

Term Information

Effective Term Autumn 2023
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Fulfill health and well-being foundation of new GE.

What is the rationale for the proposed change(s)?

Meet new GE requirements.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2290
Course Title Sociology of Death and Dying
Transcript Abbreviation Soc of Dth & Dying
Course Description Provides a sociological overview of death and dying, including the demographics of death, social epidemiology, and social meanings of death and dying.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 290.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Provides a sociological overview of death and dying including the demographics of death, social epidemiology, and social meanings of death and dying

Content Topic List

- Demographics and definitions of death
- Social epidemiology
- Social meanings of death and dying
- Process of dying, grief, and bereavement
- Social problems related to death
- Bureaucracy and institutions and death
- Legal and ethical issues of death

Sought Concurrence

No

Attachments

- Soc 2290 final submission-health-well-being proposal autumn 2022.docx
(GEC Course Assessment Plan. Owner: Downey, Douglas B)
- Soc 2290 proposal syllabus autumn 2022.docx: NEW GE syllabus
(Syllabus. Owner: Downey, Douglas B)

COURSE CHANGE REQUEST
2290 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/03/2022

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	08/22/2022 12:22 PM	Submitted for Approval
Approved	Downey, Douglas B	08/22/2022 12:22 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/03/2022 12:30 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/03/2022 12:30 PM	ASCCAO Approval

Sociology of Death and Dying (21243)

Sample syllabus GE proposal

Autumn 2022

Columbus, OH 43210

M/W/F 10:20-11:15

Instructor: Kim M. Lopez M.A.

Contact Information:

Office: 149 Townshend Hall

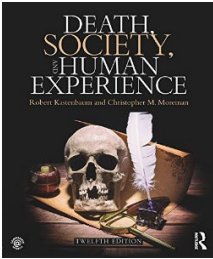
Email: lopez.263@osu.edu

office hours: Monday/Wednesday 9-10am via zoom, in office, and by appointment

Zoom: <https://osu.zoom.us/j/4039651836?pwd=TWpTdDhiRy9kU3QvWVA1VXcvT0k0Zz09>

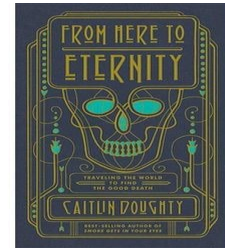
Required Reading:

Text books, discussion readings, and supplemental readings posted to carmen.



Robert Kastenbaum and Christopher Moreman: *Death, Society, and the Human Experience*, 12th ed. Routledge Press.

Doughty: *From Here to Eternity: Traveling the World to Find the Good Death*



Course Format: In person lecture, class discussions, class activities, supplemental readings. and videos.

Videos: Some of the required course videos may be graphic and emotionally loaded and may be disturbing to some. You must judge what you can watch. Please talk with me if you are unable to view the videos due to content. (Links to videos and readings are also in this syllabus after the course schedule.)

Course Description: This course provides a sociological overview of death and dying. Course topics include definitions of death, the demographics of death, social epidemiology, social meanings of death and dying, treatment of the dying and the dead, the process of dying, and grief and bereavement.

Course Objectives: By the end of the course, students will have an understanding of:

- the social distribution and demography of death/mortality
- societal and cultural influences on the meaning of death, reactions to death, and the process of dying
- significant social problems associated with death and dying (e.g., suicide, euthanasia, bio-ethics)
- the effects of bureaucratic settings and institutional structures (e.g., hospitals, hospice, nursing homes) on the dying and their family members
- major legal and ethical issues associated with death and dying (right to die, informed consent, living will, organ donor programs, etc.)

GENERAL EDUCATION OBJECTIVES

For students who started at OSU AU2022 or later, this course meets the requirements of the “new” GE.

Goals and expected learning outcomes (ELOs) for all themes:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Goals and ELOs for the *Health and Wellbeing* theme:

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

HEALTH AND SAFETY REQUIREMENTS

All students, faculty, and staff are required to comply and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages <http://oaa.osu.edu/coamfaq.html>

- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

Plagiarism: Plagiarism is the act of representing directly or indirectly another person’s work as your own. It can involve presenting someone’s speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person’s work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered plagiarism unless sources are properly cited. Plagiarism will not be tolerated. Student will receive a grade of 0 on that assignment and referred to COAM for review. If you are unsure of what constitutes plagiarism, please check out these websites: <http://www.plagiarism.org/> <http://snl.depaul.edu/writing/plagiarism.html>

Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at:

- <http://titleix.osu.edu>
- Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

OSU Student Resource Services:

Writing Center: 688-5865
485 Mendenhall Lab
125 S. Oval Mall

Learning Center
2nd Floor, Younkin Success Center
1640 Neil Ave.
688-3967

Students who need help with grief, bereavement, or other concerns can schedule an appointment to meet with a counselor or speak with a counselor over the phone:

<http://www.ccs.ohio-state.edu/>
Counseling Center
4th Floor, Younkin Success Center
1640 Neil Ave.
292-5766

If a crisis occurs while the center is closed, the following 24-hour services are available by phone:

NetCare Access (276-2273)

OSU Hospital Emergency Department (293-8333)

Suicide Prevention Service (221-5445).

Crisis text line: Text HOME to 741741 in the United States.

Personal Crisis Interfering with Course Performance: PLEASE READ THIS CAREFULLY!!!!

Please talk with me if you are experiencing personal or academic challenges that are getting in the way of your success in this course. I am here to listen to anything you want to share and help you find resources to support you. Students (and instructors too!) face periods of stress, overwhelm, mental and physical health issues, relationship, family, and financial challenges. This course is designed to help promote health and wellbeing and reaching out for support is one of those important skills that aid in selfcare. The course includes the flexibility to miss 4 days without documentation. While I discourage you from missing class needlessly, sometimes a mental health day is necessary to recalibrate and get on track. So, if a life event or circumstance is hindering your ability to do your best in the course then it is essential that you talk with me as soon as possible instead of waiting until near the end of the

semester. Together we can work on a strategy to get you back on track. I want you to succeed as best as you can! Also, if you do poorly on the first test, please set up an appointment ASAP to talk so we can focus on ways to improve for the upcoming tests. Should you need support with your situation, talk with me and/or, consider consultation with student advocacy:

advocacy.osu.edu

email: advocacy@osu.edu

Phone: 292-1111

Disability Statement:

This course is designated as an in-person class and lectures will not be recorded. The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, **students seeking to request accommodations (and Covid-19 related accommodations) may do so** through the university's **request process**, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue."

CLASS POLICIES:

This is a class about dying and death. The course topics include visual and written material which may be uncomfortable material for some. If you are recently bereaved (had a loved one die in the past 6 months to a year) please see me. In some cases, it may not be in the student's best interest to continue in the class if recently bereaved. This class is not designed to provide counseling to students for their losses, but as a social science class, you do learn about the social and interpersonal factors that shape peoples' understanding of death and dying. Students engage in this process of understanding by participating in group discussion activities which involve opportunities for personal sharing. Students are free to participate in class activities at their comfort level.

Attendance, participation, readings: **This is an in-person course and there will be no video recordings of the lectures this semester.** Attendance is a part of the experience of learning. Your participation in contributing your ideas and experiences will make this a better learning environment for all. It is your responsibility to come prepared with material read for class. We will not cover all text material in classroom lecture. The information that is not covered is left up to you for your own reading and preparation for quizzes and exams. Some lectures may contain material that may not be found in the assigned readings and may be testable material on an exam, so it is important that you view any online lectures posted. Guest speaker material will be testable as well. Often guest speakers do not provide access to their power points so you will need to take notes. Attendance requires engagement with the course material through in class and online format. If you are absent from class, please plan to get notes and materials from fellow students.

Arriving on time and staying for full class period: Please come to class on time. This is essential when managing a safe and healthy space in the classroom. Coming late to class disrupts the learning of fellow students and my focus as an instructor. If you are going to be late, please contact me. If you must leave class early, I expect that you let me know at the beginning of class as a sign of courtesy.

Check student email/Carmen: Occasionally I may communicate with the class through group email for changes or updates. It is your responsibility to check your email and keep up with information on Carmen.

Positive engagement: is expected to uphold the rights of all students to have a positive learning environment. Together we can build a learning environment founded on mutual respect and trust. Critical thinking is a necessary part of our learning experience and while we may have different viewpoints about the various topics that we will cover (some which will be controversial), it is important that discussion and debate be done in a respectful manner.

Guest speakers: This course has several guest speakers arranged for this semester. Guest presenters will be in person unless

circumstances dictate that they present via zoom.

Assignments and Exam Policy:

Cheating and/or plagiarism on assignments will not be tolerated and will receive a grade of 0.

