



PACIFICA  
GRADUATE INSTITUTE

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MYTHOLOGICAL STUDIES  
DISSERTATION HANDBOOK 2017-2018

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## **Preface to the 2017-2018 Dissertation Handbook**

The purpose of this handbook is to clarify the nature and process of the doctoral dissertation in Mythological Studies as the culminating scholarly outcome of a students' education at Pacifica Graduate Institute. The handbook addresses two distinctive but related aspects of this capstone process: the *research process* and the *dissertation preparation process*. The research process refers to the way students should approach, conceive, design, conduct, and report the results of their research projects in Mythological Studies. The dissertation process, refers to specific institutional requirements and procedures that Pacifica has established for students enrolled in the dissertation period of their program, that is, for students on the "dissertation clock." Although these two basic aspects of doctoral dissertation support and coincide with one another, they still represent two different sets of demands to which students must respond: the first is of a scholarly nature, while the second set relates to institutional policy and procedure.

The faculty of the Institute encourages students to read this manual early and carefully. Familiarity with the research and dissertation processes can help make the prospect of doing doctoral dissertation research more inviting and help integrate the research process with students' entire academic experience.

All forms pertaining to the formal, procedural aspects of the dissertation process are available online on the Dissertation Handbooks & Forms page of the Pacifica website, at <http://www.pacifica.edu/student-services/dissertation-resources> A discussion of these procedures from an institutional perspective is the subject of the third part of the Handbook, "Part III: Seven Stages of Dissertation Writing."

Pacifica also requires that all research and writing adhere to the professional standards of the academy, in accordance with our plagiarism and honesty policy described in the Student Handbook. These standards, including a discussion of plagiarism, are described in the MLA publications manual.

### **Revisions to the Dissertation Handbook**

Dissertation handbooks are revised and made available at the start of each academic year. Students are required to follow the procedural guidelines and technical requirements of the dissertation handbook in force at the time that they submit the dissertation for final approval. Students are required to review revisions of the Dissertation Handbook and accommodate the most current revisions wherever possible. However, students are not required to rewrite parts of their dissertation completed under guidelines that may be subsequently revised.

### **Dissertation Handbook Format**

The dissertation handbook is formatted as a book, not in accordance with Pacifica-MLA formatting requirements that students follow for completing their dissertations. Do not use the appearance of this handbook as a visual guide to format scholarly work.

### **Changes to the 2017-2018 Dissertation Handbook**

This year's edition of the Dissertation Handbook contains corrections in wording and formatting, the kind of continual improvements in clarity that will be helpful to students and their committee members. It also has a new sample ethics application to help students who plan to work with human participants in their study.

**PART I**  
**INTRODUCTION TO RESEARCH IN MYTHOLOGICAL**  
**STUDIES**

Part I presents a concise introduction to doctoral dissertation research at Pacifica Graduate Institute. It begins with a discussion of the Institute's vision for research in Mythological Studies. It then offers a brief but comprehensive description of research in Mythological Studies.

## Tradition and Innovation

The research methodologies currently accepted by Pacifica Graduate Institute reflect the interdisciplinary nature of the program, as well as a balance between tradition and innovation.

### Tradition

The Mythological Studies Program is designed to appreciate and integrate material from the many academic traditions that have contributed to the study of myth and mythic expression. Among those in the humanities are religious studies, classical and literary studies, philosophy, art history, dramatic art, and cultural history. The disciplines in the social sciences from which it draws include cultural anthropology, sociology, linguistics, and depth psychology.

### Innovation

One way that new insights arise is by drawing across traditional disciplinary boundaries, revealing what was obscured by those original boundaries. The object is not necessarily to negate the older disciplinary models but to reinvigorate them. The Mythological Studies Program with Emphasis in Depth Psychology is inherently an interdisciplinary one; however, dissertations may reflect any number of approaches and each will uniquely balance tradition and innovation. Strong innovative work demonstrates awareness of how each of the disciplinary approaches contributes differently to the object of knowledge. To the degree that it integrates the humanities and the social sciences, such work self-consciously bridges these “two cultures,” that is to say, ways of construing what constitutes knowledge.

In the Mythological Studies Program curriculum, special emphasis is given to the Jungian and archetypal approach to the study of mythic expression. This emphasis allows for dissertations to use theories of unconscious dynamics to suggest psychological interpretations of myths and other creative or collective forms of mythic imagination (art, literature, ritual, or forms of popular culture, for example).

The program also supports research that explores the implications, limitations, underpinnings, and symbolic representations of important “myths” of our time, such as new technologies, trends in the economy, expressions of political ideology, forms and uses of the media, and expressions of popular culture.

## Imagining and Completing the Dissertation Process

### Imagining the Dissertation

Before a student selects a research topic or writes the first words of the work, it is helpful to reflect upon what a dissertation is supposed to accomplish and distinguish a realistic aim from projections of the dissertation as the culmination of a student’s intellectual worth. Some of the most common fantasies about dissertation writing, which can inhibit or even paralyze the work, include the following:

- “My dissertation will be a classic in its field, integrating profound concepts from many branches of inquiry.”

- “My dissertation will be startlingly original, opening territory that has never been explored before.”
- “My dissertation will be a culminating work of creativity for me, bringing forth hidden dimensions of my psyche into a comprehensive whole.”
- “I have absolutely no talent, skills, or preparation for producing anything as overwhelming as a dissertation.”

To counteract these extreme notions, it is important to think realistically. A good dissertation will indeed make a meaningful contribution to the field—but within a fairly circumscribed area. It will contain original thoughts and approaches—but will be built upon the work of other scholars. There is a place for personal creativity in a dissertation—but it will be encompassed by pages of careful research and review.

Few students find the writing of a dissertation easy, but anyone who has successfully completed difficult graduate coursework already possesses the ability to complete this final assignment. Looked at another way, a dissertation may be compared to the final piece of work that artisans produced before being admitted to their guilds. No one expected the work to change all of history, but it was expected to demonstrate a high degree of proficiency and serve as a well-earned passport into professional life.

Remembering the three main purposes of a dissertation can help correct an overly-inflated or pessimistic attitude towards the task ahead. A dissertation should:

- Summarize and integrate pertinent research and theory in its topic area;
- Make a modest, original contribution of knowledge to the topic. This can be accomplished in several ways such as conceptualizing an issue or problem in a novel and useful manner, collecting new research, demonstrating the applicability of a method or treatment, or synthesizing and interpreting existing research to gain new insights;
- Adopt a new perspective toward the topic area and show how it illuminates, expands, or changes understanding of the topic.

What stylistic tone should the student set in writing the dissertation? It is helpful to keep in mind who the audience will be. The first readers will be the chair, reader, and external reader. Clearly, it is important to write in a manner that is acceptable to them. Next are the professionals in the field. Future doctoral candidates in particular will be referring to the dissertation as a reference source for their own work. They will appreciate the time and effort a student has devoted to writing clearly, to providing detailed references to all material, and to developing the ideas thoroughly. How much do readers already know about the topic? It is wise to assume they know very little. Write for them as though they were intelligent but not particularly well-versed in the subject area, explaining everything, except for the most general concepts. Because of extensive research, the student eventually becomes an expert in this area. Write as though teaching others the research topic.

The general public will rarely see the work in dissertation form, although later the student may rewrite parts of the manuscript and have it published in popular form. A student should not feel obliged, therefore, to be overly “sparkling” in the writing style. Although it is legitimate to express excitement about the topic, remember that a dissertation

is a research document, requiring scholarship in addition to creativity. After working through the literature and collecting data, the student will have the opportunity in the closing chapter(s) to integrate well-earned insights with those of the existing tradition.

In the experience of the Mythological Studies faculty, dissertations that prove most successful share certain characteristics:

- *The subject represents an enduring interest for the student.* Since a student has to live with the area through many months of work, it should carry some intellectual passion. Otherwise the project can grow cold before the dissertation is completed. Ask, “Could I live comfortably with this topic for a year or two if necessary?”
- *The subject does not generate so much personal emotion that the student loses perspective during research and writing.* Being attentive to the depth psychological dimensions of research means awareness of the transference relations that always exist between a student and the topic. Hence, to research an issue that possesses much intensity, give some consideration to whether the issue has been worked through adequately on a personal level.
- *The subject has been explored to some degree in the literature, but has not been overly worked.* A student might encounter difficulties adopting areas that are so new or so unusual that no author has written about them. How is a review of the literature possible when there is no literature? Conversely, selecting a theme too well-trod such, as “The Myth of Demeter and Persephone,” will create the opposite difficulty.
- *The subject is recognized but not greatly explored.* A preliminary survey of published articles, books, and dissertations on the proposed area that uncovers 20 to 100 references in the first run is almost ideal. Many excellent subjects will yield fewer or more references than this number. Ultimately, however, it is not what others have written but what the student writes that determines the quality of the dissertation.
- *The subject makes a difference.* The subjects with the most vigor contribute to the lives of others. How will future scholars use the work to advance their own? What insights into particular issues might the work yield? How might the research findings be used in teaching or other applied settings? If the answers to all of these questions are unclear, the area may lack theoretical or practical relevance. Research that feels purely like “busy work” drains intellectual energy. In order to be sustainable, an area should carry academic, personal, and community relevance. .
- *The topic can be stated in the form of a clear question or a clear assertion.* At first, a student may have only a hunch or intuition about the area, but eventually it will have to be formulated into a researchable problem.

### **Tips to Help Students Get Through the Dissertation Process**

The faculty and staff at Pacifica offer the suggestions below for managing the technical, logistical, and emotional aspects of completing a dissertation.

#### *A. Developing a Research Subject and Question*

1. When you locate a dissertation topic and question or problem related to its understanding. Discuss it with classmates and faculty. Talking out loud can keep

the creative process going. It can help you generate new ideas within your area of interest.

2. Review other Pacifica doctoral dissertations in your field of study when you begin the preparation of the concept paper. Some may help you to conceive how you might frame your project and best approach it.
3. As you write your concept paper/proposal/dissertation, tell your readers in the first paragraph of the first page what your research is about. Don't keep them guessing; refer to your purpose and intention periodically throughout the work.

#### *B. Finding Research Resources and Tracking References*

1. Become computer literate and proficient before you start writing. Get comfortable and familiar with the software you've chosen and use it for all of your drafts so that you may efficiently edit and move material. Put the main body of your text (including end matter) in one file, and front matter (such as title page) in another, so that you can use the automatic pagination function in both files. As you develop ideas, be sure to save your work frequently and create backup copies.
2. Sign on at the best library you can find in your geographic area. Get to know the research librarians. Tell them about your topic and solicit their advice on how to proceed. Make use of electronic catalogs and literature searches.
3. Refer to the table of contents of all books and journals that are related to your thesis topic and scan the reference list at the end of articles that you read to see if other titles are worth investigating.
4. When you find material that is useful to you, copy the copyright and title page information for your reference list (complete title and author's name, publisher, city, date of publication). Enter this information into your Endnote file or other reference database immediately.

#### *C. Establishing a Supportive Framework*

1. Use the proposal/dissertation process as another opportunity to learn something about yourself. When you hit a snag and become aware of what is happening, find out what you need in terms of information, support, or clarification and take the steps necessary to meet your needs.
2. Establish a buddy system with classmates and colleagues. A support system is a healthy addition to the dissertation process to help ensure your finishing.
3. If possible, arrange your personal workspace to be your research headquarters. Treat this space as your private domain and do nothing else in it. Soon it will become an efficient, positive environment that will help you cultivate your work.
4. Develop a reasonable work schedule and follow it.
5. Once you have completed your proposal and have completed your research, you will probably want to set aside longer work periods to do your writing. Try to free up a day, or a good part of a day, to devote to your writing.

6. Budget your time and maintain your priorities. It is easy to become “possessed” by your dissertation and ignore your own needs and those of your family and friends. It is not easy, but balance your professional, educational, and personal life.
7. If you begin to feel burned out, take a break. Doing so allows the fermenting process of ideas to proceed, and you can return to your work renewed and rejuvenated. Forcing yourself to overdose on research or writing will likely slow you up and make your work mediocre.

#### *D. Working with your Committee and Handling Feedback*

1. When you submit your work for review, be sure it is neat and accurate. No one wants to read a document containing misspelled words, incorrect grammar or syntax, or inappropriate citations and references. Proofread your work carefully.
2. When you send material to your dissertation committee, be sure to give them at least 6 weeks to review and comment on your work. When you meet with your committee, be prepared to state what you want from them and how they can best help you.
3. Working with your committee involves an exchange of ideas and opinions. Getting the most out of criticism is a skill you can develop. While you may become attached to your theoretical approach or research direction, entertain their perspectives.
4. When you disagree with one of your committee member’s requests, prepare a well-argued line of reasoning that defends your point of view. This is intellectual exchange at its best and can lead to further insights or angles of interpretation. Remember that you are an authority on your research topic.
5. When you feel discouraged, overwhelmed, or immobilized, ask for help. Let your committee and administrators remind you of your power and ability.
6. Never send your only copy of a document to anyone. Always keep a backup copy for yourself.
7. In an empirical study, if your results are not what you had expected, don’t be defensive. A negative result can be just as useful as a positive one. Write it up, make an intelligent interpretation of your research, and graduate!

Make your final chapter crisp, sharp, and clear. Don’t hesitate to repeat ideas discussed earlier, but do so briefly and conclusively. Make every sentence in your abstract work for you. The abstract is what most other scholars will read, and keywords are what will get your work selected by computerized searches. Use commonly understood words in your title and lead paragraph. Remember: the objective is to finish your work and graduate. Your dissertation does not need to be perfect, but it does need to represent excellent academic quality in both content and expression.

## **PART II THREE TYPES OF DISSERTATIONS**

This part of the dissertation handbook describes the three types of dissertations available to students in the Mythological Studies program: theoretical dissertations, humanistic and social science dissertations, and production-type dissertations. Each type has a distinctive organization with some variation in the content, which students should be familiar with as they begin to conceptualize their work.

## Theoretical Dissertations

In a theoretical study, the data consist of already published material that the student revises and reworks in order to develop and support new ideas. The method is often called “hermeneutic,” which means the art of interpreting texts to find new meaning. The length of a theoretical dissertation is usually between 200 and 270 pages or between 70,000 and 85,000 words. Please discuss the projected length with the committee chair. The following guidelines apply in writing a theoretical dissertation.

### Chapter 1

*Introduction:* The introduction clearly indicates the topic of the study and states the specific ways in which the study will question and expand the topic. The beginning of the introduction is usually the best place to disclose those elements of students’ professional identity or life experience that have led students to their interest in the subject. Leave out the superfluous; keep the disclosure brief and focused on the formation of ideas relative to the dissertation topic. This is usually the only place in which students speak of themselves.

While crafting the introduction students should keep in mind possible titles for the dissertation. An ideal title is a succinct and meaningful description of the content that arouses the interest of potential readers. The title should not exceed 3 or 4 lines, with each line no more than 45 characters including letters, spaces, and punctuation. To avoid creating a title that is excessively wordy, imagine the title on a book cover.

*Review of the Literature:* The review of the literature situates the intellectual context in which the dissertation belongs. Imagine it as giving the reader a preview or tour of the student’s personal library, explaining how each author or field of discipline relates to the dissertation subject. This selection of relevant materials should contextualize the focus of the dissertation.

For example, if a dissertation is about the *Hero Image in Contemporary Cinema*, the student might start the review of literature by mentioning that the field of classical studies offers a wealth of definitions of the hero as conceived in Ancient Greece and that a certain author in particular is useful for a number of reasons. The review of literature, however, is not the place to open the discussion in any detail. Instead, give the reader a sense of which authors of classical studies will be the student’s primary sources on the Greek notion of heroism and why or how the student will use them towards his or her own ends. In other words, the literature review is not an annotated bibliography that summarizes the work of others. Nor is the literature review an exhaustive account of *all* the resources from which one will draw. It essentially orients the reader to the critical works on which the student will build or from which the arguments will differ. In this way it also signals the main disciplinary currents informing the work, by indicating which sources are germane to the approach.

For example, if the project described above will include a discussion of the hero from Joseph Campbell’s perspective, the student should explain how Campbell’s approach will be adopted or critiqued. If a critique, then the student might consider the point of view upon which to base the critique: is the student bringing in authors who examine Campbell’s concept of heroism from a feminist perspective? (Don’t get into the detail of the argument, just announce it). Or will the student analyze and criticize the method of comparative mythology? The student should note which side will be emphasized and list the allies in that selection.

Since the student will bring up all those authors again in subsequent chapters, a review of literature should not be a summary of the dissertation but an exercise in intellectual orientation, a delineation of the territory as well as naming the intellectual allies and those who hold contrary or challenging views.

*Organization of the Study:* The purpose of this section is to indicate the theme of each of the chapters in the study and how it presents a progression of the arguments. Here the student explains the table of contents and how each chapter relates to the overarching argument or theme of the dissertation. Descriptions here should be brief. It should not be a repetition of the review of the literature; the student should now be centered on his or her original contribution.

## **Chapter 2**

The second chapter of a theoretical study is *not* a method chapter because the first chapter will have already spelled out the various perspectives students are adopting and that is what is expected in terms of a description of the method or way of proceeding. The second chapter begins developing the topic from one of these chosen perspectives.

### **Subsequent Chapters**

The chapters that develop and complete a theoretical study comprise additional perspectives initially identified in the proposal. Since the chapters will vary in number and content depending upon the specific dissertation, the student should consult with the committee to discover how best to organize them. In general, however, the structure of these chapters will be like the second chapter of the dissertation.

### **Summary Chapter**

The summary chapter of a theoretical study delineates the principal themes of the previous chapters, specifying the new understandings and insights that the study has developed. This chapter also integrates the student's insights *into* a reasonably comprehensive statement that expands the original topic and research questions. Finally, the summary chapter should include suggestions for future lines of inquiry while noting the limitations of the student's own work.

