

**PSYCHOLOGY 4040-E01/5040-E01: Psychology of Dreams**  
**Summer 2020, 4th Session**  
**Meeting Times TBD (see below)**

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Virtual office hours by appointment

**Course Description**

from the Catalog:

*An exploration of the content analysis of dreams as a vehicle for personal growth. Classical theories (e.g., Freudian, Jungian, Gestalt) will be covered, as well as contemporary physiological, phenomenological, and cognitive theories. Emphasis will be placed on personal understanding of one's dreams as they relate to everyday life.*

This is pretty close, really, to what I have in mind for the class. We'll try to balance rigorous and thoughtful attention to dreaming and dreams as viewed through selected conceptual lenses, with similar attention to experience-near approaches to dreams per se. Whether and how dreams may be "understood," the necessary and sufficient processes for any such understanding, and of course the extent to which dreams relate (or not) to everyday life, is something best left to the informed participant to decide when we are through together.

Students, colleagues, and administrators have attempted to persuade me for years, as the only person who teaches this course on a regular basis, to offer it in an on-line format. Well, here we are. Let's see what we can make of it, shall we?

Beginning Friday, June 26<sup>th</sup> (our first scheduled class day) and continuing through July 21<sup>st</sup> (see schedule, below), we will **meet on-line through Collaborate Ultra** from **1:00 – 2:30**. Although of course I cannot require you to join these meetings, I strongly encourage you to do so and assure you that our class experience will be much richer as a result. In these virtual, real-time meetings, I will:

- answer your participation questions (see below),
- introduce you to a psychological theory home for your dreams, and
- do everything I can to facilitate your work in your dream groups (see below).

Among the things to appreciate about Collaborate Ultra is the ability to record the gatherings and host them for later viewing; thus if you are unable to "attend" our meetings, you may review them later. But **please**, do everything possible to join us and to join in. The only way to get something meaningful out of on-line classes is to treat them as a class, I am thinking.

You will also meet virtually in smaller **dream groups**, each one facilitated by a team of two of the graduate students who are enrolled in the class. These meetings, an hour or so long, will be scheduled outside of our class gathering times at a time that works for all members, and using a videoconferencing platform of your choice. There are 10 graduate students and 25 undergraduate students, so I will set up five dream groups of seven students each (after I hear

from the graduate students about times that will work for them). In these dream groups you will:

- establish and maintain a safe, ethical, respectful, and careful space
- bring meaningful elements of your dreams and dreaming to the group for facilitative meaning-making
- keep each other company in a kind and compassionate way

If this summer is anything like the other 20 summers in which I've taught this course, the group meetings will be your favorite part of the course.

We'll talk more about organization and structure for the dream groups in our first meeting on June 26<sup>th</sup>.

### **Course Objectives**

I hope that at the end of our whirlwind tour together of this nocturnal landscape that you are able to:

1. Rid yourselves of some firmly endorsed but perhaps specious notions about dreams and dreaming
2. Claim some new and tentative notions about dreams and their importance (or not)
3. Appreciate various theoretical perspectives on dreaming and dreams
4. Compare and contrast these perspectives as they apply to selected "dreamlike" media, to dreams of others, and to what may be accessible of your own dreams
5. Acquire and demonstrate an appreciation for symbols and mystery in dreams
6. Recognize the role that culture and myth and society play in dreams and dreaming
7. Achieve greater understanding of the human experience through intensive scrutiny (at various levels) of yours and others' dream material

I will try to facilitate the course as a collaborative on-line seminar, with some lecture and organization and orchestration on my part, but always within the context of shared responsibility and participation. I hope to create and maintain an atmosphere that is as once rigorous (in holding dream experience up to various hard-won lights that may make it look new and wondrous and terrifying) and prizing of dream experience as such.

### **Course Readings**

Freud, S. (1914). *On dreams*. Mineola, NY: Dover. **ISBN: 0-486-41595-3**

Kunkel, M. A. (2017) various chapters from my *Introduction to Introduction to General Psychology* (available FREE and on-line here:  
<https://sites.google.com/westga.edu/intropsych>

Kunkel, M. A. (2018). *Allegories for psychotherapy, teaching, and supervision: Windows, landscapes, and questions for the traveler*. Palgrave-Macmillan. (I'll make available selected chapters for you to read, free...how cool is that?)

Mellick, J. (2001). *The art of dreaming: Tools for creative dreamwork*. Berkeley, CA: Conart. **ISBN: 1-57324-574-7**

These are pretty good texts, and will be quite friendly to both the conceptually rigorous and the experientially prizing camps (and to those few of you in both; you know who you are). I'll provide additional readings from various sources on-line and in class.

## Course Requirements and grading

Preparation, attendance, and participation. This on-line format will be pretty new for me and perhaps for many of you. I just finished a spectacular experience wrapping up two on-line courses last semester, and I hope to build on that foundation through a combination of synchronous (real-time, "getting together" via the CourseDen Collaborate Ultra videoconferencing platform) and asynchronous ("recording for later viewing") gatherings. :

