

Dying, Death, and Loss
 HUM DEV 344 Section 2 (Course #5829), Spring, 2008
 TuTh 3:30 – 4:45 MAC 221

Dr. Illene C. Noppe

MAC C313, Ext. 2703; E-Mail: noppei@uwgb.edu

Office Hours: MW: 9:00 – 11:00; TuTh 11:00 – 12:00 and by appointment. These hours may be interrupted by various university-related commitments. If you are coming from out of town, please check with me before coming in.

Course Web Site: All students registered for this course will have access to the course D2L site.

Course Description and Goals:

For many of you, this will be a first experience with death education. This course will attempt to illuminate an often hidden, but significant dimension of human development. We will study death and dying from a number of disciplinary perspectives, and examine the research findings on a variety of topics, such as grief, attitudes toward death, and the process of dying. Exploring death is an intensely emotional as well as intellectual experience. The material in this course is designed to meet a number of goals that will help students to approach death and dying with greater understanding and personal insight. Students completing this course should be able to:

- ❖ Recognize some of the taboos surrounding death language so that they can read and discourse upon death rationally without becoming anxious.
- ❖ Begin the process of developing their personal philosophies regarding life and death.
- ❖ Recognize how aspects of death vary both within and among cultures.
- ❖ Understand the universal and individual dynamics of grief.
- ❖ Be sensitive to developmental issues related to death, dying, and grief.
- ❖ Discuss the ethics of death and dying in a rapidly changing society.
- ❖ Recognize the professionalization of the field in terms of death education and bereavement counseling.
- ❖ Use APA style in written work.
- ❖ Write more effectively and work toward fulfilling the General Education Student Learning Outcomes of communicating effectively through writing and learning about the impact that social institutions and values have on individuals and groups in a culture.
- ❖ Use the play *W;t* to examine dying and death through an interdisciplinary approach.

- ❖ Work toward fulfilling the following Learning Outcomes of Human Development as they apply to the study of death and dying:

Primary Outcomes

- Use library facilities and computerized databases (e.g., PsychINFO) to locate pertinent information.
- Present material effectively in class participation and in individual and group oral presentations.
- Learn to evaluate alternative approaches to promoting optimal human development.
- Have the ability to apply information gained in the major toward future career and personal goals.
- Understand and be able to apply key components of cultural diversity (e.g., social class, ethnicity, gender, sexual orientation).

Secondary Outcomes

- Use APA style effectively when writing papers
- Have the ability to critically assess the merits of basic and applied research
- Have the ability to accurately interpret and use such research
- Engage in positive citizenship
- Understand the ethical issues involved in application
- Develop an understanding of the ways in which historical periods influence human development

Texts:

Corr, C.A., Nabe, C.M., & Corr, D.M. (2006). *Death and dying, life and living*. (5th Ed.). Belmont, CA: Thomson Wadsworth. **(CNC)**

Dickinson, G.E. & Leming, M.R. (2008). *Understanding dying, death, & bereavement*. (10th Ed.). Belmont, CA: Thomson Higher Education.

Readings on Electronic Reserve via Cofrin Library Catalog (may be accessed via D2L:

Bliatout, B.T. (1993). Hmong death customs: Traditional and acculturated. In D.P. Irish, K.F. Lundquist, & V.J. Nelsen (Eds.), *Variations in dying, death, and grief* (pp. 79-100). Washington, DC: Taylor & Francis.

Klass, D., & Walter. T. (2001). Processes of grieving: How bonds are continued." In M. S. Stroebe, R. O. Hansson, W. Stroebe, and H. Schut (Eds.), *Handbook of bereavement research: Consequence, coping, and care* (pp. 431-448). Washington, DC: American Psychological Association.

Maciejewski, P.K., Zhang, B, Block, S.D., & Prigerson, H.G. (2007). An empirical examination of the stage theory of grief. *JAMA*, 297, 716-723.