### **Works Cited and Appendices**

The final section of the manuscript includes a complete listing of books and articles cited in the body of the work. Only those authors that have been quoted should be listed. This is not a bibliography. Do not include works that are not quoted or paraphrased in the dissertation.

The appendices usually contain original material referred to in the text but too lengthy to be footnoted. The student should discuss with committee members what material is significant enough to be reproduced in its entirety in appendices.

## **Humanistic and Social Science Dissertations**

The length of a humanistic and social science dissertation is usually between 200 and 270 pages, or between 70,000 and 85,000 words. Please discuss the projected length with the

committee chair. An experimental study with extensive statistical analysis may be shorter. Students should discuss the projected length of the dissertation with their committee.

There are three types of humanistic and social science dissertations: those with a qualitative approach; those with a quantitative approach; and those involving action research or participatory research.

### **Qualitative Approaches: Phenomenological, Case, or Field Studies**

#### *Chapter 1: Introduction, Review of Literature, Statement of Problem*

*Introduction:* The introduction indicates that the study will be employing a qualitative research design involving the use of a specified number of participants from whom the student will obtain descriptions or answers in an interview on the topic investigated. The introduction provides an orientation to the study as well as a preface to the review of the literature. Frequently only several pages in length, it concludes with a clear definition of the issues to be addressed in the remainder of the dissertation.

*Review of the Literature:* The literature review leads the reader through a logical progression of both knowledge and theory, which creates a compelling argument for the study being proposed (see the more detailed description of the Review of the Literature in the section for Theoretical Dissertation).

*Statement of the Problem, Research Questions, Hypotheses:* The final section of this chapter restates the thesis to be addressed, the research questions to be considered, and, if applicable, any specific hypotheses to be tested.

#### *Chapter 2: Methodology*

*Methodological Approach and Theoretical Issues:* The second chapter describes the research method. For example, a student engaging a phenomenological study should indicate that a qualitative research design will be employed using a specified number of participants. When doing field studies, the student indicates how the data that was collected as well as the kinds of participants and the way they will be engaged (interview, observation, etc.). This section of the method chapter might also include some discussion of the theory about the research procedures used for qualitative and case study methods. In other words, it explains the rationale for the selection of the methodological approach or approaches.

*Procedure:* This section is a concise but thorough description of the steps taken to collect data from participants. For example, a student doing a field study will clearly describe what was observed, the interview schedule or questionnaires or, in the case of open-ended field study, the aims of the interviews or participant-observation events recorded, and how the interviews and observations were conducted. This section is written in such a way that the reader would be able to duplicate the procedures.

*Participants:* If not already included in the discussion of methodology and procedure, a separate section may be necessary to clearly describe the participants used in the study. It discusses why and participants were chosen, for instance, revealing what characteristics the participants possess that make them suitable for the investigation.

*Data Analysis:* This section indicates how the data was structured and interpreted. For example, if the study proposed to generate data through interviewing participants, this section clearly describes how the interview transcripts were analyzed. It is important to be

detailed and specific here, since the underlying intention is to allow another researcher to repeat the steps in the analysis and arrive at similar results.

*Limitations and Delimitation:* All studies carry inherent limitations (restrictions that the research design imposes on the researcher), or delimitations (restrictions that the researcher imposes on the design). These should be addressed and discussed candidly. For example, the relatively small number of participants in a case study dissertation might limit the findings in terms of its range of applicability. But what such a design sacrifices in its generalization of findings may be compensated for by the depth of the findings which the design reveals. Identifying these issues does not weaken the dissertation; rather, it strengthens it by building the reader's confidence in the student's judgment as a scholar and careful researcher.

### *Chapter 3: Results*

*Overview:* The overview articulates the major topics included in the chapter. If the results are presented in more than one chapter, this section should provide the reader with an understanding of how the material will be divided between the chapters as well as a basic explanation of the material found in this chapter.

*Findings:* This section describes and discusses the results of the research. First, a student should report the findings or results without discussion, including only the amount of explanation necessary to help the reader understand the basis of the research without stating what it means. The report of findings must be complete and detailed enough for the reader to make an informed, independent judgment about the research. Students will discuss the results, offering an interpretation, in the next chapter of the dissertation.

*Summary:* The summary includes a condensed restatement of the findings that have been presented in this chapter. It should provide a clear and succinct means of highlighting the main points presented.

### *Chapter 4: Discussion*

*Discussion of Results:* In this chapter, the student interprets the results and discusses their significance. The discussion should first situate the significance of the results in light of the theories and framework that have defined the study. For example, did the results support the research questions or did they fail to do so? Or, did the result only partially support the research question? Next, the student should contextualize the findings within the major studies identified in the literature review, indicating how the student's results add to this literature. Finally, discuss how the results contribute to the field of mythological studies.

This chapter offers researchers the opportunity to develop and express the creative contribution of the work. Although much of this creative emphasis will be revealed in the interpretation of the results and the discussion of how the results correlated with the existing literature, the researcher might also speculate on the significance of the work beyond the literature. In addition, the discussion chapter should include the following sections:

- *Summary and Conclusions:* In this brief section, highlight the major points, focusing on the contributions the student's study has made to the field. While the summary should be concise, make it detailed enough so that a reader may understand the dissertation in its broadest and most encompassing terms.

- *Recommendations:* When the investigation is complete and the study has set forth the meaning as well as the contribution of the work to the field, the student will have gained an expertise on the topic. This expertise is accompanied by a special obligation to suggest future inquiries that could expand this field of knowledge and which grow directly out of this study. It is more than a list of topics a student would have liked to research; rather, it directs other scholars to new areas for further exploration.

### **Quantitative Approaches**

A student with a prior degree or expertise in empirical or clinical studies, correlational studies, experimental or quasi-experimental designs, action-research, or any other kind of design involving quantitative methods, can use this expertise if she or he can demonstrate a) that it would be pertinent to mythological studies; and b) that at least one member of the dissertation committee has the methodological expertise to support your progress and competently evaluate your work..

In all cases, the basic structure is similar to the structure of a dissertation in phenomenological and case or field studies; the method chapter should discuss all the details relating to the specific research design and instrumentation.

### **Action Research and Participatory Research**

Some problems are best studied with the participation of the participants or beneficiaries of the study. Imagine for example that a high school has an unusually high rate of suicide and a researcher is invited by the authorities to discover both the causes and the remedies. Such a study would be called “action research” only if the experiment is defined by the researcher in ways that involve the input and participation of the beneficiaries of the study, in this case, the concerned students. That is why this approach is also called “participatory research.”

Students of Mythological Studies might find that “action research” is relevant to help promote cultural changes. In the above example, if discussion reveals a consensus that “there is too little communication and too much isolation,” the student has the first requisite for action research, which is a definition of the problem from the participants themselves. The next step would be to design an experiment that would promote communication and reduce the sense of isolation to test if these changes reduce the rate of suicide.

At this point, the researcher may offer various means to “reduce isolation and promote communication” by, for instance, giving the participants the tools they need to experiment with the remedies. The report of such a study would then carefully outline the degree of participation and address the following issues:

- *Problem generation:* Does the research problem/issue arise within the community itself? How so? If the idea for the research is arrived at independently from the community, to what degree will the community be consulted as to its relevance and its sensitivity to their concerns? How will this be assessed?
- *Data gathering:* To what extent will ideas regarding data gathering arise within the community, and to what extent will they be arrived at independently by the researcher?

- *Data analysis:* To what extent will the community be involved in the analysis of the data? What kind of training will be necessary to achieve their participation? If the researcher and members of the community disagree regarding the analysis of the research, how will the differing opinions be handled? Will research participants be given a chance to comment on the analysis of the data generated by them?
- *Implementation and evaluation of change:* How will the research assess whether the desired changes resulted from the created interventions? To what extent have successful interventions been made a part of the repertoire of the community so that the departure of the researcher does not mean the departure of the knowledge and methods derived from the study?
- *Procedures, research design, and ethics:* Issues of informed consent, participants, procedure, data analysis, limitations and ethical assurances should be approached at the beginning of the project and already addressed in the concept paper. Work with participants may not proceed without a review of an ethics application.

### Production Type Dissertations

A dissertation in mythological studies may take the form of a “production” following the model of dissertations in communication studies, art, or creative writing. A student with a prior degree or expertise in fine arts, performance arts, creative writing, computer game design and production, or other related field, can use this expertise to produce a production type dissertation, if she or he can demonstrate (a) that it would be pertinent to mythological studies; and (b) that at least one member of the dissertation committee has the methodological expertise to support your progress on the production component and competently evaluate your work.

A production type dissertation has two parts: one is a theoretical analysis written in the traditional genre of dissertation style; the other is a creative work that supports the argument of the first part and is a necessary extension of the theoretical component.

- The first part, a theoretical analysis, must demonstrate how the production, together with the theoretical underpinning, makes a contribution to mythological studies with a special emphasis in depth psychology. This part must conform to MLA formatting specifications.
- The second part, a creative production, is the creative, original piece of the dissertation and should complement the theoretical component, either as its demonstration, fulfillment or alternative form of expression. For example, it could assume the form of a chapbook of poetry, a DVD of a performance piece, or teaching content designed for a particular grade level of students and/or teachers. The creative production component should appear subsequent to the theoretical component, not within the theoretical chapters.

The completed dissertation should present, in a comprehensible form, a theoretical articulation of how the production represents the culmination of in mythological studies and how, together, they make an original contribution to the field.

### *Support from Faculty*

In all cases, the length, structure, and content of the theoretical presentation for this type of dissertation should be discussed with (a) the instructor for the Dissertation Formulation course while working on the concept paper, (b) the student's committee chair during the initial discussions of the concept paper, and (c) the other two members of the student's committee when presenting the proposal for a dissertation. The point is to clarify the vision of the proposed project and its strong correlation with the theoretical component before beginning the creative work.

### *Special Equipment or Technical Needs*

All requirements for special equipment are the responsibility of the student.

### *Special Expertise*

Most production type dissertations will require the guidance and assessment by a person(s) with expertise outside that of any core or adjunct faculty at Pacifica. In such cases, the chair may require that the external reader have a specific credential which will ensure that the student's production—be it fiction, memoir, film script, art work, or any of the other possibilities listed below—meets the expectations associated with quality work in that particular genre. If the production type dissertation contains a multimedia element, please review carefully the Guide to Intellectual Property & Copyright and the Using Protected Materials.

## **Content of the Theoretical Analysis**

The crucial element in all production type dissertations is to be able to demonstrate that the combination of the “production,” along with its theoretical underpinning, contributes to the advance of research and deepened understanding in Mythological Studies. For example, a production type dissertation must do more than simply reflect upon or retell an old myth with a modern cast of characters and content. It should represent a creative re-working of the theory, images, dynamics and patterns of phenomena studied in the field.

The theoretical analysis follows the same structure as that of a theoretical dissertation. The only difference is that in the introduction students should announce the nature of their production and how it relates to the theoretical chapters.

In the case of a dissertation that is a hypertext, the organization of the study must include a navigational map for the hypertext.

## **Length of the Theoretical Analysis**

The minimum length for the theoretical analysis in a production type dissertation is 85 pages in MLA format, though the chair may require more. However, it is impossible to stipulate a precise number of pages for the theoretical presentation of production type dissertations since the length depends on the nature and extent of research involved in the production and on the nature of the production itself.

When laying out the proposed work, the student should consult closely with the committee members so that the exact nature and terms of the production type dissertation are clearly delineated. For example, if the student plans to write a novel or a novella, the committee members may have specific suggestions or requirements regarding the nature of

narrative, plot development, point of view, time, setting, and other elements of a fictional work before the student even begins the creative project. Research in these areas may help the student determine more clearly the direction to proceed on the project.

To use another example, if the production is to be a CD-ROM that hypertextualizes theoretical material, the student may print out part of the hypertext to satisfy requirements for chapters one and two. Since the student's contribution and originality are expressed in the linkage of the ideas, committee members should realize that the dissertation will be presented and assessed in a compact disc format and not only in the printed version of text.

If the production is an art installation in a gallery, documented as a video, CD, or catalogue presentation, the student may be required to write a lengthy theoretical text, perhaps as long as a traditional dissertation, to amplify fully how the artistic vision may challenge, expand, or illustrate certain assumptions in the field of Mythological Studies.

### **The Production Component**

The part of the dissertation that is the production, can take many forms and formats. Generally, the term *mythopoiesis* means the making or reshaping of a myth through a poetic form. Poiesis literally means "production," "formation" or "making," in images or action. A student writing or other form of creation does not relate a chronicle as much as it invents a world that is mythic, meaningful, and deepens events into archetypal experiences.

PhD candidates have received support with dissertations that include a wide range of cultural productions. Dissertations have been and currently are being created in the following categories:

Art and Literature	Painting, sculpture, photography, novel, novella, collection of poems, biography, and memoir
Cultural Intervention	Story-telling performance, theater as therapy, educational programs, and use of mythic themes as a therapeutic tool
Media	Video, film scripts, documentaries, and television series
Multimedia	Hypertext, CD-ROM, art installation with multimedia dimensions, an interactive web site, computer art and animation, video games, and interactive programs

### **The Challenges of using Multiple Media**

Multimedia and interactive components can be both appropriate and stimulating additions to dissertations, but they can also be ineffective or distracting if not implemented correctly: improperly constructed materials can cause the dissertation to become completely unusable, or so confusing that no one can discern its value for the field. Therefore, a student embarking on such a project must keep in mind how uninitiated readers will access these materials and anticipate problems they might encounter.

The Dissertation Handbook certainly cannot cover all of the possible permutations of various types of dissertations outlined in this document. Students should consult with committee members for clarification on any of the topics discussed herein.

## Examples of Production Type Dissertations

### *Writing a Novel or Film Script*

Many novels, stories, plays, and films may contain mythological motifs. For example, it could be said that *West Side Story* re-tells the myth of Orpheus and Eurydice, that William Faulkner's chapter "The Bear" in *Go Down, Moses* retells a vision quest, and that Tony Hillerman's mysteries are based on Navajo myth and ritual.

These works could have been presented as the production part of a dissertation. But since the mythology program is neither a literature department nor a film school, it would not be enough to provide only the creative piece. It is the theoretical presentation that qualifies the work as a scholarship and the capstone project for the doctorate. The theoretical work may discuss the creative process itself as a mythopoetic and psychodynamic enterprise, may analyze elements of the medium, experimental or experiential engagement, or other elements of the production to demonstrate how it demonstrates the themes, issues and dynamics germane to "Mythological Studies with an emphasis in depth psychology."

For example, let's imagine writing a movie script about a modern re-interpretation of Orpheus, with an Orpheus-like character going into an Underworld of drug addicts to rescue an intoxicated Eurydice. The theoretical work may bring the alleged mythological background to the foreground. The archetypal dimension of the characters may be revealed and explored, and the structure of the story explored in relation to the mythical patterns that inspired the creative work. The chapters of the theoretical analysis might look like this:

- Chapter 2: Different versions of the myth of Orpheus and Eurydice in antiquity.
- Chapter 3: The myth in art history, theater, opera, cinema, literature, or in the still-surviving oral tradition of a particular culture.
- Chapter 4: The depth psychological interpretation of the notion of Underworld.
- Chapter 5: The value of the myth for understanding a given cultural or psychological problem (e.g., drugs and addictions today)—especially the cultural patterns or events that are revealed in the myth.
- Chapter 6: The permanent life of the archetypal action as well as its mimetic quality.
- Chapter 7: Any other research into the myth that inspired the interpretation.

In other words, the background research work on the myth is the theoretical part of the dissertation. A novelist or a student in a literature program would not necessarily need to make explicit the result of these investigations into the myth. But for a dissertation in Mythological Studies, this empirical and analytical work, done before, while, or after writing the novel, differentiates our program from the fine arts or other disciplines in which the creative product alone is evaluated. In this and other ways, the Mythological Studies program is eclectic, mythic, and interdisciplinary; the dissertation will then reflect one or more of these characteristics.

### *Visual Art*

Examples of a dissertation in this category are: a series of paintings with mythological themes, elements of Native American stories woven or embroidered in a quilt or tapestry, mythic images represented in stained glass; or it could be an installation inspired

by an approach such as that of the artist Judy Chicago in *The Dinner Party*, in which she symbolically represents a series of historical characters.

In each of these examples, the student will need to investigate and discuss not only the history and hermeneutic interpretation of each symbol but also how the production itself is a representation and culmination of the engagement of the mythic imagination. It is not sufficient merely to demonstrate how the elements or the production as a whole is a work of artistic inspiration.

#### *Multimedia Presentation*

Imagine a dissertation that is an interactive multimedia program for teaching mythology to children. The theoretical development might discuss the relevant archetypal issues being explored, as well as the style and content of the stories in relation to that specific audience. However, it should also consider the ways in which story-telling itself is a mythic enterprise, and develop a scholarly theoretical argument that culminates in the production component as its ultimate expression.

#### *Additional Possibilities*

There are many possibilities for developing a worthy production component that draws on students' unique talents, skills and expertise in the arts, technology and social science. Ultimately, the production should self-consciously demonstrate mythopoesis—the meaning-making, creative capacity—while its theoretical counterpart should articulate and amplify the reflexivity of the student as its creator.

## **PART III**

### **SEVEN STAGES OF DISSERTATION WRITING**

This part describes the seven stages of completing a doctoral dissertation, including information about timelines, procedures, and processes that doctoral students should know thoroughly before they begin. It also offers important tips to ease the process of completing the dissertation-related degree requirements at Pacifica, suggestions for working with the dissertation committee, and information about when and how to stay in touch with Pacifica's Dissertation Office.

This part describes how researching, writing, and publishing a doctoral dissertation at Pacifica unfolds over time. It blends an explanation of the institutional processes and requirements with reflections upon the specific milestones in the student's creative process. A student who remains mindful of both aspects, institutional and creative, and integrates them in a truly comprehensive way, will enjoy a far smoother and more satisfying research experience.