No make up of exam will be permitted **unless** student unless **ALL** of the following conditions are met:

1. **legitimate excuse/real emergency**
2. **documentation of the emergency (no exceptions) I do check those documents for legitimacy.**
3. **I must be informed of the situation as soon as practically possible**

Late paper/assignment policy:

- Papers are considered late if not turned in by deadline set on Carmen. Papers must be submitted via Carmen submission site. No assignments will be accepted through email.
- Deductions for late papers/ assignments: **2 points per day will be deducted from late papers and assignments.**
- Late penalties may be waived at my discretion in cases where the student has a legitimate emergency or illness.
- Papers must be in 12 point, Times New Roman font. Papers must go through Turnitin.

- **One three day "late pass" will be accepted for the written assignment during the semester.** This will allow you to turn in ONE assignment three days late if you have a situation that prevents you from turning in one assignment on time. This applies only to written assignments and does not apply to tests, quizzes, discussion boards, or bonus assignment. You must notify me if you are going to use this pass.

Assignments

Course assignments are designed for you to learn basic course material, to practice summarizing key concepts, and to reflect on your own perspective, the perspectives of others, and your reactions to the material.

■ Three tests (15% each)	45% of course grade
■ 2 assignments: Fantasy funeral	20% of course grade
■ Final death project	20% of course grade
■ Best 10/13 in class activities/video/reflections	10% of the course grade
■ Video discussion board (3 of 4)	5% of the course grade

Total: 100%

- Exams and homework will be discarded in one year from the end of this term. Questions about grades should be raised immediately so they can be resolved well before this deadline.

OSU Standard Grading Scheme:

93 A	87 B+	77 C+	67 D+	59 and below E
90 A-	83 B	73 C	63 D	
87 B+	80 B-	70 C-	60 D-	

Tests: will be timed, online tests that may consist of true/false, multiple choice, fill-in-the blank and/or definition, and/or short answer. You will be responsible for text material--both what is covered and not covered in class. Also, guest lectures, discussion board readings/videos may be testable material. A study guide will be provided for each test.

- Tests and written assignments will be graded and entered into grades book on Carmen within two weeks from date of completion of the test or assignment. (Typically, I have them returned within a week.)

Two course assignments: Complete rubrics for assignments are on Carmen

1. **Fantasy Funeral:** Describe the fantasy funeral and offer your perspective on desires for body disposition/funeral.
2. **Final Death and Dying Project:** This project is designed to allow you, the student, to express your perspective on death and dying from your area of expertise, interest, or talent. This project will be posted for all classmates to view, as well as possible viewing by others in the sociology department (as a showcase of the various perspectives on death and dying in this course). This is to be YOUR representational work of death and dying and how you want to express it to the “world

Readings and Videos: Students are responsible for reading the chapters assigned from the text, the assigned course book, the discussion board readings, documentaries, video clips. If anyone has difficulty in accessing the videos for the course, please let me know ASAP. The textbook will give more detailed information to the lectures. You can skim through most of these chapters quickly. It will help prepare you to engage more thoughtfully in the in-class discussion topics and the tests.

In-class Activities: Each week will have at least one activity/discussion in class. Sometimes you will have a video to watch, article to read, action to complete to help you prepare for the in-class discussion. If there is something for you to prepare, it will say, “prompt in description.” These activities are not scheduled on a specific day, unless stated, because they flow from the course material of the day. You must be present in class for the activity to earn points. There are no make ups of these activities. I count 10 out of 13 activities so you can miss three without losing points.

Video Discussion board will contain links to required documentaries, video clips that you discuss your perspective on (and respond to prompt) and engage with two other students’ posts.

- **Video Discussion Board will open on Sunday 12am and close on WEDNESDAY 10:20 am or otherwise noted.**

Discussion Board Grading Criteria: Grading is based on the following factors:

- 1) Clear explanation of your position
- 2) Use of course concepts (sociological information) to illustrate your ideas
- 3) Response to others’ ideas should be professional, respectful, and supportive/critical of ideas with form and substance (You cannot simply say “I agree” or “I disagree.” You need to highlight the point of commonality or challenge their idea: why there might be a flaw in their position.)
- 4) Professional academic writing style and language (proofread, clear ideas) (no lols, imho, etc.)

Bonus Assignment

BONUS ASSIGNMENT: Everyone will have an opportunity to do a bonus opportunity worth 3% of final grade. This bonus will be a lecture and tour of Schoedinger Funeral home.

