiography is renowned for ground-breaking approaches that challenge the very categories by which we understand and narrate history and society. The South Asian historians at U of T ask questions about what counts as politics, as a national "border," as archive, as language and as literature, as "public" and as "private," as secular and sacred, as modern and as postcolonial? With rich resources at the University's Centre for South Asian Studies, our courses in South Asian history call us to imagine other worlds, both distant pasts and challenging presents, and are active channels for interdisciplinary conversations and research clusters across the University.

History Faculty: Ritu Birla, Madhavi Kale, Malavika Katsuri, Bhavani Raman, Jayeeta Sharma

B7. Southeast Asian History

With four new faculty members in this area across the tri-campus program since 2003, U of T’s History complement in Southeast Asian History one of the largest among North American universities. Faculty expertise spans both Mainland and Island Southeast Asia, with particular strengths in Assamese (Burma), Indonesian, and Vietnamese History. Research strength from the early modern through the colonial and modern periods provides deep temporal coverage, with emphasis on the histories of commercialization, gender, race, and religion. Links to several thematic fields in the department and collaborations with more than a dozen southeast Asia experts in other departments university-wide (Anthropology, Art History, Religion and others)
make the department an ideal place to pursue graduate studies. The Centre for Southeast Asian Studies provides an intellectual space for interdisciplinary regional collaborations between graduate students and faculty and serves as host to the world’s top experts in the field. Under the OCGS structure, this field was part of a broader Asia field, but with recent hires it has the depth and breadth to stand on its own as a separate field.

History Faculty: Hui Kian Kwee, Nhung Tran, Yvon Wang, Dan Bender, Eric Jennings.

C. NEW THEMATIC FIELDS

C1. History of Conflict, Violence, and Genocide

This field covers histories of group conflict (ethnic, religious, racial, socio-economic) and the worst manifestations of such conflict – genocide – in the premodern and modern world, both within states and across state boundaries. It includes histories of coexistence and cooperation between groups in order to achieve a fuller understanding of the generation of conflict and genocidal violence. It also addresses the problems and challenges resulting from conflict and genocide: refugee crises, the foundation of diasporic communities, societal reconstruction in the wake of violence, transitional justice, trauma and memory. A considerable number of faculty members in premodern and modern history focus research on this field, and many graduate students write their dissertations on subjects in the area.

History Faculty: Doris Bergen, Heidi Bohaker, Sean Hawkins, Jennifer Jenkins, Thomas Lahusen, Mark Meyerson, Nakanyike Musisi, William Nelson, Melanie Newton, Derek Penslar, Mohamad Tavakoli-Targhi, Nicholas Terpstra, Nhung Tran, Lynne Viola, Rebecca Wittmann, Piotr Wróbel, Lucho van Isschott

C2. Cultural and Intellectual History

Cultural and intellectual historians study ideas in circulation, the meanings embedded within cultural forms, and the relationship of both to social, political, and economic formations. How are human practices—whether seventeenth-century crowd actions, a nineteenth century treatise, or twenty-first century photographs—sites of political, intellectual, and social contestation that can provide meaningful insights about past and present societies? Cultural and intellectual historians in the Department integrate a range of scholarly approaches and methods, including historical anthropology, visual culture, cultural studies, semiotics, critical race theory, film studies, queer theory and (post)colonial studies. Our faculty cover a broad chronology, from late antiquity to the very recent past, and reach out across space as well – to Asia, Africa, Europe, and the Americas. In particular, we emphasise transcultural phenomena: the mobility of people, objects, texts, films, and signifying practices, and their impact on our understanding of power relations. The department has particular depth in clusters like Material Culture, Visual Culture, and Intellectual History, and has built fruitful connections to local museums and to departments like Art and Cinema Studies.
History Faculty: Ken Bartlett, Dan Bender, Laurie Bertram, Ritu Birla, Elspeth Brown, Kevin Coleman, Donna Gabaccia, Joseph Goering, Jens Hanssen, Adrienne Hood, Jennifer Jenkins, Malavika Katsuri, Charlie Keil, Juri Kimavae, Thomas Lahusen, Lori Loeb, Julie MacArthur, Steve Penfold, Jeffrey Pilcher, Ian Radforth, Bhavani Raman, Jayeeta Sharma, Alison Smith, Nicholas Terpstra Yvon Wang, Natalie Rothman

C3. History of Economy, Technology, and Society

The acceleration and intensification of “globalization” and the rise of neo-liberalism have raised new questions about the deep history of economic phenomenon and technological links. Scholars in this field examine a variety of economic practices and formations, including capitalism, labour, business, regulation, markets, commodities, finance, infrastructures, and technological systems. These diverse research agendas necessarily examine different scales (from the global to the local) and multiple sites and locations (North America, Europe, Asia, and other regions). Faculty and graduate students engage with diverse methods and intellectual traditions, from histories and theories of political economy, labour history, Marxism, environmental justice, and business practice. Within these diverse approaches and geographies, faculty in the Economy, Technology, and Society field share a broad intellectual commitment to understanding markets, systems, commodities, and other economic phenomenon in terms of cultural and social practices, critical theory, global and comparative frames, and intensely human histories.

History Faculty: Dan Bender, Ritu Birla, Elspeth Brown, Donna Gabaccia, Rick Halpern, Adrienne Hood, Franca Iacovetta, Madhavi Kale, Hui Kian Kwee, Tong Lam, Lori Loeb, Michelle Murphy, Steve Penfold, Derek Penslar, Jeffrey Pilcher, Ian Radforth, Steven Rockel, Lucho van Isschott

C4. History of Empire, Colonialism, and Indigeneity

Empire is an elusive and complicated phenomenon, yet it has been at the heart of the political, cultural, and economic history of most regions of the world at one time or another. Empires of vastly varying organisational types (geographically contiguous, maritime or overseas, religious, political, economic, formal and informal) seem to be ineluctable moments in almost all of human history. Where there have never been empires, one often finds societies that have actively resisted such incorporation through use of geographical advantage, military tactics, or alternative forms of accommodation in order to maintain their sovereignity. For the rest of the world, most societies have found their sovereignity stolen, co-opted, or relinquished and incorporated into imperial networks that amalgamated several or many former sovereign societies, states or nations into a single entity. As inescapable as empires might seem they are also fragile, unstable, and, ultimately, unmanageable entities—rise has always been followed by decline, decay, dissolution, and dispersal. Our faculty study the complicated categories of empires and colonies across space, time and regions, from a variety of different analytical standpoints. Our research and teaching on these themes address core issues from the locus of Europe, Asia, Africa, the Middle East, the Americas and the Caribbean, and have generated broader conversations and
collaborations within and across various centres, disciplines and departments at the University, including Anthropology, Religion, Geography and Political Science.

History Faculty: Dan Bender, Ritu Birla, Heidi Bohaker, Nick Everett, Tak Fujitani, Jens Hanssen, Paula Hastings, Jennifer Jenkins, Eric Jennings, Madhavi Kale, Malavika Katsuri, Tong Lam, Lisa Mar, Margaret MacMillan, Sean Mills, William Nelson, Jan Noel, Bhavani Raman, Steven Rockel, Natalie Rothman, Jayeeta Sharma, Alison Smith, Mohamad Tavakoli-Targhi, Lucho van Isschott

C6. Food History

Just as a well-cooked meal can draw people together for stimulating conversation, so can the study of food history create valuable connections between diverse areas of scholarly inquiry. Food is an important nexus between the material life of the senses, human health, labour, technology, and business, on the one hand, and symbolic worlds of religion, politics, culture, and social distinction, on the other. Historical scholarship on food also holds important opportunities for interdisciplinary research across the humanities, social sciences, and physical sciences. With more than a dozen faculty members who have published significant scholarly works or teach classes on food, the University of Toronto is uniquely positioned to offer the first dedicated graduate field in food history at a North American university. The Department is also the editorial home of the only discipline-specific journal in the field, *Global Food History*. Students who come to study food history at Toronto will find potential advisors with national and chronological expertise from around the world and throughout history.