From Pacifica's perspective, completing the dissertation is a seven step sequential process. Being aware of these seven steps early in the process makes it possible to anticipate the tasks ahead, manage time well, and stay in touch with the people who can help along the way. The seven steps are listed below, outlined graphically in the flowchart on the next page, and are explained in the remainder of this part of the Dissertation Handbook. The completion of one step is a threshold necessary to move the next step in the sequence: it is a linear process. Please note that for students who initially registered for dissertation work before fall quarter of 2013, steps six and seven are in reverse order.

- Step One: Writing the Concept Paper
- Step Two: Registering for Dissertation Writing
- Step Three: Forming the Dissertation Committee
- Step Four: Writing the Proposal and Ethics Application; Complete the Intellectual Property & Copyright Infringement Form; & begin obtaining any necessary permissions
- Step Five: Completing the Dissertation Research
- Step Six: Preparing the Manuscript for Publication
- Step Seven: Completing the Oral Defense

## 7 STEPS FOR SUCCESSFUL DISSERTATION COMPLETION

PACIFICA GRADUATE  
INSTITUTE  
MYTHOLOGICAL  
STUDIES PROGRAM

### STEP 1: CONCEPT PAPER APPROVAL

During the third year of coursework, student submits concept paper to research faculty for approval. Faculty reviews work and sends approval to the Program Administrator and student

### STEP 2: REGISTRATION

Student reviews eligibility requirements for registration, then submits 2-year dissertation registration form to Dissertation Office.

### STEP 3: FORM THE DISSERTATION COMMITTEE

Student selects chair, who reviews concept paper, signs the *CHAIR Appointment Form*, and sends to the Dissertation Office. Chair selects Reader in consultation with student. Reader reviews concept paper, signs the *READER Appointment Form*, and sends to the Dissertation Office. Next, student works with chair to select external reader, who submits CV for chair's review. Chair forwards CV and *Approval of EXTERNAL READER by Chair* form to Dissertation Office.

### STEP 4: PROPOSAL AND ETHICS APPROVAL

Student submits proposal to committee for review & approval, then submits ethics application to chair for review, who also (as needed) seeks approval from RC. After both proposal and ethics application are approved, chair submits forms to the Dissertation Office.

### STEP 5: FINAL DRAFT APPROVAL

Student completes research and writing under chair guidance. When chair has approved final draft, student forwards it to reader and external reader for review/approval. They will then send approval forms to chair who will forward all approvals to Dissertation Office.

### STEP 6: PREPARING THE MANUSCRIPT FOR PUBLICATION

Student uses D2L to submit manuscript, which is then sent to Pacifica's format proofreader. When the proofed copy is returned with corrections noted, the Dissertation Office sends it to the student for revision. After the student completes the revisions, the student uploads the final manuscript into D2L. Student must submit forms

### STEP 7: ORAL DEFENSE

When the student has completed all step 6 requirements, the committee chair coordinates with the committee members and the student to find a few suitable dates and time for the oral defense, keeping in mind the 3-week lead time required by the Dissertation Office. The DO and the chair will coordinate the date, and the DO will send official confirmation via email

## Step One: Writing the Concept Paper

The student develops a concept paper within the context of the Dissertation Formulation course. The instructor for this course will give a preliminary assessment of the draft and offer suggestions in order to clarify the research question or assertion and its theoretical context. This response will indicate whether the direction taken by the student seems compatible with the framework of research in Mythological Studies.

The completion of a viable concept paper is considered a Capstone in the program, and a point at which the student's capacity to continue to Dissertation Writing is reviewed by the faculty. Therefore, a student must receive a Pass in the Dissertation Formulation course in order to be allowed to register for Dissertation Writing and the completion of the Ph.D. If the student receives a No Pass (NP) grade, he or she must register for a Tutorial with the Dissertation Formulation instructor to bring it to acceptable form (see bold section on grade remediation below).

### Definition of a Concept Paper

The intention of the concept paper is to formulate a problem statement or question for a researchable topic. The paper must situate the study in a theoretical context and demonstrate the student's capacity to perform competent doctoral level research. The length of the paper should be between 8-12 pages (not including the bibliography). The structure of the paper should follow the steps of the research strategy or methodological approach that the student plans to follow. Consult the Dissertation Handbook for the specific section headings and guidelines appropriate for the type of dissertation project.

#### *Organizing Theoretical & Production Dissertations*

Concept papers for theoretical and production type dissertations should include the following elements:

- Working Title.
- Brief Review of the Literature, which covers directly relevant literature on the topic while situating the specific ways of questioning or asserting the topic within this context
- Organization of the Study, which succinctly indicates the theme of each chapter in the study and the theoretical perspectives used to address them. If the student is creating a production-style dissertation, begin describing the theory then include how the production portion relates to the theory. Please note that the second chapter of a theoretical study is not a methods chapter because the first chapter already includes a description of the method or way of proceeding.
- Bibliography, which is the working list of scholarly books and articles that provide a context for the research. The exploratory bibliography may include more works than those mentioned in the literature review section of the paper. In the dissertation, however, the bibliography should cover only the works cited or paraphrased in the text.

#### *Organizing Humanistic & Social Science Dissertations*

Concept papers for dissertations written using Humanistic and Social Sciences styles should attempt to define the student's hypotheses and methodology.

### Oral Consultation

The oral consultation degree requirement takes place during the dissertation formulation course. The instructor for each research group will raise questions about the proposed dissertation projects during class sessions and, if needed, subsequent to the course. Revisions to the concept paper requested by the instructor must be incorporated in order for the concept paper to receive a pass grade. Instructors for this course will consult with each other regarding concept papers that do not seem likely to receive a pass grade. Any student who does not receive a pass grade by the course work deadline is required to take a tutorial with the instructor prior to re-submitting the paper.

The research coordinator will review any concept paper that is determined by the instructor to be wanting. All students who receive a pass will receive an approval letter from the research coordinator notifying the student that he or she may enroll in dissertation writing.

If the concept paper does not receive a pass grade, the research coordinator and/or the dissertation formulation instructor will request a meeting with the student in person or via conference call. The purpose of the consultation is to clarify the areas of the concept paper that must be strengthened for it to be approved and to make arrangements for a tutorial.

### Remediating Unsatisfactory Grades

**A student has one year in which to remediate a no pass grade in the dissertation formulation course by taking up to two one-month tutorials or taking one three-month extended tutorial. If a student is not successful in obtaining a pass grade for the work submitted in tutorial(s) within one year of the completion of the dissertation formulation course, the student will be academically withdrawn and is not eligible to register for dissertation writing to complete the doctorate.**

**Approval of the concept paper does not guarantee acceptance of the dissertation proposal nor does its acceptance imply that the student cannot change the subject of the dissertation. However, once the concept paper has been approved, any change of direction must conform to the policies outlined in the following section.**

### The Role of Research Coordinator

The role of research coordinator is to insure that the research model as presented in the Dissertation Handbook is understood and respected by all parties involved. It includes the following responsibilities:

- Provides a letter to indicate that the student has passed the dissertation formulation course. This notification serves as official authorization for the student to register for dissertation writing which “starts the clock.”
- Reads and evaluates any concept paper produced in any of the dissertation formulation course groups for which the instructor recommends a grade of no pass. In cases where the research coordinator is also the instructor, the department chair serves as substitute. Both faculty will determine the final assessment together.
- In a case in which the instructor of the dissertation formulation course and the research coordinator (or substitute) determine that a concept paper is wanting, a no pass is issued. To remedy the grade, the student registers for a tutorial with either the instructor of the course

or with the research coordinator. In cases where the research coordinator is also the instructor, the department chair may serve as substitute.

- Serves as arbitrator in cases where, after many efforts at resolution, the tensions in a dissertation committee become detrimental to the work of the committee. Examples of such situations include cases when students are unreceptive to the feedback of their committee members or situations where the conflict is theoretical, interpersonal, or procedural. In cases where the research coordinator is personally involved as committee chair, the department chair serves as substitute. The research coordinator reviews all use of participants projects and upon approval, signs the Ethics Application for Approval to Use Participants.
- Serves as a member of the Council of Research Coordinators. Makes revisions to the Dissertation Handbook in light of suggestions from faculty.

### **Prohibition of Joint Authorship**

Students are expected to conceive, design, research, and write a dissertation as a sole author. Therefore, each doctoral candidate must submit his or her own dissertation concept paper and final dissertation manuscript under single authorship. No doctoral dissertation sharing joint authorship will be accepted.

### **Step Two: Dissertation Registration**

A student is qualified to register for dissertation writing when all coursework is complete, the student is in good academic standing with no failing grades, and she or he has an approved concept paper on file with the Dissertation Office.

### **Advancing to Doctoral Candidate Status**

A student earns the designation of “doctoral candidate” only after successfully completing all coursework, passed written and oral comprehensive exams, and has had the dissertation concept paper officially accepted. A student who achieves candidacy may not indicate in public announcements or advertising that she or he holds a doctorate, nor is the use of PhD © permissible.

### **When to Register for Dissertation Writing**

Pacifica anticipates that most doctoral students will register for dissertation writing the first quarter following the completion of coursework, which usually coincides with the fall registration period. For a variety of reasons, some students may choose to delay registration whereas very few students may want to register early.

#### *Early Registration*

Only in rare circumstances may a student may petition the Education Council to register for dissertation writing prior to the completion of the coursework. To do so, the student needs the approval of the program chair and/or research coordinator.

A student who registers for dissertation writing early must remain enrolled in coursework and is expected to participate in class and complete all remaining assignments with the cohort. This means doing both dissertation research as well as the normal course workload at the same time, which may place excessive demands on the student’s personal and professional life. Pacifica advises students to think carefully before choosing this option.

### *Delaying Registration*

A qualified student may choose to delay registering for dissertation writing for personal or professional reasons. In fact, before starting the dissertation clock, a student should feel ready to fully engage in research. It is better to take a leave of absence than to enter the dissertation process tired, too busy, or unmotivated. Leave of absence is not permissible during any dissertation registration period.

To delay registration, a student must submit a Leave of Absence form to the Registrar or risk administrative withdrawal. (A student may **not** take a Leave of Absence in the middle of dissertation writing, after registering.) Taking a Leave of Absence has institutional and, in some cases, financial consequences, so please bear in mind the following:

Financial Aid	Delaying registration may affect student loans for financial aid recipients. Contact Pacifica's Financial Aid Office for more information.
PTL	Students should be mindful of the Program Time Limit, or PTL, a period of eight (8) years within which a student must complete all degree requirements. The PTL is therefore a master clock. It begins at the date of first enrollment in the Program, (the first quarter of the first year of coursework). The PTL clock does not pause regardless of any delays in registration (Leaves of Absence). Any student who does not complete all degree requirements by the date of the PTL is academically withdrawn. Should the student wish to complete the degree after the PTL has expired, he or she must reapply for admission to the Program.

### *Leave of Absence or Reapplication to the Program*

A student who is returning from a leave of absence or who is reapplying to the program and who intends to pursue work on the dissertation on the basis of a previously approved concept paper need not submit a new concept paper if the topic and approach has not changed significantly since its original approval by the research coordinator. However, if the student decides to change the dissertation topic, the rules regarding change of concept paper topic outlined below will apply.

### *Change of Concept Paper Topic*

Sometimes a student may decide to pursue a dissertation topic completely different from that outlined in the approved concept paper. If that occurs, two policies apply:

1. If the dissertation clock has not yet started, the student has to write a new concept paper following the same guidelines as in the Dissertation Formulation Course. The student then submits the new concept paper to the prospective chair who may ask for revisions before approving it and signing the concept paper approval form. The chair sends the signed form to the Dissertation Office.
2. If the dissertation clock has already started and the chair and reader have approved the original concept paper and submitted the concept paper approval forms, the new direction in which the student seeks to proceed with the dissertation is left to the discretion and judgment of the chair and the dissertation committee. The chair may ask for a new concept paper, or for a less extensive description of the new topic. With a new concept paper, the chair and reader must sign the concept paper approval forms again and send them to the Dissertation Office.
3. In neither case will further approval by the research coordinator be required.

### Starting the Dissertation Clock

Qualified students registering for dissertation writing for the first time are enrolled for one period of nine (9) academic quarters, which is slightly more than two calendar years. One must register for dissertation writing prior to the start of one of the four quarters of the academic year, fall, winter, spring, or summer. To do so, a student submits a Dissertation Registration Form to the Dissertation Office at least a few weeks before the quarter starts but no later than 5 p.m. on the first day of the quarter. Financial aid recipients must send the registration form six weeks before the quarter start. Registration forms received after the first day of the registration period will not be accepted.

#### *Dissertation Start Dates for 2017-2018 Academic Year\**

Track E:	Sept. 11, 2017	Jan. 8, 2018	April 16, 2018	July 23, 2018
Track G:	Sept. 8, 2017	Jan. 12, 2018	April 20, 2018	July 23, 2018
Track I:	Sept. 8, 2017	Jan. 12, 2018	April 20, 2018	July 23, 2018

\*dates may be subject to change; please refer to the academic calendar available online

#### *Fees for the Initial Registration Period*

A student registering for dissertation writing the first time is enrolled for nine (9) academic quarters, which is equivalent to two calendar years. Fees are based on the year the student entered the PhD program, as shown in the table below. One-ninth of the designated fee will be billed each quarter for 9 quarters. Any student whose final draft is approved prior to the end of their 9-quarter dissertation end date will automatically be billed the remainder of the 9-quarter fee. That is, students are responsible for the entire fee for this registration period, regardless whether or not they finish the work early. A student may not register for a shorter initial registration period and no leaves of absence are granted during this period once registration begins.

Date of Entry	9-Qtr. Fee	Quarterly Payment
Fall 2012	\$26,484	\$2,942.67
Fall 2013	\$27,014	\$3,001.56
Fall 2014	\$27,014	\$3,001.56
Fall 2015	\$28,100	\$3,122.22
Fall 2016	\$28,500	\$3,166.67
Fall 2017	\$28,900	\$3,211.11

#### *Registering for Additional Years of Dissertation Writing*

Pacifica strongly encourages students to complete their scholarly research and writing within the first nine quarters of registration. However, it is possible to register for an additional year of

dissertation writing. To do so, the student completes the Dissertation Registration form and sends it to the Dissertation Office approximately 4 to 6 weeks before the current registration period expires.

#### *2017 -2018 Fees for Extended One-Year Enrollment Clock*

A student who enrolls in extended one-year dissertation clock the fee will be billed quarterly at the rate of \$3,562.50 per quarter, which is equivalent to \$14,250 for the full year. There are three payment options for the extended enrollment:

- Option 1: Pay the one-year fee indicated above at the start of the enrollment period.
- Option 2: Pay one-fourth at the start of each quarter according to the amount shown above.
- Option 3: A Financial Aid recipient who completes the FAFSA form each year and maintains satisfactory academic progress toward completion may qualify for up to \$20,500 annually. During the extended one-year enrollment clock, one-fourth (1/4) of the fee will be deducted from the Direct Stafford loan(s) each quarter. Excess loan funds will be made available to the student each quarter for educational expenses. Contact the Financial Aid Office for complete details at [financial\\_aid@pacific.edu](mailto:financial_aid@pacific.edu) or (805) 969-3626 ext. 137.

#### *Information for Financial Aid Recipients*

A student enrolling in dissertation writing may be eligible for the Direct Loan program. To apply, she or he completes the Free Application for Federal Student Aid (FAFSA) form each year.

Federal regulations require all financial aid recipients to maintain satisfactory academic progress toward completion of degree requirements for continued eligibility. The chair of the student's dissertation committee will be required to provide a report to indicate that the student has submitted written work beyond the concept paper and has maintained regular contact.

Enrollment in the dissertation phase is considered to be enrollment on a half-time basis. All eligible financial aid recipients entering the dissertation phase of the program will be awarded Direct Loans on a borrower-based academic year. In other words, from the time the nine-quarter dissertation period begins, financial aid will cover four consecutive quarters each year for two years, and then one last quarter for a total of nine-quarters. For example, with a dissertation start date in winter quarter, financial aid will cover four consecutive quarters (winter, spring, summer, and fall) twice, and then one last winter quarter.

Upon completion of the first four (4) quarters of the two-year clock (nine academic quarters), the Financial Aid Office will confirm students' active participation in the dissertation process. Active participation is defined as submission of written materials beyond the initial concept paper and on-going consultation with students' dissertation committee, or as outlined by the program. Once active participation in the dissertation process is confirmed, the student may be eligible for additional Stafford Loans during the remaining five-quarters of the nine-quarter dissertation period.

If additional time beyond the two-year, nine-quarter dissertation period is necessary for completion of the dissertation, the applicant must enroll in the extended one-year clock. The student will be eligible for Direct Loans during the annual extension following the nine-quarter dissertation period provided the dissertation committee has approved the student's proposal and submitted the approval form to the Dissertation Office. Proposal requirements are defined by each program and are included in this dissertation handbook. It is the student's responsibility to stay in contact with

committee and to follow-up on the progress of the proposal approval. **Please be aware that all pending financial aid will be canceled once the final draft of the dissertation is approved.**

Here are the financial aid satisfactory academic progress (FSAP) requirements for recipients of federal financial aid:

- First four quarters of initial nine-quarter dissertation period: Successful completion of coursework requirements as defined by FSAP policy for coursework requirements.
- Remaining five-quarters of initial nine-quarter dissertation period: Continued financial aid eligibility requires confirmed submission of written materials beyond the initial concept paper and on-going consultation with the dissertation committee, or as outlined by program.
- Third year/One-year extension: Continued eligibility during the one year following the nine-quarter dissertation period requires dissertation committee approval of the proposal and submission of the approval form to the Dissertation Office.

