



Graduate Student Experience Handbook

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Introduction

Welcome to the Graduate Student Experience Handbook. This document is a collective work founded by history graduate students in 2016. Many of us felt that there were times during our graduate work when we felt lost about how to proceed, and that the best solution to this problem was to create a living document in which we could share our collective knowledge. We hope that this handbook will continue to grow as graduate student conditions change, and that through the sharing of knowledge this document will encourage communication and solidarity within the History Department.

Life in the History Department

Navigating the History Department

There has been a lot of change in the front office, especially in the last few months. Hopefully this entry will give you a better idea of which role has what responsibility and will make it easier for you to locate help when you need it.

With thanks to Department Manager, Ken Onate, in helping to ensure the accuracy of the positions listed. Final responsibility lays with GSEC.

The Associate Chair, Undergraduate (usually called the Undergraduate Chair) is responsible for undergraduate courses in the History Department. The Undergrad Chair grants Course Instructor (CI) positions to graduate students in Unit 1 and assigns Unit 3 positions, and is the main point of contact for grad CIs. The Undergraduate Chair is part of a Tri-Campus team that assigns TAships. Any questions about DDAH forms and contracts, hours, appointments, training, etc. for Course Instructors and Teaching Assistants should be directed to the Undergraduate Chair. **The Undergraduate Chair is currently Professor Jennifer Mori.**

The Associate Chair, Graduate is responsible for the graduate program. The person in this role chairs the Graduate Program Committee, which plans and coordinates graduate course offerings for departmental approval and discusses ongoing curriculum renewal, proposing changes for departmental consideration. The chair is also part of the Tri-Campus TA allocation team, working with the Graduate Assistant to ensure that subsequent appointments are managed appropriately. The chair works with the Graduate Fellowship Sub-Committee to award internal fellowships, and review and evaluate grad applications and proposals for external funding. In previous years, the Grad Office has offered workshops and individual consultation on grant applications. In 2016/17 a new position was created, an M.A. Coordinator, to act as a point person and advisor for M.A. students. Incoming MA and PhD students meet with the graduate chair and M.A. Coordinator at the start of the year to discuss program requirements and deadlines and approve course selection. Other students may see the graduate chair infrequently but can and should arrange to meet with the graduate chair if they have questions or problems that the Grad Administrator is unable to assist with. The Grad Office and graduate chair help students address any issues that come up throughout the program, including illness, crisis, and conflict with the supervisor or committee members, etc. For most students, Vivian Hwang (Graduate Administrator) is the first point of contact for most issues. **The Graduate Chair is Professor Adrienne Hood.**

The **M.A. Coordinator, Steve Penfold**, is responsible for guiding the MA students through their program. Contact Steve if you have questions about your MA program regarding courses, language requirement, or the 2000 paper (research paper).

The **Graduate Administrator, Vivian Hwang** will be your point of contact for most of the MA or PhD program. She is responsible for monitoring progress through the program, including selection of your supervisor and committee, tracking annual progress meetings (Spring for 1st and 2nd years, Autumn for 3+), administering Comprehensive Examinations (2nd year PhD), Language Exams, PhD defense, and managing courses and program requirements (e.g. dissertation proposals). She also manages Departmental Internal Awards, scholarship and grant applications. All School of Graduate Studies administrative forms which require an administrator's signature should be sent to Vivian. She also circulates program related information, and notices about talks, conferences, workshops, relevant to graduate students. Please forward any information to her if you would like to publicize an event. Students are welcome to drop by her office with questions or concerns.

The **Graduate Assistant, Kelly Barnes** is your first point of contact with the Graduate department as she coordinates all the admissions files, collects all official data required for admission and corresponds with you about Federal and Provincial Fellowship (CGS, OGS, Connaught, SSHRC, Trillium, Trudeau, and Vanier) announcements, requirements, deadlines and submissions. She also handles the records, contracts and administration of TA appointments.

The **Financial and Grants Assistant, Madison Knott**, is responsible for verifying payroll documents and processing TA and CI wages. Certain RAs and research grants are handled by her office. If you have one of these research assistantships, it will mention it in your contract.

The **Undergraduate Administrator, Vicky Norton**, has many functions specific to undergraduate students, however, she also manages assisting in determining Sessional Instructor needs; coordinates and collects marks; schedules exams; and administers the petitions process and academic offences.

The **Graduate Assistant, Christine Leonardo**, is involved in administering and distributing TA evaluations and exam proctoring.

The **Department Manager, Ken Onate**, is responsible for the financial and budgetary side of the history department. As grad students, you are likely to have very little contact with this position, except for some scholarships or grants which require documentation submitted to this office.

The front desk **receptionist, Therese McGuirk**, is your primary person to contact about all front desk related questions, including: mailboxes, room bookings, printer/computer issues, etc.

Changes this year include numerous new staff: Kelly Barnes, Vivian Hwang, Madison Knott, and Ken Onate.

Last year, there was a trial run of a TA Coordinator position. This position has been eliminated. Please see the above position descriptions for where help can best be found under the revised staffing decisions.

Committees

The Placement Committee

The Graduate Placement Sub-Committee is available to current students and graduates of the MA and PhD programs. The committee, made up of History faculty members, offers advice and assistance throughout the job search process including interview techniques, resume and dossier preparation, letters of application, and mock job talks. The committee assists and advises graduate students at all levels of study to prepare for the job market including: workshops on the preparation of CVs, cover letters and teaching dossiers; individual consultations regarding job applications; mock interviews; support for AHA interviews in advance of and at the meeting; and preparation for campus visits. Members in 2017-2018: Alison Smith (Chair), Adrienne Hood (ex officio), Shami Ghosh, William Nelson, Timothy Sayle, and Yvon Wang.

See Also: Navigating the University; Work and Funding

Graduate History Society

The Graduate History Society (GHS) is composed of all full- and part-time graduate students in the Department of History. The GHS works to enhance the student community in the History Department in a variety of ways: working with faculty members, the Chair, and the Graduate Coordinator on student and program issues, organizing scholarly seminars, introducing new students to the Department and the city, and arranging social events. The GHS also administers a listserv to which all graduate students are encouraged to subscribe.

Each fall, graduate students registered in the Department elect an Executive Committee to lead the GHS. Eight GHS members express graduate students' concerns and serve as voting members at departmental meetings. The society also has four seats (3 PhD and 1 MA) on the Department's Graduate Program Committee. The GHS is also a member of

the Graduate Students' Union (GSU), from which it receives annual funding. All registered graduate students in the Department are welcome to attend and participate at the monthly GHS meetings.

The GHS office, located in Sidney Smith Hall (room 3104), contains a wide variety of academic and professional resources, including graduate course evaluations, winning scholarship applications from recent years, and past comprehensive exam questions. The exam questions are now also available online at: <https://tinyurl.com/compsGHS>. There are also numerous guides in the GHS office on subjects ranging from teaching techniques to campus resources.

This past year, the GHS was especially committed to enhancing the experience of graduate students in the Department and, in particular, fostering a community within our Department. We worked closely with the Chair on a range of social events to help graduate students get to know faculty members they might not have otherwise encountered. The highpoint of these efforts was the continuation of the Wrong and Careless series, now in its second year, which brought together faculty and graduate students once a month to discuss the study and craft of history in an informal setting. The Graduate Student Experience Committee (GSEC), formed in 2014, continued to discuss issues of concern to graduate students, including funding, Department culture building, and navigating the bureaucracy of graduate school. Another significant effort to enhance graduate student life has been through graduate student social events such as pub nights, tobogganing, board game nights, skating, and grade-ins. These events serve as significant vectors for community building and camaraderie amongst graduate students. This year, the GHS will continue its efforts to ensure that the Department remains a positive, friendly, and inclusive space for graduate students.

See Also: Appendix: GHS Constitution, 3-Minute Marking.

3-Minute Marking

The so-called '3-minute marking' issue formally arose last year when it was enshrined in the department's policies and DDAH guidelines. Although rushed and inadequate marking times have existed before, last year this formal policy – meant to standardize marking time (and according to some, prevent even worse marking-time reductions) – made things worse. The problem was brought to the GHS executive, and was presented to the chair of the department and the graduate chair. This did not result in any change, so, after some investigation into how many were affected by the policy, the executive sent an initial letter to the chair and the graduate chair. Another meeting occurred with the chairs, a GHS executive, and the CUPE representatives. The outcome of

the meeting was further unsatisfactory. After a meeting amongst GHS executives and our CUPE reps, and decided at a GHS meeting, we resolved to bring the issue to a faculty meeting. A letter was drafted and approved through an extraordinary GHS meeting and then circulated to all Tri-Campus faculty who are permitted to attend faculty meetings. The reaction, particularly from UTM and UTSC faculty, was swift: many could not believe that this policy was in place. At the faculty meeting we struck a TA sub-committee. Due to the hard work of its graduate members and the openness of the faculty, the subcommittee created a revised marking scheme (see below), and with the suggestion that the exam marking times remain the same.

These recommendations were passed at the following faculty meeting with the hopes that the sub-committee will continue this year. Please note these new marking times, but also note that there was the understanding that page length alone could not be the only factor in judging the amount of time seen as necessary for any given assignment (a multiple choice quiz will take a very different amount of time from a paper proposal needing lengthy feedback). It also appears that UTM is trying to implement a similar policy – the initial draft seemed rather unclear particularly regarding the time TAs would be given for preparation time, but otherwise seemed somewhat consistent with the time chart approved for the St George campus.

From the TA-DDAH Ad Hoc Committee Recommendations, March 3, 2017

Type of Assignment	Length (in pages)	Minutes Allocated
Exercise	1	2
Paper	2-3	8
Paper	3-4	11
Paper	4-5	15
Paper	5-7	20
Paper	8-10	25
Paper	10-12	30
Paper	12-15	35
Paper	15-20	40

See Also: Work and Funding

The Grad Student Space

For years the largest graduate history program in Canada had access to only a few desks (10 to be exact). In 2015-2016, graduates began to negotiate with the department to improve this situation, and last year the department amalgamated graduate student spaces on Sid Smith's third floor into one huge workspace. The new room has desks and lockers for about forty people, a fridge, kettle, microwave and a two computers connected to a printer. For some, the grad space is a second home on campus. People from different years work and chill in the grad space—though most of them are in their first or second year—so it became a place to meet a wide swath of other history grad students. I think I met most of my friends in the grad space.

Even though we have the rules of the grad space written on our floor-to-ceiling chalkboard wall, everyone is pretty chill in the space. If you clean up after yourself, and don't permanently take over a space, you're in the clear. At the start of each semester, we have a communal clean-up of the space. We wipe down all the desks and tables, clean the microwave and fridge, and organize our own stuff if we have any in the lockers.

At times, the grad space may seem a little intimidating, especially at the end of term when some have coursework papers, some have comps exams, and some have essays and/or exams to mark. But within the grad space, we not only work but also chat and make new friends.

Student Run Events/Groups in the Department

There are a number of ways to form social bonds with other graduate students in the Department, but the most important one when you are new is simply to try anything that appeals to you right at the beginning. As the academic year moves forward, we often get drawn into our work and opportunities for social engagement within the Department can diminish if you are not already involved, making it difficult to make connections later in the year. While the GHS social chairs offer a number of social events throughout the year, participating in these can be intimidating if you don't already have social connections in the Department, especially if you have a shy personality or aren't particularly keen on pub nights (often our default social activity).