Any manual, handbook, pamphlet or handout on APA style, Fifth Edition. For those of you who are seriously considering becoming a Human Development or Psychology major, you may want to consider purchasing the Publication manual of the American Psychological Association (5th ed.). Materials on the use of APA style appear on the D2L site for this course. You may also wish to check the following article that is posted on D2L:

Cuddy, C. M. (2002). Demystifying APA style. *Orthopaedic Nursing*, 21, 35-42

Course Requirements:

Writing Emphasis: Because this is a writing emphasis course, your written assignments will be evaluated both on content and quality of writing. In addition to the content, therefore, your grades will be based on the organization and development of ideas, clarity of expression, coherence between sentences and paragraphs, and proper use of English. Students are encouraged to visit the Writing Center.

1. **Exams (3):** During the semester two noncumulative exams will be given, each worth **15%** of the final grade. The last exam will be given during the final exam period. This final exam is worth **20%** of the total grade; approximately 20% of the questions on this exam will reflect material from the entire course. Exams will include both multiple choice and essay questions. Questions on the exams come from material in the lectures, discussions, and readings. Approximately one week prior to each exam, the class will be able to access study questions from the D2L site.
2. **Short Projects:** A list of projects will be provided to the class. Students are expected to complete two of these projects, each worth **22%** of the total grade. Each short project will be written in 5-6 typewritten double spaced pages using APA style. Projects must be completed by the due date. Students who are unhappy with the grade received for a project may replace that score by doing another project. However, no more than three projects per student may be completed. More detailed guidelines will be forthcoming.
3. **Worksheets:** You will be expected to complete 4 worksheets found on the course D2L site prior to discussion of the related readings. These worksheets are due during class time and should be typed. You will be graded on a scale of 0 – 4 for these responses, where 4 = excellent, 3 = very good, 2 = adequate, 1 = not adequate, 0 = not completed. The worksheets will comprise a total of **16%** of the final grade.
4. **Class Participation (5% of final grade) & Attendance Policy:**

Give the nature of this course, it is critical that you are an active learner. This means attending classes, participating in class discussions and activities, taking accurate and complete notes, and attentively reading the assignments. Your contributions to in-class discussion will be valued and so noted. Although there are no penalties for missing most classes, there are classes that require attendance. These are for the exams and the final (please do not schedule vacation dates during this time), dates that assignments are due, and the dates the worksheets are due. **Any student who misses 1/3 or more class sessions (10) will receive a failing grade for the course.** In addition, 6 extra points will be added to the final exam for perfect attendance during the semester or the participation grade. Students will choose one of these options at the beginning of the semester. The **ONLY** excused absence for this extra credit option is a school-related function. A sign-up sheet will be circulated at the beginning of each class.

Grading: Based on 100 points: A = 90 – 100; AB = 86 – 89; B = 80 – 85; BC = 75- 79; C = 65 – 74; D = 60 – 64; 59.9 or less = F.

Class policies

1. Honor Code Policy: All work for this course is based upon the assumption that students are applying the highest standards of academic honesty and integrity. In order to affirm this practice, I am requiring that **all written work** include the following statement, which must be signed and dated. Your affirmation should appear on the back side of the last page of your paper. Papers without this affirmation will not be graded

“I affirm that this paper reflects my own work and writing.”

Signature, Date

2. Attendance is expected for each class session. See section on “Class Participation” for further details.
3. You are expected to hand in all work on time at the beginning of class. Late papers may be accepted by the discretion of the professor; in these cases a grade penalty will be imposed. Makeup exams will not be given except for extreme circumstances.
4. No handwritten work will be accepted.
5. Please note the date of the final exam and plan your vacation time accordingly—early exams cannot be given.
6. If you are having problems at any point in time with the above requirements, please don't hesitate to see me.
7. Please turn off cell phones, beepers and other noisy electronic devices during class.
8. As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