### Important

**Federal financial aid is not available beyond 13 quarters. All pending financial aid will be canceled once the final draft is approved.**

#### *Extended One-Year Enrollment Fees*

Students enrolling in an extended one-year dissertation clock will be billed as follows:

Academic Year	Full Year Fee	Quarterly Payment Fee
Fall 2017 - Summer 2018	\$13,700	\$3,425.00
Fall 2018 – Summer 2019	\$14,050	\$3,512.50
Fall 2019 – Summer 2020	\$14,250	\$3,562.50

#### *Extended One-Year Clock Payment Options*

- Option 1: Pay the one-year fee indicated above at the start of the extended one-year enrollment period.
- Option 2: Pay one-fourth at the start of each quarter. See quarterly payment figures above.
- Option 3: Financial Aid recipients must complete the FAFSA form each year and maintain financial aid satisfactory academic progress toward completion may qualify for up to \$20,500 annually. During the extended one-year enrollment, one-fourth (1/4) of the fee will be deducted from the Direct loan(s) each quarter. Excess loan funds will be made available to the student within 14-days each quarter for educational expenses. Federal financial aid is not available beyond the 13 quarters. All pending financial aid will be canceled once the final draft is approved. Contact the Financial Aid Office for complete details at [financial\\_aid@pacific.edu](mailto:financial_aid@pacific.edu) or (805) 969-3626 ext. 197.

### Suggested Timetable for Completing in Two Years

Ideally, Pacifica would like students to complete the research and writing in two years, which is a reasonable goal. Not all researchers work in the same way, of course, and many discover that they are far more effective when letting the research process unfold and determine its own schedule. Other researchers, however, work best with a more predetermined prospectus. For these latter individuals, a suggested timetable for finishing a dissertation comfortably appears below.

0-2 months	During this time the student officially sets up the committee by inviting a prospective dissertation chair to serve and confirming the chair's availability. The concept paper is the basis for a dialogue about the subject, to set research goals and start to expand the literature review. This also is an ideal time to discuss possibilities for the choice of reader and external reader.
2-6 months	This is a crucial period for writing the proposal. Work with the chair to develop a clear understanding about the direction and structure of the dissertation. This may involve a number of emails, meetings and/or phone discussions. Some reworking of the concept paper may be warranted. After the student has clarified the structure of the literature review, commit to a period of intensive research and library work. Methodological issues will also form an important part of the proposal.
6-9 months	Set the "nine-month point" as an outside date for the completion of the proposal, an important milestone that gives the dissertation a clearer shape and direction. The proposal must be approved by the chair before it is sent to the reader and external reader, and remember to allow up to 6 weeks for committee members to return review comments.
9-18 months	This period is the core of the dissertation process, when it is critical to formulate a timetable with intermediate goals, rest periods, and meaningful rewards. Based on the student's experience writing term papers, it may be helpful to imagine how long it will take to complete a chapter and set a realistic schedule accordingly—knowing, of course, that some sections will be expressed more easily than others. Staying in close contact with the dissertation chair is an effective way to work on any complications or problems as they arise.
18-24 months	It is vital to set a first-draft deadline around the 18-month point. Doing so allows time for each committee member to review the final draft and for the student to make necessary revisions. Send the final draft to the committee chair first, before sending it to the reader and external reader, and keep records of correspondence to keep track of the timeline. Because the student will also need to submit the manuscript for format proofreading, finalize the manuscript for publication, and prepare and conduct the oral defense, it is not unrealistic to allow for a 3 to 6 month period after the submission of the final draft to complete these processes.

#### Important

**It is important to regularly communicate with all three dissertation committee members so that the process will continue to move forward with a minimum of complications or setbacks.**

### **Keeping an Eye on the Clock**

There are two clocks that affect a student. The first is the Program Time Limit (PTL), a master clock for the entire doctoral journey that begins counting the first quarter of the first year of coursework. (For most students, this is the fall quarter.) The duration of the PTL is eight years from the time students begin coursework at Pacifica, not eight years from the beginning of the dissertation registration. For example, students who started coursework in fall quarter 2008 have a Program Time Limit of the conclusion of summer quarter 2016. Each student is expected to complete all degree requirements before the PTL ends. Assuming coursework is completed in three years, the ordinary duration, a student will have five years to research, write, defend, and finalize the dissertation. The PTL is not suspended even if a student takes a leave of absence. So, for instance, the Program Time Limit for those who started coursework in the fall quarter of 2009 will end at the conclusion of the summer quarter.

The second clock is the 9-quarter “two year” clock, when the student enrolls in dissertation writing. To maintain active status beyond two years, a student should note when an enrollment period is about to end and register for an additional year of dissertation writing at least two weeks before the registration date. The Dissertation Office sends timely reminders via the postal service and with follow-up emails via Pacifica email accounts—not personal email accounts. A student should either check the Pacifica email account often or have Pacifica emails automatically forwarded to a personal account.

### **Taking a Leave of Absence Once Dissertation Writing has Commenced**

Students are not permitted to take a leave of absence in the middle of a registration period, that is, during the first two-year registration period or during any subsequent one-year registration periods. They can take a leave at the end of either the two-year or additional one-year registration periods, but once they do, the dissertation committee is dissolved.

If students wish to continue after a leave of absence, they must first register for an additional one-year dissertation period and then reconvene a committee when that registration has become active. Keep in mind that new committee members are not obliged to accept work that former committee members deemed acceptable, and that previous committee members are under no obligation to rejoin the committee.

### **Staying in Touch with the Dissertation Office**

The Dissertation Office begins its relationship with a Pacifica student when the concept paper is submitted. At that point the Dissertation Office creates a student folder that will contain all the forms, letters, contracts, and other correspondence the Dissertation Office has with the student. During dissertation writing, a student will be communicating with the committee, of course, but will also receive vital information via email and the postal service from the Dissertation Office.

The Dissertation Office, like other departments at Pacifica, does not send email to personal email accounts. Instead, it uses the student email account at my.pacifica.edu primarily to preserve the student’s privacy as stipulated by FERPA regulations. (The student must log in with a unique user name and a private password to gain access to Pacifica email.) For any questions about the my.pacifica.edu email please contact the IT department directly.

### **Important**

**Students should be sure to check their Pacifica email accounts regularly or, even better, have Pacifica email automatically forwarded to a personal email account that they check daily.**

### Step Three: Forming the Dissertation Committee

A dissertation committee at Pacifica is comprised of a dissertation chair, a reader, and an external reader. Once the student has passed the Dissertation Formulation course by submitting an acceptable concept paper and has registered for dissertation writing, she or he may officially convene committee members. When the student invites prospective committee members to consider joining the committee, the concept paper serves to introduce the work. Even if a student has informally discussed the proposed research with a faculty member and received a verbal commitment to join the committee, such agreements are unofficial until both the student and the committee members have filled out and submitted the appropriate paperwork. Only then may student may request or receive formal feedback.

In order to convene the dissertation committee, the student must be in good financial standing with Pacifica. If in doubt, contact the Business Office or the Dissertation Office to check.

### **Selecting and Working with the Committee**

Dissertation committees are composed of individuals who have expertise in the research topic and/or chosen approach and research methodology. Although a “good fit” with reference to compatible personality style is also important, this fit should not come at the expense of helpful knowledge and expertise. Committee members must have a doctorate in a field that is foundational for the student’s study, usually Psychology, Religious Studies, Literature or other discipline relevant to Mythological Studies (see exceptions for external reader below). When selecting members of the committee a student is expected to avoid creating any dual relationships.

Progress through the dissertation process is more easily accomplished when the student works closely with committee members from the beginning. Keep in mind that the dissertation chair, reader, and external reader are dedicated to helping their doctoral student succeed. They support the goal of producing a quality dissertation while aiding the student in completing the degree. It is essential, therefore, for the student to communicate with the committee at every important juncture in planning and writing the work. Staying in touch will reduce the chances of any unpleasant surprises later.

### **Important**

**Once committee members are convened, a contract is issued for their participation in the dissertation work and the student is not permitted to fire or replace committee members. However, in rare cases of well-documented committee dysfunction, the student may contact the program’s research coordinator to discuss the situation and seek a remedy. This sometimes results in the willing resignation of the committee member and his or her replacement.**

### *The Dissertation Chair*

One of the most important decisions a student will make in the process of considering and conducting doctoral dissertation research will be the selection of a committee chair. The chair

should be someone with whom the student can work compatibly during the next year two years. Though the chair need not be an expert in the field of interest, she or he must be familiar enough with it to guide the student's research, and writing. The chair also ensures that the student's work respects the integrity of the Institute's dissertation guidelines as well as the academic standards of the field. The chair is consulted when setting up the dissertation committee and oversees the activities of the committee once the dissertation period begins.

The chair must be a core faculty member of Pacifica Graduate Institute. Exceptions may be made with the approval of the research coordinator. Usually the proposed chair has served as an adjunct and has expertise in the subject matter and disciplinary approach germane to the student's planned work.

After identifying a prospective chair, the student should approach that person to describe the project and offer a copy of the concept paper. If the person agrees to serve as the dissertation committee chair, the student will complete and submit the CHAIR Appointment Form to him or her for signature. The submission of the signed form to the Dissertation Office constitutes a formal contract between the faculty and student for the duration of the project.

Please note that the student must register for dissertation writing before submitting the form. The Dissertation Office does not accept these forms until the student's dissertation clock begins.

#### *The Responsibilities of the Chair*

The responsibilities of the chair include the following:

- Reviews the student's concept paper and, if acceptable, completes the CHAIR Appointment Form and submits it to the Dissertation Office.
- After discussion of the project with the student, the chair defines the direction of the dissertation and assists in the development of a promising and appropriate dissertation research proposal.
- Discusses prospective reader- and external reader with the student and approves the appointment of the external reader to the committee, submitting the appropriate forms to the Dissertation Office.
- Reads the dissertation proposal and submits an evaluation to the student, requesting revisions as necessary. Signs the Approval of Dissertation Proposal form and forwards it to the Dissertation Office.
- Directs the student in submitting the Ethics Application. Reviews and approves the ethics application before it is forwarded to the research coordinator for further approval and submission to the Dissertation Office.
- Discusses the proposal with the other committee members and oversees revisions, as necessary, until the proposal is approved by the full committee. Reviews the Approval of Dissertation Proposal forms sent by other committee members and ensures they are submitted to the Dissertation Office.
- Reads the completed draft of the dissertation and submits an evaluation to the student, requesting revisions as necessary. When the draft meets the chair's approval, the chair signs the Approval of Dissertation Final Draft form and sends it to the Dissertation Office. The

chair then instructs the student to forward the chair-approved final draft to the reader and external reader.

- Discusses the final dissertation draft with the other committee members and oversees revisions, as necessary, until the final draft is approved by the full committee. Reviews the Approval of Final Draft forms sent to the chair by the reader and external reader, and ensures that the forms are sent to the Dissertation Office.
- Coordinates with the student and the other committee members to select a date for the oral defense in accordance with the rules of the Dissertation Office (dates must be requested at least three weeks in advance).
- Hosts the oral defense in person, which includes preparing and asking questions for the student and managing the committee's question and answer period following the student presentation of the work. If the student passes the orals, the chair signs the Completion of Dissertation Defense form and returns it to the Dissertation Office.

The chair should alert students at least 6 months in advance of the chair's planned sabbatical or other extended leave of absence.

### *The Reader*

In addition to the chair, two readers serve on Pacifica dissertation committees: an internal reader, who is ideally someone affiliated with Pacifica or a close associate of the chair, and an external reader who has no prior or current association with Pacifica, but who has expertise in the student's subject and research methodology. Both readers work with the chair to advise the student through the completion of the dissertation. Readers are selected because they have expertise in the dissertation topic or methodology. In some instances, both readers complement the chair's areas of expertise; in others they may have very different backgrounds but offer complementary viewpoints.

The reader is appointed by the chair with the agreement of the student. While candidates for the position of reader are typically associated with Pacifica, they are rarely core faculty in any program at Pacifica. They may have served instead as adjunct faculty or guest speakers. A reader may also have previously served as a chair, advisor, or reader on a Pacifica dissertation. Otherwise a reader is a colleague or associate of the chair, chosen because of that person's potential contribution to the student's project.

Qualified candidates must have a doctorate in a field that is foundational to the study. In rare cases, it may be acceptable to convene an internal reader who has another degree provided it is the highest degree granted in that field, for instance, an MD or an MFA, but in this case the student should confer with chair and research coordinator prior to extending an invitation to serve.

The reader works with the dissertation chair to mentor the student and ensure the quality of the research. He or she offers feedback at three critical junctures, (1) when the student submits the concept paper; (2) when the student submits the proposal; (3) when the student submits the final draft. Specifically the reader fulfills the following responsibilities:

- Reviews the concept paper. Like the chair, the reader also may suggest that the concept paper be revised and withhold signature on the READER Appointment Form until the necessary modifications are completed. After the chair has approved the concept paper and it meets the reader's approval, the reader signs and returns the approval form to the Dissertation Office with a copy to the chair. This form, once signed, constitutes the formal

contract between the student and the reader. The Dissertation Office generates a contract with the reader upon receipt of this form.

- Within 6 weeks of receiving the dissertation proposal, evaluates the work and submits a report to the chair and to the student. Continues to review subsequent drafts of the proposal as needed, taking no more than 6 weeks for each review cycle. When the quality of the dissertation proposal is acceptable, completes and submits the Approval of Dissertation Proposal form to the Dissertation Office.
- Within 6 weeks of receiving the complete dissertation draft, reviews the work and submits a report to the chair and the student. Continues to review subsequent drafts of the manuscript as needed, taking no more than 6 weeks for each review cycle. When the quality of the complete manuscript is acceptable, signs the Approval of Dissertation Final Draft form and sends it to the Dissertation Office.
- Participates in the oral defense of the dissertation in person, on the telephone, on Skype, or by sending questions to the Dissertation Office.
- Notifies the student six months in advance of the Reader's planned extended leave or sabbatical.

#### *The External Reader*

The purpose of the external reader is to provide an outside perspective on the dissertation research conducted by Pacifica students. Qualified candidates should have expertise in the student's topic or approach and research methodology and be able to evaluate the quality of the student's scholarship as well as written expression. The candidate must have a doctorate in a field that is foundational to the student's study. In rare cases, it may be acceptable to convene an external reader holding another degree provided that it is the highest degree granted in that field, for instance, an MD or an MFA, but in this case the student should confer with chair and research coordinator prior to extending an invitation to serve.

Because it is essential that the student's work be evaluated from the perspective of a faculty or other professional beyond the Pacifica community, the external reader may not be a graduate of Pacifica, may not be a current member of Pacifica's core or adjunct faculty, may not have taught at the Institute within the past five years, may not have held any administrative position at Pacifica, and may not have served as an internal reader for any Pacifica dissertation committee at any time in the past. In addition, the external reader must not have a dual relationship with the student (i.e. past or present supervisor, religious leader, or therapist).

While the selection of the reader is the chair's choice, the selection of the external reader is the student's choice. However, the student should discuss potential external readers with the dissertation chair as part of the selection process. The Dissertation Office highly recommends that the student and chair check with the Dissertation Office regarding an external reader candidate to discover that person's previous relationships with Pacifica.

The external reader works with the dissertation chair to mentor the student and ensure the quality of the research. Like the reader, the external reader provides feedback at three critical junctures, as noted below:

- Within 6 weeks of receiving the dissertation proposal, evaluates the work and submits a report to the chair and to the student. Continues to review subsequent drafts of the proposal as needed, taking no more than 6 weeks for each review cycle. When the quality of the

dissertation proposal is acceptable, completes and submits the Approval of Dissertation Proposal form to the Dissertation Office.

- Within 6 weeks of receiving the complete dissertation draft, reviews the work and submits a report to the chair and the student. Continues to review subsequent drafts of the manuscript as needed, taking no more than 6 weeks for each review cycle. When the quality of the complete manuscript is acceptable, signs the Approval of Dissertation Final Draft form and sends it to the Dissertation Office.
- Participates in the oral defense of the dissertation in person, on the telephone, or by sending questions to the Dissertation Office.
- Notifies the student six months in advance of an extended leave or sabbatical.

#### *Sample Letter to Prospective External Readers*

When approaching a prospective reader or external reader, the student may use the following sample letter as a guide:

“I am a doctoral student at the Pacifica Graduate Institute completing my degree in the Mythological Studies Program and would like to invite you to participate on my dissertation committee as an external reader. The dissertation committee is composed of three members: the chair, reader, and external reader, with the following responsibilities:

- **CHAIR:** The chair is a core faculty member at Pacifica who oversees the work of the committee and guides the student’s research and writing. The chair comments on and evaluates the content and format of the dissertation.
- **READER:** The reader is appointed by the chair and engaged with the dissertation at three specific intervals. The reader provides constructive feedback on the concept paper, the dissertation proposal (usually comprising the first two chapters, and including the literature review and discussion of methodological approach), and the final draft of the dissertation and, and when deemed acceptable, approves them.
- **EXTERNAL READER:** The external reader is chosen by the student and is usually a specialist in the area the dissertation covers. The external reader must not have a dual relationship with the student nor be an author widely discussed in the dissertation or a participant (in dissertations involving human participants). The external reader provides constructive feedback, and when deemed acceptable, approves the dissertation proposal (first two chapters), and the final draft of the dissertation.

The external reader need not be physically present at the oral defense but may participate by telephone conference call, by Skype, or by submitting a written question in advance. A modest honorarium is offered for the work entailed: the first half is paid upon receipt of the signed contract and the second installment is tendered within 30 days of completion of the oral defense.

If you are interested in serving as an external reader, please consult the Mythological Studies Dissertation Handbook, which outlines the procedures in detail and offers a more precise idea of what is involved.

Thank you for your consideration of this valuable service.”