Past Tense Graduate Review of History: *Past Tense* is a graduate history journal published by an editorial board of graduate students in the Department of History. Established in 2011, *Past Tense* publishes one issue annually, featuring research articles, book reviews, and critical commentaries from graduate students at universities around the world. The journal is always seeking new internal reviewers to help assess the quality of

article submissions and to make recommendations about publication. *Past Tense* also looks for volunteers to help with copy editing, proofreading, and layout in addition to reviewing articles. Please visit <http://pasttensejournal.com> or email Katie Davis and Laurie Drake at pasttensejournal@gmail.com for further information on how to get involved.

Annual Graduate History Symposium (AGHS): The Annual Graduate History Symposium (AGHS) is a yearly conference planned by the graduate students of the Department of History. Now entering its fourteenth year, the AGHS brings together students and scholars from across North America and elsewhere to explore major themes and methodological questions in our discipline. Each year's conference features a keynote presentation and scholars' roundtable on the conference theme, multiple graduate student panels, and social events, including an end-of-conference mixer. The AGHS also hosts an essay competition for conference participants, co-sponsored by *Past Tense Graduate Review of History*. The essay selected as the best conference paper is published in a future issue of *Past Tense*. The Graduate History Society will convene a new organizing committee for the 14th Annual Graduate History Symposium in the first month of the academic year. Contact the GHS president or attend the first GHS meeting if you are interested in getting involved with organizing the conference. Further details about participation will be circulated throughout the year. Visit <http://aghstoronto.com> for further details about the AGHS.

Reading Groups: Graduate students run a number of reading groups throughout the year. Below are several reading groups that plan to operate during the upcoming year. All graduate students are encouraged to participate, and they are welcome to start new groups in their research areas. Groups typically meet monthly to discuss current literature in the field and/or to discuss participants' own research in a presentation or workshop format.

1. Classical Chinese Literacy Group: For preparation for Chinese language proficiency exams, based on individual interest. Contact Juni Yeung at jt.yeung@mail.utoronto.ca for more information.
2. The Early Modernity Discussion Group (EMDG, formerly Premodern DG): An interdisciplinary working group that meets once a month and features research presentations by graduate students. Watch the GHS listserv and Facebook group for further information on getting involved.
3. Food History/Studies Reading Group: This group is available to anyone whose work intersects with the history of food. Contact Adrian De Leon at adrian.deleon@mail.utoronto.ca for more information.
4. Russianists' Reading Group: This group is open to all students working on Russia and the Soviet Union at any period, and also welcomes individuals working on the

Baltic, Ukraine, former Soviet republics, etc. Contact Kristina Pauksens at kristina.pauksens@mail.utoronto.ca for more information.

5. The U.S. and the World Discussion Group: This group explores the multifaceted nature of the United States' interaction with the world, reading international/global and transnational histories of the U.S., as well as those that explore the influence of domestic factors (social, cultural, political, economic, etc.) on the global position of the U.S. The group welcomes graduate students from all research areas and tailors its content to the individual interests of participants, especially students in their comps years. Contact Erica Toffoli at erica.toffoli@mail.utoronto.ca for more information.

Wrong and Careless Living History Sessions: Emerging from post-strike efforts to foster a closer intellectual community between graduate students and faculty, the History Department sponsors monthly informal gatherings that feature faculty, visiting scholars, and guests, interviewed by graduate students. Wrong and Careless began in 2015-2016 as a revival of Professor Ken Mills' "Living History" sessions, and is named for G.M. Wrong, the Department's founding Chair in 1894, and J.M.S. Careless, our Chair from 1959-67. Previous sessions included discussions on "Feminism in Academia," "The Material and the Digital," and "Reactions and Resistance to Empire." Sessions are typically held at a nearby pub and include food provided by the History Department. This is a relaxed opportunity to mingle over a pint with graduate students and faculty from outside of your specific field. All graduate students are encouraged to submit their own questions, topics, and faculty they would like to invite. If you are interested in becoming involved with organizing any of this year's Wrong and Careless Living History Sessions, contact Alex Logue at a.logue@mail.utoronto.ca. Invitations to attend this year's sessions will be circulated on the GHS listserv and Facebook group.

See Also: Graduate Students' Union; Resources on Campus

International Students

International students #1

International students applying for grants such as the SSHRC Vanier should be aware that the value of the award is strictly less for them than for domestic students. This is because of the History Department's stipulation that the value of your funding provided by the Department may be "adjusted" if you receive an external award. In practice, what this means is that if your award is more than the cost of your tuition plus your stipend, they will remove your stipend and ask you to pay your tuition out of pocket. Since tuition has increased substantially, this means that a \$50,000 a year Vanier award which would be

worth \$42,500 to a domestic student is only worth about \$28,000 to an international student. You also cannot hold an internal fellowship at the same time, so if, for example, you were awarded the Connaught International Fellowship (worth about \$35,000 a year) and then you receive the Vanier, they will take away your Connaught Fellowship, even though they will not necessarily tell you this when you apply for the Vanier. The Department administration has been consulted on these issues and have held the line that this will not change, since it is university policy. Lastly, it is important to note that the University of Toronto is one of the ONLY universities in Canada that makes you pay your tuition out of the amount of your award; at most other universities, you would receive the full amount of your award. This means that if you hold external funding like the SSHRC Vanier independent of the University of Toronto, it would benefit you to check whether your award will be worth the full amount (\$22,000 per year more than at U of T) if you went to another university instead.

It is important to note that these problems with funding packages and external scholarships apply to both international and domestic students, though the high cost of tuition for international students make it a particular salient issue for them.

See Also: Work and Funding

International Students #2

Grants: As an international student, you are not eligible for some of the major awards that domestic students can apply for (eg. SSHRC) but you can apply for others (including OGS and the Vanier). You have to compulsorily apply for OGS annually as a condition of your offer. There are other grants available to international students, from the History Department, SGS and other institutions at U of T; the best way to figure out what you can apply for is to check the eligibility for every award announced.

Tuition: International tuition at U of T is significantly higher than (roughly 2.5x) domestic tuition. While the university provides funded students with additional funding to meet these costs, students do have to cover their own tuition once out of the funded cohort (years 6 and above), through earnings from teaching/TAships/RAships. CUPE 3902's Tuition Assistance Fund (TAF) aims to bring all students beyond the funded cohort to a liability equivalent to 50% of domestic tuition. As this is a fixed fund, however, there is no guarantee that it will be sufficient for its purposes in years to come. As such, it's important to plan financially for any time you may have to spend on your degree outside the funded cohort. International students are eligible for the Doctoral Completion Award (DCA)/Doctoral Completion Grant (DCG) in year 6.

Academic Life: As an international student, you may have come from a university system quite different to that at U of T and as such, even time in the classroom can make for difficult adjustments. History Department courses take the form of seminars, during which

students are expected to discuss a reading or set of readings. The professor does not lecture but instead acts as a moderator. Many seminars are organized thematically (eg. Gender and Migration, Nations and Nationalism) and therefore result in conversations with students speaking about their own areas of expertise. If you find the format difficult to adjust to or cannot make sense of some of the content, don't worry; talk to a professor or to fellow students about this and about strategies you can use to adjust to this aspect of academic life. And do remember that the first year, in which you do coursework, involves a lot of pressure and many adjustments to new things, so it takes time to feel comfortable.

Health and Wellness: International grad students are covered for basic healthcare under the University Health Insurance Program (UHIP). Your UHIP coverage begins on the date you arrive in Canada, but not earlier than the 10th day of the month before your academic term begins (e.g. if the academic term begins September 1, coverage starts August 10). UHIP covers basic healthcare, such as physician consultations, hospitalization and diagnostic tests. For details on coverage and how to get your coverage documents/card, see <http://uhip.ca/Defaulthome.aspx>. Your health coverage is extended by plans administered by the GSU (<https://www.utgsu.ca/insurance/>) and CUPE 3902 (<http://cupe3902.org/unit-1/unit-1-benefits/>).

It can take time to get an appointment with a doctor for an entirely new prescription, so do carry a few months' worth of any medications you take regularly. It's also important to keep accessible copies of medical records that your doctor in Canada might need to look at for your medical history.

Entering a grad programme can imply drastic life changes for an international student; even apart from the rigours of the academic programme, it might be a new city or a new country, you might experience a feeling of isolation because of cultural differences, and it's definitely a new life, often without any friends or family in your new home. It is absolutely normal to feel overwhelmed, out of your depth, and homesick. To help you cope, U of T offers counselling and psychological services, which will give you the opportunity to share your anxieties with a professional healthcare provider. Contact the Health and Wellness Centre for an appointment:

<https://www.studentlife.utoronto.ca/hwc/contact-us>.

Visa Status and Other Paperwork: All international students have study permits valid for the expected period of study. In some cases Immigration issues a permit for less than the expected study period and expects you to apply for a renewal after 3-4 years. Your study permit typically allows you to work on campus (and this is essential for you to fulfil any teaching/TAing obligations); in case your study permit states that you are not allowed to work in Canada, do contact the Department administration and the Centre for International Experience (CIE) at U of T (<https://www.studentlife.utoronto.ca/cie/contact-us>) as soon as you enter the country. This is a very uncommon problem, but it has affected students in the Department recently.

Do note that Canadian immigration laws allow for the spouse or common law partner of anyone holding a study permit to apply for a work permit, valid for the same period of time the study permit is valid.

Once in Canada, you will have to apply for a Social Insurance Number (SIN) which is required for you to access government programmes, be on payroll, open a bank account, file taxes, etc. This can sometimes be done at the airport or you may have to go to Service Ontario/Service Canada offices in the city. For more information, see <http://www.esdc.gc.ca/en/sin/overview.page>.

If you are interested in applying for permanent residency, there are several different routes you can take, some of which require you to have finished your PhD program, while others allow you to apply after completing a required number of work hours in Canada. Consult the Centre for International Experience for more details and clarifications, as immigration rules have been subject to frequent changes in the last couple of years. If an international student has a spouse or common-law partner who is a Canadian citizen or permanent resident, they pay domestic tuition. See http://www.fees.utoronto.ca/sessions/2016_2017/tuition_fees/international_fee_exemptions.htm for more details.

Taxes: In Canada, as a grad student, you will need to file taxes. The deadline for filing taxes is the end of April each year. This is a straightforward process, in part because graduate students don't earn very much money! You can choose to file your taxes by yourself, with the help of a software (TurboTax and UFile are recommended), or go to a tax consultant. Keep an eye out for Tax Clinics organized by the GSU and the Centre for International Experience close to tax filing dates.

Citizenship and Racial Diversity in the Department: The Department funds a very limited number of international doctoral students (2-3 each year). As such, you may feel isolated, since the vast majority of students around you are Canadian citizens. Further, the state of the discipline is such that racial diversity in the Department is a problem and there are few graduate students who are people of colour. These are systemic issues; while they do affect the shape of your interactions with others in the Department and might make it harder for you to quickly feel comfortable, individual students and faculty are on the whole friendly, willing to engage, and helpful. If you have equity/diversity-related concerns about your position or interactions as an international student and/or a person of colour, you may find it helpful to contact the Centre for International Experience: <https://www.studentlife.utoronto.ca/cie>. Depending on the circumstances, you may also find it helpful to reach out to peers or mentors within the Department.