Oct 26, 6:00-7:30

www.schoedinger.com
229 East State Street, Columbus
(614) 539-4508

Bonus Assignment if you attend the funeral home tour

Write up a 1-page (double spaced 12-point font, Times New Roman) response paper to the field trip:

- **What did you learn on this trip?**
- **What is the social impact of this industry? Think Critically.**
- **How does it impact or change your view of death and body disposition?**
- **Feedback on the presenter and presentation.**

If you cannot attend the funeral home tour:

A longer written alternative will be provided for students who cannot attend this evening bonus assignment. Since students who attended the assignment will have dedicated 1.5 hours of their time, they will have a shortened writing assignment. This will be posted to Carmen two weeks before **bonus deadline: DEC 4th, 11:59pm.**

I DO NOT ROUND UP final grades in this course (even if you are just a fraction away from the next grade) because I offer bonus opportunities during the semester. Please do not ask unless there is a clear error in your grade.

- **Added points on tests:** sometimes tests will include “bonus questions.” For example, if the test is out of 50 and there is one extra bonus point, the test is still graded as 50/50, not 51/50. The bonus point(s) for one particular test cannot be used on previous tests unless that is expressly designed and stated by the instructor.

SOC 2290 COURSE SCHEDULE
Sample GE
SCHEDULE SUBJECT TO CHANGE DURING THE SEMESTER

<p>Week 1: Aug 24-27 Course introduction and Definition of Death</p> <p>READ: Chapter 1 and 2: <i>Death, Society, and the Human Experience</i></p> <p>READ: Yoti Puri. (2021). “The Forgotten Lives of Sociology of Death: Remembering Du Bois, Martineau and Wells”</p> <p>READ: Wijdicks, E.F.M (2001). The Diagnosis of Brain Death</p> <p><u>Assignments Due: Notice: In class activities can happen any day of the week unannounced)</u></p> <ul style="list-style-type: none"> • In class activity #1 (in class) • Video discussion introduction
<p>Week 2 Aug 29- Sept 2 All will Die. Social epidemiology of death</p> <p>READ: chapter 3: <i>Death, Society, and the Human Experience</i></p> <p>READ: Eric Klinenberg's: Heatwave: A social Autopsy of Disaster in Chicago</p> <p>Watch: "In Sickness and in Wealth" (about 29 minutes)</p> <p><u>Assignments Due: Notice: In class activities can happen any day of the week unannounced)</u></p> <ul style="list-style-type: none"> • In class activity #2 (prompt in description, video and reading required)
<p>PERSPECTIVES ON DEATH AND DYING</p>
<p>Week 3 Sept 5-9 NO CLASS ON Monday Sept 5 Understanding Death from a Developmental Perspective</p> <p>READ: Chapter 10: <i>Death, Society, and the Human Experience</i></p> <p>READ: Barrett. H.C. & Behme T. (2004) “Children’s understanding of death as the cessation of agency: A test using sleep versus death.”</p> <p>READ: Kenyon, B. L (2001) “Current research in children’s conceptions of death: a critical review”</p> <p><u>Assignments Due: Notice: In class activities can happen any day of the week unannounced)</u></p> <ul style="list-style-type: none"> • In class activity/discussion reflection #3 (prompt in description: interview)
<p>Week 4 Sept 12-16 Social Influences on Understanding of Death: History, Culture, Religion</p> <p>READ: chapter 13: <i>Death, Society, and the Human Experience</i></p> <p>READ: Intro from <i>From Here To Eternity</i></p> <p>READ: Lester, D., Aldrige, M., et. al. (2001/2002) “What is the afterlife like? Undergraduate beliefs about the afterlife.”</p> <p>READ: Toscani, Franco., et. al. “Life at the end of life: beliefs about individual life after death and "good death" models - a qualitative study”</p> <p><u>Assignments Due: Notice: In class activities can happen any day of the week unannounced)</u></p> <ul style="list-style-type: none"> • In class activity/discussion reflection #4

CAUSE AND MANNER OF DEATH

Week 5 Sept 19-23 How we Die—Determining cause and manner of death: Violent Death

READ: Chapter 8: *Death, Society, and the Human Experience*

READ: <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2022/02/18/too-many-bodies-too-few-forensic-pathologists>