#### *Committee Dispute Procedures*

On occasion, disputes will arise between a student and a committee member (or members) concerning either academic or procedural matters. All such matters should be first directed to the

attention of the committee's dissertation chair for resolution. If the dispute cannot be resolved with the help of the chair, the following provisions apply:

- Matters of policy and procedure will be directed to the dissertation policy director.
- Academic matters will be directed to the program's research coordinator.
- If the academic dispute is between the student and the dissertation chair and remains unresolved, the matter will be adjudicated by the research coordinator.
- If the research coordinator cannot resolve an academic dispute or is personally involved in the dispute, the matter is directed to the chair of the program, who may consult the dissertation policy director as needed.

Most disputes are resolved directly between the student and the committee member. It is important to keep in mind that, while a student may request the withdrawal of a member from the dissertation committee, the student cannot enforce such a move. Only the committee member may do so voluntarily.

### Step Four: Writing the Proposal and Ethics Application

After a student registers for dissertation writing and convenes the committee, the process of writing the research proposal commences.

The proposal includes the four major components of the dissertation addressed in the concept paper—introduction, literature review, statement of the research problem and question, and methodology—and therefore grows organically out of that early articulation of the project. The discussion in a proposal is lengthier, more detailed, and demonstrates greater scholarly competence. The proposal should demonstrate the development of the work beyond the introduction, and therefore it usually includes Chapter 2. In other words, the proposal is an integral part of the completed dissertation manuscript and sufficiently developed to offer the committee a sense of the project's trajectory.

In addition to the chair, the reader and external reader both review and evaluate the proposal. This enables students to receive valuable feedback to the dissertation once it is well under way and receive greater direction while it is still at an early stage of its development.

### Approving the Proposal

Students consult primarily with the dissertation chair, but also with the internal and external readers, to develop the proposal. Once a draft is complete, the student submits it to the chair first. The chair reviews the work and discusses suggested revisions with the student. When the chair approves the work, he or she completes the Approval of Dissertation Proposal form and sends it to the Dissertation Office.

The chair then directs the student to send the revised manuscript along with a copy of the Approval of Dissertation Proposal form to the other committee members. Readers and external readers should submit their feedback and revision requests to both the chair and the student. Once the reader and external readers have signed copies of the form, they send them either to the chair for his or her review (if the chair prefers), or directly to the Dissertation Office.

Each time work is submitted, the chair and the readers are granted by contract up to 6 weeks to read the work and respond to it, although usually the turnaround time is shorter. The student may ask when they may expect feedback and may request an early response, but cannot demand that the

time allotted to review the work be shortened, even to accommodate a student's clock or other deadline. Therefore, students are advised to work out a reasonable timeline for completing the work at the outset of the dissertation project and to discuss it with the chair, who can help to pace them. Pacifica also advises the student to document when the manuscript was sent to committee members.

### **Characteristics of a Successful Dissertation Proposal**

A successful dissertation proposal:

- Is lucid and well-written, paying attention to both organization and composition.
- Clearly articulates the dissertation and related research questions.
- Relies upon an approach and a methodology suited to the dissertation and its research questions.
- Demonstrates a critical understanding of the literature relevant to the dissertation and the research questions and indicates sufficient knowledge of the relevant concepts and vocabulary associated with the subject.
- Outlines proposed chapters in a logical sequence that coherently addresses the various aspects of the research problem.
- Adopts a scholarly approach to the topic and demonstrates an advanced level of critical thinking.
- Delineates the contribution the dissertation will make to Mythological Studies taking into account the necessary limits of the proposed research.

#### *Managing Untranslatable Concepts*

Sometimes a word is extremely important in a given text, but it is untranslatable because there might not be a suitable equivalent in our language. To take one example, the concept of *metis* is a Greek word meaning a sort of “cunning intelligence.” The word can also mean “intuition,” a sense of strategy, or a sense of humor; it can signify an intelligence that is mercurial, or refer to someone who has a special talent for communication. It also refers to the Goddess Metis, who personifies this old way of knowing things. The Hellenist Jean Pierre Vernant found the concept of *metis* so typically Greek, and so interestingly untranslatable, that he wrote a little book to explain what he believes *metis* might have meant for the Greeks and how revealing it is that we do not have such a word.

To summarize: a student is not required to be versed in any language other than English in order to earn the PhD in Mythological Studies, but when working from a non-English source in the dissertation, explore as many translations as possible and see where they differ. Don't be afraid to point out the range of possibilities, but if choosing one translation throughout the dissertation, explain why.

### **Guide to Intellectual Property & Copyright**

The term “intellectual property” refers to all ideas, information, creation, and knowledge that are protected by law. Intellectual property concerns everything that human minds have created as opposed to physical property. For example, the Microsoft® butterfly is not a physical object, but it is a fixed form protected by intellectual property rights.

Copyright law is designed to protect the works of authors and creators of art, music, poetry, prose, etc., from unauthorized republication, reproduction, duplication, or distribution. Original

copyright law was drafted to foster creativity and inspire new, original, academic, cultural or economic contributions. Any work in a fixed, tangible form is automatically protected by copyright the moment it is completed; registration with the Copyright Office offers additional benefits to copyright holders, but it is not necessary for protection under the law. Copyright is one, more specific, type of the many intellectual property rights.

What else might be protected by intellectual property rights? Such items include patents, trademarks, registered trademarks, registered designs, company logos, cartoons, created scents, trade dresses, performances, maps, spoken recordings, and lectures. All are examples of items or ideas that can be protected from unauthorized use.

#### *Public Domain and Fair Use*

Public Domain concerns anything published/produced prior to 1923, anything published between 1923 and 1977 without copyright notice, and anything published from 1923 to 1964 with copyright notice but without copyright renewal; other exceptions exist as well. Anything that falls within Public Domain may be freely used by anyone (with proper citations, of course). For updated information about Public Domain materials, consult the U. S. Copyright Office (<http://www.copyright.gov>). Cornell University has an excellent web page on materials available through Public Domain (<http://www.copyright.cornell.edu>).

Fair use is a copyright exemption that allows greater latitude for scholars and critics engaged in non-commercial use. However, fair use is not a law, and is considered more as a doctrine. U.S. guidelines and common practices of fair use for laws relating to Intellectual property are described next.

#### *Using Protected Materials*

Knowledge in any discipline is produced through the cumulative efforts of many scholars. Dissertation students are obligated to credit the source of an idea, whether they are paraphrasing an author or directly quoting the author. Brief text citations in the dissertation do not require express written permission: correctly citing the source is sufficient.

#### *Books, Manuscripts, and Printed Materials*

According to copyright law, no more than 10% or 1,000 words of a single work may be reproduced without authorization. However, for academic purposes, “fair use” clauses relax such restrictions, if only a little. Though the boundaries of “fair use” are often unclear, anything in the 15-20% range is considered questionable, and anything greater than 15-20% of the entire work will likely be determined to be unacceptable. Proper attribution and citation are always required (anything else is plagiarism). Most students do not quote more than 10% of a book within their own papers, theses, or dissertations, so this is not often an issue.

#### *Poetry*

An entire poem may be quoted if its length is less than 250 words; if the poem is longer, a student may use up to 250 words. Additionally, a student may use no more than five poems or poem excerpts by different authors from the same anthology, and no more than three poems or poem excerpts by any one poet.

#### *Music or Lyrics*

Music reproduction is a hot topic today, and music publishers are aggressive in litigating against copyright violators. A student may not alter or change the fundamental musical structure or

character of the work and are advised to include only a very small sample or excerpt if doing so without the express written permission of the rights holder. Even if an “academic” or “educational” application of copying or distributing complete songs is intended, the student is not protected under fair use. Please note: This means that the student may not submit entire songs or copied CDs to accompany papers, theses, or dissertations without expressed permission from the copyright holders (to do otherwise is considered “pirating” material). Additional copyright restrictions involving the thwarting of industry technology (for example, bypassing anti-pirating coding) also prevents the copying of entire CDs.

CD art work, designs and lyrics may also be protected by copyright law; it is best to seek permission to use these if they will be reproduced on a large scale. Website owners whose pages contain song lyrics are currently battling the RIAA for alleged copyright infringement. Fair use may offer a degree of protection, as no legal precedent has yet been set for the reproduction of lyrics. Using no more than 10% is recommended; however, if the student decides not to seek official permission to reprint lyrics, litigation is possible.

### *Photographs, Art Work, and other Illustrations*

In nearly all cases, a student must obtain express written permission to use photographs, artwork, frames from a motion picture or television show, and other illustrations in the dissertation. This includes photographs of people and photographs of protected architecture, including any building constructed on or after Dec. 1, 1990 –even if the student is the photographer. It also includes images found in the internet which, in most cases, are subject to copyright and require express written authorization for use from the rights holder.

For paintings or other works of art, the student may be required to obtain permissions from the governing/owning body, such as the Tate, the Huntington, the Getty, the National Gallery, and so on, as well as the copyright holder. A student should not assume that because a work of art is old it is part of the public domain. Copyright permission must be granted regardless of the person photographing the artwork, this includes pictures taken by the student.

No more than five images by an artist or photographer may be used in any one work, and no more than 10%, or up to 15 images, of a collective work (periodical issue, anthology, encyclopedia, etc.).

As with music, the student may not alter the integrity of copyrighted art work or make any modifications.

### *Videos, Movies, and Multimedia*

The 10% rule applies here as well: The student may use up to 10%, but not more than 3 minutes, of a copy protected video, movie, motion picture, etc. For copyrighted databases, data tables, and datasets, up to 10%, or 2500 fields, or cells (whichever is less) may be used.

### *Consequences of not Complying with Copyright Law*

Failure to comply with copyright laws/intellectual property laws can result in a variety of legal consequences. In addition to cease-and-desist letters, lawsuits from copyright holders or companies, individuals may be subject to federal penalties such as injunctions, federally assessed damages and profits, seizures, forfeitures, recovery of legal costs, and criminal prosecution. For additional information on the full range of federal actions that may be taken, please review Sections 501 - 513 of U.S. Copyright Law available at <http://www.copyright.gov/title17/92chap5.html>

Failure to comply with copyright and intellectual property law and fair use guidelines also has important scholarly consequences. Without the appropriate and necessary permissions in the manuscript, Pacifica cannot publish the work. Since one of the degree requirements across all PhD-granting programs at Pacifica is a published dissertation, non-compliance means that the student will not receive an official transcript or formally earn the doctorate.

#### *Using the Student's Own Published Articles in a Dissertation*

No reprints (or offprints) of students' published articles or other publications can be substituted for the completed doctoral dissertation. However, there are two alternatives if a student wish to include such reprints in the finished dissertation: (a) the reprint may be included in its entirety, but must be confined to the appendices of the dissertation, or (b) the substance of the publication may be included if it is integrated into the main body of the text. The reprint (or offprint) would then become an integral part of the argument and evidence presented in the dissertation.

#### *Requesting Permission to Use Copyrighted Material*

When requesting permission to use copyrighted material, some copyright holders have forms available to fill out and submit online. For other copyright holders, the student must email or mail a request to use copyrighted material. Below is a sample email that students can use when requesting permission from a copyright holder.

Dear (Name of Copyright Holder),

My name is (Insert Name) and I am a student at Pacifica Graduate Institute (249 Lambert Road, Carpinteria, CA 93013, USA) working towards a PhD in Mythological Studies. As a part of my degree requirements, I am writing a dissertation entitled, *Title of Dissertation*.

I am emailing you to respectfully request permission to reproduce the figure "Name of Figure," found on page \_\_ of (Name of Author)'s book *Title of Book* in my dissertation. If granted permission, I will use the standard scholarly form of acknowledgment, including the figure title, author, book title, publisher, and year of publication, unless you specify otherwise.

When my dissertation has been finalized, it will be printed and stored in Pacifica Graduate Institute's Research Library. It will also be made available on ProQuest/UMI (online database of academic writings). I will not be making a profit from my dissertation.

I would greatly appreciate your consent to my request. If you require any additional information, please do not hesitate to contact me. I can be reached at: (Email Address) Thank you for your thoughtful consideration.

Sincerely,

(Student Name)

Once a student has received permission to use copyrighted material, they should keep a copy in their own file and submit a copy to the Dissertation Office.

#### **Submitting the Intellectual Property and Copyright Infringement form**

A student engaging in dissertation research at Pacifica Graduate Institute owns the copyright to the finished work. Two copies of the work are available to the public: one printed and bound copy that is housed in Pacifica's research library, and one digital copy published by ProQuest Digital Dissertations, a password-protected database that is the industry-standard publication issued by

University Microfilms International (UMI) in Ann Arbor, Michigan (see Publishing a Digital Copy under Step Seven below). As the rights-holder to the dissertation, the student is legally and ethically responsible for any infringement of copyright and intellectual property law, and may be subject to a lawsuit if not in compliance.

To ensure that the student understands the rights and responsibilities, a student is required to complete, sign, and submit an Intellectual Property and Copyright Infringement form along with the dissertation proposal.

The student is also encouraged to read Chapter 2: Legal Issues in Scholarly Publishing, 2.1-2.17 (34-60) of *MLA3* for additional information on this often complex and nuanced aspect of the dissertation process.

Permission documentation from the copyright holder must be submitted to the Dissertation Office for all copyrighted materials. A student should begin contacting copyright holders early in the dissertation process so that there is not a rush to gather copyright permission when finishing the final proofreading of the dissertation.

The key points to be aware of include the following:

- The student is not permitted to make unauthorized reproductions of copyrighted materials in the dissertation and agrees not to do so. Such copyrighted material does **not** include brief text quotations from another author's work, but such excerpts must be properly cited to avoid plagiarism.
- The student should not assume that the use of copyrighted materials will be deemed to be "fair use" because the dissertation is a scholarly work.
- The student must contact the copyright owner of each work used in the dissertation and request express written permission to use the material, whether it is published or unpublished, then document the requests by keeping copies of any letters or email correspondence.
- The student must make it clear to the copyright holder that the dissertation will be published in two forms: one printed and bound copy stored in the Pacifica Graduate Institute's research library, and one electronic copy published online by ProQuest.
- The student should allow ample time to get necessary permissions prior to submitting the dissertation final draft to the committee; Pacifica recommends allowing at least four months.
- The student should keep copies of every permission statement in personal files and submit a full set of permission statements to the Dissertation Office.

### **Writing the Ethics Application**

A discussion of ethical issues is important in all scholarly research but is imperative when the student proposes to work with human participants. Whether the student plans on working with human participants or not, the methodology section must fully articulate the research design, including ethical issues involved in the process of undertaking research.

Students submit one of two different ethics application forms to the dissertation chair. If the study will not use participants, the form is a simple one-page document that declares this. It requires only the chair's signature for approval. If participants will be used in the research, the chair, in consultation with the program's research coordinator, must approve the entire application packet, which consists of the correct form and all the necessary information, described below. If the student

has followed the guidelines for using human participants, the ethics application is usually approved promptly.

In order to comply with national standards and to understand better the Institute mandates, students planning on using human participants in research are advised to complete an online training provided free of charge by the National Institute of Health (NIH). Registration for the training is free and need not be completed at one sitting. The NIH link is as follows:

<https://phrp.nihtraining.com/users/login.php>

### *Attaining Approval of the Ethics Application*

Ethics applications proceed through the following steps:

1. The dissertation committee reviews and approves the proposal, which describes the research design, including a discussion of ethical issues.
2. Once the proposal has been approved by the entire committee, the student submits the completed ethics application to the dissertation chair, who reviews it. If the study will use human participants, the chair forwards the application to the research coordinator for review.
3. The research coordinator carefully reviews the ethics application and discusses any necessary revisions with the chair. The chair works with the student on the revisions until the ethics application meets the research coordinator's approval. If the research coordinator deems it is necessary, he or she may seek additional levels of ethical review from internal or external experts.
4. Once the ethics application is complete and approved, the chair and the research coordinator sign the form and forward the application to the Dissertation Office.
5. The Dissertation Office notifies the student of the approval of the ethics application by mail.

Students who encounter irresolvable conflicts with the research coordinator may seek redress with Pacifica's Education Council.

### **Important**

**A signed ethics approval form allowing the use of human participants in the research must be on file in the Dissertation Office before the student announces the study, contacts prospective participants for pre-screening, or gathers any data.**

Here are some guidelines to keep in mind while completing this application:

1. The ultimate responsibility for assuring the safety of all research participants rests with the student as the investigator.
2. Any investigation using human participants cannot begin until the student has received written approval from the research coordinator. Once the ethics application is approved and on file, any changes in research design, population served, or conditions for the study must again be subject to the approved by the research coordinator.
3. The researcher must obtain written consent from participants before they participate in the study. Minors cannot sign the Informed Consent Form—their parents or legal guardian(s) must sign it. In cases where the researcher wishes to utilize records or case notes gathered

under the auspices of another institution (hospital or clinic), the researcher will need the appropriate director or officer of that institution to sign consent forms. In such cases, please consult with the chair.

4. This is the student's research and should be presented to interested parties as such. Any use of the Institute's name, stationery, or other means of identifying our institution must have the approval of the chair.

### *Informed Consent Guidelines*

If the student intends to involve human subjects in research (including interview participants), he or she must have every participant sign and submit a form that provides evidence of informed consent. This form is identical to the one that has been approved by the RC. The completed forms must be submitted to the dissertation office prior to the approval of the first full draft and as a condition of the approval of the dissertation.

The "Ethics Application for Approval to use Participants" fully describes the requirements student must meet to conduct such research. The following is a checklist for the information that should be included in the informed consent form.

1. Investigator's name, phone number, and times he or she can be reached.
2. A brief description of the nature and purpose of the project.
3. A statement regarding the confidentiality of records.
4. An explanation of the procedures to be followed.
5. A description of any discomforts expected or risks that may be involved in participation.
6. An explanation of the benefits that may be gained through participation.
7. An offer to answer any questions regarding the procedures.
8. An instruction that participation is voluntary and that consent to participate may be withdrawn at any time, along with an indication of the means by which notice of withdrawal may be given.
9. A signature space where the participants (or their legal guardians) sign their name to indicate that they have read and understood this information and provide consent.