See Also: Work and Funding; Navigating the History Department; Resources on Campus

Message from the Equity Officer (Lindsay C. Sidders)

The goal of bringing greater attitudes and practices of equity to the University of Toronto requires us to critique and change both the form and content of university life. It means accessible buildings, gender-neutral bathrooms, access to multiple technologies for different learning styles AND a commitment to equity-building as a concept in every department, in every course across campus, and in every teaching philosophy. Equity is the acknowledgement of difference without moralizing or judgement, the explosion of what is possible, and the representation of difference at all levels of university governance and labour. It means that there is no universal mode of human life; it means opportunities must not be limited as a result of difference. In form, we must assert that difference is a strength; "boundless" means no boundaries on how, why, when, and where someone learns or works.

For us, in the Department of History, we must question the complexity of the historical problems we ask; we must attend to history as the macro and micro stories we tell ourselves in self-interested ways; we must acknowledge that our work has been and is used in academia and outside of it to prop up traditional narratives that legitimate oppression in the broader world; we must admit that we have the power to complicate and challenge visions of "the truth" for a more equitable society; and we must assert that we do want a more equitable society where knowledge and opportunity is shared, untethered to traditional power structures and systems, and mutable, transformative, and ever-evolving. For historians, in a moment where traditions of respect, professionalism, and evidence are under attack by groups that seek to fortify and justify racist, sexist, ableist, and classist ways of viewing the world, knowledge of the documented lived experiences of humans through time is more important than ever. We have seen the legislation, we have read the rhetoric, and we have taught through the lenses of those who made the legislation and write the rhetoric. We know the stories of how we got here and we need the courage to acknowledge our own privileges without anger and try to make a more equitable world through our work in writing and in the classrooms we hold power in.

Academic Matters

Medieval Studies

1. Course Work: Medievalists in the History Department should be aware that courses taken through the Centre for Medieval Studies *do* count for the History Department's coursework requirements. This has been the case for many years, but because of rapid Department changeover, new Department administrators are not always aware of this. Know that your palaeography classes absolutely count toward your coursework!

2. Language Exams: Although medievalists in the History Department are required to pass the same Latin exams as students in CMS, our timetable for passing them is different. You will need to pass Latin I before you pass your comps, and Latin II before you defend. However, it is advisable to pass both as soon as possible, since studying for these exams will take up a great deal of time. 2a. You do not have to pass the same German and French exams as the CMS students do; yours are instead coordinated through the History Department and are much easier. However, do note that you may be able to participate in the French and German review courses held at CMS, which are very helpful. The best way to do this is to find out who is leading these courses and ask them directly if you can take part. 2b. If you pass the Latin I exam before you take your comps, you can now use your Latin I pass as one of your minor fields. This is a HUGE help in a busy year, especially since Latin takes up so much time.

3. Department Working Groups: The Centre for Medieval Studies has a number of working groups, both formal and informal, such as the Work in Medieval Studies sessions at which students can present work in progress, as well as ad hoc Latin study groups. These groups are highly beneficial to your studies and research, but you may have to work a little harder to keep up to date on them than CMS students do, because Grace may not add you to the correct events mailing list. There are three ways to solve this problem: make friends with CMS students; ask Grace to put you on the list anyway and hope for the best; join the CMS facebook group.

4. Supervisors: It's possible that you won't be assigned a supervisor when you first arrive, but will have to get one on your own. Because you are both a medievalist and in the History Department, your pool of supervisors is very small: you will be required to get someone who holds at least part of their appointment in the History Department to be your main supervisor. It therefore benefits you to get to know any likely professors as quickly as you can to find out if your research interests align. Be aware that these professors are already supervising large numbers of students because of this cross-appointment problem, so they may not be able to take you on even if they like you.

5. TAships: Because the Centre for Medieval Studies has no undergraduate courses, students in CMS will be competing with you for TAships in medieval courses and, in later years, course instructorships at St. Mike's and in similar places. It will benefit you to get to know what students are likely to apply for these courses so that you can best target your own efforts.

See Also: Language Exams; TAing; Course Work; Navigating the History Department

Master's Program

MA life can be exceptionally rewarding but also very frustrating. You have two semesters of coursework, which respectively spill into the holiday at the end of December and deep into April, and then you're off researching and writing a paper, the drably-named "2000 paper." By September you're through, the only thing left being to physically convocate in November. Officially then, there are three things an MA student has to do: get through courses with at least an A-, pass a language requirement exam, and write the 2000.

As for the courses, you'll be taking them alongside new PhDs, many of whom will be approaching them differently than you. For them, it's the slow start into a long-term dissertation that they're doing while TAing. For you, it's the bulk of your degree. In no way is coursework of diminished value, however (even if you have less-than enthusiastic peers). If you spend some time with the texts and engage with the ideas and debates that you're working through, you'll be able to take a lot away from a class. These instructors are worth getting to know, and those who are interested in their students' success (most faculty members) will likely be eager to help you figure out what you want out of your master's, and will introduce you to the ways the field has been and is being made. Use your coursework to its fullest, even if you, like your PhD colleagues, have to work while doing your degree.

As for the 2000 paper, start early. At the beginning of December you'll need to submit a brief proposal for your research complete with a signature from your supervisor. It's good to have a supervisor picked out by mid-October who you've met in person and had a conversation with, that way you're not scrambling around in late-November while simultaneously trying to write two course papers. Start with an email, work towards an in-person meeting. Broadly speaking, the 2000 paper isn't your magnum opus. It's a medium-scale research paper that you might think about as an article. You need enough research for a 30-page paper, a lot of which is dedicated to analysis and dialogue with other scholars. There is scant travel funding (or other funding) for history MAs, so keep that in mind when planning research trips. The due date for your paper is officially around the end of May, and your supervisor might want to stick to that. The truth is that you have until the

end of summer to wrap up your paper without facing any kind of penalty or needing to re-enrol in the program. Still, it's good to get on the same page as your supervisor and figure out when they want it by.

Beyond the formal elements of the program, there is also the GHS executive committee, MA symposium, social events, and summer sports that are worth thinking about while doing your degree. The GHS (Graduate History Society) is the body who put this handbook together, and is responsible for grad student life in the History Department. Every year in September, grad students (all MAs and PhDs) are invited to a meeting to elect an executive committee whose job is to distribute funds for parties and socials, advocate on behalf of students in faculty meetings, liaise with the Grad Students Union, plan the year end conferences, and generally operate as a collective voice for graduate students in the Department. There is a specific position for MA students on the GHS exec, but MA students can be elected to any position. The most intensive job for any master's student is running the MA symposium, which is a Department-funded day-long conference traditionally held at the end of May where master's students can present their work to their colleagues and faculty (really, those who actually care about their students' ideas and who are in town). Whoever takes on the symposium has to set the conference date, book the conference room with the Department secretary, send out the call for abstracts (usually in early April), and set up the program. The GHS has copies of past symposium programs in its archives to look through. You will be invited to pub nights, parties, and social events through the GHS listserv. Do yourself a favour and go, they're always better with more people and are the best way to get to know your colleagues between cohorts. Finally, the GHS has a softball team that runs from June through early September. Skill is surely not a requirement.

Overall, the best parts of the MA are unique to each person. It might be working with a great supervisor, or finding something really interesting in an archive, or taking an awesome class. Hopefully it's also making some good friends, including PhDs who are always happy to see new people with fresh ideas and personalities. The crappy parts are that funding is really limited, and that aside from a few relevant administrative or GHS emails, it can feel as though most of the Department is geared toward doctoral students. It can be tough to claim space in the Department as an MA, but it's absolutely worth doing because you are very much part of the grad student body.

See Also: Course Work; Language Exams

Course Work

For both Master's and PhD students your program begins with a year of coursework (2 semesters), and you are required to complete four courses in that time. For the vast majority of people that means taking two in the fall semester, and two in the winter, although it is possible to do a one and three load if necessary. It's also possible to take more than four courses, if you feel like you have the time – there is no extra charge for tuition. Keep in mind though, each course is quite demanding, and any course you enroll in formally will appear on your transcript. If you want to hedge your bets, you can always audit a class, as long as you have the instructor's permission. For both Master's and PhD students, this is also an opportunity to take language classes either in order to fulfill your language requirement or help you prepare for your exam (see below). You can enroll in any language class, graduate or undergraduate, with the instructor and your supervisor's written permission. Don't overdo it though – you'll realize pretty quickly how much of your time coursework can consume. On top of work and life demands, it can easily feel overwhelming just on the standard course load.

When it comes to picking courses, sometimes your cup runneth over, and sometimes it's empty, depending on your specialization and who happens to be teaching that year. If you're spoiled for choice you can try attending a couple the first day and see what you like best. If you don't see anything that appeals, you have the option of trying to do an independent study with any graduate instructor in the Department, provided they are willing to do one with you. You can also take one course outside the Department, so check what's on offer over at Geography/Poli Sci/Anthro/Area Studies etc. Whether looking inside or outside the Department, consider taking something a little outside your normal wheelhouse. Studying something beyond your geographical/chronological area of specialization can be well worth it (and sometimes you don't have a choice!).

All courses are discussion based seminars, centered around assigned or selected readings, with substantial written work requirements. In my experience instructors' expectations for graduate courses can vary considerably. Weekly readings can range from a couple articles or multiple full length books, but somewhere around a book a week or equivalent is probably average. Generally you will be expected to give written reading responses, sometimes on a weekly basis, sometimes for a few select weeks. Many courses also ask each student to lead the seminar for one or more weeks of the term. Final assignments also vary from simple to ambitious, and can include course reflections, lit reviews or research papers. Generally, grading in graduate classes tends to be fairly generous. At the same time, every instructor has their own idea of what constitutes good work, and there's no way to know for sure until you've produced something for them.

As with many things in grad school, what you get out of coursework depends on what you put in. Some people see coursework a necessary hurdle on the way to doing their own projects, and try to keep their heads down. Some people take it as an opportunity to talk as much as possible and make sure everyone knows how terribly clever they are (even if they haven't quite finished the readings). Depending on your personality, your objectives, your time commitments and the class size, you'll have to decide how much time you want to invest in the readings, and how much you want to participate in the discussion. My personal advice would be to read as much as you can for each seminar, but don't stress yourself out if you can't read every page. Participate as much as you feel comfortable, but make sure to give your classmates equal time to speak. Listen to your peers, be generous and respectful, but don't be afraid to have a differing opinion. At the same time, don't feel like you have to give a monologue because you're sitting there, it's okay to just listen to your peers too. Some instructors like to monitor and guide the discussion closely (sometimes a little too closely), and others like to let it run free (sometimes a little too free) - so in the end you may be brought into the discussion or cut out regardless of your intentions. Don't sweat it.

There's a lot you can get a lot out of coursework. It can be a chance to deepen your knowledge of your area of choice, expand it into new bodies of historiography, and familiarize yourself with important theories and schools of thought. It's a chance to meet like-minded peers with similar interests and specializations, or at the very least peers you can go out drinking with. It's an excellent opportunity to get to know instructors, who may well become your future mentors, referees, comps field readers, committee members, or even supervisors (on some occasions also additional drinking buddies). If you're shooting for a lengthy career in academia, it's worth taking this into consideration when you're deciding what to take, and how to you want to participate. Coursework can be pretty damn rewarding. Some of my greatest moments of intellectual revelation have happened in the graduate classroom. Coursework can also be pretty damn frustrating. Some of my greatest moments of intellectual exasperation have happened in the graduate classroom.