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **Test #1 Sept 19th: in-class online, please bring laptop**
- In class activity/discussion reflection #5
- Video Discussion 1 due by Wednesday 10:20am

Week 6 Sept 26-30 Suicide

READ: Chapter 7: *Death, Society, and the Human Experience*

READ: Ramchand R, Gordon JA, Pearson JL. Trends in Suicide Rates by Race and Ethnicity in the United States. *JAMA* 2021 May 3;4(5)

READ: Polanco-Roman L, Anglin DM, Miranda R, Jeglic EL. Racial/Ethnic Discrimination and Suicidal Ideation in Emerging Adults: The Role of Traumatic Stress and Depressive Symptoms Varies by Gender not Race/Ethnicity. *J Youth Adolesc*. 2019 Oct;48(10):2023-2037.

Assignments Due and Guest Speaker: Activities can happen any day of the week unannounced)

- TBA REACH
- In class activity/discussion reflection #6

DECISIONS ABOUT OUR BODIES IN DEATH and DYING

Week 7 Oct 3-7 Euthanasia and Right to Die

READ: Chapter 9: *Death, Society, and the Human Experience*

READ: <https://religionandpolitics.org/2019/09/03/how-race-matters-in-the-physician-assisted-suicide-debate/>

READ: Anjana A. Karumathi and Ritu Tripath. Culture and Attitudes Towards Euthanasia: An Integrative Review

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **DUE Oct 9: Check in with me about your “project”.** I need a paragraph summary of what you intend to do (Carmen) 2 points on your final assignment.
- In class activity/discussion reflection #7
- Video Discussion #2 due Wed by 10:20am

Week 8 Oct 10-14 CARING FOR THE BODY: Funerals and Body disposition American and Cultural variations in death rituals

No Classes (Oct 14)-Fall break

READ: Chapter 12: *Death, Society, and the Human Experience*

READ: Chapters 1-4 *From Here To Eternity*

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- In class activity/discussion reflection #8

Week 9 Oct 17-21 Continued funerals and body disposition

READ: Chapters 5-epilogue *From Here To Eternity*

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- In class activity/discussion reflection #9

Week 10 Oct 24-28 Preparing for the End: Organ Donation, Living Wills

READ: Chapter 6 *Death, Society, and the Human Experience*

READ: Feeley, Thomas Hugh. College Students' Knowledge, Attitudes, and Behaviors Regarding Organ Donation: An Integrated Review of the Literature

Assignments Due and Guest Speakers: Activities can happen any day of the week unannounced)

October 26th evening Bonus opportunity

- **EXTRA outside of class Lecture with Mike Schoedinger and tour of Schoedinger funeral home 6:00-7:30** 229 E State St, Columbus, OH 43215
- **Guest speaker: Lifeline of Ohio Jenny Hudak Oct 24th**
- **In class activity/discussion #10**
- **Video discussion #3 Due on Wednesday, 10:20am**
- **Test #2 Oct 28th: in-class online, please bring laptop**

COPING WITH DYING AND DEATH

Week 11 Oct 31-Nov 4 Hospice care

READ: Chapter 5 *Death, Society, and the Human Experience*

READ: [Serious Illness Care Quality, Communications Lacking for Black Hospice Patients - Hospice News](#)

Assignments Due and Guest Speaker: Notice: In class activities can happen any day of the week unannounced)

- **Guest speaker: Elaine Glass TBA**
- **Fantasy Funeral paper Due Nov 6**
- **In class activity/discussion #11**

Week 12 Nov 7-11 Facing Death: The social and psychological aspects of dying No class on Friday, Nov 11: Veterans' Day

READ: Chapter 4 and 15 *Death, Society, and the Human Experience*

READ: Tanuseputro P, Wodchis WP, Fowler R, et. al. The health care cost of dying: a population-based retrospective cohort study of the last year of life in Ontario, Canada.

