

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)

- 2290 cover letter.pdf

(Cover Letter. Owner: Downey, Douglas B)

- Soc 2290 Revised GE proposal.docx: Revised syllabus

(Syllabus. Owner: Downey, Douglas B)

Comments

- Sent back at dept's request *(by Vankeerbergen, Bernadette Chantal on 03/20/2023 09:20 AM)*
- The revised syllabus addresses the panel's concerns from 11/21/22. *(by Downey, Douglas B on 03/20/2023 08:36 AM)*
- Please see Panel feedback email sent 11/21/2022. *(by Hilty, Michael on 11/21/2022 06:07 PM)*

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
Revision Requested	Hilty, Michael	11/21/2022 06:07 PM	ASCCAO Approval
Submitted	Downey, Douglas B	03/20/2023 08:36 AM	Submitted for Approval
Approved	Downey, Douglas B	03/20/2023 08:36 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/20/2023 09:20 AM	College Approval
Submitted	Downey, Douglas B	03/20/2023 09:22 AM	Submitted for Approval
Approved	Downey, Douglas B	03/20/2023 09:22 AM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	03/20/2023 09:22 AM	College Approval



Department of Sociology

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<http://sociology.osu.edu>

March 20, 2023

Themes 2 Panel: Health and Wellbeing

ASC Curriculum Committee

Dear Committee,

Thank you for your feedback regarding our submission (SOCIOLOGY 2290). Below we detail our responses.

Sociology 2290 was not voted on as the Panel would like to see the following feedback items addressed:

- The reviewing faculty ask that the syllabus provide a more robust and clearer connection to the GEN Theme: Health and Wellbeing, as currently they are unable to see how the course is directly connected to the theme. While they acknowledge there to be an implicit connection between health and wellbeing and death/dying, this connection is not explored in the course syllabus in a way that engages with the GEN Theme ELOs.

- The reviewing faculty concur with their colleagues on the Theme Advisory Group and wish to see the proposal again once changes have been made. Additionally, they would like to see the following feedback items addressed:
 - The reviewing faculty ask that the course syllabus provide a brief rationale under the GEN Theme Goals and ELOs that explains to students how they can expect to meet the ELOs for the category.

The revised syllabus provides a section (“How This Course Meets The Learning Objectives”) making direct links between the ELOs and the course activities and assignments.

- The reviewing faculty recommend that the following statements be updated, as they are currently out-of-date:
 - Page 3: The OSU Writing Center is on the 4th floor of Smith Lab and not located in Mendenhall Lab. For more information, please see the Center for the Study and Teaching of Writing (CSTW)’s website here: <https://cstw.osu.edu/our-programs/writing-center>.

Fixed

- Page 3: The Title IX statement is outdated, as Kellie Brennan is no longer the Title IX coordinator. The most up-to-date Title IX statement can be found on the

ASC Curriculum and Assessment Services website
at: <https://ascas.osu.edu/curriculum/syllabus-elements>.

Fixed

- Page 6: The grading scale references the OSU Standard Grading Scheme and the reviewing faculty have been advising instructors to remove this reference, as Ohio State does not have a standardized grading scheme and course instructors are free to utilize a grading scheme that best suits the needs of their course.

Fixed

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas B. Downey". The signature is written in a cursive style with a long horizontal stroke at the end.

Douglas B. Downey
Professor of Sociology

Sociology of Death and Dying (21243)

Sample revised syllabus GE proposal.

Spring 2023

Columbus, OH 43210

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

Instructor: Kim M. Lopez M.A.

Contact Information:

Office: 149 Townshend Hall

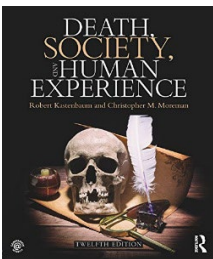
Email: lopez.263@osu.edu

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

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

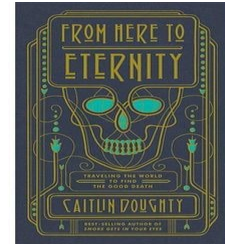
Required Reading:

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: Experiential, In person lecture, class discussions, in 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: Death is an inevitability for all of us, but the how, when, and where people die, as a biological fact, is influenced by social factors. The ways in which people mourn, grieve, and memorialize the death of loved ones is shaped by time and cultural expectations. This sociology course will examine the social structure and social contexts that influence how people face mortality, ritualize death, and how economic, legal, and political aspects of our society impact death and dying. We will explore the meaning of death; demography of death; end of life care; multicultural funeral rites and mourning practices; grief and bereavement, and decisions about our bodies in organ donation and euthanasia.

This is a General Education themed course in Health and Wellbeing. We will learn about the sociology of death and dying through experiential learning which provides the student the opportunity to explore death as an “education for improvement of health and living”. Research has found that students who study death and dying

may experience a decrease in anxiety about death, see improved personal and professional communication on the topic of death, and experience an increase in eudaimonic wellbeing (Lekes, et. al. 2022). This course is designed with a focus in-class exercises, guest speakers in the field of death and dying, field trips, and projects help students to develop a deeper understanding how death is viewed and experienced by people from different cultural and social backgrounds, how professionals care for both the dying and the dead, and how stratification impacts death and dying in American society. Guided exercises help students reflect upon and define their own values, beliefs, and coping skills in relation to the topic of dying and death.

