

UNB HISTORY GRADUATE STUDENT HANDBOOK

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1. Welcome and Contact Information

Welcome to the UNB Graduate Program in History. Our programs are administered through the Department of Historical Studies on the Fredericton campus of the University of New Brunswick, but our graduate academic unit also includes the UNB—Saint John campus.

In this Handbook, you will find information on our program requirements, procedures, and deadlines. Please also consult the weekly Graduate Historical Facts e-newsletter. And, for more information, including the most up-to-date deadlines, please see the School of Graduate Studies (SGS): <https://www.unb.ca/gradstudies/current/index.html>

Graduate programs are professional and thus requirements are specific to disciplines and to institutional strengths. This guide lays out the professional expectations for both students and faculty for graduate training in history at the University of New Brunswick.

When you need assistance, or have a question, please contact one of the following people or your supervisor:

- Dr. Lisa Todd, Director of Graduate Studies: LTodd@unb.ca
- Elizabeth Arnold, Graduate Administrator: eliz@unb.ca

2. Master of Arts (MA)

We offer two MA degree options: Master of Arts in History, by Thesis, and the Master of Arts in History, by Report. They have similar program requirements:

A. Program Requirements

Master of Arts in History, by Thesis

- HIST 6925 Thinking History (3ch)
- HIST 6935 Writing History (3ch)
- HIST 6945 Doing History (3ch)
- Graduate Seminar (3ch)
- Graduate Seminar (3ch)
- Language Requirement
- An MA Thesis of approximately 80-100 pages, based on original, primary source research
- A successful MA Thesis Defense

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We have designed this option for you to complete in five full-time semesters (fall, winter, summer, fall winter) Each semester you must register in HIST 6997 Master's Thesis.

Master of Arts in History, by Report:

- HIST 6925 Thinking History (3ch)
- HIST 6935 Writing History (3ch)
- HIST 6945 Doing History (3ch)
- Graduate Seminar (3ch)
- Graduate Seminar (3ch)
- Graduate Seminar (3ch)
- Language Requirement
- An MA Report of approximately 40-60 pages, which can be based more heavily on secondary source research
- A successful MA Report Defense

We have designed this option for you to complete in three full-time semesters. Each semester you must register in HIST 6996 Master's Report. Although both a report and a thesis result in the awarding of an MA degree upon successful completion of requirements, supervisors may request that thesis students switch to a report if their coursework is below average or if their chapter drafts do not meet expectations for an MA thesis.

All MA students must complete five graduate level courses (15 ch) (except for MA report students, who complete six/18ch), including the three mandatory courses, HIST 6925: Thinking History, HIST 6935: Writing History, and HIST 6945 Doing History, normally within the first program year. All graduate seminars meet once a week, for three hours. They are normally capped at 12 students. Depending on the teaching schedule, you may be able to complete one course requirement with a Field School/Travel Study course, but it would incur extra charges, on top of regular tuition. That said, scholarships are sometimes available.

Reading Courses are also available to students but must be approved by the Director and supervisor and arranged by the student. In this case, students would complete a directed reading course with a GAU faculty member because knowledge of a particular area of study is necessary for their success in the program but is not offered in the course electives. Students may only take one Directed Reading Course.

You may enroll in graduate level courses in other departments, if it would be appropriate to your program, but only with the permission of your supervisor and the Director. As a graduate student, you may also enroll in undergraduate courses, however, usually you are encouraged to Audit these courses, if they fulfill a requirement of your program. This is most often done in the case of language courses, as UNB does not offer separate language instruction for graduate students. These courses are included in your annual tuition. To enrol, please fill out the relevant [Graduate Student Course Change Form](#), have it signed by the course instructor and Director, and submit it to Elizabeth Arnold, by the second week of the relevant semester.

B. Language Requirements

All students pursuing the MA degree by thesis or report in the field of Canadian History must show a reading knowledge of French sufficient to allow them to use that language in their historical research and study. That knowledge will normally be demonstrated by translating or paraphrasing a selected passage or passages from a secondary historical source with the aid of a dictionary. The reading requirement must be satisfied before the degree is granted.

For MA students researching in other fields, the language requirements are to be determined by the supervisor. This may involve taking or auditing undergraduate language classes during your degree to meet language requirements.

