

THE PSYCHOLOGY OF SLEEP AND DREAMS
SPRING TERM, 2012
MW 10:11:20
142 Straub

(Check <http://blackboard.uoregon.edu/> for updates)

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Overview

Why do we sleep? What are the functions of dreams? Do dreams really mean anything? These are some of the questions we will be asking in this class.

The class will be a two-pronged approach to the topic. The first will be to examine the science of sleep and dreams. What does the brain do in sleep? What are some common disorders of sleep? What is the current state of research into sleep and dreaming? In this part of the course we will examine the current literature from neuroscience to personality to understand what we are learning from research.

But the study of dreams is not only scientific—it is personal and cultural. The second part of the class will be experiential dream groups. In this part of the class we will learn to remember dreams and to understand them. We will read from the original writings of Freud and Jung, as well as current dream books. It is hope that in this part of the class you will come to understand your own dreams and also come to understand how the experience of meaning (or not) in dreams influences research in the area.

Contact Hours, Class Attendance, and Comportment

This is not a course to take if you think you will miss more than one class meeting, as class discussions and exercises are crucial to your success in the course. You will be working in small groups in class and asked to complete various activities in your small group. *Your participation is part of the course requirements. Computers may **not** be used during this class.*

Required Readings

Readings are assigned on a weekly basis. Readings are to be completed BEFORE the Monday class meeting for which they are assigned. There are two required text books, available at the bookstore, along with on line readings available on the Blackboard website. This course has a serious amount of reading and you will not be able to do well on the quizzes or essays if you do not do the reading.

Required Texts

Moorcroft, W. (2005) *Understanding Sleep and Dreaming*. Springer.

Taylor, J. (2009) *The Wisdom of Your Dreams: Using Dreams to Tap into Your Unconscious and Transform Your Life*. Tarcher.

Weekly on-line readings posted on the Blackboard website.

Grading:

Your grade will be computed by combining your scores in the following overall categories for a total of 220:

Points	Course Work
45	3 quizzes, 15 points each
80	Reading Responses (8 responses; each worth 10 points)
80	Dream Journal (8 entries; 10 points each)
15	Participation (in-class small group <i>and</i> Discussion Board)
220	Total
(EC)	Also up to 10 points extra credit potential (see below)

Final letter grades will be approximately determined from point totals as follows:

points	letter grade
198-220	A
176-197	B
154-175	C or P
132-143	D
Below 131	F

Based on the actual distribution of final grades, *this criterion might be relaxed, but not stiffened.*

Quizzes: 45 points

Three quizzes will be given. Each exam will be worth 15 points. The quizzes will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. They will be short answer questions that will primarily pertain to the readings assigned for the weeks in which the quiz is given. Other questions will pertain to the previous weeks' readings, classroom discussion, lecture, and/or demonstrations. Sometimes a question will refer to material covered earlier in the course, or issues discussed in our class email discussion. I will post a study guide the week before the quiz. The study guide will help, but you will be expected to know material beyond the study guide.

Reading Responses and Questions: 80 points

This course is designed to encourage students to read the material and learn to ask important questions of the readings and themselves. I will post specific essay topics and prompts each week to guide your reading of the readings for that week (see Blackboard for the questions to address). One of the most important parts of your essay will always be the *questions* that you

come up with to interrogate the material. Each essay should show you have put thought into the reading material, reflected on the meaning of the material to you and your life and how it might affect society in general.

Responses must be typed (or computer printed) and one essay must be turned in on the 2nd through the 9th Mondays at the *beginning of class*. No handwritten responses will be accepted.

- ***Please do not email essays! If you must turn an essay in late, turn it in to the main Psychology office, room 131 Straub.***
- *A point will be subtracted for each day late starting during class on Monday.*

Dream Journal: 80 points

You will keep a dream journal on Blackboard, both recording your dreams and relating them to the reading, or if you're having trouble remembering, recording your efforts! You will be graded not only on your dreams (or lack thereof), but how you relate your experiences to the readings. You are also expected to bring in at least 5 outside sources in this record at some point. Your journal should be at least 300 words each and show not only a close reading of the material, but a thoughtful application of them to your own life. *This is an ongoing paper and you will need to make entries every week. This is also not a public record, but only between you and me.*