History Faculty: Dan Bender, Paul Cohen, Kevin Coleman, Nick Everett, Donna Gabaccia, Rick Halpern, Franca Iacovetta, Steve Penfold, Jeffrey Pilcher, Jayeeta Sharma, Alison Smith, Nhung Tran

C7. History of Gender, Sex, and Sexualities

Research in the department challenges national categories, methodological "traditions," and narrative frameworks. Our faculty offer epistemological and analytical grounding in theories of gender and sexualities, and address a wide range of subjects from the inner cities of North America to the elite salons of East Africa, the cosmopolitan cultures of South Asia, the villages of early modern Europe, and immigrant communities throughout the world. Research strengths include the study of colonialism, gender, and the law; transnational feminist histories of radical exiles; histories of queer and trans subject formations; religion and spirituality; entanglements of sex, race, and gender in commercial cultures and economic practices as well as in socio-religious spaces, sites, and ideologies; histories of biopolitics, medicine, and reproduction; the meanings and politics of family and kinship, from biological to fictive; childhood, race and empire; intersections of gender and international relations; violence; and post-colonial theory. Graduate students may choose from comparative courses that interrogate historicist assumptions about modernity, sexed and raced embodiment, or the universality of gendered and sexed identities, as well as regional-
specific classes that go deep into the work of gender and sex into a historical site, thereby challenging assumptions about students’ place in the world.

History Faculty: Laurie Bertram, Ritu Birla, Elspeth Brown, Carol Chin, Donna Gabaccia, Franca Iacovetta, Malavika Katsuri, Lisa Mar, Cecilia Morgan, Michelle Murphy, Nakanyike Musisi, Melanie Newton, Jan Noel, Nicholas Terpstra, Nhung Tran, Yvon Wang

C8. History of Migration/Diaspora

Once practiced mainly as the writing of national histories of immigration to modern plural nations, the scholarly field of migration/diaspora has expanded in new directions as it responded to the spatial and interdisciplinary turns and to the development of longue durée world and global histories in the 1990s. Some historians remain interested in immigration, ethnicity, and race in particular modern nations, and deal with analysis of race and ethnicity that is central to understanding policy, inclusion, and exclusion. Others work as global and transnational historians, framing their research and writing around transnational human movements, migrations and diasporas. Our department engages in both, while also pursuing research into the ways circuits of human mobility overlap or diverge from other kinds of circulations (media, commodities, capital, ideas) to organize the world geopolitically, culturally, economically and temporally.

History Faculty: Laurie Bertram, Tak Fujitani, Donna Gabaccia, Paula Hastings, Franca Iacovetta, Madhavi Kale, Russ Kazal, Hui Kian Kwee, Mark McGowan, Lisa Mar, Sean Mills, Derek Penslar, Jeffrey Pilcher, Ian Radforth, Natalie Rothman, Jayeeta Sharma, Nicholas Terpstra, David Wilson

C9. History of Religion and Society

Social and cultural development is closely connected to religious aspirations and repertoires of knowledge. Despite claims to secularism, the foundations of most pre-modern and many modern cultures lie in the religious experiences of the first one and half millennia or more of the common era. Religion has long shaped the daily lives of people across the world, inseparable from politics, culture and economic matters. This field allows exploration of the interconnectedness of religion, culture, politics, economics and society, and examines questions about the nature of belief, the role of ritual and practice, and the importance of faith to the construction and recreation of fundamental forms of consciousness and living. Our strengths in the study of religion and religiosities in Medieval and Early Modern European history open up to faculty and students attending to a wider Early Modern and Modern World, from Peru to Vietnam, and from Canada to Iran.

History Faculty: Doris Bergen, Carol Chin, Isabelle Cochelin, Michael Gervers, Joe Goering, Malavika Katsuri, Hui Kian Kwee, Mark McGowan, Mark Meyerson, Jan Noel, G. Silano, Nicholas Terpstra, Nhung Tran, Shafique Virani
C10. History of State, Politics, and Law

Ronald Hutton defined political history as the “study of the organization and operation of power in past societies,” but the field – like the politics it studies – is plural, contested, and complex. Our faculty bring diverse approaches and research agendas to the history of politics broadly conceived. Research agendas include work on government institutions, governmentality, sovereignty, political parties and elections, political economy, public spheres, social movements and radical politics, legal history, and human rights, all within local, national, and trans-national frames and diverse historical periods from the the early modern to the modern. The field also puts these categories themselves into question, taking the state seriously without making it the sole object of study. This is an area of both traditional strength and recent vibrancy in the department.

History Faculty: Ritu Birla, Heidi Bohaker, Bob Bothwell, Li Chen, Tak Fujitani, Paula Hastings, Malavika Katsuri, Russ Kazal, Sean Mills, Jennifer Mori, Steve Penfold, Jim Retallack, Nicholas Terpstra, Nhung Tran, Lucho van Ischott, Lynne Viola, David Wilson, Rebecca Wittman, Piotr Wrobel

C11. Social History

Social history approaches the past through the lens of personal networks, life cycles, and kin relations, and works to recreate the structures that shaped daily life. The department’s social historians are active in all geographic and chronological fields. Their research draws heavily on social science methodologies, and historical sociology and anthropology in particular, in order to analyze those structures as social constructed and malleable rather than given or fixed. The social historians in the department collaborate in a range of other thematic fields, including chiefly conflict, economy, gender, migration, and religion. Their work deals with a wide range of social groups (women, indigenous people, workers, merchants, entrepreneurs, farmers), sites (institutions, prisons, cities), and themes (social control, violence, moral control).


D. FIELDS TO BE CLOSED

D1. Asian history: The Asian field has been split in three to reflect hires since 2003.

D2. British History: British History has been replaced with a broader field, British and Irish History, to reflect the faculty complement and graduate applications.
D3. East European History: East European History is now included in the European History field.

D4. Women’s History: Women’s History is a dated category. The field has been replaced by Gender, Sex, and Sexualities to reflect the intellectual trends in the discipline, hiring in the department since 2003, and the nature of graduate applications.
Appendix B: SGS Calendar Entry Revisions

History

Faculty Affiliation
Arts and Science

Degree Programs Offered
History—MA, PhD

Collaborative Programs

The following collaborative programs are available to students in participating degree programs as listed below:

1 Asia-Pacific Studies
   • History, MA
2 Book History and Print Culture
   • History, MA, PhD
3 Diaspora and Transnational Studies
   • History, MA, PhD
4 Editing Medieval Texts
   • History, PhD
5 Ethnic and Pluralism Studies
   • History, MA, PhD
6 Jewish Studies
   • History, MA, PhD
7 Sexual Diversity Studies
   • History, MA, PhD
8 South Asian Studies
   • History, MA, PhD
9 Women and Gender Studies
History, MA, PhD

Overview

The Department of History offers a broadly diversified program of graduate studies leading to the Master of Arts and Doctor of Philosophy degrees. The department has a special strength in gender history, medieval history, transnational history, colonialism, the Americas, Europe, and Russia. Courses are offered in the history of Canada; the United States; Medieval, Early Modern, and Modern Europe and Britain; Eastern Europe; Russia; Latin America; Africa; South Asia; East Asia; Southeast Asia; International Relations; the History of Medicine; and Women’s History. The department offers opportunities to study and research in several geographic, chronological, and thematic areas of History. See the department website for specific fields.

The University of Toronto also offers rich resources outside the department to support the study of history. The Robarts Research Library, unrivalled in Canada and among the leading university libraries in North America, provides a foundation for a wide range of study. Specialized collections are located elsewhere in the University including in a number of centres and research institutes. The Centre for Medieval Studies and the Pontifical Institute of Mediaeval Studies have particularly strong resources for European and British medieval history. The Munk School of Global Affairs; the Institute for the History and Philosophy of Science and Technology; the Centre for Criminology and Sociolegal Studies; the Cities Institute; as well as the Centre for European, Russian, and Eurasian Studies afford additional opportunities for interdepartmental work. The department participates in a number of interdisciplinary collaborative programs.