Course Objectives:

General Educational Objectives AND Expected Learning Outcomes for the Health And Wellbeing theme

- (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
- (e) major legal and ethical issues associated with death and dying (right to die, informed consent, living will, organ donor programs, etc.)

AND in the theme of Health and Wellbeing

GENERAL EDUCATION Goals and Expected Learning Outcomes--Health and Wellbeing

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

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

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

How This Course Meets The Learning Objectives: Students will satisfy these expected learning outcomes through assigned readings, class discussion, completion of the exams and two papers, and through critical engagement with the material with other students and the instructor. Specifically, the course meets learning objectives in the following way:

- 1.1 and 1.2** Advanced engagement with death and dying as it relates to both institutions and interpersonal relationships via readings, the discussion board, and engagement with the instructor.
- 2.1** Encourages students to identify an important issue regarding death and dying, reflect on the values at stake, and synthesize readings and lecture material to consider how the discipline/occupation could improve death and dying approaches through the “final death project” paper assignment.
- 2.2** Engage in a discussion board where students will actively engage, reflect on, and creatively assess various perspectives on death and dying issues.
- 3.1** Take two exams that will assess students’ ability to understand theoretical perspectives on death and dying. These exams test an understanding of cross-cultural and historical variations in death and dying practices.
- 3.2** Consider what healthy death and dying looks like. Two exams will assess their ability to identify consequences of varying approaches both for the dying individual and their caretakers. The “fantasy funeral” paper requirement challenges students to think about elements of healthy funeral rituals and the way that funeral meet both personal emotional needs and community needs.

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/coamfaqs.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> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

OSU Student Resource Services:

Writing Center: 688-5865 <https://cstw.osu.edu/our-programs/writing-center>

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. Considering the current pandemic, students seeking to request COVID-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, 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.

Grading Scale:

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.

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**:

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

Week 1: Course introduction and Definition of Death

READ: Chapter 1 and 2: *Death, Society, and the Human Experience*

READ: Yoti Puri. (2021). “The Forgotten Lives of Sociology of Death: Remembering Du Bois, Martineau and Wells”

READ: Wijdicks, E.F.M (2001). The Diagnosis of Brain Death

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

- In class activity #1 (in class)
- Video discussion introduction

Week 2 All will Die. Social epidemiology of death

READ: chapter 3: *Death, Society, and the Human Experience*

READ: Eric Klinenberg's: Heatwave: A social Autopsy of Disaster in Chicago

Watch: "In Sickness and in Wealth" (about 29 minutes)

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

- In class activity #2 (prompt in description, video and reading required)

PERSPECTIVES ON DEATH AND DYING

Week 3 Understanding Death from a Developmental Perspective

READ: Chapter 10: *Death, Society, and the Human Experience*

READ: Barrett, H.C. & Behme T. (2004) "Children's understanding of death as the cessation of agency: A test using sleep versus death."

READ: Kenyon, B. L. (2001) "Current research in children's conceptions of death: a critical review"

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

- In class activity/discussion reflection #3 (prompt in description: interview)

Week 4 Social Influences on Understanding of Death: History, Culture, Religion

READ: chapter 13: *Death, Society, and the Human Experience*

READ: Intro from *From Here To Eternity*

READ: Lester, D., Aldrige, M., et. al. (2001/2002) "What is the afterlife like? Undergraduate beliefs about the afterlife."

READ: Toscani, Franco., et. al. "Life at the end of life: beliefs about individual life after death and "good death" models - a qualitative study"

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

- In class activity/discussion reflection #4

CAUSE AND MANNER OF DEATH

Week 5 How we Die—Determining cause and manner of death: Violent Death

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

READ: <https://www.pentrusts.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 in-class online, please bring laptop**
- In class activity/discussion reflection #5
- Video Discussion 1 due by Wednesday 10:20am

Week 6 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 Training
- In class activity/discussion reflection #6

DECISIONS ABOUT OUR BODIES IN DEATH and DYING

Week 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 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 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 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)

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
- In class activity/discussion #10
- Video discussion #3 Due on Wednesday, 10:20am
- **Test #2: in-class online, please bring laptop**

COPING WITH DYING AND DEATH

Week 11 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**
- In class activity/discussion #11

Week 12 Facing Death: The social and psychological aspects of dying

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 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

Week 14 Grief and Bereavement Models

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 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-](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%20discrimination.)

[bordere#:~:text=Their%20behaviors%20and%20reactions%2C%20which,systems%20of%20oppression%20and%20discrimination.](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%20discrimination.)

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

- Bonus Assignment Due
- Comments need to be completed on course project

Week 16

- Test #3 in-class online, please bring laptop

Sociology 2290

Spring 2023

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. Tshel 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.