C. MA Theses and Reports

An MA thesis is an original piece of work, based on substantial primary research and organized around a central argument. It must demonstrate the candidate's competence to undertake independent research, comprehend the relevant historiography, and contribute to the field of study. The thesis must be written in a satisfactory history style and be free of typographical and other mechanical errors. Theses range from 80 to 100 pages in length and must be thoroughly documented and cited. Theses may be organized in the following way:

- 1) Introduction
- 2) Chapter One: Historiography/literature review of the secondary literature
- 3) Chapter Two: Content Chapter, based largely on primary research
- 4) Chapter Three: Content Chapter, based largely on primary research
- 5) Conclusion

An MA Report is also an original piece of work, but is shorter in length (40-60 pages), and may depend more heavily on secondary sources.

Procedure and Workflow

- The Examining Board for MA thesis is comprised of
 1. Supervisor
 2. Internal Reader (from the History GAU)
 3. External Reader (typically from a non-History GAU)
- The Examining Board for MA report is comprised of
 1. Supervisor
 2. Two Internal Readers (from the History GAU)
- The student submits chapter drafts to their supervisor(s). The supervisor provides feedback, and the student revises the chapters to the supervisor's satisfaction. This process often takes multiple rounds of revisions.
- When the supervisor feels the thesis/report is ready, it is circulated to the internal committee for review and recommendations.
- After that stage, the thesis/report is submitted to the external committee member. Typically, the external committee member does not provide feedback on the thesis until **after** the defense. The student then has time to make the required revisions as directed by their examining committee.

D. MA Thesis and Report Defenses

MA defenses are exciting events in the life of our department. They are usually open to the department, the campus community, and the public. On the Fredericton campus, we normally hold in-person defenses in the Windsor Room. On the Saint John campus, in-person defenses are usually held in Hazen Hall; however, audience members are welcome to join via Teams. Defenses last approximately 1.5-2.0 hours. The Examining Board for defenses is comprised of

1. Supervisor
2. Internal Reader (from the History GAU)
3. External Reader (typically from a non-History GAU)
4. Chair (typically the Director of Graduate Studies)

MA defenses follow this format:

1. Welcome, introductions
2. The MA candidate gives a 15-20-minute presentation on their research and findings. They may also use a visual presentation, such as slides, but this is not required. We recommend that you practice the presentation in advance.
3. There will be two rounds of questions from the examining committee, in this order: supervisor, internal reader, external reader.

4. The audience will then be invited to pose questions.
5. The Chair will ask all attendees, except members of a Graduate Academic Unit, to exit the room during deliberations. We invite you to gather in the Carole Hines Common Room.
6. The examining board discusses the report/thesis and the defense and reaches a series of decisions on their acceptability.
7. We bring the candidate back into the room to hear the decisions, complete paperwork, and most often, offer congratulations!

After a successful defense, the candidate completes all required revisions, and submits the report/thesis and all required paperwork to the School of Graduate Studies. They may also order bound copies.

3. Doctor of Philosophy (PhD)

A. Program Requirements

At the doctoral level, specific requirements are determined by the student's supervisory committee following School of Graduate Studies regulations. The requirements typically include:

- HIST 6925 Thinking History (3ch)
- HIST 6935 Writing History (3ch)
- HIST 6945 Doing History (3ch)
- Graduate Seminar (3ch)
- Graduate Seminar (3ch)
- Three PhD Reading Fields (1 major, 2 minor)
- Language Requirement
- Residency Requirement of 24 months
- Doctoral Dissertation
- A successful Dissertation Defense
- Professional/Teaching Apprenticeship (optional, as determined by your supervisor and the Director)

We have designed this option so that it can be completed in four to five years of full-time study. Ideally one should not exceed seven years. Each semester you must register in HIST 6998 PhD Thesis.

B. Coursework

Doctoral students normally complete five graduate level courses (15 chg.), including the three mandatory courses, HIST 6925: Thinking History, HIST 6935: Writing History, and HIST 6945 Doing History. Ideally, this should be done within the first program year. All graduate seminars meet once a week, for three hours; they are normally capped at 12 students. Depending on the teaching schedule, you may be able to complete one course requirement with a Field School / Travel Study course, but it would incur extra charges, on top of regular tuition, though scholarships are sometimes available.