Contact and Address

Web: www.history.utoronto.ca
Email: histgrad@chass.utoronto.ca
Telephone: (416) 978-3369
Fax: 416-978-6647
Department of History
University of Toronto
Sidney Smith Hall
Room 2074, 100 St. George Street
Toronto, Ontario M5S 3G3
Canada
Degree Programs

History

Master of Arts

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of History’s additional admission requirements stated below.
- The closing date for applications to the MA program is January 15. Later applications will be considered only in exceptional circumstances.
- An appropriate bachelor’s degree from a recognized university with at least a B+ standing.
- Successful completion of at least 6.0 full-course equivalents (FCEs) in history. Applicants without adequate history training may be required to complete an appropriate number of undergraduate history courses before being considered for admission. In rare cases, an applicant may be admitted to the MA program but will be required to do one or two courses in addition to the MA program requirements.
- In addition to the School of Graduate Studies online application form, applicants must submit an information form, three letters of recommendation, a 500-word specific research proposal outlining a precise field and area of historical investigation, and a writing sample of no more than 3,000 words.
- Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of instruction was not English must demonstrate proficiency in the English language through the successful completion of the Test of English as a Foreign Language (TOEFL) with scores of at least:
  - paper-based TOEFL exam: 600 with 5 on the Test of Written English (TWE)
  - Internet-based TOEFL exam: 100/120 with 22/30 on the writing and speaking sections

Program Requirements

- Students usually complete the MA by coursework and the HIS 2000Y paper. Some students may elect to complete the MA by coursework and thesis.
- After consulting with the Graduate Coordinator, all MA students are required to take either HIS 1997H or HIS 1201H.
- Students must achieve at least an overall B average in their courses to maintain standing.
- Students must also pass the required reading examination in a language other than English.
• The MA may be undertaken on a part-time basis.

Coursework and Paper
• 3.5 full-course equivalents (FCEs)—of which 0.5 must be either HIS 1997H or HIS 1201H—including the MA essay which is worth 1.0 FCEs. Normally, up to 1.0 FCE may be taken outside the Department of History with the approval of the Associate Chair, Graduate.
• Full-time MA students are expected to complete all degree requirements within 12 months of entering the program.

Coursework and Thesis
• 2.0 FCEs—of which 0.5 must be either HIS 1997H or HIS 1201H—and present an MA thesis.
• The thesis MA might take longer than the course MA. The thesis must be presented within three years of entering the program (six years for the part-time MA).

Program Length
3 sessions full-time (typical registration sequence: F/W/S);
6 sessions part-time

Time Limit
3 years full-time;
6 years part-time

Doctor of Philosophy

Minimum Admission Requirements
• Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of History's additional admission requirements stated below.
• The closing date for applications to the PhD program is January 15. Later applications will be considered only in exceptional circumstances.
• Applicants may enter the PhD program via one of two routes:
  ◦ Normally, with an MA degree in history or its equivalent with an A-average or better.
  ◦ Exceptional students may be admitted by direct entry to the PhD program from the BA with an A-average or better.
• Applicants must satisfy the department of their ability to do independent research at an advanced level.
• In addition to the School of Graduate Studies online application form, applicants must submit an information form, three letters of recommendation, a 500-word specific research proposal outlining a precise field and area of historical investigation, and a writing sample of no more than 6,000 words.
• Applicants who were educated outside Canada, whose primary language is not English, and who graduated from a university where the language of
instruction was not English must demonstrate proficiency in the English
language through the successful completion of the Test of English as a
Foreign Language (TOEFL) with scores of at least:
  • paper-based TOEFL exam: 600 with 5 on the Test of Written English
    (TWE)
  • Internet-based TOEFL exam: 100/120 with 22/30 on the writing and
    speaking sections

Program Requirements
Coursework
• With **MA degree in history**: 2.0 full-course equivalents (FCEs) with a B+
  average throughout coursework.
• By **direct entry**: 4.5 FCEs, 0.5 of which must be either HIS 1997H or HIS
  1201H. Students must maintain an A- average in their first 2.0 FCEs in
  order to continue in the program.
• **Residence requirement.** PhD students are required to be in residence until
  they have passed their field examinations but no longer than a period of
  two years. Students must be in such geographical proximity as to be able
  to visit the campus regularly and participate fully in the University's
  activities associated with the program.
• **Comprehensive examinations** in three approved fields of history. At the
  beginning of their programs, students consult with the Associate Chair,
  Graduate to determine their fields, and students will be assigned advisors.
  Three fields are required: a major and two minors. The major should
  coincide with the subject area that the student has chosen for the thesis,
  and the two minors should be in different areas. The comprehensive field
  examinations consist of a written examination in each field and a common
  oral examination covering all three fields. Students are required to take
  their field examinations by the spring of their second year in the program,
  but they are strongly advised to take them as soon as possible after the
  completion of their coursework. Examinations are held in January and
  April. Examinations cannot be postponed beyond the spring of the second
  year without permission of the Associate Chair, Graduate. The
  department's website contains a list of the fields offered.

Language requirements vary with the student's major area of study. If
not already so qualified, a student must qualify in one language other than
English by the beginning of the second year and may be asked to qualify in other
program-related languages. All PhD students in any geographic,
chronological, or thematic field must fulfill requirements in two languages
other than English relevant to their field and research. Students whose
research entails exclusively English language sources may fulfill one
language other than English with written permission of the supervisor and
Associate Chair, Graduate. Students doing research in the medieval field
must fulfill
requirements in Medieval Latin and in French and German. (Note: A modern language more appropriate to the student’s research may be substituted for French or German. Ph.D. students in Medieval History must demonstrate advanced proficiency in Latin. They do so by passing the Latin exams set by the Centre for Medieval Studies. The CMS M.A. Latin exam must be passed before the comprehensive examination, and the Ph.D. level exam before the dissertation is defended.) Students may carry forward language requirements fulfilled at the M.A. level at the University of Toronto.

All language requirements are subject to approval by the student’s supervisor and the Associate Chair, Graduate.

**Thesis.** When all of the above requirements are completed, the candidate will proceed to write the PhD thesis and defend it at a Doctoral Final Oral Examination. The thesis must be a piece of original scholarship, approximately 350 pages (90,000 words) in length, exclusive of notes and bibliography. Thesis preparation is guided by a committee consisting of the major supervisor and two other faculty members. The thesis must be presented within six years of first enrolment in the full-time PhD program (within seven years of first enrolment in the direct-entry PhD).

