

## SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL SCIENCE (BASS) DEPARTMENT

### PSY 4310 COURSE SYLLABUS – FALL 2023

Course Title: Psychology of Dreams

Prerequisites: General Psychology (PSY 1302)

Contact Information: Alicia M. Trotman, PhD, [alicia.trotman@sulross.edu](mailto:alicia.trotman@sulross.edu), 432-837-8147

Office (LH306) Hours: Mondays (3:00 to 5:30pm), Tuesdays (1:00 to 4:00pm), Wednesdays (3:00 to 5:30pm)  
& Fridays (Online 1:00 to 2:00pm)

By appointment: <https://calendly.com/amtsulross/office-hours-appointment>

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*“A thousand and one reasons occur to you for not working on your dreams today, especially after your first enthusiasm has waned. Thus it is important to work on dreams together with others. . . . With their help, your habitual consciousness can stay with images that it would otherwise flee from in subtle ways.” ~ Robert Bosnak / Mellick, J. (2001). *The Art of Dreaming: A Creativity Toolbox for Dreamwork* (p. 171). Mango Media. Kindle Edition.*

#### COURSE DESCRIPTION AND GOALS

Welcome to the realm of dreams! I could still remember my first and second seminal dreams which educated me that there was more than one dimension besides the earthly plane, and that human beings do not judge other human beings on this earthly plane, because only God knows the human *being* thoroughly and exquisitely. Since then, I have been fascinated by dreams and their purpose. This is the first time your instructor, Alicia Trotman, has taught this course. Consequently, you will begin to journal your dreams to determine *why* you may be having them (or not). Dreams have been documented among human beings for centuries and indigenous, religious, and mythological and fabled tribes had developed coding systems to interpret dreams. These interpretations can span a continuum from foreboding to providential depending on the level of symbolism and folklore inherent in the dream. Linda Yael Schiller quotes in her book *Modern Dreamwork* a statement from Marie-Louis Von Franz book “On Dreams and Dying” that “The unconscious thinks in mythological terms,” (p.26). This is why in this class we will attempt to associate as many symbols and archetypes with characteristics in our dream worlds as possible to try to understand and reorganize our versions of our present-day realities. Clearly, there is something that is much larger than what takes place in the earthly realm, and we are always being guided to become our best selves. Hopefully, working together we can help each other in our own and others’ construal of what might be taking place in the dream-worlds.

You will conduct basic research analyzing yourself in a unique setting. The view of self is crucially important to dream analysis and we will most likely utilize an interpretative phenomenological methodology called *Daseinsanalysis*. *Daseinanalysis* created by Medard Boss assumes that the life-worlds of human beings in the earthly realm are no different from their dream worlds, and thus their dream worlds are existential forms of their beings in other realms.

## Student Learning Outcomes

- i. You will compare the distinct experiences that leaders in ancient civilizations (e.g. Greeks, Egyptians, Hebrews, Hindu and Islamic mystics) and indigenous cultures had with their dream-worlds.  
**Method of Assessment:** Reading Assignments
- ii. You will analyze the physiological effects of dreams and contrast the theories of dream analysis described by researchers.  
**Method of Assessment:** Reading Assignments
- iii. You will distinguish the number of ways dreams have helped human beings with problem solving, life preparation, and creativity.  
**Method of Assessment:** Reading Assignments
- iv. You will learn to interpret symbolism in dreams, and conversely, nightmares, to discover if there are meanings and associations between reality and dream-worlds.  
**Method of Assessment:** Reading Assignments
- v. You will evaluate your dream journal to determine if there are any patterns or unique instances in your dreams that will help you obtain greater understanding and appreciation of self.  
**Method of Assessment:** Reading Assignments, Journal Entries, Journal Interpretation

## TEXT

*The required text must be obtained (online preferred).*

*Perusall helps you learn faster by collaboratively annotating the readings and communicating with your classmates. Collaboration gets you help whenever you need it, makes learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps the instructor make class better by emphasizing information that you need.*