You may enroll in graduate level courses in other departments, if appropriate for your program, but only with the permission of your supervisor and the Director. As a graduate student, you may also enroll in an undergraduate course, usually as an Audit student, if it fulfills a requirement of your program. This is most often done in the case of language courses, as UNB does not offer specialized language instruction for graduate students. These courses are included in your annual tuition. Students must fill out the relevant [Graduate Student Course Change Form](#), have it signed by the course instructor and Director, and submit it to Elizabeth Arnold, by the second week of the relevant semester.

Reading Courses are also available to students when a particular area of study is necessary for their success in the program but is not offered in the course electives. In this case, students would complete a Directed Reading Course with a GAU faculty member in lieu of a graduate seminar. Students may only take one Directed Reading Course, and the course must be arranged by the student and approved by the Director and supervisor.

C. Language Requirements

As a PhD student, you should arrive with language training relevant to your field. If you successfully completed a language requirement, course, or exam at the MA level (in the relevant language), you do not need to complete it again. However, you may enroll in additional language classes to supplement this training. This decision should be made in consultation with your supervisor and the Director.

D. PhD Comprehensive Reading Fields (Comps)

The comps process has several objectives: to introduce you to the key questions and historiographical debates in your field, to build a solid foundation in key texts

and readings, to prepare you for university teaching at all levels, and to prepare students for their dissertation research. Although it is impossible for comps to be completely comprehensive, they should provide both breadth and depth in your key fields. All fields must reflect what we can reasonably cover as a Graduate Academic Unit (GAU). **All PhD students will complete one major and two minor fields within approximately 12 months.**

In our program students do not write comprehensive examinations. Instead, they demonstrate knowledge of their fields through a reading list determined by the field supervisor and a final assignment. Each field ends with a final project that demonstrates the student's comprehension of the readings and the field broadly. In consultation with the Director, their supervisor, and field advisors, students will write an essay or series of essays to complete their Comprehensive Reading Field.

Major Fields

- A **major field** is generally comprised of between 80-100 monographs, or the equivalent.
- Typically, the expectation is that a major field should be completed in 6-8 months. In that time, the student and field supervisor should meet several times.
- A major field generally represents the geographical region or thematic area of the student's dissertation topic and primary field of teaching expertise.
- Thematic majors should be transnational in coverage and include significant material from more than two geographic areas.
- Typically, the thesis supervisor serves as the Major Field supervisor.
- Examples of major fields in our program include Atlantic World History; Early North America; Modern Canadian History; Early Colonial Caribbean History; Colonial/Modern Caribbean History; Early Modern European History; Military History; Modern European History, Disability History; Social History of Medicine; Modern U.S. History, etc.
- All major fields must be approved by the supervisor and Director.

Minor Fields

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- A **minor field** is generally comprised of between 40-50 monographs, or the equivalent.
- Typically, the expectation is that a minor field should be completed in 4 months. In that time, the student and field supervisor should meet several times.
- Minor fields serve to broaden your knowledge of history and your teaching expertise, and therefore should be in areas substantially different from your major.
- Minor fields may be thematic, or more concentrated temporal or geographic specializations. These fields may be covered within the GAU or with the assistance of Honorary Research Associates or Adjunct Professors (faculty from beyond History at UNBF & UNBSJ, including our colleagues at St. Thomas University), depending on area of expertise.
- Some examples of thematic minor fields may include Acadian History; Empires, Colonialisms, and Imperialism; Atlantic Canadian History; Cultural and Intellectual History, Disability History; Environmental History, Intelligence History; First World War History, Second World War History; The Cold War; Gender and Sexuality; History of Religion; History of Slavery and Emancipation; International Relations; Labour History; Loyalist Studies, etc. Some examples of specialized geographic minor fields may include, Modern Germany, Early Americas, Early Modern Spain, etc.

Reading Lists and Comps Preparation

- Supervisors will create reading lists that meet the student's needs and interests. Readings should provide breadth and specificity, and prepare the student for future teaching and research, the job market and intellectual development.
- Midway through the first year of the PhD program, students will begin considering fields in consultation with their thesis supervisor and the Director of Graduate Studies.
- By April of the first year, students should have organized their fields and a comprehensive committee (which may differ from their dissertation committee). Students should meet with their comprehensive committee and agree on a reading schedule and plan of study.