**Program Length**
4 years full-time; 5 years direct-entry

**Time Limit**
6 years full-time; 7 years direct-entry

**Course List**
Not all courses are offered every year. Please consult the department's list of current course offerings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1004H</td>
<td>History and Biopolitics</td>
</tr>
<tr>
<td>HIS 1006H</td>
<td>Historiography From Below: Comparative and Critical Perspectives</td>
</tr>
<tr>
<td>HIS 1007H</td>
<td>Theories, Histories, Imaginaries: Themes in Technoscience</td>
</tr>
<tr>
<td>HIS 1009H</td>
<td>Empire and Governmentality: Economy, Culture and Liberal Governance</td>
</tr>
<tr>
<td>HIS 1020H</td>
<td>Cultural Theory/Cultural History</td>
</tr>
<tr>
<td>HIS 1023H</td>
<td>Translation, Time, History</td>
</tr>
<tr>
<td>HIS 1026H</td>
<td>Modernity and Its Others: History and Postcolonial (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1031H</td>
<td>Images as History: Photography, Historical Method, and Conceptualizing Victoria</td>
</tr>
<tr>
<td>HIS 1037H</td>
<td>Populism in American Film and Media</td>
</tr>
<tr>
<td>HIS 1101H</td>
<td>Race and Gender in the Northern Colonies of North America</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>HIS 1104H</td>
<td>Natives and Empires: Colonial History of the Americas, 1492–1800</td>
</tr>
<tr>
<td>HIS 1105H</td>
<td>Colonial North America, 1600–1783</td>
</tr>
<tr>
<td>HIS 1106H</td>
<td>Topics in Canadian Social History</td>
</tr>
<tr>
<td>HIS 1107H</td>
<td>Religion, Culture and Society in Canada (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1109H</td>
<td>Readings in Canadian History</td>
</tr>
<tr>
<td>HIS 1111H</td>
<td>Topics in North American Environmental History (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1112H</td>
<td>Canada in Comparative Contexts, Gender, Labour, Migration</td>
</tr>
<tr>
<td>HIS 1113H</td>
<td>Politics and Society in North American History</td>
</tr>
<tr>
<td>HIS 1114H</td>
<td>Indigenous Histories in North America</td>
</tr>
<tr>
<td>HIS 1115H</td>
<td>The World Car</td>
</tr>
<tr>
<td>HIS 1116H</td>
<td>Canada: Foundations to 1867</td>
</tr>
<tr>
<td>HIS 1117H</td>
<td>Canada: Colonialism/Postcolonialism</td>
</tr>
<tr>
<td>HIS 1118H</td>
<td>Canada By Treaty: Alliances, Title Transfers and Land Claims</td>
</tr>
<tr>
<td>HIS 1142Y</td>
<td>Canadian Foreign Relations, 1940–2003 (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1201H</td>
<td>The Materials of Medieval History (Credit/No Credit)</td>
</tr>
<tr>
<td>HIS 1213H</td>
<td>Medieval Institutes of Perfection (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1215H</td>
<td>Social Change in Medieval England, 1154–1279</td>
</tr>
<tr>
<td>HIS 1221H</td>
<td>Topics in Early Modern European Social History</td>
</tr>
<tr>
<td>HIS 1222H</td>
<td>Ritual in Renaissance and Early Modern Europe</td>
</tr>
<tr>
<td>HIS 1223H</td>
<td>Humanism and the Renaissance</td>
</tr>
<tr>
<td>HIS 1230H</td>
<td>The Sexes in the Western World, 1450–1650</td>
</tr>
<tr>
<td>HIS 1231H</td>
<td>Topics in French History</td>
</tr>
<tr>
<td>HIS 1232H</td>
<td>European Colonialism, 1870–1970: A Comparative History</td>
</tr>
<tr>
<td>HIS 1233H</td>
<td>Colonial Urbanism in the Mediterranean World, 1800–1950</td>
</tr>
<tr>
<td>HIS 1234H</td>
<td>Readings in Early Modern French History</td>
</tr>
<tr>
<td>HIS 1235H</td>
<td>History in/of the Mediterranean: From Braudel to Post-Colonialism</td>
</tr>
<tr>
<td>HIS 1237H</td>
<td>France: 1870–1968</td>
</tr>
<tr>
<td>HIS 1245H</td>
<td>Gender, Men and Women in Europe 1500–1900</td>
</tr>
<tr>
<td>HIS 1247H</td>
<td>Ideas of Race in Europe and the Atlantic World</td>
</tr>
<tr>
<td>HIS 1264H</td>
<td>Jewish Identity</td>
</tr>
<tr>
<td>HIS 1265H</td>
<td>Atrocities and Memory in Postwar Europe and North America</td>
</tr>
<tr>
<td>HIS 1268H</td>
<td>The Holocaust and World War II</td>
</tr>
<tr>
<td>HIS 1269H</td>
<td>The Social History of Medicine in the Nineteenth and Twentieth Centuries (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1270H</td>
<td>History of Psychiatry and Psychiatric Illness (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1271H</td>
<td>Modern Political Trials</td>
</tr>
<tr>
<td>HIS 1272H</td>
<td>Topics in Twentieth-Century European History</td>
</tr>
<tr>
<td>HIS 1275H</td>
<td>Imperial Germany, 1871–1918</td>
</tr>
<tr>
<td>HIS 1277H</td>
<td>Topics in Jewish History</td>
</tr>
<tr>
<td>HIS 1278H</td>
<td>Topics in Twentieth-Century German History</td>
</tr>
<tr>
<td>HIS 1279H</td>
<td>World War II in East Central Europe (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1281H</td>
<td>History of Real Socialism</td>
</tr>
<tr>
<td>HIS 1282H</td>
<td>Totalitarian Culture</td>
</tr>
<tr>
<td>HIS 1283H</td>
<td>Crusades, Conversion and Colonization in the Medieval Baltic (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>HIS 1286H</td>
<td>Categories of Imperial Russian Social History</td>
</tr>
<tr>
<td>HIS 1287H</td>
<td>Polish Jews Since the Partitions of Poland (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1289H</td>
<td>The Cold War Through Its Archives</td>
</tr>
<tr>
<td>HIS 1290H</td>
<td>Topics in Imperial Russian History</td>
</tr>
<tr>
<td>HIS 1291H</td>
<td>Topics in Russian and Soviet Social History (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1293Y</td>
<td>Kievan Rus' (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1295H</td>
<td>Soviet History Seminar</td>
</tr>
<tr>
<td>HIS 1296H</td>
<td>Stalinism and After: Beyond Cold War History</td>
</tr>
<tr>
<td>HIS 1297H</td>
<td>National Survival in Eastern Europe</td>
</tr>
<tr>
<td>HIS 1300H</td>
<td>Empires and Nation-States in the Balkans Since 1800</td>
</tr>
<tr>
<td>HIS 1411H</td>
<td>Theory and Practice in Early Modern British History</td>
</tr>
<tr>
<td>HIS 1419H</td>
<td>Science and Society in Britain, 1600–1800</td>
</tr>
<tr>
<td>HIS 1425H</td>
<td>British Social Realism and Cinema</td>
</tr>
<tr>
<td>HIS 1435H</td>
<td>Studies in Victorian Society</td>
</tr>
<tr>
<td>HIS 1440H</td>
<td>Irish Nationalism in Canada, 1858–1870 (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1510H</td>
<td>Readings in American History to 1877</td>
</tr>
<tr>
<td>HIS 1519H</td>
<td>Thinking of Diversity: Historical Perspectives on American and Canadian Pluralism</td>
</tr>
<tr>
<td>HIS 1522H</td>
<td>Topics in Twentieth-Century U.S. History: Transnational Commodity Culture</td>
</tr>
<tr>
<td>HIS 1524H</td>
<td>Topics in the History of Black America</td>
</tr>
<tr>
<td>HIS 1531H</td>
<td>American Political History Since 1877</td>
</tr>
<tr>
<td>HIS 1532H</td>
<td>American Foreign Policy in the Cold War</td>
</tr>
<tr>
<td>HIS 1533H</td>
<td>Gender and International Relations (joint graduate/undergraduate)</td>
</tr>
<tr>
<td>HIS 1538H</td>
<td>Reading in U.S. History</td>
</tr>
<tr>
<td>HIS 1539H</td>
<td>Film Comedy and Popular Culture</td>
</tr>
<tr>
<td>HIS 1540H</td>
<td>Cultures of American Capitalism</td>
</tr>
<tr>
<td>HIS 1541H</td>
<td>Cultural History and the American Empire</td>
</tr>
<tr>
<td>HIS 1543H</td>
<td>Topics in Material Culture</td>
</tr>
<tr>
<td>HIS 1555H</td>
<td>Gender and Slavery in the Atlantic World, Seventeenth to Nineteenth Century</td>
</tr>
<tr>
<td>HIS 1662H</td>
<td>Rethinking Modernity Through Japan</td>
</tr>
<tr>
<td>HIS 1663H</td>
<td>Gender in East and Southeast Asia</td>
</tr>
<tr>
<td>HIS 1664H</td>
<td>Religion and Society in Southeast Asia</td>
</tr>
<tr>
<td>HIS 1667H</td>
<td>Transnational Gender Histories</td>
</tr>
<tr>
<td>HIS 1668H</td>
<td>Topics in Early Modern Asian History</td>
</tr>
<tr>
<td>HIS 1673H</td>
<td>Critical Historiography of Late Imperial and Modern China</td>
</tr>
<tr>
<td>HIS 1674H</td>
<td>China in Global History</td>
</tr>
<tr>
<td>HIS 1675H</td>
<td>Imperial Circulation and Diasporic Flows in the British Empire</td>
</tr>
<tr>
<td>HIS 1677H</td>
<td>Empire and Nation in Modern East Asia</td>
</tr>
<tr>
<td>HIS 1678H</td>
<td>War and Memory in Twentieth-Century East Asia</td>
</tr>
<tr>
<td>HIS 1679H</td>
<td>Genealogies of Regionalism and Globalization in East Asia</td>
</tr>
<tr>
<td>HIS 1705H</td>
<td>Africa: Writing, Colonialism and Memory</td>
</tr>
<tr>
<td>HIS 1707H</td>
<td>Topics in African History</td>
</tr>
<tr>
<td>HIS 1708H</td>
<td>Labour in the Age of Imperialism</td>
</tr>
<tr>
<td>HIS 1709H</td>
<td>Conversion and Christianities in the Early Modern Spanish World (joint graduate/undergraduate)</td>
</tr>
</tbody>
</table>
HIS 1710H | Comparative Slavery in the Caribbean and Latin America
HIS 1720H | Emancipate Yourselves from Mental Slavery? Historical Narratives of Caribb
HIS 1784H | The Islamic Revolution
HIS 1785H | International Relations in the Middle East
HIS 1997H | The Practice of History (Credit/No Credit)
HIS 1998H,Y | Reading Course
HIS 1999H,Y | Reading Course
HIS 2000Y | Directed Research
JBP 2230H | Topics in International Politics
JHP 1289Y | Twentieth Century Ukraine (joint graduate/ undergraduate)
JHP 1631H | Intelligence and International Relations
JHP 2231H | The History and Philosophy of International Relations Thought