READ: Carberry, W. Yu. Impact of socioeconomic status on end-of-life costs: a systematic review and meta-analysis

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **In class activity/discussion reflection #12**
- **Video discussion #4 Due on Wed by 10:20am**

Week 13 Nov 14-18 Finish up Facing Death material...Begin Grief and Bereavement Models

READ: Chapter 11 *Death, Society, and the Human Experience*

READ: Kim Armstrong. 20202 Remarkable Resiliency: George Bonanno on PTSD, Grief, and Depression

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **In class activity/discussion reflection #13**
- **Course Project Due and shared on Carmen discussion Board Nov 20 at 11:59 pm**

Week 14 Nov 21-25 Grief and Bereavement Models Thanksgiving break (Nov 23, 25)

READ: Chapter 11 *Death, Society, and the Human Experience*

LISTEN: Podcast: Native Wellness healing trauma attending to grief <https://www.dougy.org/news-media/podcasts/healing-trauma-attending-to-grief-native-wellness-institute-jillene-joseph>

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

Week 15 Nov 28-Dec 2 Grief in the lives of Adults and Children

READ: Douglas, Robyn. D. et. al. Racial, ethnic, and neighborhood income disparities in childhood posttraumatic stress and grief: Exploring indirect effects through trauma exposure and bereavement

LISTEN: Dr. Tashel Bordere: Suffocated grief: supporting black youth. <https://www.dougy.org/news-media/podcasts/ep-142-suffocated-grief-supporting-black-youth-dr-tashel-bordere#:~:text=Their%20behaviors%20and%20reactions%2C%20which,systems%20of%20oppression%20and%20discrimi nation.>

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **Bonus Assignment Due Dec 4th at 11:59pm**
- **Comments need to be completed on course project Dec 4: 11:59 pm**

Week 16 Dec 5-7

- **Test #3 Dec 7: in-class online, please bring laptop**

Sociology 2290

Autumn 2022

Instructor: Kim M. Lopez M.A.

I have **read the course syllabus thoroughly** and have discussed with Kim Lopez any concerns, problems, and/or questions I may have regarding all course requirements and grading policies for Sociology 2290.

I understand that I am responsible for communicating with Kim Lopez if I need academic assistance or to provide feedback/suggestions. I have read and understand the sections of the OSU Student Handbook concerning academic dishonesty. Knowing that honesty is vital to the well-being of society, I promise to do my part to uphold the highest standards of honesty in Sociology 2290.

I am fully aware of the course grade requirements, assignment deadlines, testing dates and times, and policies.

PRINT NAME: _____ Student's signature _____

Date _____

Required Videos and Readings

- **Brain death, cell death...:** <https://www.youtube.com/watch?v=euKtX4XNlgE>
- Part three (near death/LOC) <https://www.youtube.com/watch?v=DwMoz1PaPoc>
- **Death By Delivery (Naked truth and maternal death of black women)** <https://fusion.tv/video/390130/death-by-delivery/>
- (47 minutes)
- **Warning!!! Autopsy video (this is a medically graphic video). This video is not a required video.**
- <https://www.youtube.com/watch?v=-SA8m4p5Hq4>
- ***The Cruellest Cut: Pakistan's Kidney Mafia (24 minutes)***
- https://www.youtube.com/watch?v=vi7A_jK64qc
- ***The Rough Cut: A Pound of Flesh (organ trade in India) 14 minutes***
- http://www.pbs.org/frontlineworld/rough/2006/07/india_a_pound_o.html
- ***Kidneys for Sale in Iran 10 minutes***
- <https://www.youtube.com/watch?v=gXi9Kiu871Y>
- <https://www.pbs.org/newshour/show/iran-pays-kidney-donors-should-the-u-s-follow>
- **Serving Life: Hospice in Angola prison** https://www.youtube.com/watch?v=VyyoYVNox_o
- ***All of the following videos can be found on Frontline PBS:***
- ***Transcripts are often available on the sites if you prefer to read rather than watch.***
- ***The Undertaking (The behind the scenes look at a family run funeral home)***
- <http://www.pbs.org/wgbh/pages/frontline/undertaking/>
- ***Post Mortem: Death Investigations in America (read the transcript if video is not available) (OK)***
- <http://www.pbs.org/wgbh/pages/frontline/post-mortem/>
- ***The Suicide Plan***
- <https://www.pbs.org/video/frontline-suicide-plan/>
- ***Passing on***
- <http://passing-on.org/> (pbs)

These are other articles that will be referenced in course lecture material throughout the semester

#2 Death in Disney Films

Pdf on Carmen

#3 overdose and morgue

<https://www.nytimes.com/2017/10/07/us/drug-overdose-medical-examiner.html?smid=fb-nytimes&smtyp=cur>

#4 Attitudes about Euthanasia

Pdf on Carmen

#5 change in cremation choice

<http://www.cnn.com/2017/08/09/health/cremation-tops-burials-in-us-study/index.html>

