Course Syllabus
Psychology 263
Sleep and Dreaming
Larry Wichlinski
Spring Term, 2016

Office Hours: Tuesday 1-3; Wednesday 4a; Friday 4a
and by appointment

New York: W.W. Norton.

Cambridge, MA: Harvard University Press.

About the Course:

Welcome sleepers and dreamers! In this course we will delve deeply into
two of the most fascinating phenomena in the natural universe—sleep and
dreaming. We won’t be able to cover every single topic within this domain, but
over the next 10 weeks you’ll get a good overview of the field.

The format of this course will be a combination of mostly discussion and
some lecturing. We will NOT use a textbook, only journal articles (both reviews
and empirical papers, mostly very recent ones) and two excellent (I think)
sources on the history of sleep and dreaming. Most of the journal articles are
available through Science Direct, via the Gould Library website. The ones not
available through Science Direct will be available through electronic reserve in
the library. The articles on e-reserve are noted in the References section at the
end of this document.

The reading varies in both length and difficulty. Be forewarned that some
of the material is heavily biological and may be tough to comprehend—just do
the best you can with it. Also, be forewarned that I might add new articles to the
list as the course unfolds. I will contact you via email if I do.

In the spirit of this course, please try to do the reading at times of day
when you’re awake enough to comprehend the material.

The readings assigned for any given class day should be done by the time
you get to class.

If an interesting article is published over the course of this term, I may add
it to our reading list.

Requirements Fulfilled
For Psychology majors, this course counts toward your midlevel course requirement in the Biological-Behavioral Cluster. For Neuroscience concentrators, this course counts as an elective. For everyone else, this course counts toward distro requirements in Social Science.

**Assessment:**

There are two exams in this course and one course project. Both exams are take-home, open book exams. The course project will be an individual applied sleep project. You will submit a final report on your project due at the time of I will provide a separate handout regarding this assignment.

You will be graded on these three elements as well as class participation. Part of your class participation grade will involve leading a large class discussion as part of a 3-member team assigned to specific readings and topics for a given class day.

The overall breakdown is as follows:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Class Project</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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If you believe that you’ll be unable to take the exam or hand in your course projects on the assigned day—for whatever reason—please see me as soon as possible. I will consider such requests on a case-by-case basis.

**Students with Special Needs:**

Those with special needs should see me as soon as possible in the term, concerning any needed accommodations.

**Electronic Etiquette**

Please put away your cell phones during class discussions. If you have a relative or friend in the hospital or in a state of crisis, or you’re expecting a call from the Rhodes Scholarship Committee, please let me know and I’ll make an exception for you.

**Final Thoughts:**

I firmly believe that it’s possible to work hard, learn a lot, and have some fun, too. I want this course to be a positive experience for you. As the term progresses, let me know if there are ways I might make that possible.
Also, I invite you to see me during my regular office hours. If these hours are not convenient, please arrange an appointment with me for some other time. Two final notes: I normally do not answer email on weekends, so if you send me one over the weekend, I probably won’t answer it until Monday. But I’ll try to get back to you as quickly as I can.

Have a great term!

**Course Calendar:**

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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic and Assignment</th>
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| March 28th    | Mon.      | Overview and Course Introduction  
|               |           | *Easter Monday*       |
| March 30th    | Wed.      | Classical and Post-classical View on Dreaming  
|               |           | *Assignment: van de Castle (1994)*       |
| April 1st     | Fri.      | Dreaming: Freud & Jung  
|               |           | *Assignment: Freud (1913); Jung (1961); Stevens (1995)* *Private Myths: Chapter 3*  
|               |           | *April Fool’s Day*       |
| April 4th     | Mon.      | Dream Science; More Freud & Jung  
|               |           | *Assignment: Private Myths, Chapters 4 & 5*       |
| April 6th     | Wed.      | Common Dreams + Neurobiological Views on Dreaming  
|               |           | *Assignment: Hobson & McCarley (1977); Private Myths, Chapter 10 (Common Dreams)*       |
| April 8th     | Fri.      | Evolutionary Theories of Dreaming  
|               |           | *Assignment: Revonsuo (2000)*       |
| April 11th    | Mon.      | Theories of Dreaming II;  
|               |           | *Assignment: Franklin & Zyphur (2005); Llewellyn (2015)*       |
| April 13th    | Wed.      | Theories of Dreaming III  
|               |           | *Assignment: Malinowski & Horton (2013); Morewedge & Norton (2009);*       |
| April 15th    | Fri.      | Theories of Dreaming IV  
|               |           | *Assignment: Domhoff et al (2015); Dresler et al (2015);*       |
| April 18th    | Mon.      | The History of Sleep       |
Taxes due

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April 20th Wed. The Neurobiology of Sleep & Dreaming
Assignment: Monti (2013); Solms (2011)

April 22nd Fri. Effects of Sleep Deprivation I: Background
Earth Day; Passover begins at sundown

April 25th Mon. Effects of Sleep Deprivation II: Cognitive Function

April 27th Wed. Effects of Sleep Deprivation III: Emotion and Judgment

April 29th Fri. Effects of Sleep Deprivation IV: Child & Adolescent Sleep

May 2nd Mon. NO CLASS—MIDTERM BREAK

May 4th Wed. Effects of Sleep Deprivation V: Biological Changes

May 5th Thurs. Midterm Exams Due by 4:30 p.m. in Psych office
Cinco de Mayo

May 6th Fri. Sleep & Memory I

May 8th Sun. Mother’s Day

May 9th Mon. Sleep & Memory II
May 11th Wed.  Sleep & Memory III:  

May 13th Fri.  Sleep & Memory IV: Unexpected Findings & Rethinking Sleep  

May 16th Mon.  Sleep & Memory V: Integration and Synthesis  
Assignment: Abel et al (2013); Breton & Robertson (2013); Stickgold (2013)

May 18th Wed.  Other Sleep Theories  
Assignment: Nedergaard & Goldman (2016); Siegel (2009); Tononi & Cirelli (2014);

May 20th Fri.  Sleep Disorders I: Nightmares & Night Terrors,  

May 23rd Mon.  Sleep Disorders II: Sleep-related Sex & Violence, REM Behavior Disorder  
Victoria Day

May 25th Wed.  Sleep Disorders III: Sleep Apnea & Insomnia  

May 27th Fri  Sleep Disorders IV: Narcolepsy & Cataplexy  

May 30th Mon.  Memorial Day – NO CLASS

May 31st Tues.  Sleep Projects Due by 4:30 p.m.  
in Psych office (no electronic copies, please)

June 1st Wed.  Sleep & Depression  

June 4th Mon.  Exam II Due by 4:30 p.m.  
Electronic submissions are OK
REFERENCES (Includes both assigned readings and other optional readings of interest)


Dumay, N. (2016). Sleep not just protects memories against forgetting, it also makes them more accessible. Cortex, 74, 289-296.


Gruber, R., Somerville, G., Enros, P. et al. (2014). Sleep efficiency (but not sleep duration) of healthy children is associated with grades in math and languages. *Sleep Medicine, 15*, 1517-1525.


Pace-Schott, E. F. (2009). Failure to find executive function deficits following one night’s total sleep deprivation in university students under naturalistic conditions. Behavioral Sleep Medicine, 7, 136-163. E-reserve.


Povitz, M., Bolo, C. E., Heitman, S. J. et al. (2014). Effect of treatment of
obstructive sleep apnea on depressive symptoms: Systematic review and meta-analysis. *PLoS Medicine, 11,* e1001762.


antidepressant response with sleep deprivation and chronotherapy in bipolar disorder. *Biological Psychiatry*, 66, 298-301.