1. Attendance. I will not keep track of your attendance or participation in our Collaborate Ultra gatherings, but the graduate students facilitating your dream groups will record your attendance there. You may receive up to **30 points** (2 per dream group meeting) for attending and participating in a dream group. Sign up for a time that works for you, and attend (no make-up or excused absences, okay?).
2. Participation points. Each of us is expected to read thoroughly the material for each day, and come prepared to contribute meaningfully and well to our class interactions. For each day (**beginning on our FIRST meeting**) you'll prepare and turn in (via the CourseDen Assessment→ Assignments tab) a question that comes from your informed curiosity, your reading and stewing, and from our gatherings. **For the first class:** *"The biggest question I have about dreams and dreaming is..."* I'll answer some of these questions during our gatherings, and you'll also get credit at the end for attendance/participation in this way. Through cards you may earn up to **50 points**. **The questions are due no later than 10:00 on the morning of each scheduled class day** (so that I may compile and answer them in our meeting later that day), including our first scheduled meeting on June 26<sup>th</sup>. Tardy or make-up questions will not be accepted.
3. Dream journal. I want you throughout the term to keep a dream journal, with daily entries (beginning following the first day of class) summarizing your dreams of the previous night and relating them in some way to the class material. You may choose, for example, to play them off some of the interpretive work that is happening in the dream groups, even if your dreams aren't discussed there. You may also choose to apply some of the theory perspectives to your dreams. Regardless, rest (no pun intended) assured that I will treat your journals with confidentiality and respect, and that you are writing them primarily for you (and only secondarily for me). I'll review your journals at least once during our short semester, and give you some shaping feedback. You may receive up to **100 points** of credit for your dream journal work.
4. Quizzes. We will have weekly quizzes to hold us accountable to the material and to one another. Each quiz will be due on Monday by 10:00 (no tardy or make-up quizzes will be accepted), as follows:  
Quiz 1      Monday, July 6<sup>th</sup>  
Quiz 2      Monday, July 13<sup>th</sup>  
Quiz 3      Monday, July 20<sup>th</sup>  
Each quiz will be worth **25 points**, for a total of **75 points**.
5. Term paper. You will each write a term paper, due on our last class meeting day (21 July). This paper will address a topic of your choice having to do with dreams or dreaming, and will be no more than 5 (10 for graduate students, who presumably have more to say) double-spaced word processed pages in length. It will include appropriate references. **50 points**.

6. Course presentation (for graduate students only). Take a look at the texts and at the syllabus and identify an area of specific interest to you. Do a presentation (about 20 minutes or so) for the class. Get some points. Be happy.

As for grades, I have an intensely ambivalent relation with them (you'll learn what this word means, and maybe it's not what you think). I believe in recognizing exceptional effort and learning, and I suppose even in calling poor effort and outcome by their names: the dodo verdict (from the quintessentially dreamlike Lewis Carol Through the Looking Glass) that "all have won and all must have prizes" is flawed on several levels. But then again, to participate is to win, and who am I on some levels to judge your running? Regardless, I will do everything I possible can to avoid the adversarial stance that is almost inevitable with evaluation. So, do the work, learn something, and try to see me as a companion rather than an adversary, and we'll all do fine. I'll assign grades the usual way:

Point allocations:

30	dream group attendance
50	participation points
100	dream journal
75	quizzes
50	paper
305	total points

A 90% and above  
B 80-89%  
C 70-79%

### **Other Information**

Please feel free to contact me for any reason you feel is important, in that I want to be as accessible a companion to you as possible. E-mail is always good, preferably to [mkunkel@westga.edu](mailto:mkunkel@westga.edu) (although I will also monitor and respond to e-mails through CourseDen). I would welcome particularly the chance to consult with any of you needing accommodation for special circumstances such as a recognized disability, or having difficulty with course material or requirements. I support and honor various gifts and challenges people bring to academic work. Any student with a recognized disability requiring accommodations of any sort should feel free to contact me and we will discuss your circumstances.

All Students Please Note:

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Psychology of Dreams, Summer 2020  
**TENTATIVE** Class Schedule

<b>Date</b>		<b>Topic</b>	<b>Readings</b> for that day
June	26	Introduction and What Dreams May Come	Kunkel ( <i>Intro</i> ) Chapters 1, and 2 <i>Sacred Shaping</i> (sent with e-mail)
	29	“It’s all in your brain...”: The physiology of dreaming and dreams	Mellick Ch. 1, 8 Kunkel Ch. 3
	30	“God only knows why I dreamt that...”: Mythopoetic approaches to dreams in history and present	Readings to be distributed...
July	1	“I don’t even know why I dreamt that...”: Freud and the royal road to the unconscious	Kunkel Ch. 5
	2	Freud and Psychoanalysis, continued....	<i>On Dreams</i>
	3	<b>No class</b> , “Independence Day”	
	6	Quiz 1 due, 10:00 And more, maybe....	<i>On Dreams</i>
	7	“We <u>all</u> dreamt that!”: Dreams and Jung	Kunkel Ch. 6 Review Mellick (esp. Chapter 4-6)
	8	“It’s all about awareness!”: Dreams and the neo-Freudians	Readings to be distributed
	9	“Dreams as stories....”: The experiential and narrative approaches	Readings to be distributed....
	10	“Dreams as Human!” The Humanistic theory stories	Kunkel Ch. 6
	13	Quiz 2 due, 10:00 “Dreams as Megaphones!” The Existential theory stories	Kunkel Chapter 6
	14	“It’s all about being beyond human”: Dreams and the transpersonal tradition	Kunkel Chapter 6
	15	Catching up....	
	16	“So do robots dream of electric sheep, or not?” Dreams and culture	To be distributed
	17	“When I was young, and a dreamer...”: Dreams and the lifespan	Kunkel Chapter 14
	20	Quiz 3 due, 10:00 “Let me tell you about this dream...”: Dreams and psychotherapy	Kunkel Chapter 16
	21	Catching up, grad students’ presentations	

We can also maybe “meet” on 7/23 during what would be our final exam period to review our papers, and to share a virtual meal