#6 Death row and organ donation

<https://optn.transplant.hrsa.gov/resources/ethics/the-ethics-of-organ-donation-from-condemned-prisoners/>

For Your Exploration: Extra Articles and videos referenced in lecture

Euthanasia

Doctor invented a machine to help you die:

https://tonic.vice.com/en_us/article/434yaj/a-doctor-built-a-machine-that-helps-people-die?utm_source=vicefbus

Determining Death

Jahai McMath

https://www.theroot.com/family-of-jahi-mcmath-the-13-year-old-declared-brain-d-1803063516?utm_source=theroot_facebook&utm_medium=socialflow

Facing death and dying

The emotions of dying:

<http://www.pallimed.org/2017/12/the-emotions-of-dying.html>

dying alone

<https://www.inverse.com/amp/article/37399-sociology-americans-die-alone>

the symptoms of dying

<https://www.nytimes.com/2017/06/20/well/live/the-symptoms-of-dying.html?smid=fb-nytimes&smtyp=cur&smvar=eg&r=0>

many still side step end of life discussion

<https://khn.org/news/many-still-sidestep-end-of-life-care-planning-study-finds/>

Funerals

The eerie remains of Mt. Everest climbers

http://didyouknowfacts.com/eerie-sad-remains-climbers-went-mount-everest-never-came/?utm_content=inf_10_3493_2&utm_source=TSE&utm_medium=cpc&utm_campaign=TSECPC&tse_id=INF_31b95c70d63d11e7b926579f881108d6

War

Genocide and why neighbours kill neighbours

<https://www.sciencenews.org/article/rwanda-genocide-psychology-murder>

Proposed GE Theme course:

Sociology 2290: Sociology of Death and Dying

Health & Wellbeing

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

Soc 2290 “Sociology of Death and Dying” provides a sociological overview of dying and death. Course topics include exploration of the social meaning of death and dying, variations of mortality patterns based on demographics, and the cultural practices of bereavement, mourning, and grief. This course is grounded in exploration of the understanding of death and dying from a developmental and contextual perspective.

Connect this course to the Goals and ELOs shared by *all* Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking.

This fundamental skill is evident in the learning goals of the course which require engagement with course material through a sociological lens that describes, compares, and evaluates how people of various social groupings come to experience the biomedical and social experience of death and dying. The course is separated into four sections. The first (Definition of Death and All Will die) focuses on the definition of death and the changing patterns of mortality. The second section (Perspectives on Death and Dying) introduces students to thanatological perspectives about the nature and meaning of death and competing perspectives that challenge the student to think about how death can be accepted, denied, sought, and avoided. This section includes understanding of death from a historical context and cognitive developmental process as well. The third section (Decisions About our Bodies in Dying and Death) challenges students to examine their own beliefs about end-of-life decision making and disposal of human remains and highlights the range of social rituals that encompass the care of the dying and the disposal of the dead. This includes critical examination of “death systems” in modern death work. The final section (Coping with Dying and Death) presents an opportunity to evaluate a range of possibilities for addressing the physical, emotional, and social health and wellbeing of both the dying and subsequently, the bereaved, with focus on aspects of multiple identities of race, ethnicity, gender, social class, and cultural membership.

The emphasis on critical thinking is a part of course assignments: There are three assignment types utilized both in person and online. Online “discussion boards” employ a read, write, and engage with others format that requires students to read supplemental materials, or watch documentary/news clips, and respond to questions related to the material that elicit their personal perspective on and evaluation of the material. In-class activities employ “think, pair, share” responses to instructor’s prompts that provide an opportunity to engage with fellow students on the week’s reading and lecture material. For example, student explore the mortality patterns that vary based on race or social class, or geography. Finally, the course paper (fantasy funeral) and course project (what death means) guide students through a reflection on course material and their death awareness from cultural, religious, and social conscience perspectives.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Students will engage with critical readings of material that will help develop a nuanced understanding of death studies from an interdisciplinary perspective stressing personal health and well-being, drawing from intersectional and cultural issues in the field of contemporary death and dying in the United States. Students will evaluate competing perspectives on death and dying. The first part of the course explores the contributions of W.E. B. Du Bois, Emile Durkheim, Harriette Martineau, Earnest Becker, and Robert Fulton to our foundational understanding of death and dying in the social context, in order to provide a starting point for broadening the death conversation. In the second half of the course, we compare perspectives on grief and bereavement including psychotherapeutic models and cross-cultural perspectives, including the work of Avery Wiseman, George Bonanno, Alan Wolfelt, and Dr. Tashel Bordere.