Participants must be given the opportunity to consent or not to consent without the intervention of any element of force, fraud, trickery, duress, coercion, or undue influence on the participant's decision.

### **Important**

**Even if no human participants are used, any reference to members of the student's family (including ex-spouses, their children and relatives), friends, or acquaintances has ethical implications. The dissertation is a public document and these people may object both on ethical and legal grounds. Please remember that Pacifica does not allow embargo of the final dissertation published on ProQuest**

### *Ethical Principles in Human Studies Research*

While developing the research design and completing the ethics application for approval, the student must keep the following basic ethical principles in mind. They will serve as the basis for evaluation of the application by the research coordinator.

#### *Respect for Persons*

Individuals must be treated as free and autonomous. This means that participants must freely agree in writing to participate in the study with no coercion or harmful consequences should they elect not to participate. Participants must also be free to end their participation *at any stage* of the study.

Participants with diminished capacity must also be respected and protected. The ability for self-determination can become limited because of illness, mental disability, or physical circumstances. Therefore, the investigator must protect the welfare of people who participate in the research, which includes maintaining confidentiality in terms of their participation and all data collected from their participation.

#### *Beneficence*

This principle involves not harming the participant physically, emotionally, or psychologically. It relates to the Hippocratic oath: “Do no harm.” The basic guideline is that the investigator should maximize the benefit and minimize any harm or risk to the participants in the study.

#### *Justice*

This principle relates to the population chosen for the study. The student should not choose a population just because it is easily available, in a compromised position, or open to manipulation. The burden for research should be fairly distributed and related to the problem being studied. In addition, participants have a right to know the purpose of the research. Thus, truthfulness, at least at the post-experiment interview, is a necessary component in the research design.

#### *Summary Considerations*

It is difficult to ensure that absolutely no harm will come to participants in a psychological or experiential study. For this reason, it is essential that the Informed Consent Form—as well as the ethics application—state honestly any possible psychological and/or physical risk. Harm may be considered in the following categories:

**Physical harm:** Whereas obvious physical risks may be minimized or eliminated, sometimes more subtle physical risks go undetected. For example:

- Any study involving physical activity (such as dance therapy) may create an environment for physical injury.
- Projects involving more physically demanding activity, such as a wilderness experience, present considerable risk and also difficulties if participants wish to withdraw from the study. Studies involving such strenuous activity and/or geographical isolation are not recommended.
- Activities such as painting may present subtle risks if, for example, workspace is not well ventilated. Any activity involving potentially toxic materials must be assessed for risk.

**Stress:** Psychological stress is a risk factor that needs to be clearly assessed. Probing questions can cause considerable discomfort; certain topics may generate embarrassment or discomfort; psychological issues and painful memories may be reactivated. The documentation that students present to the participants must accurately reflect these considerations.

**Use of patients as research participants:** Pacifica prohibits the use of current patients for research purposes since this situation constitutes a dual relationship—that of researcher and psychotherapist. The use of past patients for research presents less difficulty if express written consent is freely given. At all times the researcher must maintain an awareness of the potential impact on the patient, which may extend beyond termination. The researcher should consult with the chair on gaining approval for research projects that involve past patients. Case material used in a manner recognizable to patients as their own experience always requires informed consent. Quoting directly from the patient, or using dream images or narratives necessitates informed consent; furthermore the patient must be given the opportunity to appear in the research anonymously, where the researcher uses every effort to disguise identity. Other dual relationships may include healer/client, teacher/student, employer/employee. Equal care should be taken to conduct research ethically, regardless of the relationship with persons involved. Any ethical issues that arise should be discussed with the dissertation chair.

**Case material** that is presented with details that could allow the patient or others to be recognized, even when the identity of the patient has been concealed, always indicates the need for informed consent.

**Quoting** directly or paraphrasing from a patient, using a patient’s dream images or narratives, necessitates the use of an Informed Consent Form. Please see the Application for the Use of Human Participants, subsequent guidelines, and sample consent forms. The use of case material should be discussed with the committee chair as a part of the ethics approval process.

**Coercion:** It is not ethical to mislead the participant willfully concerning the nature of the experiment or study. Thus, any form of trickery or manipulation in order to produce a particular result or response violates ethical principles. During recent decades, ethical considerations in this regard have shifted to underscore that deception about intent is an ethical violation.

The new ethical sensibility, however, does not necessitate that the researcher disclose every detail of the study. When seeking to understand a particular phenomenon, the researcher can simply state what that phenomenon is and what aspects of it are under exploration.

An example of an Application for Approval for the Use of Human Participants can be found on the Dissertation Handbook & Forms web page at <http://www.pacifica.edu/about-pacifica/pacifica-graduate-institute-student-services/pacificas-dissertation-resources>. Students may extract phrases and sentences from it to adapt it to their own studies.

The following article may be of use in formulating the ethics application: Gabbard, Glen O. “Disguise or Consent: Problems and Recommendations Concerning the Publication and Presentation of Clinical Material.” *International Journal of Psychoanalysis*. 81.6, Dec 2000: 1071-1086. The author details five strategies in dealing with this dilemma: (a) thick disguise, (b) patient consent, (c) the process approach, (d) the use of composites, and (e) the use of a colleague as author. The author states that all of these methods have a place and argues against a uniform approach. Each of these strategies is discussed in terms of its advantages and disadvantages, and guidelines are offered to assist analysts who wish to present or write about clinical cases.

A signed approval form allowing the student to use human participants in the research must be on file along with the dissertation proposal acceptance forms, and before any work is done with

or data gathered from any human subject. As students complete the Application for Approval to Use Participants form, carefully consider the preceding issues. Additionally, researchers must take measures to protect participant confidentiality in the gathering, transcription, use, and storage of data. Data should be safely stored for seven years after which time it can be destroyed.

*Sample Ethics Application*

On the next pages, there is a sample of an ethics application to help students who propose to work with human participants.

**Ethics Application for  
Putting Asunder: Men and the Myth of Divorce**

**Abstract**

For over a hundred years, depth psychology has plumbed human experience to explore the roots of psychological suffering, and has attempted to make some sense of the human condition. Divorce is a relatively new phenomenon in many cultures, but has become more widespread in recent decades. Court systems in many states have sought to tie fathers to their families with enforceable child support laws on one hand while holding out the promise of continued fathering and co-parenting on the other. This often leaves today's divorced man in some form of ongoing relationship with his former spouse. It keeps him within earshot of the echoes of his divorce, which has been described by many men as one of the most difficult periods in their lives.

As a psychotherapist, I have worked with many men in various stages of divorce who have endured great suffering, often silently, in ways that transcend the usual rough patches or hard times in life. This phenomenological study attempts to shed some light on how men conceptualize divorce, how they move through the process, and what depth psychological and archetypal underpinnings frame this process. By exploring how men fare during the process of separation and divorce, the study attempts to provide a framework for what many experience as a time of tremendous internal upheaval. Data will be gathered in one-on-one interviews with a small group of five to eight men. Responses will be analyzed within the contexts of masculine acculturation and depth psychology.

The central question posed by this study is, "What is happening psychologically to men who are struggling in the middle of a divorce?"

## **Methodology**

This study will use a qualitative phenomenological research approach to examine the lived experience of those who share a similar event—divorce from the mother of their children—in order to arrive at a description of the universal essence of that phenomenon. With this approach, the researcher attempts to suspend judgments about divorce and bracket out any psychological speculation in an attempt to more fully witness the participants' own primordial experience of the phenomenon in the effort to discover its essence.

Participants will respond to a few broad, open-ended questions about their experience of divorce. Interviews will be recorded and transcribed. A systematic phenomenological data analysis will be performed beginning with coding the data and identifying themes, significant statements, quotes, or affects that capture the participants' experiences of divorce. From the significant statements and themes, I will identify textural and structural descriptions of participants' experiences and the contexts in which they were experienced. From these textural and structural descriptions, I will write a composite description in hopes of capturing the essence of the experience of divorce for men who, because of the child or children they share, have an ongoing relationship with their former spouse.

## **Participants**

### **Eligibility Requirements**

A group of five to eight divorced men will be included in this study. To be eligible, participants must (a) identify as male, (b) be separated for at least 12 months and divorced for not more than five years, (c) be between the ages of 35 and 65, and (d) have at least one dependent child with their former spouse.

### **Screening**

A brief screening interview will be conducted either by telephone or in person at the researcher's office. Potential candidates with a history of significant mental health issues will be

screened out. This screening will be used to identify potential candidates who are self-aware, reflective, and able to verbally convey the felt sense of their experience of divorce.

### **Recruitment**

A pre-approved flyer will be used to advertise for participants in this study. The flyer will be posted in local coffee shops and eateries. It also will be emailed to local marriage and family practitioners, other mental health practitioners, family law attorneys, and, with prior permission from facilitators, flyers will be distributed at local divorce groups and men's group meetings. The flyer will inform the interested individuals that their participation in the study is entirely voluntary and will have no adverse effects on any prior relationship to therapists, attorneys, or support groups where they found or saw the flyer.

### **Procedures**

Once identified, the selected group of five to eight men will be interviewed individually at my office for the purpose of studying their lived experience with the phenomenon of divorce. If participants are unable to meet at my office, a suitable private location will be mutually agreed upon.

This qualitative phenomenological study will be carried out in three steps:

The first step is a screening interview, via phone, in which I will determine if the interested person is eligible to participate. If eligible, the participant will be given following information verbally:

“You will be participating in a study on men who have gone through divorce. Your confidentiality will be protected, and you will be given an opportunity to review and edit any material that you share. When we meet, you will be asked to tell me the story of your divorce. You will be asked to share your thoughts and feelings as you went through divorce, as well as anything about your beliefs or your set of circumstances that influenced the process.”

This information will also be part of the informed consent form distributed to participants in the next step.

The second step is the initial meeting in person; participants will be interviewed using the following prompts:

1. Tell me the story of your divorce.
2. What factors influenced or affected your experience of divorce?
3. How do you think shared parenting affected your divorce experience?
4. What, if anything, has surprised you about this experience?
5. What are the most difficult things to admit when talking about your divorce?
6. What do you know now as a result of the divorce experience?
7. Were there any dreams, images, recurring thoughts, or anything else unusual that arose during that time that you can recall? If so, please describe them.

At the end of the interview, each participant will be given the following information and invited to do the following:

“After thinking about your time here today and your experience of divorce, write a poem or draw or find an image of what you would like people to know about what the experience of divorce has been like for you. Also, pay attention to your dreams, and if there is one that you remember and would like to share, be sure and write it down. You can share any or all of these with me when we meet next time to discuss the transcription of today’s interview.”

All interviews will be recorded, transcribed, and coded by the researcher. A thematic analysis will be performed on the data, and results and conclusions will be drawn from the data and analysis.

In the third step, participants will be given a copy of their interview transcriptions for their review. Within a few weeks, a follow-up 60-minute interview will be conducted with each participant so that they may have an opportunity to comment upon, clarify, edit, or add any additional information. This interview will also be recorded.

### **Risks and Safeguards**

The American Psychological Association's policies and procedures for conducting human research will be followed. Two primary areas of risk have been identified for participants in this study. First, participating in psychological research can be psychologically activating. Many men are acculturated to hide their pain and their emotions. Therefore, interviews about a painful time in a man's life could be activating, and could also expose old wounds. Each participant will be notified of this inherent risk in the Informed Consent Form, and he will be provided the opportunity to opt out of the study at any time. Three referral sources for therapeutic support will be provided for any participant deciding to opt out, as well as for any participant who requests additional support.

Follow-up phone calls to participants will be made at a 3-day and a 30-day interval after the initial 90-minute interview to assess for any potential mental health issues that may have arisen as a result of the interview. A brief assessment will also be conducted during the 60-minute follow-up session. A phone call to assess for any mental health concerns will be made to participants 14 days after the final 60-minute follow-up session. During the interviews, participants may refuse to answer any question and stop the interview with no consequences. If participants request additional support, I will provide them with three referrals for local mental health practitioners, which they may contact and work with at their own expense. Finally, participants may be excused from the study at any time upon request.

Inadvertent breach of confidentiality is the other risk for participants in this study. Every effort will be made to ensure anonymity for the participants, and that their confidentiality is protected. The names and any other information that could potentially be used to identify a participant will be changed or omitted. The confidentiality of family members, extended family members, former spouse(s), and children mentioned during interviews will also be protected in a similar manner. Recordings will be stored in the memory of the recording device with a backup copy stored on a jump drive. All devices and written records will be stored in a secure location. Recordings will not be uploaded to cloud-based servers. If analyzed on a computer, all data will remain password protected on a local non-networked laptop. Finally, all recorded materials and identifying data will be destroyed at the conclusion of the study.

### **Benefits**

Participants may find some personal benefit from an in-depth reflection and discussion of the impact of divorce. Benefits might include some relief from psychological suffering, easing of tensions, the gleaning of new insights, and/or some somatic relief. Further, participation may provide additional insight into the nature of the suffering that many men experience in divorce. In the broadest sense, it is hoped that participating in this study serves the community at large.

### **Informed Consent for Participation in a Psychological Study on Men and Divorce**

I understand that I will be participating in a psychological study performed by [insert researcher's name] in partial fulfillment of requirements for a doctoral degree at Pacifica Graduate Institute . This study is concerned with men and their experience of divorce. I understand that this study will consist of three parts: (a) a 90-minute recorded interview, (b) a review of the interview transcription, and (c) a follow-up 60-minute review meeting.

#### **Participation**

I understand that in order to participate, I must (a) identify as male, (b) be separated for at least 12 months and divorced for not more than five years, (c) be between the ages of 35 and 65, (d) have least one dependent child with my former spouse. I agree to meet in person for one 90-minute interview regarding my experience of divorce, and agree to have the interview audio recorded. This meeting will take place at the researcher's office located at [insert address here], or some other mutually agreed upon private location. I understand that I will be asked to reflect upon and answer approximately a half-dozen open-ended questions about my experience of divorce.

The researcher will transcribe the interview and provide me with a copy of the transcription afterward for my review. I agree to meet again at a mutually agreed upon time for a follow-up 60-minute discussion. At that time, I will have the opportunity to further comment upon, correct, edit, or add any additional information to the transcript of the first interview. Further, if I so choose, I may share a poem, an image, or a dream that may have arisen after the interview process or the recollection of my experience of divorce. If my poem, image, or dream is included in the dissertation, I will have an opportunity to review it before publication.

I understand that the dissertation will be published by Pacifica Graduate Institute and will be publically available.

**Risks**

I understand that my participation in this study may be psychologically activating. As with any psychological study, or any exploration of psychological material, difficult or confusing feelings, thoughts, or somatic symptoms may arise, not only about divorce but also about earlier or other life events. I understand that my participation in this study may produce a range of thoughts, feelings, and emotions of varying intensity and/or duration.

**Safeguards**

At any time before, during, or after the completion of this study, if I become uncomfortable, I can (a) decline to answer an interview question; (b) choose to opt out of the study; and/or (c) ask the researcher for referrals to therapy or counseling resources to process material arising from participation. I understand that my participation in this study precludes the researcher from acting as a therapist. This would create a dual relationship and is prohibited. Thus, the researcher will provide at least three referrals in the event that I need therapeutic support, but I will be responsible for paying any counseling fees.

I understand that every effort will be made to ensure my anonymity and that my confidentiality will be protected at all times. My name and any other information that could potentially be used to identify me will be changed or omitted. These same protections will be extended to my family, extended family, child(ren), and former spouse(s) who may be mentioned during the interviews.

All recorded materials will be stored on password-protected devices, and/or devices that are stored in locked containers. At no time will any recorded material be uploaded to cloud-based servers, be made available on the Internet, or placed in a situation where confidentiality could be compromised in any way. All written records will be stored in a secure location. If analyzed on a computer, all data will remain password protected on a local non-networked laptop. At the

conclusion of the study, all recorded materials will be destroyed. All identifying data will be destroyed as per protocol at the appropriate time.

### **Benefits**

By agreeing to participate in this study, I may find some benefit in an in-depth reflection and discussion of the impact of divorce. These benefits might include some relief from psychological suffering, easing of tensions, the gleaning of new insights, and/or some somatic relief. Further, my participation may provide additional insight into the nature of the suffering that many men experience in divorce. My participation, in the broadest sense, may serve the community at large.

**I have read and understood this Informed Consent notice, and with my signature below, hereby give my informed consent to be a willing participant in this psychological study under the terms and conditions listed above. Further, if I share a poem, image, or dream from this experience, I grant [researcher's name] permission to include a portion or all of that material in the final doctoral dissertation. I understand my confidentiality will be protected in the use of any and all materials.**

The information about this study has been provided to me by the researcher, [researcher's name]. If I have further questions, I may contact the researcher via email at [researcher's email] or by calling [researcher's phone number]. I may also contact the faculty member at Pacifica Graduate Institute who is supervising this research study, [researcher's dissertation chair], at [chair's phone number].

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Participant Name: \_\_\_\_\_

Participant Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Researcher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Name: \_\_\_\_\_ [INSERT NAME] \_\_\_\_\_

Contact Information: \_\_\_\_\_ [INSERT PHONE # & EMAIL] \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ [INSERT NAME] \_\_\_\_\_

Contact Information: \_\_\_\_\_ [INSERT PHONE # & EMAIL] \_\_\_\_\_

## **Research Instrument**

### **for Participation in a Psychological Study on Men and Divorce**

This qualitative phenomenological study will be carried out in three steps with a group of five to eight men selected for participation in this study.

The first step is a screening interview, via phone, in which I will determine if the interested person is eligible to participate. If eligible, the participant will be given following information verbally:

“You will be participating in a study on men who have gone through divorce. Your confidentiality will be protected, and you will be given an opportunity to review and edit any material that you share. When we meet, you will be asked to tell me the story of your divorce. You will be asked to share your thoughts and feelings as you went through divorce, as well as anything about your beliefs or your set of circumstances that influenced the process.”

This information will also be part of the informed consent form distributed to participants in the next step.