Participation: 15 points

Participation is crucial in this course. Participation includes in class discussion, extra assignments (TBA), and on-line discussion on Blackboard. You are required to read the Discussion boards at least twice a week and posting there is necessary to obtain all the participation points necessary. In-class participation will largely be in the form of small groups. Extra Assignments will be announced in class and posted on Blackboard. ***It is important to note that coming to class and participating there is NOT enough to earn all the points here. Participation on-line and in the extra assignments is also necessary.***

Extra Credit: Up to 10 points

Extra Credit can be earned in a variety of ways up to 10 points total. If you make especially valuable contributions to class discussion, or if you make especially valuable contributions to the on-line discussion, you may earn extra points. Or you can get extra credit for a particularly terrific paper. This might include a special presentation, if you are interested. In general, if you do something creative, special, contributive, and above-and-beyond the course requirements, you may earn extra credit. One of the best ways to earn extra credit is to bring in a videotape of a TV program, movie excerpt, etc., that illustrates points made in class and mental health ideas in our culture, or in other cultures.

Weekly Schedule: Topics, Readings, Assignments, Deadlines

- Week 1 readings are to be completed before the April 4th class. Week 2-9 readings are to be completed *before* the Monday class that week.
- *WM refers to the Moorcroft book; JT refers to the Taylor book.*
- *Readings in Blackboard are NOT included in the syllabus. Check Blackboard for those readings!*

Week 1: Introduction:		
day	Readings	Topics and activities
4/2		Introduction
4/4		
Week 2:		
day	Readings	Topics and activities
4/9	WM chapters 1-3 Sleep and Dreaming [Listed readings do NOT include on line readings! Check Blackboard for those readings!]	RESPONSE #1 DUE!
4/11		DREAM JOURNAL #1 DUE
Week 3:		
day	Readings	Topics and activities
4/16	WM chapters 4 and 5 The brain and body in sleep and dreaming	RESPONSE #2 DUE!
4/18		Quiz #1; DREAM JOURNAL #2 DUE
Week 4:		
day	Readings	Topics and activities
4/23	WM chapters 6-8 JT chapter 1 Also 4 and 6—Remembering dreams and organizing dream groups Dreams and theories of dreaming	RESPONSE #3 DUE!
4/25		DREAM JOURNAL #3 DUE
Week 5:		
day	Readings	Topics and activities
4/30	WM 9-11 Sleep and dream disorders	RESPONSE #4 DUE!
5/2		DREAM JOURNAL #4 DUE

Week 6:		
day	Readings	Topics and activities
5/7	WM 12-13 JT chapters 2 & 3 Why we sleep and dream	RESPONSE #5 DUE!
5/9		QUIZ #2; DREAM JOURNAL #5 DUE
Week 7:		
day	Readings	Topics and activities
5/14	JT Chapter 5 Dreams and Social Change Special Topics	RESPONSE #6 DUE!
5/16		DREAM JOURNAL #6 DUE
Week 8:		
day	Readings	Topics and activities
5/21	Recurrent dreams, dreams and trauma JT chapter 7	RESPONSE #7 DUE!
5/23		DREAM JOURNAL #7 DUE
Week 9:		
day	Readings	Topics and activities
5/28	NO CLASS: Memorial Day	
5/30	Special Topics Lucid Dreams and Culture—Shamanism and Dreamtime JT chapter 8	RESPONSE #8 DUE!
Week 10:		
day	Readings	Topics and activities
6/4	Dreams and evolution JT chapter 9 & 10	DREAM JOURNAL #8 DUE
6/6		QUIZ #3

Additional information:

Psychology Peer Advisors

The Psychology Peer Advisors are available for academic advising most times of most days. You can find them in room 141 Straub Hall, so be sure to go by to say hello and get advice on courses for psychology majors.

Using Blackboard

The web site for this course was constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, on-line discussions, links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](http://libweb.uoregon.edu/kic/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kic/faq/blackboard.html#help>.

Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at: <http://darkwing.uoregon.edu/~conduct/>).

You may be required to submit writing assignments to SafeAssign. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work. The instructor may in some cases also submit your work to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course you grant the instructor permission to do so.

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, hgerdes@oregon.uoregon.edu]