That's all part of it. Getting to know the landscape of different subfields and different historiographic approaches, including the ones that don't speak to you, is crucial to deciding where you position your future work.

Language Exam

There is a language requirement for both MA and PhD students, although the specific requirements depend on your field. Because of the sheer size of U of T, finding invigilators is almost always possible, as is auditing a class in your required language if you require it. Organizing a language exam, however, can sometimes be excessively

complicated, especially if there are only a few professors at U of T who are proficient in your required language. In recent years some graduate students (especially MAs) have had major problems completing their exam, preventing them from completing or progressing in their degree, so it is best to start planning your exam as soon as possible.

For MA Students: The language exam generally consists of translating passages into English. A passing mark is 70%. Depending on your field, more than one language may be required of you. It is best to consult your supervisor on which languages you will be required to take. Many MA students choose to take the French exam, which is offered through the Department twice a year. You will be notified by the graduate office twice a year. If you are required to do another language, it is best to speak with Vivian and/or the Graduate Chair who will put you in touch with the correct person in each Department. If you fail your exam, there is the possibility to rewrite.

For PhD Students: The language exam generally consists of translating passages into English. A passing mark is 70%. Most fields require two additional languages to English. It is best to consult your supervisor on which languages you will be required to take. There is a French exam available in the Department twice a year. You will be notified by the graduate office via email. If you are required to do another language, it is best to speak with Vivian and/or the Graduate Chair, who will put you in touch with the correct person in each department. If you fail your exam, there is the possibility to rewrite.

Generally speaking, each language exam should be about a page, or several paragraphs, of text. If you are doing your exam outside of the Department, it is important that you get someone from the Department to clearly outline the requirements to your invigilator. Remember, each department has its own requirements that the invigilator might not be aware of. If you are given a longer text than you feel comfortable with, it is acceptable to point your invigilator to the specific requirements of the History Department. Do not feel obligated to take a longer exam than is needed of you. Language exam results are fairly quick. If you do not receive your results within a month, contact the Department.

Comprehensive Exams #1: Requirements

Rather than highlight everything about comps, this section will highlight some of the major changes made in the last two years to how comps can be conducted in the Department as well as a few resources to help you through the year. Two significant changes that were made was the possibility of taking two major fields each with a major supervisor and a second reader. Language exams are now governed by what your major field is. In the case of those who have elected to take two majors, the Department will require whichever the 'harder' language is for the language requirement. This will

ultimately be decided between the major supervisors and in consultation with the Graduate Program director. The other change was to permit the allowance of a minor field which is self-named. Comps fields have been aligned with the new admittance fields, but if you need to construct a minor field, this is now permitted as long as it fits within certain Department regulations concerning breadth and depth and is approved by your comps committee.

There are a couple options regarding how exactly you complete your comprehensive exams: options include in-class exams, take-home exams, and for one of your minors the option to complete either a teaching dossier or write a series of papers. It may be helpful to discuss with your supervisor what you want to get out of comps (knowledge for teaching / specific historiographic background for your dissertation) and how this might affect your approach to your reading lists, as well as how you actually do your comps exams. There is also the possibility that you may complete your comps field as part of a group if there are a number of students doing the same field with the same supervisor.

At the end of the first year, the graduate administrator and graduate director will hold a session for first year students to lay out how the year is to go and what sort of rules and regulations you need to fulfill. For questions regarding the administration of the exam, rules, regulations, scheduling etc, contact the Graduate administrator. Otherwise questions regarding the content of your exams, reading lists, content of the exam, etc, should be directed to your appropriate committee member. Consult the History Department website for the basic rules and questions surrounding comps: <https://goo.gl/eUTs22>

Comprehensive Exams #2: Preparation

“Comprehensive Exams” is a bit of a misleading way to describe the comps year, since the actual exams only happen over a few days at the very end of the year. The vast majority of the comps year is spent reading an unholy number of books, and generally preparing for the exams.

There is no one correct way to do the comps year. The most typical approach seems to be the following:

1. Choose your comps fields and select your advisors
2. Work out your reading lists with your advisors
3. Read the books, meeting periodically with your advisors
4. Somewhere along the way, preferably sooner rather than later, choose the requirement you will fulfill for each field (i.e. in-class exam, take-home exam, course design, or historiographical essays).

5. Take the exams / submit requirements.

What follows are thoughts on a number of aspects of the comps year, roughly organized into the order in which they happen, followed by some more general items.

Choosing fields and advisors: It perhaps goes without saying, but you should choose your fields and advisors carefully, as you will most likely be spending a lot of time with these faculty members over the next few months, and your workload in a particular field will largely reflect the expectations of your advisor. You can also see the comps year as, in part, a vetting process for selecting your committee members. If possible, try to choose comps advisors who you are considering as dissertation committee members.

Reading lists: It is also worthwhile to spend a bit of time crafting your reading lists. While a reading list will not (and should not) be narrowly geared towards your dissertation topic, you still may want to negotiate with your advisors to include major works related to your topic, in place perhaps of books that relate more to advisors' research interests.

Reading the books: 98% of your time during the comps year is spent reading. You will quite possibly get so sick of reading that you will say things like "Fuck books!" and for the first time in your life will feel some empathy for book burners. Seriously though, (*clears throat*) reading for comps can be daunting, and it is important to find ways to stay sane and not get too stressed out. Unfortunately, some level of stress seems to be inevitable. This is said not to scare, but just to help prepare you, so that you can start thinking of strategies that will help you manage things.

Before proceeding further, let's get this out of the way: you don't need to actually *read* every page of every book. In fact, let's stop using the muggle word "read" and instead talk about "going through" books. You don't read every book; you spend some time with each book, and go through it. Inevitably, it will take some time to figure out exactly what approach works for you.

Meeting with advisors: The most common comps year practice seems to be to meet every 10-20 books or so with your field advisor, to discuss that bloc of reading. Some people, however, meet much less frequently with their advisors – maybe only once or twice total before taking the exams. Personally, I found the meetings with my advisors hugely valuable, and they made the actual exams much less of a surprise – you get to know your advisors, the types of questions they ask, etc. The meetings are also mini-exams in a way; they force you to prepare for the final exams as you go. If you're heading into a Canadian field comps meeting with Ian Radforth on "Economies in Transition" you're going to want to figure out what the hell the staples theory is before the meeting. This greatly reduces the

amount of cramming you'll have to do before the final exam. Of course, as mini-exams (even if that's not what they're intended to be), the comps meetings can be an additional source of stress. It's probably inevitable to feel some amount of stress going into comps meetings, but don't feel you have to have the material totally mastered. These meetings are great opportunities to ask questions and to get to know your advisors better.

Timing of the exams: Quite possibly, when you meet with the Departmental administrators at the end of your first year, you will be told there are only three possible times when you can sit comps exams: October, January, and April. This is not true. More accurately, these are the times when the Department prefers you to take the exams; in fact, they can be taken at any time, as long as your advisors are on board. That said, it is advisable to complete the comps by April of your second year in the program, since the main reason you are here is to write the dissertation. Of course, life happens – family emergencies, work, childcare responsibilities, and other things might cause you to delay taking the comps. This is completely fine, and nothing you should feel unduly stressed about. If you are planning on taking comps earlier than April, this is something you should decide at the beginning of the process, as you will need to have your advisors on board with the plan. Taking comps early has its pros and cons – it makes for a more intense period of work, of course, but it also allows you to get into dissertation research earlier. Like everything with comps, it's up to you to decide what's best for you!

Taking Care of Yourself and Reducing Stress: As mentioned, you will most likely experience a fair amount of stress during the comps year. Here are some assorted tips for minimizing and managing this stress:

1. Start your reading as soon as possible. This will reduce the stress on you later on, and prevent you from, say, having to rush through 50 books in your final month of reading.
2. Keep in touch with friends both in and outside of the Department. You can't read all day, every day, so schedule meals or coffee breaks with fellow travelers. You can bond over your newfound hatred of books.
3. As much as possible, try not to let comps work get in the way of your mental and physical health, however you define it. It is important to keep doing things that contribute to your overall well-being – this will help you deal with the stress, and prevent the workload from totally dominating your life.

Past Comprehensive Exam Questions: For the GHS' archive of past comprehensive exams, visit: <https://tinyurl.com/compsGHS>.

The Dissertation

Dissertation Proposal: The dissertation proposal is the first concrete step you take towards the dissertation. It is usually submitted shortly after Comprehensive Examinations, and before you depart for your major dissertation research. The idea is not to give a firm picture of the dissertation's final form, but to outline some of your research questions, the sources you intend to look at and your methods of analysis, and some hypotheses about where the research may lead you (don't worry – it is OK, and probably best, to be wrong here. If you know it all ahead of time, why do the research?). You and your supervisor should have a conversation about her/his expectations for the proposal, since like many parts of the U of T PhD experience, it is shaped largely by those expectations. This is a good time to demand mentorship.

The proposal is usually between five and ten pages, does not need to be defended, and generally is given a quick "OK" by the supervisor and committee at the September progress report of the third year, or before that if you are off to research earlier in the summer.

An effective proposal will outline the topic at hand, giving a sense of the surrounding historiography and the research questions that are driving you. It will show that you have investigated potential sources in the appropriate archives and that you have a plan for accessing and researching them. It will include a timeline for research and writing that accounts for a heavier teaching load in the senior years (nb. this is not a binding contract, but just a rough idea so that your committee has a sense of where you are at any point). Mostly it will make sure your mental ducks are in a row when you head off to the archive to do the actual research. Have fun!

Dissertation Research: This is the fun part. You've written the comps and the proposal and now you get to do what you came to do: roll up your sleeves, truck off to some far-flung archive, and get your hands dirty in the documents. Armed with your proposal, you know where to start looking, but one critical aspect of the research experience is that you must be flexible and prepared to follow the evidence. Are you prepared linguistically? How about paleographically? Make sure you have these skill sets worked out before you go (there are lots of courses and workshops available in Toronto for languages and script-reading).

There are a couple of strategies for successful archival research. Today many graduate students try to pack their research into a shorter research trip, between two weeks and three months, and use the "point and shoot" method of document collection – steam through the archive, photograph everything you need, and read it all when you get home. This is certainly a timely way to collect documents, but you may run into trouble when you get home and start to read or transcribe your photos – the evidence may point you in a different direction than you anticipated, or you might have missed something.

You don't want to have to plan a second, unexpected research trip. Take as much time as you can afford, and make the most of it by working in the archive like a demon. This is where your project comes from and it is very important that you are satisfied with your research materials before you begin writing. Many PhD candidates take the entirety of the third year of the program for overseas or international research. Other students take several shorter trips of one or two months at a time, depending on where they are and how far away it is. Read your documents, at least partially, *in situ* at the archive, then photograph them for review at home. Precise note taking methods are up to you.

However you choose to plan your archival work, make the most of it. For the first two weeks you are there, show up when it opens and leave when it closes. Ask questions about getting materials, then put your head down and work until everyone respects your work. Talk to the archivists and to other historians working in the archive. If there are seminars, conferences or colloquia organized around and through the archive, attend some and ask a question or two – but probably not four. Be sure to introduce yourself to any bigwig historians in your field – people generally like to work with energetic graduate students in the archive, and an informal mentorship developed through shared archival labour can be a particularly enriching graduate school experience. The network you make through archival research is your primary research network, and they can help you a great deal down the road. This part is important.

