



The Depth Psychology Alliance
Jung 105: Jung and Dreams
8 weeks

Instructor Information

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Course Description

Dream work is arguably the central and most important practice of applied Jungian psychology. As Sigmund Freud has famously stated: “The interpretation of dreams is the royal road to a knowledge of the unconscious activities of the mind.” Jung has amended this statement to claim that not simply the interpretation of dreams, but understanding the psychological complex is the royal road to unconscious. For Jung to say this is not to downplay the importance of the dream, but, rather, to emphasize that the world from which the dream emerges (i.e. the unconscious) is structured. For Jung, the psychological complex is the key constituent of this structure. Exactly how the unconscious is structured, and how these structures mediate psychic energy through dreams and other psychological activities are key factors that give Jungian dream interpretation its characteristic qualities. In this course, we will explore Jung’s understanding of dreams and his approach to working with dreams from both a practical and a theoretical perspective. We will place Jung’s understanding of dreams in the context of the history of dreams, as well as in the context of the contemporary, scientific study of dreams. We will support these theoretical studies with an in depth look at practical dream work methods and techniques, both from Jungian and from other depth psychological schools of thought. Each weekly online meeting will include a presentation and explanation of some aspect of the Jungian approach to dreams and how these approaches relate to improved well being on both an individual and a cultural level. Weekly presentations will be followed by a discussion and question/answer session. Additionally, a wealth of resources for further study will be available through the online learning platform (<https://www.haikulearning.com/>)

Course Scope

Students enrolled in the eight week Jung and Dreams course will begin their study with an introduction to the history of dream work in human culture, followed by an introduction to the contemporary, scientific study of dreams. Each of these modules will focus on how these various

approaches to dreams compare to Jung's approach and methods. After we've contextualized Jung's work with dreams in relation to historical and scientific developments, we'll look at how Jung understood the healing application of dreams in clinical work. We'll examine specific methods and techniques employed by Jung and examine how he saw these methods as contributing to what he called the individuation process. We'll explore Jung's use of myth, fairytale, and religious symbolism to understand the underlying archetypal patterns in dreams, and we'll look at the role of trauma in dreams and nightmares. Finally, we will look at a number of depth psychological techniques of dream work and dream interpretation that can be usefully applied while remaining entirely compatible with Jung's work. Finally, we'll conclude the course by looking at Jung's understanding of so-called "Big Dreams" and their significance for larger social and cultural groups.

Course Objectives

After successfully completing this course, students will:

- Have a basic understanding of the Jungian approach to the interpretation of dreams.
- Have a basic understanding of how Jung understood the practical use of dreams in his broader psychological theory.
- Be able to identify a number of techniques for interpreting and understanding our own dreams, and the dreams of others.
- Have a basic understanding of how a comprehensive knowledge of mythology, fairy tales, and religious symbolism can be an aid to the amplification of dreams and images arising from the unconscious.
- Have a basic understanding of how to use active imagination to expand upon and amplify dream patterns and images.
- Have acquired some basic tools for furthering their own research and deepening their understanding of mythology from a Jungian perspective.

Course Delivery Method

This course is delivered via distance learning and will enable students to have complete flexibility in their approach to learning. Students who wish to simply attend the weekly course sessions may do so with no further investment of time. Students who wish to experience a more in-depth learning experience and receive course credit towards certification must purchase the course textbook and complete additional academic work, completely online, through the Haiku learning platform. In addition to the weekly online meeting, access to additional course materials will be made available to each student through the Haiku online learning management system. If students choose to participate in the course for credit, online assignments will be due by Sunday evening of the week noted and will include Discussion Board questions (accomplished in groups through a threaded discussion board), bi-weekly quizzes, a final paper submitted for review and grading by the instructor, and a final exam. The instructor will provide support for students throughout the eight-week course.

Course Materials

The readings and use of the online learning system are required of those who wish to earn credit towards certification. Sources for acquiring the required textbook can be found below.

Required Course Textbook

Whitmont, E. and Brinton Perera, S. (1996). *Dreams, a Portal to the Source*. New York, NY: Routledge.

https://www.amazon.com/gp/offer-listing/0415064538/ref=dp_olp_all_mbc_mma?ie=UTF8&condition=all

https://www.abebooks.com/servlet/SearchResults?sts=t&cm_sp=SearchF--home--Results&an=Whitmont&tn=Dreams%2C+a+Portal+to+the+Source&kn=&isbn=

https://www.bookfinder.com/search/?ac=sl&st=sl&ref=bf_s2_a1_t1_1&q=XkuS9LQECDUj0UCViPJ067H0cQ_1497963026_1:4:3&bq=author%3DEdward%2520c%2E%2520Whitmont%26title%3Ddreams%2520a%2520portal%2520to%2520the%2520source