Goal 2: Successful students will integrate approaches to the theme by making connection to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

In this course students will gain understanding of: (a) the social distribution and demography of death/mortality, (b) societal and cultural influences on the meaning of death, reactions to death, and the process of dying, (c) significant social problems associated with death and dying (e.g., suicide, euthanasia, bio-ethics), (d) the effects of bureaucratic settings and institutional structures (e.g., hospitals, hospice, nursing homes) on the dying and their family members, and (e) major legal and ethical issues associated with death and dying (right to die, informed consent, living will, organ donor programs, etc.). Students gain understanding of these elements of the course through engagement with guest lecture professionals in death systems who provide direct connection with course material (readings and assignments) and direction for personal exploration of these topics in their own lives.

Students *identify* the connection between changing evidence and knowledge about end-of-life care, need for funeral rituals, and health policy through these guest lecture topics. Students *describe* their understanding the presentation of course concepts and themes given by guest lecturers through *synthesizing* material across weekly readings.

For example, in the unit on “Decisions about our bodies” a guest speaker from Lifeline of Ohio discusses the organization’s policies and procedures that are in place to become a donor or recipient of organ, tissue transplant. Pre and post guest lecture, students provide questions to the guest speaker to expand on ideas presented in lecture and in the readings. Students demonstrate their synthesis of content in a reflection writing assignment which requires them to discuss course material, pertinent material from the

guest speaker, and how it expands upon previously held knowledge about the topic and how it challenges their own personal view of the topic.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

The course assignments are designed to engage students in reflection. The syllabus states: "Course assignments are designed for you to learn basic course material, practice summarizing key concepts, and reflect on your own perspective, the perspectives of others, and your reactions to the material." Students learn foundational material concepts through lectures, readings, and documentaries.

For example, I discuss the concept of determining cause and manner of death, which involves interconnected systems (police, coroner/medical examiner, medical professionals). In a video discussion board, the students apply course material to their reflection on the documentary "Post Mortem: Death Investigations in America". During the semester, students complete four discussion boards of this type.

Throughout the semester there are 13 In-class activities/discussions that prompt students to engage with classmates during lecture. These exercises provide opportunity to gauge their growth about the topics presented and enhances their articulation of course content with fellow classmates.

Continuing self as a learner through self-reflection and creative work is capped off in the semester through two projects: the fantasy funeral paper, which prompts students to reflect on their own mortality and the social conventions of funeral rituals. Secondly, the end of the semester is a project of their own design (written, visual arts, multimedia, fine arts) that demonstrates their perspective on death and dying. The students incorporate themes from the semester that have challenged and expanded their thinking about mortality and life as a result of taking this course.

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

The course focuses on mortality and includes specific discussions about the leading causes of mortality and morbidity in the United States. We explore the social determinants of health and excess mortality (mortality above what would be expected for population of interest) and we examine social disparities in

health and socioeconomic status, due to racism, economic structure, and prejudice/discrimination based on gender/sex. A second focus is on the cultural variation in practice of caring for the dying, the dead, and the bereaved. This includes discussions about use of medical technology to extend or end life, culturally appropriate medical and funeral care, and culture sensitive support for grief and interventions for complicated grief.

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

Goals included in the design of the course provide students the opportunity to apply strategies for achieving and maintaining their health and wellbeing. First, students develop an understanding of both personal agency and social constraints in health behavior of chronic conditions and mental health conditions that increase mortality in the US. Students identify current health patterns for specific populations and identities that they also represent.

Second, students develop skills to become better informed about the medical and legal options for end-of-life care and knowledge of supportive psychosocial resources for both the dying and the bereaved. Reflection on the gaps in services provided for health and wellbeing (mental health, suicide resources, culturally appropriate death and bereavement care) allows students to advocate in an informed way for policies and programs that can enhance and promote their community's health.

Assignments that correspond to this expected learning outcome include certification as "gate keeper" through in class presentation by OSU's REACH (Suicide Prevention Program) during the semester. Skills developed in this training connect with identifying, reflecting on, and promoting personal and community wellbeing. Secondly, students are guided through hospice care protocols in role play by community hospice medical professional(s). This demystifies the process, reduces stigma, and promotes dialogue about culturally sensitive end-of-life care and provides a framework for students to address the topic professionally and with their own families and communities.