*Log into Perusall through Blackboard to create your account.*

## Required Texts (I):

Robbins, P. R. (1988). *The psychology of dreams*. McFarland & Company Inc.  
(Cost: \$11.99 for Perpetual Online Access in *Perusall*)

## COURSE REQUIREMENTS

1. *The texts must be obtained in Perusall.*
2. Respect for students and lecturer must be maintained at all times when we meet. . Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must

help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own right and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

3. During the course of this class, you may have strong emotional/psychological reactions to the course material and/or discussions. If you feel that you are having difficulty with the learning environment, please discuss this with me immediately before continuing the course. Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students. You have already paid for these services through your Student Service Fee, whether you use [Counseling and Accessibility Services](#) or not.

### SRSU DISABILITY SERVICES:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartze, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box CI22, Sul Ross State University, Alpine. Texas, 79832.

### LIBRARY SERVICES STATEMENT

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

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*“Dreams always point to the inner center. They are like hundreds of forms all pointing to the inner center. Every dream is an attempt of nature to center us, to relate us again back to our innermost center, to stabilize our personality.” |*

*Mellick, J. (2021). The Art of Dreaming: A Creativity Toolbox for Dreamwork (p. 153). Mango Media. Kindle Edition.*

## HONORING ACADEMIC INTEGRITY

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and **using open AI** sources unless *permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall. All these are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#).

## MARKETABLE SKILLS:

1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

## OBSERVING CLASS GUIDELINES

### CLASS PARTICIPATION

This is a course that requires online discussion and experiences. **Class attendance IS REQUIRED and participation is important.** Class participation and attendance will be worth 20% of the final grade, and includes *prompt and regular attendance, active listening, writing, participating and completing assignments in a timely manner, and engaging in discussions*. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade. Excused absences due to established religious

observance, or emergency, university-authorized, legal or medical issues and events will not count toward the absence limit but do require written documentation. At your earliest convenience, arrange to make up any missing work as far in advance of your absence as possible. If you are unable to attend a class session for other circumstances, please discuss the reason with me and make arrangements with another student to obtain any notes, handouts or assignments you may have missed. **Excessive unexcused absences (more than 6 missed class sessions) WILL result in a failing grade for the course.**

#### CELL PHONE AND COMPUTER USE

During the entire class period, you should be fully engaged in the day's activity. Laptop computers or phones are welcomed for the academic purposes of note taking or following along with the instructor's lesson. Inappropriate computer usage (e.g. checking your e-mail, using instant messaging, accessing Facebook, etc) or off-topic activity (e.g., reading the newspaper, cell phone use) is highly discouraged and very disrespectful to the instructor and your peers. Please be advised that computer or cell phone use not pertaining to the class activity or discussion can result in being marked "absent" for the day.

DISTANCE EDUCATION STATEMENT - Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook [SRSU Student Handbook](#).

#### THE ONLINE SUPPORT DESK

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

REGULAR COMMUNICATIONS WITH THE PROFESSOR - It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. GENERAL QUESTIONS are to be posted to a discussion board for all. For PERSONAL or PRIVATE ISSUES email me at [alicia.trotman@sulross.edu](mailto:alicia.trotman@sulross.edu) or call me at 432-837-8147. I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email. The most efficient way of contacting me is by email, meeting with me during our weekly Zoom meetings or scheduling a meeting with me at

<https://calendly.com/amtsulross/office-hours-appointment> which provides you with contact hours for the rest of the semester.

COURSE BEHAVIORS - RESPECT AND DISRUPTIONS - Watch the VIDEO on NETTIQUETTE - [https://www.youtube.com/watch?v=FWMk\\_Zv7nB8](https://www.youtube.com/watch?v=FWMk_Zv7nB8) and <https://www.youtube.com/watch?v=80uRE972uQ0>.

You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

### CHILDREN IN THE CLASSROOM

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1. All exclusively nursing/breastfeeding babies are welcome in class as often as is necessary to support the nursing/breastfeeding relationship. Because not all nursing parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.
6. Don't forget to check out and utilize the ADA-compliant SRSU Lactation Room on the 2nd floor (Room 205) of Lawrence Hall!