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- A full list of readings for all fields should be submitted to the Director and Elizabeth Arnold by July 1st.

Each field ends with a final project that demonstrates the student's comprehension of the readings and the field broadly. In consultation with the Director, their supervisor, and field advisors, students may choose from one assignment to complete their Comprehensive Reading Field:

Major Field

1. Historiographical Essay (approximately 20-25 pages)
 - a. Essay should cover broad themes in the field, trace historiographical trends and debates in the field, and engage with at least half of the assigned readings. Students are encouraged to tailor this essay toward their dissertation so it can form the basis of the dissertation's literature review.
2. A research-based essay, written for publication in a scholarly journal.
 - a. Since publishing scholarly work is an important goal for any doctoral student wishing to work in academia, this assignment asks students to prepare original research for publication.
 - b. Word count and style to correspond with the journal's guidelines.
 - c. Students must submit the essay and cover letter to complete the field requirements.
3. Public History Project
 - a. This project can vary depending on the student's interests and career ambitions. Students may choose to locate their public history project in a museum or archive, create a digital space for public engagement, or bring their public-facing work to creative outlets such as film or podcasts. The project must be approved by the supervisor, field advisor, and Director.
 - b. Students may choose from creating a public history project (i.e. digital humanities project, film, podcast etc.) or, writing a detailed proposal for a larger future project (museum curation, non-profit organization etc.).
 - c. Students must also submit an essay that includes substantial historiographical content, a mission statement, funding proposal, and an annotated bibliography (approximately 15 pages).

Minor Fields

1. Teaching Portfolio

- a. This assignment serves to prepare you for university teaching and prepares you for the academic job market.
 - b. Students must submit a course syllabus, including outlines of lectures, themes for discussion, required readings, suggested essay topics, and sample final exam; three lectures (each equivalent to a 50 minute lecture) drawn from across the course syllabus and suitable for first or second year undergraduate course in the field; and a statement of Teaching Philosophy, approximately 1-2 pages single spaced.
 - c. Once you complete your teaching field, the department will endeavour to ensure you are able to teach the course in your fourth year or later. You will be assigned a faculty mentor, who will be involved in preliminary course design, observe at least five classes, and who will be available for on-going consultation. Students pursuing this option will be compensated with a course stipend. This option may take place during a summer semester. Faculty mentors should provide the student with a letter of reference focused on teaching.
2. Public History Project
 - a. This project can vary depending on the student's interests and career ambitions. Students may choose to locate their public history project in a museum or archive, create a digital space for public engagement, or bring their public-facing work to creative outlets such as film or podcasts. The project must be approved by the supervisor, field advisor, and Director.
 - b. Students may choose from creating a public history project (i.e. digital humanities project, film, podcast etc.) or, writing a detailed proposal for a larger future project (museum curation, non-profit organization etc.).
 - c. Students must submit a short essay that includes a mission statement, substantial historiographical content, and bibliography (approximately 10 pages).
3. Historiographical Essay (approximately 15-20 pages)
 - a. Essay should cover broad themes in the field, trace historiographical trends and debates in the field, and engage with at least half of the assigned readings.

4. Series of Papers (at least two papers of approximately 10 pages)
 - a. Papers should cover broad themes in the field and include substantial historiographical content.

One minor field may be completed in conjunction with one graduate seminar. In this case, in their second year of the program, the student would participate in the weekly seminar schedule, complete extra readings and write a more fulsome 'capstone paper' at the conclusion of the course. The reading requirements should be the approximate equivalent of a standard minor reading field list. This option requires the permission of the seminar instructor, the student's supervisor, and the Director of Graduate Studies.

At the conclusion of each field, we request supervisors submit a notice of completion to Elizabeth Arnold (eliz@unb.ca) and the Director so that we can make note of their completion. There is no grade awarded to reading fields.

E. PhD Teaching/Professional Apprenticeships

The professional application for a PhD in history is traditionally associated with higher education, but it has broad relevance in a variety of fields, from obvious ones in museum and archives, to the less obvious ones, such as the civil service, non-profits, media, and the business world. The analytic skills we help you hone – to think about broader contexts, to weigh short-term change against long-term objectives, to think in terms of the systemic interaction of a wide range of human institutions – are relevant in a wide number of professions.