*Course that may continue over a program. The course is graded when completed.*

Courses in Other Departments Taught by History Faculty

COL 5027H | Memory, Trauma, and History
COL 5044H | A Journey from Petersburg to Los Angeles
MST 1110H | Diplomatics and Diplomatic Editing
MST 3201H | Medieval Social History
MST 3205H | Violence in Medieval Society (joint graduate/undergraduate)
MST 3225Y | Jews and Christians in Medieval and Renaissance Europe (joint graduate
MST 3242H | The Carolingians and the Birth of Europe
MST 3243H | Dark Age Italy
MST 3262H | Monastic Identities

Other Departments

Students may take courses from other departments for graduate history credit with permission of the Associate Chair, Graduate. Interested students should consult the appropriate calendar entries and departmental websites for current course offerings.
APPENDIX C: Webpage edits

[Intro page: http://history.utoronto.ca/graduate]

Graduate Studies in History

The Department of History at the University of Toronto offers a broadly diversified program of studies leading to the M.A. and Ph.D. degrees. Instruction is offered in all major areas of historical scholarship by a faculty of approximately seventy members. The Department of History is approved to offer supervision in several geographic, chronological, and thematic fields of study. The following fields of study: American; Asian; British; Canadian; Eastern Europe; European; International Relations; Latin American; History of Medicine; Medieval; Russian; Women’s History.

Courses are offered in the history of Canada; the United States; Medieval, Early Modern and Modern Europe and Britain; Eastern Europe; Russia; Latin America; Africa; South Asia; East Asia; Southeast Asia; International Relations; the History of Medicine and Women’s History.

The University of Toronto also offers rich resources outside the department to support the study of history. The Robarts Research Library in the Humanities and Social Sciences, unrivaled in Canada and among the leading university libraries in North America, provides a foundation for a wide range of study. That broad-based resource is supported by several specialized collections elsewhere in the University. A number of centres and research institutes further extend the range and depth of study possible at the University of Toronto. The Center for Medieval Studies and the Pontifical Institute have particularly strong resources for European and British medieval history. The Munk School of Global Affairs, the Institute for the History and Philosophy of Science and Technology, the Center of Criminology, the Centre for Urban and Community Studies, and the Center for European, Russian, and Eurasian Studies afford additional opportunities for interdepartmental work. As well, collaborative programs are available in Asia-Pacific Studies, Book History and Print Culture, Diaspora and Transnational Studies, Editing Medieval Texts, Ethnic and Pluralism
and Women and Gender Studies. The History Department has a special strength in gender history, medieval history, transnational history, colonialism, the Americas, Europe and Russia.

[http://history.utoronto.ca/graduate/programs/]

**GRADUATE**

**Degree Programs**

10 OCGS Fields of Study  
11 Master of Arts (M.A.)  
12 Doctor of Philosophy (Ph.D.)  
13 Collaborative Programs

**OCGS Fields of Study**

The Department of History is approved by OCGS to offer supervision in the following fields of study: American; Asian; British; Canadian; Eastern Europe; European; International Relations; Latin American; History of Medicine; Medieval; Russian; Women’s History. **The Department of History is approved to offer supervision in several geographic, chronological, and thematic fields of study.**

- **Time/Geography**
  - African History
  - American History
  - Atlantic World History
  - British and Irish History
  - Canadian History
  - European History
  - East Asian History
  - Latin America and Caribbean History
  - Medieval History
  - Mediterranean and Middle Eastern History
  - Russian History South
  - Asian History Southeast
  - Asian History

- **Thematic**
  - History of Conflict, Violence, and Genocide
  - Cultural and Intellectual History
  - History of Economy, Technology, and Society
  - History of Empires, Colonialisms, and Indigeneity
  - Food History
  - History of Gender, Sex, and Sexualities
  - History of Medicine
  - International Relations
  - History of Migration/Diaspora
  - History of Religion and Society
  - Social History
  - History of State, Politics, and Law

[with links to description and faculty in each field]
Master of Arts (M.A.)

- Introduction
- Course and Essay
- Course and Thesis
- M.A. Language Requirement

Introduction

The Master’s program may be taken on a full-time or part-time basis. The full-time M.A. program must be completed within three years and the part-time M.A. program must be completed within six years of the date of entry. The full-time M.A. program generally takes ten months to complete.

The Master’s degree in History involves either a) five half courses and a research paper or b) four half courses and a thesis. In recent years most M.A. candidates have chosen option a. The thesis M.A. generally takes longer to complete. All M.A. students are expected to take HIS 1997H or HIS 1201H, depending on their field.

Back to Top

Course and Essay

The candidate is required to complete five half-year graduate courses in history or their equivalent, to pass an examination in French or fulfill other language requirements, and to write a major research essay, known in the Department as a 2000 paper. The courses are normally chosen from those offered by the Department that year, though it is possible for a student to arrange a one term reading course in an area not included in that year’s list. Two of the half-courses (or one full course) may be taken outside the Department with the permission of the Graduate Coordinator. The candidate must achieve a “B” average in their course work to fulfill the requirements.

The essay, or 2000 paper, is written under the supervision of a member of the Graduate Faculty. The deadline for completion of the essay is 30 June. Research and writing the essay will acquaint students with the skills required for the preparation of scholarly research articles in the field of history. Most scholarly journals in history limit submissions to a range of about 7000 to 8000 words (approximately 35 pages). This paper should fall within those parameters. The student should strive to produce an original
research paper in the format of an article, making extensive use of primary sources available in Toronto or accessible by inter-library loan (no student will be required to travel beyond the Toronto area to complete the research), set within the framework of the existing historiography. In addition to acquainting the student with the characteristics of the article genre, the intent of this paper is to develop skills in research, in the use of primary-source evidence and in defining and defending an argument with a substantial body of evidence within a limited space. A short 2000 paper proposal, signed by the supervisor, is due to the History Graduate Office by 15 January; the proposal form is available here:

Back to Top

Course and Thesis
The candidate is required to complete four half-courses or their equivalent, to pass the language examination, and present a master’s thesis. The thesis must be based on primary sources and must not exceed 125 pages. It will be written under the supervision of a member of the Graduate Faculty. The thesis will be examined by a committee composed of the supervisor and two other members of the Department. The examination takes place in the Department.