The second step is the initial meeting in person; participants will be interviewed using the following prompts:

1. Tell me the story of your divorce.
2. What factors influenced or affected your experience of divorce?
3. How do you think shared parenting affected your divorce experience?
4. What, if anything, has surprised you about this experience?
5. What are the most difficult things to admit when talking about your divorce?
6. What do you know now as a result of the divorce experience?

7. Were there any dreams, images, recurring thoughts, or anything else unusual that arose during that time that you can recall? If so, please describe them.

At the end of the interview, each participant will be given the following information and invited to do the following:

“After thinking about your time here today and your experience of divorce, write a poem or draw or find an image of what you would like people to know about what the experience of divorce has been like for you. Also, pay attention to your dreams, and if there is one that you remember and would like to share, be sure and write it down. You can share any or all of these with me when we meet next time to discuss the transcription of today’s interview.”

All interviews will be recorded, transcribed, and coded by the researcher. A thematic analysis will be performed on the data, and results and conclusions will be drawn from the data and analysis.

In the third step, participants will be given a copy of their interview transcriptions and the analysis for their review. Within a few weeks, a follow-up 60-minute interview will be conducted with each participant so that they may have an opportunity to comment upon, clarify, edit, or add any additional information. This interview will also be recorded.

**Recruitment Flyer**



**MEN WANTED!**  
**PSYCHOLOGICAL STUDY ON DIVORCE**

**Must be ages 35 - 65**

**Going through divorce**

**At least one dependent child**

**Identify as male and heterosexual**

**Contact: [Researcher's Name, Phone number, and email]**

## Step Five: Completing the Dissertation

After the proposal has been approved by all committee members, the student completes the dissertation under the supervision of the chair. That is, subsequent chapters are submitted to the chair alone until an acceptable final draft has been achieved. Once the chair approves the work, signing and submitting the Approval of Dissertation Final Draft form to the Dissertation Office, the student forwards the draft to the reader and external reader for review and approval. Remember to allow each committee member 6 weeks to review material. Also keep in mind that manuscripts might have to undergo several revisions before all three committee members approve the final draft. This consideration is particularly important if the student is working against the PTL clock or is hoping to complete all degree requirements in time to participate in the Spring graduation ceremonies.

### Checklist for Final Draft Approval

Students must attend to the following checklist before submitting the final draft for approval. Dissertation committee members, in particular the dissertation chair, are responsible for checking that these items are correct before signing and submitting the form approving the final draft.

- The quality of the writing is acceptable, including correct grammar, spelling, punctuation, clarity and overall coherence.
- Captions, in proper format, accompany all figures.
- All intellectual property such as images and musical excerpts subject to copyright have proper attributions, student has express written permission for their use, and the dissertation includes a list of necessary permission statements.
- Students have not included more than 5 images by any single artist unless they have express written permission to do so.
- The body of the dissertation, all front matter, any appendices, and the list of works cited are properly formatted according to MLA style, including correct font style and size, page margins, page numbering, and consistent paragraph formatting.
- Headings and subheadings are clear and useful guides to the text, and are correctly and consistently formatted.
- The table of contents is correct and complete: all headings and subheadings match TOC in language, capitalization, and page numbers.
- The list of works cited is consistent, complete, and correct (i.e., all texts cited in the body appear in the reference list, and all items in the reference list appear in the body of the work).

### Submission of Final Draft for Approval

When submitting the final dissertation draft to each of the three committee members, be sure to include a copy of the Approval of Dissertation Final Draft form along with the manuscript. Once the reader and external reader have signed their copies of the form, they send them to the Dissertation Office.

At this point, the Dissertation Office will begin helping the student prepare the manuscript for publication. This may include working with the student to ensure that the work is formatted

according to *MLA* 3rd edition (*MLA3*) guidelines, to finalize the dissertation abstract and have the chair approve it, and to prepare other front matter. During the period between the submission of the final draft and the completion of the degree requirements, the Dissertation Office communicates crucial information about the final approval process to students through their official Pacifica email accounts. Therefore students must vigilantly monitor these messages until graduation.

Final approval of the dissertation by committee members must take place within a period of the student's dissertation enrollment. However, the oral defense and manuscript corrections may take place after the dissertation enrollment period has expired, but within the student's program time limit.

### **Guidelines for Evaluating Dissertations**

The following list, excerpted from Barbara E. Lovitts' 2005 essay "How to Grade a Dissertation," offers guidelines for producing the finest scholarly work possible.<sup>1</sup> It distinguishes between three levels of quality: outstanding; good; and unacceptable.

#### **Outstanding**

- Is original and significant, ambitious, brilliant, clear, clever, coherent, compelling, concise, creative, elegant, engaging, exciting, interesting, insightful, persuasive, sophisticated, surprising, and thoughtful
- Is very well written and organized
- Is synthetic and interdisciplinary
- Connects components in a seamless way
- Exhibits mature, independent thinking
- Has a point of view and a strong, confident, independent, and authoritative voice
- Asks new questions or addresses an important question or problem
- Clearly states the problem and why it is important
- Displays a deep understanding of a massive amount of complicated literature
- Exhibits command and authority over the material
- Argument is focused, logical, rigorous, and sustained
- Is theoretically sophisticated and shows a deep understanding of theory
- Has a brilliant research design
- Uses or develops new tools, methods, approaches, or types of analyses
- Is thoroughly researched
- Has rich data from multiple sources
- Analysis is comprehensive, complete, sophisticated, and convincing
- Conclusion ties the whole thing together

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<sup>1</sup> For the full text, see the journal *Academe* 9.6 (2005): 18-23

- Is publishable in top-tier journals
- Is of interest to a larger community and changes the way people think
- Pushes the discipline's boundaries and opens new areas for research

### **Good**

- Is solid
- Is well written and organized
- Has some original ideas, insights, and observations, but is less original, significant, ambitious, interesting, and exciting than the outstanding category
- Has a good question or problem that tends to be small and traditional
- Shows understanding and mastery of the subject matter
- Has a strong, comprehensive, and coherent argument
- Includes well-executed research
- Uses appropriate theory, methods, and techniques
- Misses opportunities to completely explore interesting issues and connections
- Makes a modest contribution to the field but does not open it up

### **Unacceptable**

- Is poorly written
- Has spelling and grammatical errors
- Has a sloppy presentation
- Contains errors or mistakes
- Plagiarizes or deliberately misreads or misuses sources
- Does not understand basic concepts, processes, or conventions of the discipline
- Lacks careful thought
- Looks at a question or problem that is trivial, weak, unoriginal, or already solved
- Does not understand or misses relevant literature
- Has a weak, inconsistent, self-contradictory, unconvincing, or invalid argument
- Does not handle theory well, or theory is missing or wrong
- Relies on inappropriate or incorrect methods
- Has data that are flawed, wrong, false, fudged, or misinterpreted
- Has wrong, inappropriate, incoherent, or confused analysis
- Includes results that are obvious, already known, unexplained, or misinterpreted

- Has unsupported or exaggerated interpretation
- Does not make a contribution

### **Assembling the Final Dissertation Manuscript**

When assembling the dissertation into its final form, arrange the parts and pages in the order shown below. Each of these sections, along with some helpful samples, is describe in the following pages.

Title page

Copyright notice

Abstract

Dedication or Acknowledgements (optional)

Table of Contents

List of Figures

Text (with optional footnotes)

Works Cited

Appendices

#### *Title Page*

Each copy of the dissertation must include a title page prepared in accordance with the sample in this section. *This is the only page (other than the first page of text) that does not bear a page number.* The student should use his or her full legal name. Names and degrees of the student's doctoral committee will also appear, the chair first, so identified, followed by the internal reader and the external reader. See the sample below for the appropriate formatting of the title page.

Limit the length of the title to no more than three or four lines, with each line being a maximum of 45 characters including letters, spaces, and punctuation. To avoid creating a title that is excessively wordy, imagine the title on the cover of a book.

#### *Copyright Notice*

A statement of copyright must be included on a separate page directly following the approval page. It should include the student's full legal name and, at the top right, the month day, and year the final manuscript was approved. This page will be given the lower-case Roman numeral "ii." See the sample below for the appropriate formatting of the copyright page.

#### *Abstract*

The title on the abstract page must match word-for-word the title on the title page that is signed by the student's dissertation committee. The body of the abstract cannot exceed 350 words (approximately 35 lines) and must be included in each dissertation. The abstract should (a) give the full title of the dissertation, (b) state the student's full legal name, (c) provide a concise yet comprehensive description of the contents of the dissertation, including the problem addressed, the methods used, the conclusions or findings, and the stated implications of the study, (d) be written in the third person, for example, "This research explores . . ." as opposed to "I explore . . ." and (e) report rather than evaluate, comment, or argue. A template displaying the format of the abstract page is shown below.

Because dissertations are now widely available via the Internet, a student may also wish to compose a list of 6 to 10 keywords that prospective readers will use to search for the work. (ProQuest/UMI Dissertation Publishing, which publishes the digital copy of dissertations, requires the student to supply up to 6 keywords.) Fill out and submit the ProQuest/UMI publishing forms as one of the final steps in dissertation preparation (described later in this section). The list of keywords, which will be counted toward the 350-word maximum, can be included at the end of the dissertation abstract.

### **Important**

**Students should submit their dissertation abstract, as a separate Word document e-mail attachment, to the chair for review and revision. This occurs after the dissertation has been accepted by the committee and before the student submits the manuscript for proofreading. The Dissertation Office will need a revised, approved copy of the abstract to announce the oral defense.**

The next three pages show samples to help the student correctly format the three pages of front matter just discussed: the Title page, the Copyright page, and the Abstract page.

*Title Page Template*

[Title of Dissertation]

A dissertation submitted

by

[Student's Full Legal Name]

to

Pacifica Graduate Institute

in partial fulfillment of  
the requirements for the  
degree of

Doctor of Philosophy  
in  
Mythological Studies

with emphasis in  
Depth Psychology

This dissertation has been  
accepted for the faculty of  
Pacifica Graduate Institute by:

Dr. [name of chair], Chair

Dr. [name of reader], Reader

Dr. [name of external reader], External Reader

*Copyright Page Template*

MONTH DAY, YEAR  
*(final draft approval date, not date of oral defense)*

Copyright (Year of Final Draft Approval) by  
(Student's Name as Printed on Title Page)

*Abstract Page Template***ABSTRACT**

(Title of Dissertation as it Appears on the Title Page)

by

(Student's Name as it Appears on the Title Page)

(Begin typing the abstract here, double-spaced, with the first line of each paragraph indented as shown in these instructions. Do not exceed 350 words. The student has the option of including 6-10 keywords immediately following the body of the abstract. These keywords count toward the 350-word maximum length.)

### *Dedication and Acknowledgments*

The student has the option to include a page with a brief note of dedication and/or an acknowledgment of assistance received from particular persons.

### *Table of Contents*

The table of contents is an accurate presentation of the headings and subheadings used in the work, which are designed to improve the readability of long or complex manuscripts by orienting the reader to various elements of the subject. A dissertation may have up to five levels of headings. Writers usually plan them carefully, either before or during writing. Some writers, for instance, make a working outline of the sections of the entire dissertation ahead of time to establish a hierarchy of headings. Others reflect on headings and subheadings during or even after producing a first draft. Thus, creating headings in the work requires a judicious combination of imagining the overall structure of the work along with imagining what will be helpful to the reader. The only firm rule of heading levels is that writers must have more than one heading at each level in each section of a chapter—just as with standard outline format, wherein writers can't have a "I" without a "II," an "A" without a "B," a "i" without a "ii," or an "a" without a "b."

Once the student has arrived at the proper hierarchy, the headings must be properly formatted. First, determine how many levels of headings to use throughout the manuscript: two levels, three levels, four levels, or five levels. Different chapters may call for different depth of levels; this is acceptable.

Confirm accuracy of page numbers in the table of contents and match all headings in the table of contents word-for-word with the headings within the text. (Using paragraph styles in Microsoft Word will automatically generate and update page numbers.)

At the end of the table of contents, include a note about style, using the exact wording of the text below:

The style used throughout this dissertation is in accordance with the *MLA Style Manual and Guide to Scholarly Publishing* (3rd Edition, 2008), and *Pacifica Graduate Institute's Dissertation Handbook* (2017-2018).

### *List of Figures*

If the dissertation includes plates, charts, diagrams, or illustrations, a separate list of figures with page numbers must follow the table of contents on a separate page. Within the manuscript itself, full-page tables and charts require the same margins as printed pages. To accomplish this, electronically reduce figures to fit the required space.

### *Text*

The text of the dissertation follows the table of contents (or the list of figure if applicable).

- Do not number the first page of text
- Use 12-point Times New Roman font, aligned left (not justified)
- Indent the beginning of paragraphs one standard tab space (5 spaces/0.5 inches). When a paragraph continues following a long (block) quote, do not indent. Block quotes should be two tabs (10 spaces/1 inch) from the left margin.
- Strive to be consistent in the amount of vertical space between paragraphs or before or after headings throughout

- Double-space throughout
- The page margins should be formatted as follows: top, bottom, and right margin should be 1 inch; left margin should be 1.5 inches. All text, figures, charts, and images must appear within these margins
- Omit running headings throughout
- Add one space between each period in ellipses or use the ellipsis symbol (...). Use three periods per ellipsis, add a fourth period if you are ending a sentence
- Use an “em dash” (—) or two hyphens (--) to indicate a strong break in the continuity of a sentence, with no spaces before or after
- In a series of three or more items, insert a comma before “and”

### *Captions*

Include a caption below each figure with the following information:

*Figure 1. Title* by Author or Artist. Description that includes information such as publisher, where an art piece is housed, etc. Copyright (insert year) by Copyright Holder’s Name. Reprinted with permission by copyright holder.

Permission from copyright holders is required for use of all copyright images. If the figure used is public domain, end the caption by stating, “Public domain” instead of “Reprinted with permission by copyright holder.”

### *Format of Headings within the Text*

Once the dissertation has the proper hierarchy, the headings must be formatted correctly. First, determine how many levels of headings appear throughout the manuscript: two levels, three levels, four levels, or five levels. Different chapters may call for different depth of levels; this is acceptable. Be sure to keep the headings with the paragraph that follows it on the same page. To ensure this, format the header so that it has Widow/Orphan control. An example of how a student might format the headings is shown below. This format is not required, but headings do need to be formatted consistently throughout the dissertation.

## **Heading Level 1 is Centered, Boldfaced, and Mixed Case**

### **Heading Level 2 is Flush Left, Boldface, and Mixed Case**

**Heading level 3 is indented, boldface, sentence capitalization ending with a period.**

***Heading level 4 is indented, boldface, italicized, sentence capitalization ending with a period.***

***Heading level 5 is indented, italicized, sentence capitalization ending with a period.***

### *Footnotes*

The student may use footnotes in the dissertation to add textual commentary or amplify an idea or point. Footnotes are not used to cite sources. The placement of footnotes (i.e., at the bottom of the text pages, or in a separate section following the text) is a matter of individual preference, guided by MLA standards. Once the choice is made, be consistent. Do not use endnotes.

### *References*

A section of references follows the text and notes and is called Works Cited. Scholarship requires consistency between cited works in the text and notes and the list of Works Cited. Therefore, it is important to verify that every source cited in the text is listed in the Works Cited section. It is equally important to ensure that the Works Cited section is not padded with texts not cited in the body of the dissertation.

Format each entry as a hanging indentation, with the first line flush left and any subsequent lines indented 5 spaces (1 tab/0.5 inch). Double space the entirety of the Works Cited section; do not single space entries.

Please note that Wikipedia is not a scholarly source. Whenever possible, use peer-reviewed sources with the usual scholarly apparatus which have been approved by a respected publishing house. Whereas a passing reference to Wikipedia surrounded by more substantive sources may be acceptable, on-going reliance on Wikipedia is not.

### *Citing Internet and Other Electronic Sources*

Over time, it has become clear that websites and their addresses change frequently. Therefore, URLs in source citations offer limited value. Instead, the following ways to cite works that are accessed from the Web are recommended. (Note: This approach applies to the variety of sources that may be accessed from the web, such as books, academic journals, dissertations, and recordings.)

When listing a source found on the Web in Works Cited, include the following information, if available:

- Name of author, compiler, director, editor, narrator, performer, or translator of the work (last, first).
- Title of the work.
- If citing a printed book linked to the web, include place published, publisher, and date.
- Title of the website.
- Publisher or sponsor of the site.
- Date of publication (day, month, year; if not available, use “n.d.” for “no date”).
- Medium of publication (Web).
- Date of access (day, month, year).

Here is an example of such a citation which includes most, but not all, items listed above:

Holt, Rose F. “Healing Through the Numinous.” *Pathfinder News*, Sept-Oct 2013 Issue. St. Louis:

*Pathfinder*, 2013. The C. G. Jung Society of St. Louis. Web. 28 May 2017.

When listing printed sources in Works Cited, put the medium of publication, as follows:

Bond, D. Stephenson. *Living Myth: Personal Meaning as a Way of Life*. Boston: Shambhala, 1993. Print.

Use the following format to cite Kindle sources:

- Author last name, first name
- Title of work
- City of publication
- Publisher
- Year of publication
- Kindle file.

Here is an example of such a citation:

Smith, George. *Jack and Jill*. New York: Farrar, 2010. Kindle file.

Other publication media might include, for example, CD, DVD, Radio, Television, or Video. For more guidance in formatting citations of sources found online, refer to the *MLA Handbook*, 8<sup>th</sup> edition. For all other formatting guidelines, refer to the *MLA Handbook*, 3<sup>rd</sup> edition.

#### *The Correct Format of Jung Citations*

When citing Jung, look at the title page of the work referenced for correct formatting of Jung's first names. If initials only are used there, use initials in the WC list, even though MLA generally calls for a full name. Follow the form that is given on the title page of the volume cited. Use spaces between initials: C. G. Jung, not C.G. Jung.