You will be mentored in teaching methodologies and relevant professional skills as part of your degree programs. In terms of gaining teaching experience, the following options are available:

1. A student may "shadow" a faculty member in the teaching of an undergraduate lecture course. This should involve consulting on course design, observing classroom teaching and management, delivering one or two lectures, assisting in classroom discussions, and some grading of student work. Faculty supervisors should provide ample mentorship opportunities and should also be aware of contact limitations. Faculty mentors should provide the student with a letter of reference focused on teaching. This option may be taken in one's second or third year.
2. In some circumstances, dependent upon availability and scheduling, students in their fourth year or later may teach an undergraduate course in their broad area of research expertise. The student will be

assigned a faculty mentor, who will be involved in preliminary course design, observe at least five classes, and who will be available for on-going consultation. Students pursuing this option will be compensated with a course stipend. This option may take place during a summer semester. Faculty mentors should provide the student with a letter of reference focused on teaching. PhD students with significant teaching experience elsewhere (such as several courses taught at the university level as the instructor) may seek to arrange for another form of mentorship opportunity in consultation with the Director and their advisor.

3. A student who intends to pursue a professional career outside of university teaching may, when possible and appropriate, complete a professional apprenticeship in a related field, such as digital humanities, archives, and museums. We will work with students to arrange compensation that is appropriate to the apprenticeship. This option may be completed in the summer months.

F. Dissertation and Defense

PhD dissertations are original pieces of academic work, based on extensive primary and secondary research, and range from 200-400 pages in length.

According to the School of Graduate Studies, the PhD dissertation must demonstrate the candidate's competence to undertake independent research work. It must contribute significantly to knowledge in the candidate's field of study and must be of sufficient merit to suggest publication in an appropriate scholarly journal or other scholarly format. The dissertation must show that the candidate is fully aware of the pertinent published material, must be written in a satisfactory literary style, and must be free of typographical and other mechanical errors.

The dissertation must conform in all respects to the regulations governing their presentation as detailed in the Thesis Formatting Guide.

Procedure and Workflow

When the PhD candidate and supervisor feel the dissertation is ready, it will be circulated to the internal committee for review and recommendations. After that stage, the dissertation will be submitted to an External Examiner appointed by the Dean of Graduate Studies in consultation with the GAU.

Examining Board:

- Supervisor (or Co-Supervisors)
- Examiner (from the History GAU)
- Examiner (from the History GAU)
- Examiner (from UNB but outside the History GAU)
- External Examiner (outside UNB)

Please see the document Thesis Submission and Assessment Guide for more details.

The oral examination (PhD defense) will typically be open to members of the GAU, the university, and the public, and will be chaired by a member of the SGS executive.

4. Annual Progress Reports and Meetings

All graduate students, both MA and PhD, are required to submit annual progress reports. The forms are sent out at the beginning of the Winter semester.

- Students must complete the report, sign it, and pass it onto their supervisors no later than mid-February. Students should meet with their supervisor to discuss the report.
- The supervisor is responsible for filling out their part of the report and submitting it to Elizabeth Arnold and the Director.
- Students will receive the completed form and are required to read their supervisors' comments and initial the form confirming that they have read the finalized copy.
- These reports are then sent to SGS.
- The Director may schedule an appointment with students to discuss their progress.

****Please note that it is the student's responsibility to fill out the form, submit it to their supervisor on time, and initiate a meeting to discuss it with them.**

5. University of New Brunswick – University of Maine Graduate History Conference

The History graduate students of UNB and the University of Maine have alternated in hosting a joint academic conference since 1999. In the past, the conference took place on a weekend (Friday evening to Sunday morning) in the Fall, and alternated between the campuses in Fredericton, New Brunswick and Orono, Maine. Graduate students act as conference organizers, paper presenters, and panel chairs. Both MA and PhD students are welcome to

present their work and are encouraged to submit proposals in response to the Call for Papers.

6. Tuition and Student Fees

Full-time and part-time graduate **students pay tuition and fees for three semesters** each year (this differs from undergraduate students). The full amounts, and deadlines for payment may be found at [Financial Services](#).