### DISCUSSING EVALUATION

Students are expected to demonstrate knowledge of the subject matter and understanding of class material and discussions in the following ways:

### LATE ASSIGNMENTS/PROJECTS

You are expected to meet assignment deadlines. Late response posts or projects will be reduced by 10% of the overall assignment for the first day of lateness, 30% for lateness beyond one day, and 50% beyond one week for unexcused absences. In other words, if your assignments and Dream Journal Interpretation submission is more than one week late and it is unexcused, your submission will be deducted by 80%. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

### ASSIGNMENTS

These assignments identified by (A) are short answer or essay questions you'll be asked to answer individually. These exercises are based on your understanding of the most pertinent concepts from assigned chapters of the readings that will be discussed using *Perusall*. Each assignment is worth thirty (30) points.

### DREAM JOURNAL ENTRIES

These dream journal entries by (J) are the entries that you make in your journal **on a daily basis**. In each of the weeks these entries are due, you will provide a five-minute synopsis of the dreams that you recorded in the past week. You will take pictures of these entries and upload them by Monday of the following week. Dream Journal entries that are submitted after Monday of the class week **will be marked zero. In other words, no late dream journal entries will be accepted**. These entries are worth thirty (30) points each.

### DREAM JOURNAL INTERPRETATION (DJI)

During the semester, each student will maintain the entries in the dream journal. At the end of the semester, you will organize these entries, and offer a corresponding interpretation for each week. There are ten entries so you will have ten accompanying interpretations. The Dream Journal Interpretation can be completed physically or in *Digication*. Instructions on how to use *Digication* will be given in class. These Interpretations are not group projects, and must be conducted individually. Please note that you when you compose your synopsis of your weekly entries, you will only include information you feel most comfortable sharing with the class.

The DJI is due on **Wednesday December 8th 2022**. The presentations that are based on this project will be completed during finals week. You will present a couple of slides showing ways you integrated theories and the research findings discussed in class as pertinent to your Dream Journal Interpretation (DJI). A rubric for evaluating the DJIs will be provided to you towards the end of the semester.

## GRADING

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will post on a weekly basis and complete a self-analysis journaling project.

Grading:	1000 points total	Percentage
Attendance/Participation:	200 points total (15 @ 10 points each)	20%
Assignments:	300 (10 @ 30 points each)	30%
Journal Exercises:	300 (10 @ 30 points each)	30%
Dream Journal Interpretation:	200 points	20%

*“Dreaming is a healing process... a vital means by which we bind up our wounded spirits and rekindle our hopes for the future.” ~ Kelly Bulkeley*  
*“Fairy tales, folktales, legends, and mythos... contain instruction for our lives... [and our] dreams are portals, entrances, preparations, and practices for the next step in... consciousness.” ~ Clarissa Pinkola Estes | Schiller, L. Y. (2019). Modern dreamwork: New tools for decoding your soul’s wisdom. Llewellyn Publications.*

## UNIT 1: INTRODUCTION TO PSYCHOLOGY OF DREAMS

Day	Content
August 28th & 30th MODULE 1	Introduction to the Psychology of Dreams (Aug. 31 <sup>st</sup> – Last day for late registration and schedule changes)
Homework	<i>Log into Perusall and purchase book. Read Chapter 1.</i>
September 6 <sup>th</sup> MODULE 1	Chapter 1 – A Look at Dreams in the Ancient World and Primitive Cultures (September 4 <sup>th</sup> – Labor Day)
Homework	<i>Perusall: Chapter 2 of Robbins (1998) &amp; Additional Article (A1) Assignment 1 &amp; (J1) Dream Journal Entry 1</i>
September 11 <sup>th</sup> & 13 <sup>th</sup> MODULE 2	Ch2 – Some Modern Theories of Dreaming (September 13 <sup>th</sup> – Last day to drop classes without creating an academic record)
Homework	<i>Perusall: Chapter 3 of Robbins (1998) &amp; Additional Article (A2) Assignment 2 &amp; (J2) Dream Journal Entry 2</i>
September 18 <sup>th</sup> & 20 <sup>th</sup> MODULE 3	Ch3 – The Scientific Study of Dreaming