Websites

In addition to the recommended course text the following public domain websites may be useful. Please cite all sources when using Internet sources in online assignments.

| Site Name | Website URL/Address |
|-----------------------------------|---|
| Introduction to Jung's Psychology | http://www.cgjungpage.org/learn/resources/jung-s-psychology/852-introduction-to-jungs-psychology |
| Carl Jung | http://www.harleytherapy.co.uk/counselling/carl-jung-introduction-jungian-psychology.htm |
| Jungian Dream Methods | https://www.thesap.org.uk/resources/articles-on-jungian-psychology-2/carl-gustav-jung/dreams/ http://www.jeremytaylor.com/ http://www.dreamtending.com/ |
| Jungian Links | http://www.cgjungny.org/jlinks.html |
| Depth Psychology Alliance | http://www.depthpsychologyalliance.com/ |
| Psychology Today on Dreams | https://www.psychologytoday.com/us/blog/dreaming-in-the-digital-age/201712/the-science-dreaming-9-key-points |
| Scientific American on Dreams | https://www.scientificamerican.com/article/the-science-behind-dreaming/ |

Evaluation Procedures

Those students who wish to earn credit towards certification must complete all assignments by the due date. **Students must earn a minimum score of 80% as their final grade in order to earn credit toward certification.**

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| Discussions (8 weekly) | 40% (5 points each) |
| 3 Quizzes | 30% (10 points each) |
| Thesis Statement | 05% (5 points) |
| Final Exam | 15% (15 points) |
| Final Research Paper | 10% (10 points) |

Total 100% (100 points)

1. Discussion Board Participation

Answer the question posted on the Discussion Board for the week. This answer should be between 250-300 words. Initial posts must be posted by Friday evening each week. Respond to a minimum of two other student's posts. Responses must be posted by Sunday evening, and each response should be between 100-150 words.

Pay attention to substance, grammar and spelling in your answer and post. All posts should be in conversation with the course text. In an online course, the only way I can evaluate your understanding of the course materials and readings is when you provide written evidence in your papers and posts. The best way to do this is by citing and referencing specific passages from the course text and other materials, using these in support of your argument, and commenting on the text. Citations and references should be in APA style (see below).

Note: Weekly discussions will follow the format described above. Keep in mind, these postings should primarily reflect your understandings of the course readings and other media.

2. Quizzes

Each quiz is a timed test You will have three attempts to take each quiz. You have a series of multiple choice and True/False questions. Each quiz is based on the readings from the previous two modules (i.e., Quiz 1 will be based on the readings in modules 1 and 2; Quiz 2 will be based on the readings in modules 3 and 4, etc.).

3. Thesis Statement

At the end of module five you will turn in a clearly articulated thesis statement addressing some aspect of topics covered in the class (see the assignment details in module 5 in Haiku) and a list of three (at a minimum) or more appropriate research resources (not including the course text book). This thesis statement will provide the basis for your final paper.

The following are two examples.

Thesis Statement:

In this paper I will discuss Jung's understanding of the archetypes of the collective unconscious and their importance in his thought.

Or:

In this paper I will discuss Jung's understanding of the relationship between the ego to the complexes.

Resources (example):

Jung, Carl (1979/1959). *Aion: Researches into the Phenomenology of the Self*. Princeton, NJ: Princeton University Press.

Jung, Carl (1964). *Man and His Symbols*. New York, NY: Doubleday.

Stevens, A. (1982). *Archetypes: A Natural History of the Self*. New York, NY: Harper Collins.

As shown in the example, you must find and cite at least three (or more) sources appropriate for this assignment.

3. Final Research Paper:

Your final research paper will be a 2 – 3 page paper (500 to 750 words) that is developed from the readings and other course materials (See the Thesis Statement assignment). You are expected to submit a paper in standard essay format (*brief introduction* with clear *thesis statement*, well-structured *body*, *brief conclusion*) using a minimum of three cited and referenced resources (APA style preferred) that support your argument and are appropriate for the assignment.

4. Final Exam:

This is a timed test. You will have three attempts to take the Final exam. There will be a series of multiple choice and True/False questions, plus two essay questions. The multiple choice and True/False questions will be based on the readings from modules 7 and 8, the essay questions will assess your cumulative knowledge gained from the entire 8 week course.