Back to Top

M.A. Language Requirement
The general rule is that M.A. candidates should must demonstrate the ability to read a language other than English or French by passing the French a language exam while registered in the program. The Language exams normally consist exam consists of translating passages into French to English and a passing mark is 70%.

Many MA students take the French test offered two times a year in the History department. Some students may require additional or different language tests: the Russian/East European Area strongly recommends Russian or another Eastern European/Eurasian language (depending on the candidate’s research interests); students doing research in the Eastern Europe area will normally fulfill the requirement with an Eastern European/Eurasian language; the Medieval Area suggests M.A. candidates pass the MA Latin exam in addition to the French or German exam. Information about the examinations in languages other than French may be
obtained from the appropriate language department.

Back to Top

Doctor of Philosophy (Ph.D.)

There are five main requirements in the Ph.D. program in History: fulfillment of the residence and course requirements; successful completion of the comprehensive examinations in three fields of history; fulfillment of language requirements that vary according to the student’s major area of study; and the writing and successful defense of a dissertation.

Most Ph.D. students begin the program with a completed M.A. Direct-entry Ph.D. students (those lacking an M.A.) will be required to complete more course work.

- Residence
- Course Requirements
- Comprehensive Examinations
- Ph.D. Language Requirement
- The Ph.D. Thesis
- Extensions, Lapsing and Reinstatement

Additional Information:
- Research abroad
- Extensions, lapsing, and reinstatement

Back to Top

Residence

Ph.D. candidates are required to be in residence in order to hold a U of T fellowship, except for absences necessary for research. Ph.D. students with major external awards must be in residence until they have passed their field examinations. To fulfill this requirement a student must be in such geographical proximity as to be able to visit the campus regularly and participate fully in the University’s activities associated with the program.

Back to Top

Course Requirements

Ph.D. students entering with an M.A. will complete their four half-year courses during their first year of study. Direct-entry students must complete
nine half-year courses—ideally they will take four half-courses in each of their first two years, in addition to HIS1997H or HIS1201H in the first year. Courses should be chosen to assist in the preparation for the field comprehensive examinations. All candidates for the Ph.D. must maintain a minimum average of B+ throughout their course work. Direct-entry students are expected to maintain an A- average in their first four half courses in order to continue in the program. If they fail to do so, they may transfer to the M.A. program and complete the requirements for that degree.

Back to Top

Comprehensive Examinations
When entering the program, the student, in consultation with the Graduate Coordinator and other faculty members, will choose a MAJOR field and two MINOR fields for the comprehensive examinations (see field lists below). Usually the thesis supervisor will act as the adviser for the major field while another faculty member acts as the second reader. Each minor field is supervised by one professor. The major field generally represents the geographical region or thematic area in which the dissertation topic will be situated and should coincide with the student’s major teaching interest. Minor fields serve to broaden a student’s knowledge of history and historiography. Minor fields can strengthen breadth and depth of knowledge around the dissertation and expand the student’s teaching profile. Major supervisors have the primary responsibility for defining the scope of the major field within the field’s definition. As a rough guide to the preparation expected, students generally read the equivalent of 100 books for the major field and 40-60 for each minor field. Articles, especially review articles, can prove useful within a given list. Students are urged to take field seminars in their respective fields where available, since these explicitly prepare for historiographical coverage and breadth. In all cases, students are encouraged to tap into course materials to build their exam lists.

The comprehensive exams serve to confirm a student’s knowledge of three historical fields (be they thematic or geographical). The major field in particular should help the student situate her or his dissertation project within the historiography, and in combination with the two minor fields, should lay the foundation for future teaching.

It is important that students carefully consider what they want to get out of a field preparation. Student and supervisors should be clear about their own expectations with respect to both objectives and requirements. Typically, students will have regular meetings with professors in advance of the
exam, preparing and rehearsing different sub-categories within a field (this sometimes takes the form of reading groups). In the spring of the first year of the Ph.D. program, each student must meet with his or her comprehensive exam committee so that a plan of study can be agreed upon. In cases where the dissertation supervisor is not the major field supervisor, the dissertation supervisor will oversee the student’s overall program and is expected to participate in supervisory committee meetings that take place before the student’s dissertation committee is formed. Comprehensive examinations are held three times a year: in January, April and October. Students are encouraged to take their examinations as early as possible. All students are required to take them by April of their second year in the program except direct-entry students, who must take them by January of their third year.

Comprehensive Examination Options
The comprehensive examinations are both written and oral. The oral examination, lasting about 2 hours, covers all three fields and follows soon after the written exams. Students may choose the following options with regard to the written exams:

- **Examinations written under supervision at the department.** The written portion of the exam consists of three parts. The first part, covering the major field, is designed to be written within 3 hours; students will have up to 4 hours to complete the exam. Each of the minor exams is designed to be written within 2 hours; students will have up to 3 hours to complete the exams. Students keep a copy of the questions and their answers or

- **Take-Home Examination.** Students may choose the take-home format for any or all of their fields. The maximum length of the major exam is 6,000 words; the maximum length of each of the minor exams is 4,000 words. Students writing all three exams as take-home exams have a total of 8 days to complete their work. Each minor field take-home exam should be done in 48 hours, and the major field in 96 hours. Students keep a copy of the questions and their answers.

For one of the minor fields only, there are two further options:
With the permission of the minor field supervisor, a series of papers may be substituted for the written examination. Students undertaking this option must write at least two essays of approximately 15-20 pages. The papers should cover broad themes in the field and include a substantial historiographical component. The written portion of the field must be completed before the written exams in the other fields. At the common oral exam, the candidate will be examined on the papers submitted, as well as
the general content of the reading list. With the permission of the minor field supervisor, a teaching dossier may be substituted for the written examination. While the student is responsible for mastering a reading list required for a minor field, the written part of this comprehensive involves the following components:

• A course syllabus, including outlines of lectures, themes for tutorial discussion with required readings, suggested essay topics and a sample final exam.
• 3 to 5 sample lectures, drawn from across the course syllabus, suitable for an undergraduate course in the field. The length should be equivalent to a one-hour lecture and illustrative material can be included.

The written portion of the field must be completed before the written exams in the other field. At the oral exam, which includes all fields, the candidate will be examined on the content of the field list, not the structure of the teaching dossier.

**Major and minor fields for Comprehensive Exams may be chosen from the following list:**

<table>
<thead>
<tr>
<th>Major Field</th>
<th>Minor Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain, 1500-1800</td>
<td>Latin America, 1491-1830</td>
</tr>
<tr>
<td>Britain, 1800-Present</td>
<td>Latin America, 1810-Present</td>
</tr>
<tr>
<td>Canada</td>
<td>Medieval to 1150</td>
</tr>
<tr>
<td>China, 1368-1795</td>
<td>Medieval, 1050-1494</td>
</tr>
<tr>
<td>China, 1796-Present</td>
<td>Russia, Imperial</td>
</tr>
<tr>
<td>Colonialisms</td>
<td>Russia, 1861-Present</td>
</tr>
<tr>
<td>East Central Europe, Late 18th Century – Present</td>
<td>South Asia</td>
</tr>
<tr>
<td>Europe, 1400-1600</td>
<td>Southeast Asia</td>
</tr>
<tr>
<td>Europe, 1600-1800</td>
<td>USA, pre 1776</td>
</tr>
<tr>
<td>Europe, 19th Century</td>
<td>USA, 1776-1877</td>
</tr>
<tr>
<td>Europe, 20th Century</td>
<td>USA, 1877-Present</td>
</tr>
<tr>
<td>History Of Medicine</td>
<td>Women’s History, 1500-1775</td>
</tr>
<tr>
<td>International Relations, 19th-20th Centuries</td>
<td>Women’s History, 1775-Present</td>
</tr>
</tbody>
</table>