Homework	<i>Perusall</i> : Chapter 6 of Robbins (1998) & Additional Article (A3) Assignment 3 & (J3) Dream Journal Entry 3
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UNIT 2: RELIGION & SPIRITUALITY – CULTURE & COMMUNITIES

Day	Content
September 25 <sup>th</sup> & 27 <sup>th</sup> MODULE 4	Ch6 – Dream Recall
Homework	<i>Perusall</i> : Chapter 7 of Robbins (1998) & Additional Article (A4) Assignment 4 & (J4) Dream Journal Entry 4
October 2 <sup>nd</sup> & 4 <sup>th</sup> MODULE 5	Ch7 – Dreams and Mental Illness
Homework	<i>Perusall</i> : Chapter 8 of Robbins (1998) & Additional Article (A5) Assignment 5 & (J5) Dream Journal Entry 5
October 9 <sup>th</sup> & 11 <sup>th</sup> MODULE 6	Ch8 - Symbolism
Homework	<i>Perusall</i> : Chapter 9 of Robbins (1998) & Additional Article (A6) Assignment 6 & (J6) Journal Entry 6
October 16 <sup>th</sup> & 18 <sup>th</sup> MODULE 7	Ch9 – Dreams and Creativity
Homework	<i>Perusall</i> : Chapter 10 of Robbins (1998) & Additional Article (A7) Assignment 6 & (J7) Journal Entry 7
October 23 <sup>rd</sup> & 25 <sup>th</sup> MODULE 8	Ch10 - Nightmares
Homework	<i>Perusall</i> : Chapter 11 of Robbins (1998) & Additional Article (A8) Assignment 8 & (J8) Journal Entry 8

**UNIT 3: RELIGIOUS & SPIRITUAL VIRTUES, VALUES AND COPING WITHIN THE INDIVIDUAL AND IN THE CONTEXT OF COMMUNITY AND CULTURE**

Day	Content
October 30 <sup>th</sup> & November 1 <sup>st</sup> MODULE 9	Ch11 – Telepathic and Paranormal Dreams
Homework	<i>Perusall</i> : Chapter 12 of Robbins (1998) & Additional Article (A9) Assignment 9 & (J9) Journal Entry 9
November 6 <sup>th</sup> & 8 <sup>th</sup> MODULE 10	Ch12 – The Many Faces of Dreams
Homework	<i>Perusall</i> : Chapter 10 of Robbins (1998) (AI0) Assignment 10 & (J10) Journal Entry 10
November 13 <sup>th</sup> & 15 <sup>th</sup> MODULE 11	Ch13 – Drawing, Visualizing, and Dramatizing Dreams November 14 <sup>th</sup> : LAST Day to apply for Spring 2024 graduation without a late fee November 17 <sup>th</sup> : LAST Day to withdraw from the 16 week course with grade of ‘W’ November 17 <sup>th</sup> : LAST Day to apply for Fall graduation
Homework	Work on Dream Journal Interpretation
November 20 <sup>th</sup> MODULE 12	Review Dream Journal Interpretations Thanksgiving Break - Wednesday November 22 <sup>nd</sup> to Friday November 24 <sup>th</sup>
Homework	<i>Perusall</i> : Chapter 14 of Robbins (1998) Work on Dream Journal Interpretation
November 27 <sup>th</sup> & 29 <sup>th</sup> MODULE 13	Ch14 – Dream Association
Homework	<i>Perusall</i> : Chapter 16 of Robbins (1998) Work on Dream Journal Interpretation
December 4 <sup>th</sup> & 6 <sup>th</sup>	Ch16 – Using Dreams in Your Life
Monday December 11 <sup>th</sup>	FINAL PRESENTATIONS of DJIs (12:30 to 2:30pm)