When satisfied with your research it is time to write – and there is no real reason to maintain an elaborate separation between “research time” and “writing time”. Everyone writes in their own way and usually at their own pace. Good advice is generally to write every day, even if it is only briefly or just re-writing the previous day's work. There will come a time when you think it will never be finished – that means you are near the end, and you just need to take one more big step. Ask your friends how they write, and see if anyone wants to form a writing support group. Ask your supervisor how s/he writes, if you want, and if her/his books win lots of awards, emulate her/his methods. Maintain a balance between teaching and writing, even if it means that you have to put aside dissertation writing to make sure that you have time for grant-writing, because senior dissertation grants are extremely important.

Most of all, take care of yourself while you research and write. This is the loneliest part of being a historian, and particularly if you are working on a sensitive or traumatic topic, it can hurt. Keep some friends around and make sure you take time to stay healthy and happy.

Dissertation Defense: The defense is the crowning moment of the PhD, when all of your hard work is recognized and the leaders of your field applaud the significant contributions of your research. Which is another way of saying: the defense is the easy part. Everything is finished and you are THE global expert on your topic. Do not think of the defense as the faculty's last chance to get you on something you don't know – they can't, and usually don't want to. This is your time to have a really enjoyable conversation about your work

and where you want to take it from here. Generally each member of the defense (six profs – supervisor, second and third reader, two internal-external examiners, and the external examiner) will ask one or two questions and then it will be over, you can pat yourself on the back and make someone take you out for a good meal.

The guidelines for dissertation submission and arranging your defense are with Vivian and are somewhat Byzantine, but generally the defense is about 2-3 months after your final submission to your supervisor and your committee: the supervisor and you then select your external examiners, and Davina passes them by SGS, and they are officially asked, and then you send them a hard copy of your dissertation (nb. printing costs at the end of the diss might kill you – try to find a subventor or at least a campus printer that no one watches much). About two weeks before your defense you will receive the external examiner's report and hopefully that will give you a sweet confidence boost going into the defense.

You will likely have some revisions to be made after the defense. Think seriously about them, and don't treat them like typos to be corrected and resubmitted. They are there to improve the final product and to tighten its arguments as you head towards a book manuscript. Take as much time as you need with them.

Note: you stop paying fees the moment you submit your completed thesis to SGS. Convocation timing is also important here, since you must submit by particular dates to qualify for the next convocation – usually in mid-April for the June convocations.

Remaining fees are also calculated on the 15th of each month, so handing it in on the 14th rather than the 16th saves you a month of tuition.

The 10-Year Cohort

Welcome. You are now part of several graduate student cohorts.

From *year 1 to year 5*, you will be in the funded cohort. Your admittance cohort is the group of colleagues admitted in the same year as you.

The Perfect Plan

In *year 1*, you will meet your admittance cohort; they are your classmates as you complete coursework.

In *year 2*, you and your admittance cohort will study for and write comprehensive exams together. You will also complete your language requirements.

In *year 3*, you will begin (and end) your research for your individual projects.

In *year 4*, you will complete drafts of chapters 1-3 of your dissertation.

In *year 5*, you will complete drafts of chapters 4-5 of your dissertation and push out a final draft. Then, defense and graduation. THEN JOB!

Congratulations!

But if by chance, LIFE comes at you or life just happens and the Perfect Plan gets complicated, and your time here at UofT goes beyond year 5, you're in good company.

From *year 6 to year 10*, you will be in the unfunded cohort. Welcome, to the story of the 10-year cohort.

The truth is, there is a huge gulf between the funded cohorts and the unfunded cohorts. You will feel it the moment you meet us; we, the unfunded trolls under the bridge, the grumps cowering in the back at orientation, the exhausted, the overworked, the bitter, but the still-hopeful. The divide exists and it is systemic (and purposeful, but that's another 500 words all together).

But this piece is about what both sides of the abyss miss out on as the cohorts calcify over time.

And it's very simple. From *year 1 to year 10*, you will be part of the broad Department of History graduate student cohort. This means you have a wide and deep network of experience, knowledge, and strategy built in to your academic program. Faculty and administrators are (sometimes) available to answer your (well-formed) questions, but your cohorts, overlapping and entangled by supervisor, geographic and temporal research interests, and teaching responsibilities and compatibilities are indispensable for informal and half-formed thoughts and concerns. This profession is competitive, individualistic, and results-based; the 10-year cohort is a community made invisible as a result. So, this piece is a reminder that while you may believe that you are alone in your research anxieties, in your writing struggles, and your financial woes, you are not. Reach out on the listserv. Join the Facebook group. Attend the functions. Be bold—approach the trolls. Or, ask your supervisor for an introduction to a fellow supervisee in a different admittance cohort.

And, fellow trolls, let's remember where we started and bring empathy into our interactions with our colleagues. This is our community.

Finally, the chances are high that we will be on strike again this winter and you may see the chasm made manifest. Let's have each other's backs because this program is difficult and consuming but worth it. We need to invest in each other's successes. We need to see ourselves in each other's setbacks.

We need to recognize that graduate school does not exist in a vacuum.

Work and Funding

Introduction

In order to live in Toronto, you will need money. Your sources of money will most likely be some combination of funding and paid labour. The following sections discuss in detail TAing (the most common form of paid labour for grad students), and various types of funding. Other sections in this handbook also contain useful information about funding, particular the international students section, as it applies to those students.

Funding in the Department can be a source of much confusion and frustration. There is not a great deal of transparency about how exactly grants are awarded; how TAs are chosen; research assistantships assigned; and so on. There are some official guidelines on the History Department website. In practice, these guidelines are not always followed. This lack of transparency and consistency is something about which graduate students have long been in dialogue with the administration, and so is something you should be aware of. The Graduate Student Experience Committee of the GHS is the body which has raised these issues with the Department, so if this is something that you feel strongly about, we would encourage you to get involved.

And of course, the issues in the Department are broadly reflective of the issues across the university, and indeed at universities everywhere, around graduate student funding and employment.

On an individual basis, I would encourage you to stick up for yourself as far as funding goes. If you win an external award and find the Department plans to cut back your funding so much as to make your award almost insignificant (as typically happens), push back. Insist that they follow the guidelines on the Department website, and demand an explanation if they do not. Having to bargain over financial matters is not a pleasant position to be in as a graduate student, particularly if the administrators you are dealing with are in your field of study (or are on your comps or dissertation committees). But there are some serious problems with the state of funding in the Department, and only by pushing back both individually and collectively will the situation ever change.

TAing

Nuts and Bolts

TA appointments remain a pretty significant mystery in the History Department. At various points we have heard that seniority, experience in the field, or requests by

professors determine who gets which courses. Many people receive offers for courses outside of their field, so be prepared to be flexible. There is a provision in the collective agreement about being knowledgeable about the course. It is possible to file a grievance; however, with the lack of TAs, it may be difficult to get anything else. Speak with the undergraduate chair or the graduate assistant about your concerns. Subsequent appointments are governed by the Collective Agreement, and you are currently guaranteed five subsequent appointments (this will put you to the end of your sixth year). You cannot be given fewer hours than what you were given in your first appointment, but if your second appointment had more hours, appointments subsequent to this must be equal to or greater than this number. If Sept. 2017 is your first year as a TA, this appointment and all subsequent ones should be no less than 180 hours (that is, only 180 hours of TA work can be counted as being part of your funding package).

If you have previously TAed at U of T (or are an incoming student without external funding), you will usually receive a prompt from the Department in late spring asking if you intend to accept a TAs and about your preferences for appointments (which semesters and campus you prefer). Several months later, around late June, you will receive an offer for the year and you can choose to accept or decline. If you decline, the Department is not obligated to offer you a subsequent appointment and you have effectively turned down the TA funding for the year. You are then left with only the non-TA parts of your funding package. You may also elect to defer your TAs once during the program. This is usually done in the Fall semester in order to aid research.

Your TAs will likely begin sometime in September and you should receive an email from your instructor prior to this to discuss the course. You will also receive an email from the Graduate Assistant about filling in the necessary paperwork: Letter of Offer, employee information sheet, direct deposit form, tax forms. If you are an international student, you may also have additional paper work for your visa. At this time it is a good idea to exchange emails with your fellow TAs so that you can discuss course-related material or work conditions. You should also ask the instructor any questions about course expectations as these can vary between professors. Early in the semester, the Department should send you your Description of Duties and Allocation of Hours Form, or DDAH. They will ask you to sign it and return it to them but make sure that you make a copy for your own records. This form states how your hours will be distributed during the course, and your course instructor cannot make you take on additional hours outside of your DDAH agreement. Throughout the year it is your responsibility to keep track of your hours to make sure you do not exceed the number allocated to different tasks. You are not obligated to report or hand over these logs to the instructor – they are for your own records and to help you if you need to file a grievance. It is also your responsibility to inform the course instructor if they ask you to do something outside of your allocated hours; you will not be paid retroactively for additional work. Mistakes can be made in the completion of the DDAHs, or unexpected hours may come up. Additional hours can be added to your contract and mistakes rectified – talk to your instructor or the undergraduate chair.

During the year, there are often emergency TA postings. These are often low in hours. They are assigned according to the collective agreement, and will often be assigned to students in the upper years, often outside of the funded cohort. Students who have external funding (SSHRC, OGS) may also apply; however, please note that the collective agreement looks at the hours of your first and second assignment, and if these were both small, this is all you will be eligible for when your external funding ends.

For more on your rights as TAs or links to resources see: <http://tatp.utoronto.ca/teaching-toolkit/policies/>

For a plain-language description of the collective agreement, see <http://cupe3902.org/wp-content/uploads/2015/08/Unit-1-Members-Manual-2015.pdf>

Other contacts and information

To access your pay stub, visit <http://ess.hrandequity.utoronto.ca/>. When you first set up your account, you will need your employee number – ask the Graduate Assistant for it. You also need this number for the CUPE health plan as it forms part of your insurance identification number.

For questions about TA entitlements and appointments, talk to the Graduate Assistant, Kelly Barnes, history.gradoffice@utoronto.ca.

For questions about specific courses, DDAHs, midcourse reviews, and exam invigilation, contact Christine Leonardo, history.ugoffice@utoronto.ca.

Prof Jennifer Mori (history.ugchr@utoronto.ca), undergraduate chair, can be contacted about concerns with your contracts, and topics which fall outside of the scope listed above.

Tips for TAs

TAing is not an easy job, and our ridiculous lack of training coming in means there is often a learning curve. There is a mandatory three hour course the first time you TA in the History Department – it is included in your DDAH. However, it is very short, and will often only give you a brief overview as well as some contact information. The History Teaching and Learning Peer Group, or HTLPG, was set up in 2015 as a peer group to help with the teaching of history. There, you will meet people willing to share their own experiences with TAing. There are also a number of courses offered through the School of Graduate Studies' Professional Development program (<https://www.sgs.utoronto.ca/currentstudents/Pages/Professional-Development.aspx>).

The following are some general tips for organizing your time and classroom as a TA.