**Minor fields for Comprehensive Exams may also be chosen from the following list:**

<table>
<thead>
<tr>
<th>Minor Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American History</td>
</tr>
<tr>
<td>Colonial Encounters in the Americas</td>
</tr>
<tr>
<td>Caribbean History</td>
</tr>
<tr>
<td>Colonial North America</td>
</tr>
<tr>
<td>Comparative Slavery</td>
</tr>
<tr>
<td>Cultural History</td>
</tr>
<tr>
<td>Environmental History</td>
</tr>
<tr>
<td>Modern European Intellectual History</td>
</tr>
<tr>
<td>European Religious History, 1750-1920</td>
</tr>
<tr>
<td>Gender History</td>
</tr>
<tr>
<td>German Society and Politics, 1848-1945</td>
</tr>
<tr>
<td>Historiography</td>
</tr>
<tr>
<td>History of Science and Technology</td>
</tr>
<tr>
<td>Holocaust History</td>
</tr>
</tbody>
</table>
Rules Governing the Comprehensive Examinations

Examinations are marked on a pass/fail basis, but the committee of examiners in exceptional cases declares that the comprehensive examinations have been passed “with distinction.” If candidates fail the written portion of the major field or of both the minor fields, the written examination in all three fields must be repeated before the oral examination may take place. Candidates who fail the written portion of one minor field are not required to take the written examination again in the two fields successfully passed, but the oral examination is not held until candidates have passed the minor field exam that they failed at the first attempt.

The oral examination covers the major and two minor fields. If a candidate fails to pass any field of the oral examination the examining board will recommend to the Graduate Coordinator either that the candidate will begin again and take both written and oral portions of the comprehensive examinations in all three fields, or that the candidate will take only the oral phase of the examination in all three fields again.

Candidates are allowed two attempts to pass the comprehensive examinations. A failure to pass either the written or the oral examination at the second attempt results in the student being recommended for termination from the program. Students can withdraw from the program at any time before their termination of registration is approved by the School of Graduate Studies, required to withdraw from the program.

It is the responsibility of the Chair of the examining board (who is normally the student’s major supervisor) to inform the candidate of the results of the examination at its conclusion. It is also the responsibility of the board to make a recommendation to the Graduate Coordinator concerning the timing of the second examination if necessary. The board appointed to conduct the second examination should as far as possible include the same members who examined the candidate in the first place.
Ph.D. Language Requirement
All students must fulfill the language requirement that is pertinent to their field of research. Language requirements should be completed before the student proceeds to the comprehensive examinations. Language requirements vary from area to area. Students may carry forward language requirements fulfilled at the M.A. level at the University of Toronto. All language requirements should be met before the student proceeds to the comprehensive examinations.

All PhD students in any geographic, chronological, or thematic field must fulfill requirements in two languages other than English relevant to their field and research. Students whose research entails exclusively English language sources may fulfill one language other than English with written permission of the supervisor and Associate Chair, Graduate. Students doing research in the medieval field must fulfill requirements in Medieval Latin and in French and German. (Note: A modern language more appropriate to the student’s research may be substituted for French or German. Ph.D. students in Medieval History must demonstrate advanced proficiency in Latin. They do so by passing the Latin exams set by the Centre for Medieval Studies. The CMS M.A. Latin exam must be passed before the comprehensive examination, and the Ph.D. level exam before the dissertation is defended.). Students may carry forward language requirements fulfilled at the M.A. level at the University of Toronto.

**NOTE:** Russian Ph.D. applicants should have two years of Russian before entering the program.

All language requirements are subject to approval by the student’s supervisor and the Associate Chair, Graduate.

**a. European Area**
Two European languages, normally French and German, or other languages more relevant to the student’s research areas approved by the student’s supervisor.

**b. International Relations Area**
Two languages other than English most relevant to the student’s research area.
c. Russian/East European Area
Two languages other than English, one of which would normally be Russian or another Slavic or Finno-Ugric language.
**NOTE:** Russian Ph.D. applicants should have two years of Russian before entering the program.

d. Medieval Area
Medieval Latin, French and German. A modern language more appropriate to the student’s research may be substituted for French or German.  
**NOTE:** Ph.D. students must demonstrate advanced proficiency in Latin. They do so by passing the Latin exams set by the Centre for Medieval Studies. The CMS M.A. Latin exam must be passed before the comprehensive examination, and the Ph.D. level exam before the dissertation is defended.

e. Chinese Area
Chinese.

f. Other Areas
At least one language other than English, normally French, approved by the supervisor and Graduate Co-ordinator.

---

The Ph.D. Thesis
Students are assigned a supervisor when they are admitted to the Ph.D. program. During the second year, the student, in consultation with the supervisor, must form a dissertation committee consisting of 3 U of T graduate faculty members, including the supervisor. Faculty members from other units with appropriate expertise may be invited to join the committee. This committee collectively oversees the writing of the dissertation, although members’ roles will vary. The doctoral dissertation must be a piece of original scholarship, based on primary materials, and must be presented in the form outlined below.

The choice of a thesis is of fundamental importance in one’s professional career. To help students make wise decisions at this early stage in their
work, the Department requires that all students submit a dissertation proposal, approved by their dissertation committee, to the Graduate Office within six weeks of completing the comprehensive examination. The proposal must be 5-6 pages and it should include the major questions addressed in the thesis, outline the historiography, discuss archival collections and other potential sources, suggest methodological techniques, and indicate a tentative schedule for research and writing.

Students must prepare a report on their research in progress for their dissertation supervisor, preferably at the end of the third Ph.D. year and no later than the fourth Ph.D. year. The report should be approximately twenty-five pages and may take several forms including a chapter of the dissertation. Discussion of the report will normally be at the committee’s annual meeting. The dissertation title will be registered with the Canadian Historical Association each fall as a way of informing other historians that the student intends to undertake research on that subject in the near future.

Supervision and Dissertation Committee
Each student is guided primarily by his or her principal supervisor. The supervisor is responsible for receiving and commenting on draft chapters in a timely manner. The two other members of the dissertation committee also assist the candidate. They may be qualified to provide the student with expertise that supplements that of the supervisor. They should obtain annual reports from the candidate, offer counsel, and otherwise assist in the development of the thesis.

The dissertation committee must meet for the first time after the student completes the comprehensive examinations in order to approve the dissertation proposal. Thereafter the committee must meet at least once a year and submit to the Graduate Office a formal report regarding the student’s progress. The Graduate Office provides a progress report form to the supervisor in February of every year and the report will normally be due on 30 April. The progress report is essential to both the department and the School of Graduate Studies. Before the thesis is approved to move forward to defense, the supervisor and the other committee members must read a full draft and indicate that thesis can move forward. The full committee is responsible for certifying, on behalf of the Department, that the thesis may proceed to the final Ph.D. oral examination.
Research Abroad
Those who need to go abroad to conduct research should keep the following in mind when making their arrangements:
• Start with the Graduate Administrator’s office to arrange for the appropriate documentation and approvals for your research trip, and ensure that your direct deposit is set up.
• It is helpful to have letters of reference from the thesis supervisor and the Graduate Coordinator. Such letters are useful for securing entrance to libraries and archives, student accommodation, etc.
• Students must apply for external fellowships (OGS, SSHRC) even when abroad.

Finished Form of the Thesis
When the departmental procedures are completed, the student will produce a finished hard copy of the thesis, conforming to the following specifications: it must be double-spaced on quarto paper (8 ½” x 11”), with a sufficient margin on the left side to allow for binding (approximately 1 ½”) and the remaining three should be at least ¾” to the main text. Each and every page in the thesis must be numbered. Typing must be 10-point or larger and not less than 12 characters per inch. The spacing of the typed lines should be at least one and a half spaces, on one side of the paper only.

A thesis is not to be longer than 90,000 words (350 pages), exclusive of notes and bibliography. Exceeding the prescribed length limit is a sufficient reason for a thesis to be refused examination.