History students are classified as **Research Based**. Continuing graduate students are those who have completed a requisite number of terms in their degree program (6 full-time terms for an MA program, and 9 full-time terms for a PhD program) but whose studies are still in progress.

Please note that employment opportunities funded through the Dean's Office or the SGS, such as GSTAs, are generally only available to full-time students. Other employment opportunities, for example, work on a faculty member's research project, are at the discretion of the faculty member within the guidelines of granting agencies.

SGS registers all current research-based students in their report/thesis/dissertation (6996, 6997, 6998) courses each term. This eliminate holds on funding by Financial Services due to non-registration, which is the most common cause of delayed funding payments to graduate students. The exceptions to auto-enrollment are new students (who will be responsible for registering themselves for their first semester, and students returning from a Leave of Absence. **Students must still register for seminars during their year of coursework.** When your program completion requirements have been approved by SGS, your registration for the following term will be removed.

Funding forms/payments are not held by Financial Services (FS) until students provide permission for FS to deduct tuition and fees owing from their funding. Balances owing to FS will be automatically paid by through student's funding (when applicable), with the remainder of the funding being released to the student. To prevent funding delays, students must submit tax forms, direct deposit information, and study permits to People & Culture before payroll can be processed. Deadline for payroll cutoffs – all forms and paperwork must be submitted well in advance of the deadlines for payroll cutoffs.

7. Funding Packages and Employment Opportunities

We endeavour to provide most of our full-time graduate students with funding toward their programs. In some cases, we provide partial funding to part-time students (typically in the form of a research assistantship with their advisor). Funding comes from many separate sources, which may include federal awards, university-level scholarships, department-level awards, Arts Assistantships, teaching or research assistantships. You will receive a letter in the early fall semester detailing the breakdown of your annual package. It is important to note that you will not normally receive funds as a lump payment – in most cases, they are distributed over several months. Please consult with Elizabeth Arnold regarding the annual distribution of your funding.

All full-time students will have opportunities to hold GSTA and/or GSRA positions during their programs, as part of annual funding packages and professional training. **Teaching Assistantships** are normally assigned in late August/early September and are governed by a Collective Agreement between the University and PSAC-UGSW (Local 60550). Most TAs involve facilitating small group (tutorial) discussions, grading student work, and performing limited classroom management. Your duties will not exceed 520 hours/year, or 10 hours/week, and will be outlined on an Appendix B1 form, as provided in the Collective Agreement, and will be signed by your TA supervisor. **Research Assistantships** are assigned throughout the year. Most RAs involve conducting historical research for your RA supervisor – specific duties will be outlined in an Appendix B2 form, as provided by the Collective Agreement, will outline your work must be signed by you and your RA supervisor. Typically, the work may not exceed 10 hours/week, with a cumulative total of 520 hours/year. If you have concerns about employment regulations, please speak to the Director of Graduate Studies. Senior PhD students may be engaged to **teach on stipend** and are then covered under the Collective agreement on Contract Academic Employees.

8. Graduate Academic Unit (GAU)

The following faculty members make up the History Graduate Academic Unit (GAU) and may supervise reading fields, reports, theses, and dissertations. Those designated as Adjunct Professor, Honorary Research Associate (HRA), or Emeritus may co-supervise reports, theses, and dissertations, sit on examining boards and committees and supervise reading fields. You can find additional information on their individual university websites. Please include the Director and your primary supervisor in any initial correspondence with these faculty members.

John Borrows: Canada Research Chair in Indigenous Law (Adjunct – University of Victoria)

Michael Boudreau: Modern Canada and New Brunswick, crime, justice, and criminology (Adjunct – St Thomas University)

Cindy Brown: Modern Europe and Italy, war and society, violence (Research Associate UNBF)

Jeffrey Brown: Modern United States, transatlantic modernism/modernity, American therapeutics (on leave fall 2024)

Fred Burrill: North American Labour History, oral history, deindustrialization, history of Atlantic Canada, history of Quebec, working-class historiography

Stephanie Cavanaugh: Early Modern Spain and Europe; religion, conversion, and identity

Wendy Churchill: Early Modern Britain and Atlantic World, social history of medicine, women and gender (on leave)