9 – Week Course Outline

| <u>Week</u> | <u>Topic(s)</u> | <u>Learning Objective(s)</u> | <u>Reading(s)</u> | <u>Assignment(s)</u> |
|-------------|--|--|---|-------------------------------------|
| 0 | Free Introductory class | This session will cover some background on Jung's psychological theory, his use of dreams in supporting the process of individuation, and his technique for interpreting dreams. We will also outline the modules and what we will cover throughout the eight weeks of the course. | | |
| 1 | Module 1: A History of Dream Interpretation: From Gilgamesh to Freud | In this module we'll review the history of dream interpretation in human culture and see how ancient practices compare to Jung's use of dreams. | <i>Dreams, a Portal to the Source.</i> Pgs. 1-25; chps. 1, 2, 3. | Post to Discussion 1 |
| 2 | Module 2: The Science of Dreams | In this module we'll look how neuroscientists, biologists, and other scientists understand dreams. We'll see what aspects of the scientific study of dreams support Jung's theories, and which ones do not. | <i>Dreams, a Portal to the Source.</i> Pgs. 26-55; chps. 4 and 5 | Post to Discussion 2 Take Quiz 1 |

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| 3 | Module 3: Jung and Dreams | Throughout his lifetime, Jung continually worked on dreams. He wrote countless essays, conducted numerous seminars, and discussed the importance of dreams and dream interpretation throughout his work. In this module we will review Jung's body of writings on dreams and dream work | <i>Dreams, a Portal to the Source.</i> Pgs. 56-78; chps. 6 and 7 | Post to Discussion 3 |
| 4 | Module 4: Jung's Method of Dream Interpretation | In this module we'll look at some of the methods that Jung used in order to interpret dreams. We'll look at how dream interpretation supports the individuation process, and what specific techniques he employed in an effort to understand dreams. | <i>Dreams, a Portal to the Source.</i> Pgs. 79-110; chps. 8 | Post to Discussion 4 Take Quiz 2 |
| 5 | Module 5: Dreams and Mythology | In this module we'll examine in depth Jung's method of amplification. When amplifying a dream, Jung would look for parallel patterns and symbols from mythology, fairy tales, world religions, and other cultural sources. | <i>Dreams, a Portal to the Source.</i> Pgs. 111-136; chps. 9 and 10 | Post to Discussion 5 Thesis Statement Due |
| 6 | Module 6: Nightmares: Dreams and Trauma | Not all nightmares are indicative of trauma, but nightmares do carry a special significance. In this module we'll look at how historical patterns of trauma may appear in dreams, and how Jung understood nightmares. | <i>Dreams, a Portal to the Source.</i> Pgs. 137-148; chp. 11. | Post to Discussion 6 Take Quiz 3 |
| 7 | Module 7: Depth Dream Interpretation Methods | In this module we'll look at some of the approaches to dream work that have expanded on Jung's ideas while still remaining true to his theory. | <i>Dreams, a Portal to the Source.</i> Pgs. 149-163, chp. 12, pt I. | Post to Discussion 7 Final Paper Due |

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| 8 | Module 8: Big Dreams – Dreams and Culture | In this final module we will look at dreams that express what Jung called the archetypal level of consciousness so profoundly that they are understood to have significance for many people. These so-called “Big Dreams” have been recognized by people throughout history as having special cultural significance. | <i>Dreams, a Portal to the Source.</i> Pgs. 163-182, chp. 12, pt II, and the Conclusion. | Post to Discussion 8 Final Exam 3 |
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Writing Expectations

All writing should be:

- in standard essay format (*brief introduction* with clear *thesis statement*, well-structured *body*, *very brief conclusion*);
- composed in *proper written English* (please spell-check *and* proof-read, to check all spelling and grammar!);
- within the specified *page length or word limit* (if it says 1000 words, then 900 are not enough, but 1200 are too many);
- in any *small* but easily readable *font* (10-12 point type), with 1½ line spacing (not single or double);
- bordered by *one-inch margins* all around (please check your computer's settings; don't use the 1¼ inch default);
- *compactly headed* with your name, course number and name, exercise number and due date (and don't forget a paper *title*);
- turned in *on time* (by midnight on the specified due date).
- Properly annotated with citations

Citation and Reference Style

Attention Please: Students will follow the APA Style Sheet as the sole citation and reference style used in written work submitted as part of coursework for this class. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA format.

APA Style Guide:

<http://www.write.armstrong.edu/handouts/APAstyle.pdf>

APA Style Electronic Source Citation:

<http://owl.english.purdue.edu/owl/resource/560/10/>

APA Style Guides Online:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. All graded assignments (e.g., quizzes, projects, papers, discussions) submitted after the designated due date/time will be assessed a late penalty of five percent per day for the first 7 days (for example, -5 points each day on a 100 point assignment, or -2.5 points each day on a 50 point assignment). Any assignment submitted after the fifth day will receive a grade of zero.

No work will be accepted after the final day of the course unless an official course extension has been granted.

Situations involving extenuating circumstances will be considered at the discretion of the instructor.

Netiquette

Online educational programs promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are of course not what we hope for in an adult learning setting--basic rules of good behavior and proper "Netiquette" are expected.