Copies of the thesis must bear on the title page the notation “A Thesis submitted in conformity with the requirements for the Degree of Doctor of Philosophy, Graduate Department of History, in the University of Toronto “, along with the thesis title, student’s name, and the international copyright notice – the letter “C” enclosed in a circle. Notes and references should be numbered and placed either at the end of each chapter or at the foot of each page – preferably the latter. They should be single-spaced and clearly separated from the text. In general, lengthy notes should be avoided. References should be given in the same way throughout the thesis, save that, after the first reference to any work, an abbreviated form may be used. *The Chicago Manual of Style*, *A Manual for Writers* (K.L. Turabian) or *Scholarly
Reporting in the Humanities set the models to be followed. The thesis should contain a table of contents with page references to the various chapters. Whether or not a preface or introduction is desirable depends on the subject, but near the beginning of the thesis a clear and succinct statement of its aims and content should be supplied. Either at the beginning of the thesis or before the bibliography, a brief account should be given of the main sources on which the thesis is based, with an estimate of their value. A bibliography of primary and secondary authorities must be included at the end of the thesis.

Back to Top

Oral Examination of the Thesis and Microfilm Publication

You must submit a final, unbound copy of your thesis to each member of your committee, at least eight weeks before the desired examination date. Along with the hard copy of the thesis that will be sent to the External Appraiser, the student must provide an abstract of the thesis to the Graduate Office. The abstract will be printed in Dissertation Abstracts and, to conform to the requirements of that publication, it cannot exceed 350 words.

A committee nominated by the Associate Chair, Graduate and approved by the School of Graduate Studies conducts the examination of the thesis. The examination Committee shall consist of four to six voting members, along with a non-voting Chair appointed by SGS. The voting membership includes up to three members of the supervising committee, and at least two and preferably three examiners who have not been closely involved in the supervision of the thesis including an external appraiser from another university who prepares a written report. After the thesis has been successfully defended in an oral examination, the student is required to submit a digital copy of the dissertation to SGS. One bound copy (navy blue cover) is to be submitted to the Department of History. The bound copy must have the author’s name and year of the oral exam on the spine. More information about finishing the thesis can be found on the School of Graduate Studies website here: http://www.sgs.utoronto.ca/currentstudents/Pages/Producing-Your-Thesis.aspx

The electronic copy of the thesis is sent to the Archives in Ottawa and to University Microfilms in Ann Arbor, Michigan. The thesis thus becomes available to interested scholars relatively quickly. Students may wish to
postpone the publication of their work in this form while they explore the possibilities of its publication in print. In 1973 the University adopted the following policy that allows for a delay:
It is the intention of the University of Toronto that there be no restriction on the distribution and publication of theses. However, in exceptional cases, the author, in consultation with the thesis supervisor and with approval of the Chair of the graduate unit, shall have the right to postpone distribution and publication by microfilm (but not the abstract) for a period of up to two years from the date of acceptance of the thesis. In exceptional circumstances and on written petition to the Dean of the School of Graduate Studies, the period might be extended by in no case for more than five years from the date of acceptance of the thesis unless approved by the Council of the School of Graduate Studies.

Back to Top

Time Limits, Extensions, Lapsing, and Reinstatement
All degree requirements must be completed within six years of first enrolling in the regular PhD program and within seven years of the first enrolling in a direct-entry PhD program. After six years or seven years for a direct-entry program, a PhD student who has failed to complete the degree requirements may be granted a one-year extension if the Department approves. The Department is likely to approve such a request if the student can provide evidence that he or she has made substantial progress and is likely to finish within the one-year extension. PhD students who fail to complete the program in that period may apply for further extension of up to one year, but the Department scrutinizes such an application very carefully and consents only if it is persuaded that the thesis will be completed within the period of further extension. Third and fourth extensions are decided by the school of Graduate Studies and are rarely granted.

At the end of the guaranteed funding period, students first registered before 2010-11 may “lapse” their candidacy until they are ready to defend. Lapsing does not mean termination. The Graduate School thinks of the lapsed student as being “inactive.” Lapsing has the effect of withdrawing the privileges that membership in the University brings—the right to a carrel in the library, to supervision and so on. But students whose candidacy has lapsed are encouraged by the Department to finish their program and are helped in every possible way while doing so. There are two sets of rules
for lapsing:

a) Old Lapsing Rules (for students registered for the first time before 2010-11). These students may lapse any time after year five during the PhD. Theses must be complete before students may apply for reinstatement by the School of Graduate Studies. A request for reinstatement may be refused when, in the view of the Department Chair, the thesis is not sufficiently complete or of a sufficiently high quality for the Department to support it. Students who lapse after year five of the PhD will be expected to pay for year six upon reinstatement and for the semester in which they defend if that semester is beyond year six. Students who lapse after year six will be expected to pay for the semester in which they defend upon reinstatement. Alternately, students may opt into the new extension arrangements described below.

b) New Extension Arrangements (for students registered for the first time after 2010-11). These students no longer have the option to lapse their candidacy. Instead, these students can apply for extensions beyond year six of the PhD for up to four years. During the extension period, fees will be calculated at the rate of 50% of the annual domestic fee.

Back to Top

Collaborative Programs
The Department of History participates in collaborative in Asia-Pacific Studies, Book History and Print Culture, Editing Medieval Texts, Ethnic and Pluralism Studies, International Relations, South Asian Studies, and Women’s Studies. To obtain an advanced degree in history with a specialization in one of these, a student must be registered in the Department of History and successfully complete its requirements and those of the collaborative program. Information about the collaborative is available from the collaborative administrators. Please note the addresses below:

Collaborative M.A. Program in Asia-Pacific Studies
Munk School of Global Affairs
University of Toronto
1 Devonshire Place, Room 228N
Toronto, ON M5S 3K7
phone: 416-946-8832
e-mail: ma.asiapacific@utoronto.ca
WWW: http://www.utoronto.ca/asiapacific-ma

Book History and Print Culture
Massey College, University of Toronto
4 Devonshire Place
Toronto, ON M5S 2E1
phone: 416-946-3560
e-mail: book.history@utoronto.ca
WWW: http://bookhistory.ischool.utoronto.ca

Collaborative Master’s and Doctoral Program in Diaspora
and Transnational Studies
Centre for Diaspora and Transnational Studies
Suite 230, Jackman Humanities Building
170 St. George Street
Toronto, ON M5R 2M8
phone: 416-946-8464
fax: 416-978-7045
WWW: http://www.utoronto.ca/cdts/graduate.html

Editing Medieval Texts
Centre for Medieval Studies, University of Toronto
39 Queen’s Park Crescent East
Toronto, ON M5S 2C3
phone: 416-978-4884
e-mail: medieval@chass.utoronto.ca
WWW: http://medievaltexts.utoronto.ca

Program in Ethnic, Immigration, and Pluralism Studies
725 Spadina Avenue
Toronto, ON M5S 2J4
phone: 416-978-4783
e-mail: ethnic.studies@utoronto.ca
WWW: http://munkschool.utoronto.ca/ethnicstudies/graduate-program/

Centre for Jewish Studies
JHI 218
170 St. George Street
Toronto, ON M5R 2M8
e-mail: jewish.studies@utoronto.ca
WWW: http://www.cjs.utoronto.ca

Centre for Sexual Diversity Studies
University College
15 King’s College Circle, Room 251
Toronto, ON M5S 3H7
email: sexual.diversity@utoronto.com
WWW: http://www.uc.utoronto.ca/sexualdiversity

Centre for South Asian Studies
Munk Centre for International Studies
1 Devonshire Place, Room 268S
Toronto, ON M5S 3K7
come: south.asian@utoronto.ca
WWW: http://sites.utoronto.ca/csas/

Women & Gender Studies Institute
Wilson Hall, New College
40 Wilcocks Street
Toronto, ON M5S 1C6
phone: 416-978-3668
fax: 416-946-5561
e-mail:
grad.womenstudies@utoronto.ca WWW: http://www.wgsi.utoronto.ca

Back to Top