Tutorial Management:

- After you have asked a question give students a little more time than you would think is necessary to respond. Often students are too shy to speak until they know no one else will.
- When a student asks you an interesting question, turn it to the group to discuss.
- If your course grades for attendance, make sure you assign a grade immediately after each tutorial. Keeping a copy of this is also important if a student wishes to later challenge their grade.
- If your tutorial gives out participation grades, give your students a midterm update of their grade. Often students do not realize they are doing poorly and will make an extra effort to participate. If they do participate more in the second half weigh it more heavily.
- Speak with your course instructor regarding any confusion about students with accessibility issues. The university is often very vague or unclear about how to deal with specific requests.
- If your tutorial is exceptionally quiet, try having each student make a comment on that week's readings at the beginning of class, or divide the tutorial into smaller groups to discuss.

Grading:

- Do not give out grades over email except in exceptional cases. Students should have to come to tutorial and see the comments attached with the grade or else there is no point.
- You may wish to keep a copy or scan of your comments to compare a student's progress from one paper to the next.
- Determine how many hours you have allocated to each paper and do not exceed this time. Commenting takes much more time than simply assigning a grade – make sure you understand what your instructor wants.
- Hand out papers at the end of tutorial, otherwise your students will be distracted.
- Ask your course instructor if you can store left-over graded papers in their office. That way you (who does not have an office) will no longer be responsible for them.

Office Hours:

- Hold your office hours in a consistent location (there are two rooms available for reservation through the Department).
- Try to avoid meeting students outside of the allotted time if possible.
- Bring something else to do, as students rarely show up.

Miscellaneous:

- All students who are TAing will have a mailbox in the Department. Students may submit their late papers here – but the office staff gets quite annoyed if many students do this, especially when they aren't actually late.
- Oftentimes, instructors will want to have marking meetings – take advantage of these. They help the grades to be consistent and will often allay any doubts you have about how you are grading papers – it's always nerve wracking especially when you cannot compare your feedback with others.
- For TA-related photocopying, there is a copier in the office that you may use for small quantities (50 pages). If you need larger quantities, contact the office staff well in advance to make these.
- You can also arrange for AV equipment if your tutorial room does not have what you need. Contact the office at least a week in advance to set this up.
- You are to be reimbursed for travel to UTM or UTSC if this is where you are TAing. These are set rates and now are apparently being reimbursed at the end of the term – make sure you keep copies of receipts. At UTM, contact Academic Counsellor, Sharon Marjadsingh, in the history office for shuttle bus tickets at the beginning of the TA contract.

What to do when: you think you're getting screwed over as a TA

As a TA, you may find yourself in a situation that feels...icky. Maybe you are asked to do tasks not initially indicated on a DDAH, or in a ridiculously short amount of time (see: History of Three-Minute Marking), with the net effect of sending you over the number of hours set for your appointment. Maybe you are being denied access to sick, maternity/paternity, or any other kind of leave to which you are entitled. Maybe you are on the receiving end of harassment from the course instructor, or you didn't get a TA-ship or CI position for which you are eminently qualified. In any case, it is not uncommon that TAs get taken advantage of. Power dynamics can complicate the situation as well, as the person mistreating you may be someone important to your career prospects (supervisor, committee member, expert in your field, etc.).

While it may not always seem like it, you do have options when you are in this situation. Know that you are not alone, both in that you have a union here to advocate for you (yay!) and that other graduate students have probably been in similar situations. Here are some recommendations:

If you think you are getting screwed over as a TA...

1. Consult with other graduate students you know and trust, preferably some far removed from the situation. They may know others who have been in your shoes, or may have gone through this same experience themselves.

2. Check the CUPE 3902 Unit 1 Collective Agreement. The Collective Agreement for May 2014-December 2017 is available [here](#). It has provisions governing hiring, pay, and overwork, among other things. If you think you are being exploited, chances are good that the situation violates the Collective Agreement. The Collective Agreement also contains provisions for what to do in the case of specific violations. For instance, regarding overwork, section 16.12 empowers you to submit a Workload Review Form to your TA supervisor, who must respond to it within five working days. You may try to have a more informal conversation with the supervisor first (generally recommended: see item #4), but if that does not resolve the situation, the Collective Agreement has more formal provisions for conflict resolution that the employer must abide by.
3. If the Collective Agreement isn't clear or you're confused about what to do, consult with the department CUPE reps. They are there to help clarify these things and offer advice on next steps.
4. While it may be tempting to want to stick it to the man right away, we generally advise that you not file a formal complaint (grievance) right away. Doing so escalates the situation and makes the person in question and the employer less likely to work with you. Filing a grievance (or grieving) is a good card to keep in your back pocket, but don't play it too soon.
5. Instead, try to reach out to other administrators in the Department who would have a vested interest in getting the situation resolved as quickly as possible. They generally don't want CUPE or Labor Relations on their case and try to avoid dealing with formal grievances. If you do not feel comfortable talking directly to the Course Instructor or your supervisor, the CUPE stewards and CUPE staff can advise as to who you should speak to. You may also be entitled to union representation in these meetings, so check the Collective Agreement and don't be afraid to ask for it if you want it.
6. If back-channel efforts to resolve the situation don't work, this is the time to grieve. This is a scary step for lots of us, as it can mean jeopardizing some important relationships. A willingness to grieve as a last resort, though, is the best and sometimes only way to force the Department's hand. CUPE staff and stewards are there to support you every step of the way. If you're especially antsy about grieving, check with your CUPE rep to see if your complaint could qualify as a group or policy grievance, which takes some of the pressure off of you.

One last, general word of advice: don't work for free. You may opt to attend a lecture for which you're not compensated to learn more about how to lecture, but avoid making this a habit. As graduate students, we're used to bad pay and less-than-ideal-working conditions,

all of which can lead us to think that our time and work are not worth much. But they are. Our work as TAs essentially enables the University to continue functioning. Your time is valuable, your skills are important, and you should be treated accordingly

See Also: CUPE 3902 (below); TAing

CUPE 3902

For those of you working as TAs, welcome to the Canadian Union of Public Employees, Local 3902! We're the oldest and largest academic union in Canada, with roughly 8,000 members employed as teaching assistants, invigilators, course instructors, accessibility services workers, sessional lecturers, postdocs, lab demonstrators and writing instructors. If you work in any of these categories during your time at U of T you will automatically become a member of the union as a whole, and as a grad student you will be a member of Unit 1 (of five). Most grad students' first experience of being a member of CUPE 3902 is as a TA. Your TA contract is determined by the Unit 1 Collective Agreement which is renegotiated by the union and the university administration every four years or so. The agreement lays out everything you can expect and everything that is expected of you as an employee, from pay rates to hiring practices to leaves of absence and grievance processes if there are any problems.

You can find a copy of the latest agreement here: <http://cupe3902.org/wp-content/uploads/2011/05/Unit-1-CA-2014-17.pdf>

The agreement is easily searchable, and my one piece of advice would be to take a moment to look at the section on DDAH forms (Description of Duties and Allocation of Hours). This form causes the most problems for both course instructors and teaching assistants, so knowing what to expect and what's normal can save you a lot of grief down the line.

We enjoy significant benefits won through many years of union struggle, including a defined-benefits healthcare top-up plan, childcare assistance fund, and reimbursements for international students' healthcare premiums when they're out of funding. The guaranteed minimum funding package itself is intimately tied to our union's advocacy. First introduced following a Unit 1 strike in 2000, the funding package of \$15k plus tuition and fees is now topped up to \$17k for Unit 1 members following a strike in 2015. We also recently secured a deal whereby grad students who used to be in the funded cohort (i.e. years 1-5) but whose funding has now lapsed never have to pay more than half domestic tuition out of pocket until they finish. This was a huge gain for international students in particular.

Healthcare insurance is necessarily complex and you should visit <http://www.cupe3902.org/unit-1/benefits/> for a more detailed explanation that fits your individual situation. However, if you're a doctoral student in the funded cohort without

dependents, here's a basic outline of how it works. Grad students at U of T are automatically enrolled in the Graduate Students Union (GSU) basic healthcare plan, and as part of the funded cohort the premium is covered as part of your funding package. There is an opt-out period in September if you have other insurance and don't need the GSU plan. If you are enrolled in the GSU plan *AND* do 50 hours or more of CUPE Unit 1 work in a given year (September - September), you will be automatically enrolled in the CUPE top-up healthcare plan. The CUPE top-up plan provides defined health benefits and a flexible Healthcare Spending Account (HCSA) worth \$300. There is a detailed breakdown of the plan's benefits at the website above. Healthcare providers will often process claims on your behalf. When they ask for your details, give them your plan numbers for the primary GSU plan (UTG + student number + 00) and for the secondary CUPE top-up plan (UOT + employee number + 00). Your student number is on your T card; your employee number is on your pay stub (accessible at <http://aws.utoronto.ca/services/employee-self-service-ess/>). Since both the GSU plan and the CUPE top-up plan are provided by Greenshield, you can also simply make a claim yourself by providing the details of both plans at the same time on the Greenshield website (ihaveaplan.ca).

Please remember that you can access the top-up plan *only if* you are enrolled in the GSU plan (or other U of T - provided primary plan). And a final tip: you can use your flexible \$300 HCSA to pay off part of the cost of the GSU plan premium. Just follow the claims process on the Greenshield website (ihaveaplan.ca).

Aside from financial and health benefits, our union actively engages in and promotes social justice in the spirit of equity and solidarity. If you're interested, there are women's, racialized members and queer caucuses, for example, that are a great way to get involved, meet people and develop projects within our union, between unions, and with broader communities outside of unions. All details can be found at www.cupe3902.org.

See Also: TAing (above); 2017-2018 Bargaining Goals (below)

2017-2018 Bargaining Goals

Unit 1 (the one all TAs and grad student course instructors belong to) of CUPE 3902 is entering a bargaining year in 2017. At the end of the 2016-2017 school year the Unit 1 membership elected a bargaining committee and they began to develop a platform to introduce during negotiations with the employer. During the summer of 2017, the bargaining team presented their platform to the membership who introduced several amendments. After the committee considered these amendments, they introduced a revised platform that the membership approved. Our platform will soon be posted on the 3902 website.

Some of the highlights of this year's bargaining platform reflect a broader commitment among all 3902 Units (1-5) to the 10-15-20 by 2020 principle. In an attempt to bridge

solidarity between different unions on campus and to support each other through bargaining collaboration the 10-15-20 principle is demanding that course instructors get paid \$10,000 per course, that all employees receive \$15 per hour in pay, and that the basic funding package is increased to \$20,000.

As was said above, the last round of bargaining in 2014-2015 resulted in a strike. Hopefully, we can avoid another one this time around but it is important to remember that U of T fights dirty and that our employer will do everything in their power to reduce the cost of running their business. The employer has increased our funding package only twice in the last two decades while cost of living in Toronto has ballooned. This needs to change, and if we need to organize early so that if we have to strike, we are ready!