Sarah-Jane Corke: Modern United States, diplomacy and foreign relations, history of intelligence services (on leave winter 2025)

Bradley Cross: Modern United States, material culture (Adjunct - St. Thomas University)

Stephen Dutcher: Canadian and American History, Indigenous peoples, popular culture (Adjunct - UNBF)

Cheryl Fury: Early Modern Europe, Tudor-Stuart England, social history of the navy, women and gender, the Holocaust, and Fascism (UNBSJ)

Catherine Gidney: Modern Canada, education, religion, leisure and youth culture, women, gender and sexuality (Adjunct - St. Thomas University)

Keith Grant: Atlantic Canada, early North America, history of emotions, reading and book culture (Adjunct – Crandall University)

Jeremy Hayhoe: Early Modern Europe and France; rural history (Adjunct - Université de Moncton)

Ross Hebb: History of Religion, New Brunswick, First World War (Honorary Research Associate - St. Peter's Anglican Parish)

Bonnie Huskins: Early Modern North America and Atlantic World, Loyalist studies, Atlantic Canada (Adjunct UNBF)

Stefanie Hunt-Kennedy: Caribbean, Atlantic World, vast early Americas, comparative slavery and emancipation, disability history, Mad Studies, gender, race, law

Glenn Icelton: Environmental, Indigenous, Northern Canadian, and borderlands history (Honorary Research Associate – UNBSJ)

Sean Kennedy: Modern France and Europe, the far right, intellectual history, war and society, policing

Hannah Lane: Atlantic Canada, religion (Adjunct - Mount Allison University)

Heidi MacDonald: Modern Canada; Atlantic Canada, the Great Depression, Women Religious, suffrage, youth (UNBSJ)

Joshua MacFadyen: Environmental, Modern Canada, Digital History (Adjunct – University of Prince Edward Island)

Gregory Marquis: Atlantic Canada, law and society, crime and policing, alcohol, drugs and tobacco (UNBSJ)

Bonnie Morgan: Atlantic Canada, religion, women and gender (Honorary Research Associate – NL Public Libraries)

Willis Monroe: Ancient Middle East, history of religion and science, digital humanities and quantitative approaches to history

Erin Morton: North America, art history, visual and material culture studies, cultural history and cultural studies, critical cultural theory (feminist, Marxian, and de-/anti-/post-colonial) (Adjunct – St. Francis Xavier University)

Sasha Mullally: Modern Canada, social history of medicine and health

Janet Mullin: Early Modern Britain, histories of leisure, gambling, drinking (Honorary Research Associate – UNBF)

Charmaine Nelson: postcolonial and Black feminist scholarship, transatlantic slavery studies, Black diaspora studies (Adjunct – University of Massachusetts Amherst)

Richard Raiswell: Early Modern Europe, religion, witchcraft, and demonology (Adjunct - University of Prince Edward Island)

John Reid: Atlantic Canada, imperialism, history of sport (Adjunct - St. Mary's University)

Matthew Sears: Ancient Greek and Roman History, Ancient Warfare and Society, Greek and Latin Historiography, Commemoration of Warfare

Maria Sjoberg: Nordic history, gender, history of health and medicine, early modern Europe, Atlantic Canada (WLU)

Erin Spinney: History of nursing, history of medicine, environmental history, early modern Britain, social history of eighteenth and nineteenth century Royal Navy, women's labour in the British Atlantic World (UNBSJ)

Julia Torrie: Modern Europe and Germany, war and society, military occupations, food history, Nazi Germany (Adjunct - St. Thomas University)

Lisa Todd: Modern Europe, Germany, gender and sexuality, war and genocide, colonialism

Angela Tozer: 19th and 20th century histories of capitalism and settler colonialism with a focus on Canada and the Atlantic World

Robin Vose: Early Modern Europe, religion, colonialism (Adjunct - St. Thomas University)

Carey Watt: Modern South Asia and India, imperialism, World History (Adjunct - St. Thomas University)

Lee Windsor: Modern Canada, war and society, military history, Canadian Armed Forces in the Second World War

Don Wright: Modern Canada, politics and government, climate politics biography, historiography

9. Important School of Graduate Studies Dates

Please see [Academic Calendar Fall Term 2005](#)