TOPIC: INTRODUCTION: THINKING ABOUT DEATH

DATE	READINGS	COMMENTS
Jan. 22 (Tu)	Introduction to Course	
Jan. 24 (Th)	CNC: Prologue CNC: Chapter 2	Bring in a recent picture of yourself
Jan. 29 (Tu)	CNC: Chapter 3 Reader: Article 16 (Sanders et al. (2004))	Review Project Guidelines

TOPIC: THE DEATH SYSTEM AND CROSS-CULTURAL PERSPECTIVES

DATE	READINGS	COMMENTS
Jan. 31 (Th)	CNC: Chapter 4	
Feb. 5 (Tu)	CNC: Chapter 5	
Feb. 7 (Th)	Bliatout (1993) (e-reserves) Reader: Article 29 (Whalen, 1990)	Worksheet #1

TOPIC: THE EXPERIENCE OF DYING

DATE	READINGS	COMMENTS
Feb. 12 (Tu)	CNC: Chapter 6 Reader: Article 18 (Song et al., 2007)	
Feb. 14 (Th)	Maciejewski et al. (2007) E-reserves Reader: Article 19 (Aday, 2005)	
Feb. 19 (Tu)	Exam 1	
Feb. 21 (Th)	W;t	
Feb. 26 (Tu)	W;t	Short Project #1 Due
Feb. 28 (Th)	CNC: Chapter 8 Reader: Article 15 (Morrison & Meier, 2004)	Unity Hospice Speakers

TOPIC: MEDICAL ETHICS

DATE	READING	COMMENT
March 4 (Tu)	CNC: Chapter 16 Reader: Article 21 (Cohen, 2005)	Worksheet #2 Due
March 6 (Th)	CNC: Chapter 18	
March 11 (Tu)	Reader: Article 26 (Keizer, 2005)	
March 13 (TH)	Reader: Article 27 (McGirt, 2005)	
Mar. 15 – Mar 23	Spring Break	

TOPIC: DEVELOPMENTAL DIMENSIONS OF DEATH AND DYING

DATE	READING	COMMENT
March 25 (Tu)	CNC: Chapter 12 Reader: Article 10 (Kemp et al. 2006)	
March 27 (Th)	CNC: Chapter 13 Reader: Article 38 (Goldman, 2004)	
April 1 (Tu)	CNC: Chapter 14 Reader: Article 12 (Utne, 2005)	Worksheet #3 Due
April 3 (Th)	CNC: Chapter 15 Reader: Article 13 (Cohen & Kass, 2006)	
April 8 (Tu)	Exam 2	
April 10 (Th)		

TOPIC: BEREAVEMENT, GRIEF & FUNERALS

DATE	READING	COMMENT
April 15 (Tu)	CNC: Chapter 9	
April 17 (Th)	Klass & Walter (2001) E -reserves	
April 22 (Tu)	CNC: Chapter 10 Reader: Article 33 (Doka, 1989) Reader: Article 11 (Kaufman & Kaufman, 2006)	
April 24 (Th)	Reader: Article 35 (Rando, 1992-1993)	Short Project #2 Due
April 29 (Tu)	CNC: Chapter 11	
May 1 (Th)	Funeral Home Tour Reader: Article 30 (Macomber, 2005) Reader: Article 31 (Basier, 2004)	Proko-Wall, 1630 E. Mason; 468-4111

TOPIC: COMING TO THE END—
 Views of the Afterlife
 Death Education and Counseling
 Death Anxiety Revisited

DATE	READING	COMMENT
May 6 (Tu)	CNC: Chapter 19 Reader: Article #3 (Kehl, 2006)	Worksheet #4
May 8 (Th)	CNC: Chapter 1 Reader: Article 39 (Graham, 2004) ADEC Web Site: www.adec.org	Makeup Project Due

Note: Scheduling of topics and requirements may be revised

FINAL EXAM

May 20 (Tuesday) 1:00 – 3:00