See Also: CUPE 3902; Power and Governance at U of T

Grant Applications

As a condition of receiving the funding package in the History Department, you are required to apply for the major external grants. These are the Social Sciences and Humanities Research Council (SSHRC) grants and Ontario Graduate Scholarship (OGS). Deadlines for both SSHRC and OGS are announced by the Department – these deadlines are often much earlier than what is posted on the official websites. Make sure to adhere to the Department deadlines. SSHRC is often in due in mid-October (doctoral and master applications have different deadlines), and OGS is February/March. Since SSHRC requires official transcripts and paper versions of reference letters, be sure to get these arranged and ordered as soon as possible, particularly if they are coming from an international institution or if your referee is away. The Department, in the last couple of years, has arranged a workshop for SSHRC proposals in order to get feedback on your application. SGS may also hold workshops on how to craft your proposals. Both SSHRC and OGS applications are adjudicated by people who are often from outside your field, and if you get through the departmental phase, will be outside of the discipline completely. Keep this in mind when writing your applications. There are many other types of applications – SSHRC also has a Vanier Doctoral award which has an extensive application that must be completed early in September, and only before 20 months of doctoral work is completed. The various colleges on campus also offer fellowships. Most colleges are associated with a geographic, temporal or thematic field; use this to determine which college may have a fellowship that matches your focus. Details and application dates depend on the college, but they are often forwarded by the Department. Other departments may also be the primary contact point for other fellowships. External fellowships and scholarships may be available through various institutions such as libraries – consult with people in your field to help you identify these, as only some of these are forwarded from the Department.

See Also: Travel Grants (below); International Students

Travel Grants

Department of History Awards

There are two popular research awards most graduate students in the History Department apply for: the first is a competitive pre-dissertation research award of up to \$2000, with a preference given to students in their second year who are completing comprehensive exams. The second is a bi-annual conference award of up to \$500 to help offset the costs of conference attendance. There are two competitions per year, in May and October. If the number of applications exceeds the funding available, applicants who have never received a Conference Travel Award will be given priority. Students accepted and attending a conference between the deadlines may apply retroactively. Preference is given to students who are presenting their work, and the award amount is calculated based on the cost of registration, travel, and accommodation.

Other travel grants available through the Department are based on area of study, or financial need. The deadlines fall throughout the academic year, but are announced by the graduate administrator in advance. Note: deadlines may vary significantly from year to year, and the Department website does not always include updated deadline information. In general, most research travel applications require a research statement, CV, and reference letter.

Travel awards, by field

Asia-Pacific

David Chu Scholarships in Asia Pacific Studies

Canada

Jeanne Armour Graduate Scholarships in History

Cold War

Patricia and Allan Marchment Travel Fellowship

Britain

Jerome Samuel Rotenberg Memorial Travel Award in History

France

Rene Efrain Memorial Scholarship in French History
CEFMF Research Grant

Germany

DAAD (German Academic Exchange Service/Deutscher Akademischer Austausch Dienst)
JIGES (Joint Initiative in German and European Studies)

Department of History Awards: <http://history.utoronto.ca/graduate/phd/scholarships-awards>

School of Graduate Studies Awards

The School of Graduate Studies provides conference and research awards for all graduate students enrolled at the University of Toronto. The Conference Grant provides modest financial support to eligible students who are presenting research at an academic conference. It is a bi-annual award for conferences occurring between March-September, and September-March. The application requires a reference letter from your supervisor, details of the academic conference, details regarding your presentation, and a proposed travel budget. Note that the SGS Conference Grant is only awarded to a student once during their degree. (<http://www.sgs.utoronto.ca/currentstudents/Pages/SGS-Conference-Grant.aspx>)

The SGS Research Travel Grant provides funding for students traveling for research, and the amount varies depending on destination and duration of travel. The application requires a reference from your supervisor, the details of travel, a proposed budget, and a 500 word research statement. Note that most students receive some money from the SGS Travel Grant, regardless of how many times the grant has been awarded. Students are strongly encouraged to apply for an SGS Research Travel Grant for every research trip. (<http://www.sgs.utoronto.ca/currentstudents/Pages/SGS-Research-Travel-Grant.aspx>)

Other SGS Conference and Travel Awards:

www.sgs.utoronto.ca/currentstudents/Pages/Travel-Conference-Awards.aspx

With exception of those conducting research within Canada, students who receive an SGS award must attend a mandatory Safety Abroad Workshop through the Centre for International Experience and be registered with the CIE's safety abroad database.

See Also: Grant Applications (above)

Navigating the University

Power and Governance at the University of Toronto

History: The current structure of governance at U of T is a product of The University of Toronto Act, which was passed by the provincial government in 1971. This act abolished the previous two-tiered system of governance in which the Academic Senate was composed of faculty members and governed academic issues, and the Board of Governors was composed of external members and controlled financial issues. During the mid-1960s this two-tiered system was increasingly criticized by faculty who felt that the academic and financial affairs of the university could not be separated. At the same time, an increasingly mobilized student body pressured the university to give space for student participation in these bodies. After much negotiation a committee of university representatives proposed a hybrid Governing Council to replace the two-tiered system. This was passed into law by the provincial government in 1971. Unfortunately, the resulting act ignored the demands of student groups who called for parity between students and faculty participation on governing bodies. (Murray R. Ross, “The Dilution of Academic Power in Canada: The University of Toronto Act”) Since 1971 there have been several amendments to The University of Toronto Act, but none have altered the structure significantly. As it is, external members, who are predominantly high ranking business-people and CEO’s, make up the largest group on the Governing Council. Graduate students have very little say on the Governing Council.

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Information+Manual/2.01.01.pdf>)

Governing Council: This is the ultimate governing body for U of T and oversees all academic, business and student affairs of the University. Each of these three functions of the Council is overseen by the Academic, Business and University Affairs Boards respectively. The Governing Council consists of 50 total members with 25 members coming from outside of the University and the rest consisting of internal university administrators, faculty and students. The exact break-down is as follows:

- The Chancellor and President are automatically appointed
- 2 presidential appointees
- 16 appointees of the Lieutenant Governor in Council (Ontario government)
- 8 alumni
- 12 teaching staff
- 2 administrative staff
- 8 students (2 graduate, and 6 undergraduate)

Committee of Governing Council: Appointed by the Governing council the Executive Committee sets the agenda for Governing Council and thus has a great deal of power over

what gets discussed. Here, again, external members appointed by the LG are the largest group and graduate students share only one seat with part-time undergraduates.

Chancellor (Michael Wilson): The Chancellor is elected by U of T alumni in a way determined by Governing Council. From the U of T website: “The Chancellor is also the titular head of the University, and, with the President and the Chair and Vice-Chair of the Governing Council, represents the University to the external community. In this role, the Chancellor is an advocate for the vision of the University as it is articulated by the President and endorsed by the Governing Council. She/he plays an essential ambassadorial role in advancing the University’s interests within the local, provincial, national and international arenas.” (<http://www.chancellor.utoronto.ca/about-the-position>)

President (Meric Gertler): The President is appointed by Governing Council. From the U of T website: “The President of the University of Toronto is the Chief Executive Officer of the University and under the University of Toronto Act, 1971 has ‘general supervision over and direction of the academic work of the University and the teaching and administrative staffs thereof.’” (<http://www.president.utoronto.ca/duties-responsibilities-2>)

President’s Executive: The president is aided by a senior executive group that consists of Vice-President and Provost (Cheryl Regehr), the Vice-President, Research and Innovation (Vivek Goel), the Vice-President, Human Resources and Equity (Kelly Hannah-Moffat), the Vice-President, University Operations (Scott Mabury), the Vice-President, Advancement and Chief Advancement Officer, (David Palmer), and the Vice-President, International, Government and Institutional Relations (Ted Sargent). Executive responsibilities for the Mississauga and Scarborough campuses are vested with the Vice-President and Principal, University of Toronto Mississauga (Ulrich Krull) and the Vice-President and Principal, University of Toronto Scarborough (Bruce Kidd).

Faculty of Arts and Sciences: Composed of elected representatives as well as a large group of ex officio members (largely department heads), this body is “responsible for policies within the Faculty with relation to such areas as curriculum development, academic standards and admission policies.” Dean of Arts and Sciences (David Cameron, who is a Poli Sci prof not former PM of the U.K.) directs the faculty which makes decisions through Arts and Sciences Council. As far as I can tell the dean is not elected but is appointed by the Academic Board of the Board of Governors. Graduate Students have six representatives on A&S Council. (<http://www.artsci.utoronto.ca/>).

University of Toronto Graduate Students’ Union (UTGSU)

All information comes from the UTGSU website: <https://www.utgsu.ca/>.

Structure: The UTGSU consists of an executive committee and general council. Each year the executive committee is elected in the spring and serve terms of one year. The

general council consists of elected representatives from each of the universities course unions, and meet once a month.

General Council: The General council approves reports from the UTGSU executive as well as external levy groups, votes on the budget, takes political positions, and reports back to their individual course unions. The History Department has two representatives on general council and at least one member must attend all meetings but three over the course of the year. If history representatives miss three or more meetings then the GHS forfeits its head grant.

Executive Council: There are six executive officers who are elected in February by all graduate students and two executive members at large who are elected by the general council.

The six executive positions are: Academics & Funding Commissioner Divisions 1 & 2 (Humanities and Social Sciences) Academics & Funding Commissioner Divisions 3 & 4 (Physical and Life Sciences) Civics & Environment Commissioner External Commissioner Finance & University Governance Commissioner Internal Commissioner

Canadian Federation of Students: UTGSU is part of the federal and provincial Canadian Federation of Students. The CFS apparently lobbies the government on behalf of students but there is very little sign of them on campus except to give out merchandise at opportune times. The UTGSU has been in a long standing legal conflict over their relationship with the CFS as it (along with many Canadian student unions) has tried to de-federate. In the 2014-2015 school year the UTGSU were finally successful in getting a de-federation vote, and its members voted overwhelmingly (66%) to leave CFS, but CFS deemed the results invalid because it was seven votes shy of quorum. The UTGSU is currently in a legal battle with the CFS claiming that the CFS' failure to provide adequate polling stations produced the lack of quorum.

Services Offered By GSU:

- Management of Greenshield health and dental plan.
- Academic advocacy for graduate students who are having problems with their supervisor, department, etc.
- Conference bursary fund, founded in 2015 (although this is currently a mess and few people understand how it works).
- Graduate student gym (located in GSU building, 16 Bancroft Ave.)
- Harvest Noon Café and GSU Pub (both located in GSU building, 16 Bancroft Ave.).

Fee Levy Groups: Each year a small part of your fees go toward several valuable service and social justice organizations around campus. Currently, your fees help pay for:

- Ontario Public Interest Research Group (OPIRG)
- Toronto Downtown Legal Services (DLS)
- Centre for Women and Trans People
- Bikechain
- Toronto Sustainable Food Co-Op (TSFC)
- U of T Environmental Resource Network (UTERN)
- Sexual Education Center (SEC)
- Students for Barrier-free Access (SBA)

Current Issues and Campaigns: Other than the fight with CFS the UTGSU has been active in the Boycott Divestment Sanctions against the Israeli occupation of Palestine movement, as well as with other social justice campaigns. In general, however, over the last two years the UTGSU has functioned mostly as a group that writes letters, signs petitions, lobbies university officials, participates in CFS events and donates funds to political causes. They do very little in terms of organizing or direct action.

See Also: Resources on Campus (below)

Resources on Campus

Health and Wellness

Health and Wellness Centre: An on campus health clinic. It is possible to drop in to the clinic but it is advisable to book an appointment. The health and Wellness centre also provides mental health counselling for free, but only for a limited number of sessions before they refer you to someone else.