Do not abbreviate titles of books or essays (do not substitute *MDR* for *Memories, Dreams, Reflections*, for example).

#### *Citing a Volume from the Collected Works:*

Jung, Carl Gustav. *The Collected Works of C. G. Jung*. Trans. R. F. C. Hull. Vol. 7. Princeton: Princeton UP, 1966. 3-119.

#### *Citing Specific Essays from the Collected Works:*

Jung, Carl Gustav. "On the Psychology of the Unconscious." Trans. R. F. C. Hull. *The Collected Works of C. G. Jung*. Vol. 9. Princeton: Princeton UP, 1967. 245-95.

#### *Parentetical Citations in Text:*

Use an entry including author, *CW*, volume number, and paragraph numbers, like this: (Jung, *CW* 5, para. 230).

When citing an essay, give the title to orient readers and lead them to the correct entry in the Works Cited list. Then, for parentetical citations in text, use an entry including author, *CW*, volume number, and paragraph numbers, like this: In "On the Psychology of the Unconscious," Jung says that "xxxx" (*CW* 7, para. 27).

*Citing a Book or Essay in an Edition other than the Collected Works*

Jung, C. G., and C. Kerényi. "The Psychological Aspects of the Kore." Trans. R. F. C. Hull. *Essays on a Science of Mythology*. Bollingen Series XXII. New York: Pantheon Books, 1949.

*Appendices*

A last section may contain supporting data for the text in the form of one or more appendices. Examples of appendix material are data sheets, questionnaire samples, informed consent forms, illustrations, charts, related writings integral to the text, production portion, and so on. Appendices should be given letters, not numbers.

*Assembling Production Dissertations*

Because production-type dissertations contain a theoretical portion which discusses the academic context of the work as well as an artistic portion, the final steps of assembling, duplicating, and format proofreading them is unique. Send the theoretical component of production type dissertations, along with whatever part of the artistic component is in text form, to the Dissertation Office through the secure D2L site. Accompany this submission with a letter explaining the nature and organization of the creative dissertation. The text part of the creative component (any creative writing, or technical explanations) will be proofread for typographical errors and consistency so that it, too, is accurate and readable.

If there are any questions about what to submit with a production style dissertation, talk with the chair and the Dissertation Office. In all cases, be sure to include all front matter (title page, copyright page, dedication page, acknowledgments page, abstract, table of contents, and list of figures), chapters, and end matter (the works cited section and any appendices).

*Proofreading Production Type Dissertations*

- The "academic context" part of the dissertation is automatically sent to the format proofreader. This text must be in standard MLA form.
- Material lying outside this academic context portion of the production type dissertation is reviewed by the dissertation chair, who determines which contents are to be sent to the format proofreader. The chair will provide written instruction for the format proofreader concerning the parameters of the proofreading.
- If the production piece is separate from the dissertation, please make clear reference to it and its location in the table of contents and appendixes.

*The Content of Production Type Dissertations*

Many factors will influence decisions concerning the materials the student will include in the multimedia components. However, please note that it is a violation of copyright law to include entire songs, much less entire albums that are not of the student's own creation—"fair use" exemptions within copyright law will not protect the student in such cases. Please consult the Guide to Intellectual Property & Copyright in the previous section of this handbook for more information on what does and does not constitute copyright infringement and plagiarism.

For documents, PDF or RTF formats are recommended since they are currently multiplatform and fairly universal. For dissertations that have web-based components, the student will need to include a CD/DVD backup containing copies of the web pages.

Audio files come in various formats—e.g., CD audio, MP3, M4P, AAC. Choose a format that can be used without the need to install additional programs. MP3 files are still widely used and work with most stereos, portable music players, and music players on computers.

There are many video/movie players and subsequent file types in existence. Choose one that is platform independent (such as Quicktime). Test interactive elements on different computers to ensure they work properly, independent of their own system. Two critical and primary questions the student must ask are: Does it work on Macs *and* PCs or is it platform-dependent? and, Does it work on PCs/Macs *other than my own system*? Depending upon its significance, if the multimedia item does not work or cannot be read, the acceptance of the dissertation may be delayed or *denied entirely*.

Remember that any multimedia included is necessarily integral to the written theory and analytical component of the dissertation. It is considered poor scholarship to simply attach a CD or other multimedia element without providing detailed analysis of the content and its importance to the core proposals of the dissertation. If the item does not merit discussion within the dissertation, then it may be an unnecessary inclusion.

### *The Library Copy of Production Type Dissertations*

One hardbound copy of the dissertation will be shelved with other dissertations in the Pacifica Library. If the “production” part of the dissertation is not included in the hardbound copy, the student will provide one copy of easily duplicated media (e.g., CD or DVD).

### **Gaining Final Draft Approval**

When the chair determines that the dissertation draft is ready for consideration, the student forwards the manuscript and the Approval of Dissertation Final Draft form to the reader and external reader. Remember that each committee member is allowed 6 weeks to review a draft; dissertation manuscripts might have to undergo several revision cycles before all three committee members approve the final draft (see section Submission of Final Draft for Approval above).

### **Step Six: Preparing the Manuscript for Publication**

The student must prepare the manuscript for publication according to the following guidelines.

### **Reviewing the Final Manuscript**

Once the entire manuscript is assembled, the student should carefully review it one last time to ensure that it conforms to the format and style guidelines set out in the third edition of the *MLA Style Manual and Guide to Scholarly Publishing* without exception. If the student chooses to solicit help from an editor, be sure the editor uses the MLA publication manual, 3<sup>rd</sup> edition and consults the current Dissertation Handbook.

### **Mandatory Format Proofreading and Associated Fees**

Every completed dissertation undergoes review by a professional format proofreader engaged by Pacifica Graduate Institute. The typical fee for a well-written, well-formatted manuscript of 200 to 400 pages in length ranges from \$160 to \$400. Students’ format proofreading charges will depend on the length of the manuscript and the amount of time it takes the format proofreader to

note corrections. A poorly formatted manuscript will, naturally, take much more time to correct than a near-perfect manuscript.

### **Submitting the Dissertation for Format Proofreading**

The student submits the dissertation manuscript for proofreading electronically, using the D2L application, from a computer that has active Anti-Virus/Anti-Malware software installed. A Dissertation Office administrator sends the student log-on information once the abstract has been approved by the chair and is correctly formatted. Other important requirements and guidelines for the electronic submission are as follows:

- The manuscript may only be submitted in Microsoft Word format (.doc or .docx), not Pages, PDF, or any other word processing software.
- Before inserting images into the work, the student should save them in JPEG format with a resolution of 448 x 336 to 640 x 480 to ensure that the manuscript will meet the file size requirement. Any copyrighted material must have letters of permission on file in the Dissertation Office prior to submission to the proofreader
- The file sizes of the manuscript must be less than 40MB.

### **Checklist for Format Proofreading**

The dissertation chair will have checked that the student has attended to matters of grammar, spelling, punctuation, clarity of writing and proper formatting before signing and submitting the Approval of Dissertation Final Draft form. (See Checklist for Final Draft Approval section above). The format proofreader does not edit manuscripts; this review only covers the following items:

1. Proper MLA formatting of the dissertation itself and the front matter, including font style and size, page margins, page numbering, consistency in paragraph style;
2. Consistent and correct headings and subheadings;
3. Correct and accurate table of contents in which subheadings match TOC in language, capitalization, and page numbers;
4. Consistent and correct list of work cited (i.e., all texts cited in the body appear in the reference list, and all item in the reference list appear in the body of the work);
5. All figures have captions;
6. All images subject to copyright have proper attributions, student has express written permission for the use of the images, and the dissertation includes a list of necessary permission statements.

If the manuscript contains a significant number of errors, the Dissertation Office may inform the research coordinator and the student's dissertation chair. In this case the manuscript may be returned to the student for more thorough format proofreading. Once the student has made the necessary revisions, the dissertation will be resubmitted to the format proofreader for a second review.

### **Working with the Dissertation Office during Format Proofreading**

Once the Dissertation Office receives the digital copy of the manuscript through D2L, it is immediately forwarded to the Institute's format proofreader.

The format proofreader Pacifica uses is professional, experienced, and will find errors in the manuscript. The student's task is to review the notations indicated on the manuscript thoroughly and patiently, making all the marked corrections. This may feel like an especially arduous task at this stage, because students are often exhausted by the sheer effort of completing the research. Ideally, the student's pride in the final, published work will provide the motivation needed at this critical time. Until the manuscript is corrected and uploaded into D2L for publication and all processing forms are on file in the Dissertation Office, the requirements for the fulfillment of the degree are not complete.

To correct the manuscript, follow these steps:

1. Read the format proofreader's notes, which will explain what was discovered and that will point out consistent errors in the manuscript that need to be corrected.
2. Read the format proofread copy to review all of the errors that the format proofreader discovered.
3. Going page-by-page through the proofread copy, correct errors that are noted in the comment boxes. Once the error is corrected in the text, remove the comment box.
4. For tracked changes, choose either (a) to accept changes one at a time, or (b) after reviewing the full dissertation, accept all changes at one time.

Save the updated draft of the dissertation and put it in the D2L drop box. Email a dissertation administrator to signal that the dissertation has been submitted.

### **Important**

**Once the student has submitted the final corrected manuscript, there will be no further format proofreading or opportunity for corrections. This final version is the one that will be printed and submitted to ProQuest for publication. No further corrections can be made**

### **Publishing the Dissertation**

The final copy of the dissertation is published in two different forms. First, it is duplicated and bound, and one hardbound copy is available through Pacifica's library. Secondly, it is published digitally and available via the internet to the entire world of scholars and other interested lay readers through ProQuest Dissertation Database. To publish in both venues, a student completes and sends to the Dissertation Office two forms: the Library Catalogue and Methodologies Form and the set of ProQuest forms. Note that dissertations are not submitted to ProQuest for publication until the award of the student's degree has been posted by the Registrar. Pacifica does not allow embargo of any dissertations.

#### *Ordering Bound Copies of the Dissertation*

Students use the Dissertation Order Form to specify the number of hardbound and paperbound copies of the dissertation they wish to purchase. Students must order two hardbound copies; one for themselves, and one for Pacifica's library. Students can also order additional copies of the work for themselves and for family and friends. Please note that it is not expected that a student order a copy for the dissertation chair or members of the committee.

Students are billed for all duplication and binding charges, so it is important to consider this cost when thinking about whom might want a bound copy. The following example will give you an approximate idea of costs. For a 300-page manuscript, each hardbound copy would cost \$54 for the

duplication (18 cents per page) plus \$50 for the binding, for a total cost of \$104. Each paperbound copy would cost \$33 (11 cents per page). If a CD pocket is required, there is an additional \$8.00 charge for each copy ordered. There is an additional \$1 fee to print each page that contains a color image for both hard and softbound copies.

#### *Completing the Library Catalog and Methodologies Form*

Students submit a Pacifica Library Catalog & Methodologies Form to make basic information about the research—dissertation title and methodology used—available through the Pacifica Research Library online catalog. Among other things, this information helps students and other researchers make use of the copy of your work shelved in the Pacifica Research Library.

#### *Publishing a Digital Copy of the Dissertation*

All Pacifica dissertations are cited in Dissertation Abstracts International and a full text version is included in ProQuest Digital Dissertations. Because ProQuest makes the work available to a worldwide community of scholars the publication of the dissertation through this database is a requirement for all Pacifica doctoral students.

A student must complete the 3-page ProQuest/UMI publishing form in full, which authorizes ProQuest to publish the work digitally and sell copies of the manuscript (at cost). A student also uses this form to copyright the work, as required by Pacifica. ProQuest charges \$25 for traditional publishing and \$120 for open access publishing. ProQuest charges \$55 for copyrighting. These fees will appear in the student's final dissertation bill issued by the Dissertation Office. These costs may be subject to change by ProQuest without warning.

Whereas ProQuest allows doctoral candidates to embargo the publication of their work for a period of time, Pacifica Graduate Institute does not allow students to choose the embargo option.

### **Important**

**A student should send the Dissertation Order Form, the Pacifica Library Catalog & Methodologies Form, and the ProQuest forms to the Dissertation Office soon after submitting the final draft for format proofreading.**

#### *Copyrighting of Dissertations*

Because the deposit of a dissertation at Pacifica constitutes publication under the terms of the copyright law (Title 17, section 101), the student is required to copyright the dissertation in his or her name. A copyright protects the student's work and is especially important if the student intends to publish any part or any form of the dissertation at a later date. Dissertations from Pacifica receive their copyright as a service through ProQuest. To apply for copyright, the student completes the Copyright Registration Form.

#### *Final Dissertation Bill*

Once the format proofreader has reviewed the manuscript and the Dissertation Office has received back from the student the Dissertation Order Form, Pacifica Library Catalog & Methodologies Form, and ProQuest Form (3 pages), the Dissertation Office will issue a dissertation bill to the student. This bill will include fees for the following: format proofreader hours, copyright, publication, duplication, and hard and paperbound copies. The final dissertation bill must be paid before the oral defense can be scheduled.

## Step Seven: Preparing & Completing the Oral Defense

### Fulfilling Financial Obligations First

After the student has submitted a publication-ready dissertation, the student should then verify that all financial obligations to Pacifica have been met since the Oral Defense will not be scheduled until this is completed. If there is any doubt, check with either the Student Accounts Office or the Dissertation Office.

### Scheduling the Oral Defense

Scheduling the oral defense is a coordinated process involving the student, the chair, members of the committee and the Dissertation Office. It begins after the student submits the final corrected draft of their dissertation into D2L after format proofreader review. At that time, either the student or the chair initiates a conversation to determine a few workable dates and times for all committee members to discuss. It's also a good idea to think about how many people will be attending the oral defense since that affects the selection of available rooms. Once the student and the committee have decided on several possible dates, the chair, not the student, checks with the Dissertation Office to see if the preferred date is available. Pacifica's academic calendar often fills quickly, particularly at certain times of the year. While the Dissertation Office will attempt to secure your favored date, remaining flexible helps ensure that a date is scheduled quickly.

Because it takes time to schedule a date and circulate announcements of the upcoming defense to the student's cohort, the earliest possible date considered is three weeks from the day the chair contacts the Dissertation Office on the student's behalf. For example, if the chair contacts the Dissertation Office on October 2<sup>nd</sup>, the oral defense would be scheduled no sooner than October 23<sup>rd</sup>.

The Dissertation Office confirms the date, time and location of the oral defense. Only then is the actual dissertation defense date official. A student should not make non-refundable travel arrangements or other definite plans until notified of the official date by the Dissertation Office.

The defense is a public event. Therefore the Dissertation Office sends out an invitation, along with the dissertation abstract, to the student's classmates. An e-mail announcement is also sent to faculty and staff. The announcement and abstract are also posted on the Pacifica's Dissertation Oral Defense webpage (<http://www.pacifica.edu/about-pacifica/pacifica-graduate-institute-student-services/dissertation-oral-defenses>).

### Technical Needs and Special Requests for the Oral Defense

The oral defense is a public forum that takes place at the Institute and may include faculty, students, staff, alumni, and invited guests. It is best if all committee members are present, but if that is not possible, a committee member may participate via Pacifica's conference phone or Skype. The Institute can provide a laptop connected to a projection screen, a hookup for a student's personal laptop to connect to a projection screen, a portable CD and/or DVD player. Requests for other AV equipment or special room setup requests must be communicated to the Dissertation Office at least 2 weeks in advance of the Oral Defense date.

### Preparing for the Oral Defense Presentation

The defense is comprised of two parts. In the first part, the student presents the work orally by describing the dissertation's purpose, research methodology, findings, conclusions, and implications. Generally, presentations last from 20 to 30 minutes. The second part is a formal

questioning period in which the committee may ask a student to explain or defend any aspect of the dissertation process or its outcome. Members of the audience are then invited to ask questions or make comments. Dialogue during the oral defense often deepens what the student has explored in the formal presentation. The following tips may prove helpful in preparing for this event:

- Structure the presentation from the dissertation itself. That is, begin with an overview of the question, review some of the most relevant literature; describe the methods of approach, including the limitations of the research; discuss the findings; and state the implications or importance of the research.
- Outline the presentation or create speaker's notes to help organize the most salient points of the research. No one expects a student to memorize a presentation. Some students create a PowerPoint presentation for coherence or prepare other visual material to enhance the presentation of the work.
- Rehearse the dissertation presentation alone or with a friend or family member before delivering it to the audience. Be aware of time constraints. It may be necessary to condense or omit aspects of the research for the sake of a concise presentation.
- When fielding a question, pause a moment to prepare a response. No one expects a student to launch immediately into each response. Thoughtful, well-considered answers are more impressive than rambling ones.
- If a question is confusing, ask the speaker to clarify what he or she is asking.
- If you don't know the answer to something, say simply that you do not know, but try to field the question by developing related insights on the matter.
- Don't let yourself slip into defensiveness. Rarely do members of the audience intend to challenge you in a hostile way. Their questions are intended to probe more deeply into the study, including its limitations and implications. Willingly acknowledge limitations to the work if these are validly suggested.
- Remember that everyone wants to see you succeed. Most presenters look back fondly on the dissertation defense as a meaningful experience.

### Completion of Degree Requirements

The Registrar posts the award of the degree when a student has successfully completed all academic program degree requirements—course work, publication-ready manuscript, and oral defense. (Pacifica requests that the student allow a minimum of four weeks processing time for posting to occur.) This date, which is posted to the transcript, is the official date the degree is conferred. Once this occurs, the Registrar sends the student a letter of congratulations. At that time, the Dissertation Office will submit the student's dissertation to ProQuest. From that point the student can request an official transcript.

## Works Cited

Lovitts, Barbara E. "How to Grade a Dissertation." *Academe* 9.6 (2005): 18-23.

*MLA Style Manual and Guide to Scholarly Publishing*. (Third Edition, 2008.) New York: The Modern Language Association of America.