Grad Minds: Promotes mental health among the grad student population by 1) Providing resources and services to students; 2) Advocating for graduate student mental health; 3) Creating Partnerships in the Community.

Multi-Faith Centre: Provides space for multi-faith religious practice, as well as rentable space for larger events. Multi-Faith also provides free meditation, mindfulness and yoga classes, and supports students with forms of grief counselling.

Advocacy and Services

Centre for International Experience: “The Centre for International Experience is a meeting place for a diverse community of international students coming to U of T and domestic students looking to go abroad. Come and visit us at Cumberland House to find information and make new friends.”

Caucuses and Committees at GSU and CUPE: There are many caucuses and committees at CUPE 3902 and the GSU where students can assemble to advocate for equity or for specific causes. CUPE 3902 has six caucuses: Indigenous Solidarity Caucus; International Members' Caucus; Members with Disabilities Caucus; Queer Caucus; Racialised Members' Caucus; Women's Caucus. The GSU has many committees and caucuses: Environmental Justice & Sustainability Committee; Equity & Advocacy Committee; International Students' Caucus; Queer Caucus; Race & Ethnicity Caucus; Women & Trans People Caucus; Boycott, Divestment & Sanctions Ad-Hoc Committee; Student Rights Sub-Committee; Professional Graduate Students' Caucus.

Students for Barrier-Free Access: "SBA is a non-profit, University of Toronto student-led organization that advocates for equity, access, and the rights of disabled students and supports more generally, the greater disability community. SBA and its allies work towards eliminating physical, informational, and attitudinal barriers on campus and in the wider community."

Centre for Women and Trans People: "committed to providing a safe, harassment-free drop in space for all women and trans people on campus. We provide free support, referrals, resources and advocacy on issues of sexism, racism, homophobia, transphobia, ableism, ageism, violence, health and poverty through our workshops, events, services and programming."

Sexual Education Centre: "At SEC we're thinking about, talking about, and informing you about everything to do with sex, sexuality, and sexual health. We offer free safer-sex supplies, educational talks and workshops, peer counseling, in-print and online resources, an engaging, non-judgmental social space and a series of fun, sex-positive events throughout the year."

Ontario Public Interest Research Group: "OPIRG Toronto is a volunteer-based group at the University of Toronto, with a mandate for action, education, and research on environmental and social justice issues. We are part of an international network of Public Interest Research Groups (PIRGs), including ten others in Ontario.

"We seek to empower and educate students and other members of the community, provide a forum for learning and sharing skills, and give people the tools and opportunity to work co-operatively for social change."

Family Care Offices: Central resource for child-care at U of T.

Athletics

Hart House: Hart House has a pool, gym and other Athletic services. All students automatically pay fees to become members of Hart House during the Fall and Winter Semesters.

Athletic Centre: Like Hart House but bigger. Grad students are also automatically members.

GSU Gym: Small gym can be rented by Grad Students and hosts volleyball and badminton leagues as well as drop-in basketball on Thursday evenings.

Intramural Sports: There are lots of different intramural sports at U of T. The History Department has traditionally fielded teams in softball and hockey, and once fielded a team in basketball.

Bikechain: A drop-in centre where volunteers help you to fix your own bike. Can get crowded in the summertime. Be assertive with what you want done to your bike because the volunteers will often encourage you to disassemble and reassemble the whole thing for no reason.

Food

Harvest Noon: Provides a cheap daily lunch made from organic and locally sources produce. Located on the top floor of the GSU building, Harvest Noon is a great rentable space for grad student events.

U of T Food Services: For a map of food options on campus (minus food trucks and bake sales), visit <http://map.utoronto.ca/food#>.

Other Places: There are also tons of coffee shops, restaurants and cafeterias around campus, just ask around!

See Also: Graduate Students' Union (above)

Appendix

Graduate History Society Constitution

Article I: Name and Definitions

1.1 The Graduate History Society is the primary representative body for graduate students enrolled in the Department of History at the University of Toronto.

1.2 The Graduate History Society will hereafter be referred to as the GHS.

1.3 The Department of History will hereafter be referred to as the Department.

Article II: Objectives

2.1 The objectives of the GHS will be to:

- a. Promote and maintain communication between history graduate students and both the Department and the University administration.
- b. Represent individual history graduate students, as well as groups of graduate students, in matters relating to the interests of such students.
- c. Initiate, sponsor, coordinate and promote the social functions of the GHS.

Article III: Membership

3.1 The following will be members of the GHS: all full- and part-time students registered with the School of Graduate Studies in the Department of History.

3.2 All members will have full voting and speaking rights at General Meetings.

3.3 The GHS will strive to create an accessible, equitable environment and will not discriminate against members on the basis of age, race, disability, creed, colour, national origin, political or religious affiliation, sex, sexual orientation, marital status, place of residence, status as a full-time or part-time graduate student, or type of programme.

Article IV: Executive Committee

4.1 The Executive Committee of the GHS will consist of the following:

- a. President
- b. Vice-President
- c. Secretary
- d. Treasurer
- e. Social Chairs (2-3)
- f. Graduate Students' Union Representatives (2)
- g. Program Committee Representatives (3-4)
- h. Listserv Administrator
- i. Webmaster
- j. M.A. Representative
- k. CUPE Representative
- l. Canadian Historical Association Representative

4.2 The Executive Committee will be chosen by election at a General Meeting of the GHS. See Article IX for election procedures.

4.3 General Responsibilities:

- a. Members of the executive will attend all GHS meetings, barring illness, emergencies, etc.
- b. The executive will send eight members to each departmental faculty meeting. These spots will be filled by the President, Vice-President, Secretary, Treasurer, and four other members of the executive. If eight members of the executive are unable to attend, graduate students who are not in the executive will be asked to attend the faculty meeting in order to ensure full representation for graduate students.

4.4 Duties of Executive Positions:

- a. President
 - i. Organize GHS meetings
 - ii. Meet with the Graduate Coordinator and Department Chair and keep them informed of graduate student issues
 - iii. Serve as primary liaison with the HSA
 - iv. Attend regular departmental meetings with voting privileges
 - v. Ensure smooth running of the GHS
- b. Vice-President
 - i. Assist the President
 - ii. Attend regular departmental meetings with voting privileges
- c. Secretary
 - i. Take minutes at all GHS meetings
 - ii. Post minutes on GHS listserv
 - iii. Maintain grants and comp binders in GHS office
 - iv. Obtain recent comp questions from graduate office each term, and put out a call for successful scholarship statements each spring, which are then filed in comp binders in GHS office
 - v. Attend regular departmental meetings with voting privileges
 - vi. The grants and comps questions portion of the secretary role (4.4.c.iii-iv) can be split into a separate role of Archivist if desired by Secretary and potential Archivist.
- d. Treasurer
 - i. Maintain GHS checking account (with president)
 - ii. Balance the books

- iii. Apply for annual GSU head grant
 - iv. Attend regular departmental meetings with voting privileges
- e. Social Chairs (2-3)
- i. Organize coffee socials, pub nights, athletics, and/or other social events
 - ii. Sit on the Orientation Committee, assisting with events during the first month of the fall semester.
- f. Graduate Students' Union Representatives (2)
- i. Attend all GSU meetings and report back to the GHS
 - ii. Post important notices on the GHS listserv
 - iii. It is necessary for reps to attend all GSU meetings in order for the GHS to receive its funding from the GSU
- g. Programs Committee Representatives (3-4 positions: 1 MA; 2 PhD min.)
- i. Attend all Graduate Program Committee Meetings
 - ii. Report on Graduate Program Committee Meetings to the GHS
- h. Listserv Administrator
- i. Administer the GHS listserv (as owner)
 - ii. Maintain the list by performing an annual purge in the spring
 - iii. Monitor content to see that listserv etiquette is followed
- i. Webmaster
- i. Maintain and update the GHS website and GHS content on the department website
 - ii. Update graduate student profiles in the fall semester
 - iii. Liaise with the departmental webmaster as appropriate
- j. M.A. Representative
- i. Bring to the attention of the GHS any issues or concerns on behalf of M.A. students
 - ii. Organize the annual M.A. students' history symposium
- k. CUPE Representative (1-2)
- i. Serves as liaison between the GHS and CUPE 3902
 - ii. Attends CUPE 3902 meetings
 - iii. Reports CUPE 3902 news to GHS members via the listserv, facebook, and at GHS meetings
 - iv. Must be a current member of CUPE 3902
- l. Canadian Historical Association Representative

- i. Serves as liaison between the GHS and the Canadian Historical Association (CHA)
- ii. Reports relevant CHA news to GHS members via the listserv, facebook, and at GHS meetings

4.4 Executive positions may be shared between two members (for example, co-presidents or co-vice presidents). Members wishing to share an executive position should make a joint bid for election, and otherwise follow the procedures in Article IX.

Article V: Finances

5.1 The GHS receives its funds primarily from the GSU and the History Department.

5.2 The Treasurer will handle the administration of the expense reimbursements approved by the body of the GHS.

Article VI: Meetings

6.1 The GHS will hold one general meeting per month during the academic year.

6.2 Other informal executive meetings are held at the discretion of the President and Vice-President.

6.3 Quorum for the Monthly General Meeting is 6 members.

6.4 The Monthly General Meeting will be convened by the President.

6.5 The Monthly General Meeting will be held in Sid Smith.

6.6. The agenda for the Monthly General Meeting will be distributed to members by the president at least 24 hours in advance.

Article VII: Committees

7.1 Standing and ad-hoc committees may be formed by a motion passed with majority vote in a GHS general meeting.

7.2 Such committees may be staffed by any member of the GHS.

7.3 Such committees may be dissolved by majority vote in a GHS general meeting.

7.4 Permanent standing committees include:

- a. *Past Tense: Graduate Review of History* Editorial Team
- b. Annual Graduate History Symposium Organizing Committee

Article VIII: Amendments

8.1 Amendments to this Constitution will require a two-thirds (2/3) majority vote of the Membership of the GHS present at a General Meeting.

8.2 Written notice of any proposed Amendment will be prepared and copies distributed to all GHS members at least two weeks in advance of such a Meeting.

Article IX: Elections

9.1 Elections for the GHS executive committee will be held at the first General Meeting of the academic year, which should take place in September.

9.2 The outgoing president will circulate the list of Executive Positions to the GHS Membership at least one week prior to the General Meeting.

9.3 Nominations may be submitted to the outgoing president prior to the General Meeting, or may be presented at the meeting.

9.4 If there is only one nomination for an Executive Position, the nominee will be awarded the position by acclamation.

9.5 If there is more than one nominee for the position, each nominee has the opportunity to speak and garner support for their nomination during the GM.

9.6 A majority vote is required for a nominee to claim that position. Votes will be cast by show of hands, unless a secret ballot is approved.

9.7 Any member at the General Meeting may submit a motion to vote by secret ballot. If approved by a majority vote, voting will proceed by secret ballot with results counted by the outgoing president.

9.8 In the event of a tie, a second vote is held immediately. After two attempts to break a tie (i.e. after the third vote) the outgoing president will cast the deciding vote.

Article X: Listserv

10.1 The GHS listserv will be accessible to all members of the GHS.

10.2 The contents of the GHS listserv are to be kept in strict confidence—access is only permitted to members of the GHS and graduate History Department.

This Constitution was approved at the 25 April 2016 General Meeting of the Graduate History Society.