Death and Dying
Fall 2018

Instructor: Dr. Susan Bluck
Email: bluck@ufl.edu  Office: McCarty C 506
Course: DEP 6059 (2204)
Place: Weil Hall 0279
Time: Tuesdays, Period 8-10 (3:00 pm – 6:00 pm)

Required texts/books:

Required coursepack: Available at Target Copy. 1412 W. University Ave., Ph: 376-3826

Office hours: I am very happy and interested to meet with you!! Please feel free to contact me to set up an individual appointment. I am also happy to meet with groups of students preparing class presentations.

Course overview. Death marks the end of aging, the end of our life cycle. It comes to all of us, but it is something most of us spend little time thinking about. How are death and dying represented in the media, in literature, and in scientific research? How are they experienced in our own lives? This course examines death and dying in our society from multiple perspectives, using a variety of sources. We touch on medical and clinical issues, but largely take a psychosocial view of death. The class is run as a lecture/seminar and will involve in-depth reading, with lots of in-class interaction. A required textbook will be used to introduce students to basic theories and concepts surrounding death and dying. Original research articles examining different methods used to study death and dying, and what has been discovered about this process, are required reading. Death and dying will also be critically examined as represented in popular culture (e.g., films, popular books). Students are encouraged to learn about death and dying from these multiple sources and must be willing to examine their own beliefs and feelings about this...life and death...topic.

Required Reading: Students are responsible for all of the required reading. You must complete the assigned readings (text/books and course pack articles) prior to class. I will sometimes review parts of the text in class lecture but much of the time you will be reading the text to build your own knowledge. Class discussion, participation and final exam performance depend on your completing all the readings. Brief quizzes will be given for each week in which readings from the text are assigned.
Teaching philosophy and course objectives:

Philosophy.
I. Tell me and I will forget. 
Show me and I may remember. 
Involve me and I will understand.
- Chinese proverb

II. “Scholars at the University of California at Berkeley have found that ... the Web alone now reaches over a half-billion pages, and the volume is growing by more than 7 million pages daily. No wonder we can't keep up with it all! In the flood of information, it's helpful to step back and ask ourselves, 'What are we doing as university educators?' An answer: our job as teachers is NOT to provide 'more information' but rather to help students understand how to make sense of it all, which is another name not so much for knowledge but perhaps for wisdom. At still another level, we can call it 'learning how to learn.' Whatever we call it, we know what it is and what it always has been: opening the mind, learning to ask the right questions.”
- Teaching Gerontology Newsletter

III. Death and dying is not something that any one of us can ever be an expert on. We've never done it! This class will however broaden our knowledge and understanding. Death is an emotional topic and one that brings out and sometimes challenges our feelings and values. Be prepared to share your own feelings and values, but also to accept other's feelings and values concerning the spiritual, moral, legal, and political aspects of death and dying.

Objectives.
Through text, lectures, books, original research articles, literary and film sources, and community speakers, this course will introduce you to major issues and concepts relevant to death and dying. Specifically, the objectives of this course are:

1. To gain an awareness of death and dying as a personal, social, and psychological issue.
2. To appreciate how death and dying are experienced at individual, family, and cultural levels.
3. To be introduced to research and research methods used to study death and dying.

Class Policy re Devices
Addicted to your phone? This isn't a good class for you. Cell phones, laptops, or other portable devices are not allowed in the classroom. Such devices must be kept in your knapsack, purse, etc., and not be taken out during class. This class requires in-person listening and discussion.

University Policies
Academic dishonesty (plagiarism, cheating, etc.) will not be tolerated and will be handled according to UF policy. Don't even think about it. It could ruin your career. Students requiring accommodation should contact the Office for Students with Disabilities, 392-1261, ext. 143. That office will provide documentation to the Instructor concerning accommodation of student needs.
**Grading and Evaluation - Exams and Assignments:** The **Final Exam** will be short essays based on required readings, lectures, research presentations, guest speakers, and class discussions. The Final Exam will cover important constructs and major themes from across the semester, but will *not* focus on details. There will also be eight **Text Reading Quizzes** throughout the semester. These will be multiple choice (7-8 questions) based directly on the week’s text readings. Besides the final exam and quizzes there will be several class assignments as outlined below.

The assignments require class discussion so students are expected to read and otherwise prepare so that they can participate fully in class. You may be asked to think aloud or answer questions during class, to share your experiences, and to read or demonstrate things to the class. Always look ahead in the syllabus to see what readings or assignments are due for the next week. There are **several small assignments** that must be completed, and will be graded Satisfactory/Unsatisfactory. For the more **in-depth assignments**, a letter grade will be given. You must be willing to work responsibly in groups as well as on your own.

Final grades will be based both on the assignments and on the exams as shown by the points system listed below and in site Gradebook. **Late assignments are never accepted.** There will be make-up exams only in documented emergency cases. The nature of this course and the material require that all grading is not of the “right” versus “wrong” answer type. Answers to questions concerning death and dying do not always have “correct” answers, so you will sometimes be graded on your thoughtfulness, insight, creativity, knowledge, and spoken and written ability to communicate.

**Class assignments - Descriptions and due dates.**

Your grade is based on the following assignments and exams. The rubric I use for assignments #3 & 4 appear below and in the site Gradebook. The nature of some of these assignments requires grading of not only basic factual knowledge, but your ability to insightfully and creatively integrate materials and ideas. All assignments MUST be typed and stapled. When citing references, use APA style, [www.library.cornell.edu/newhelp/res_strategy/citing/apa.html](http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html) **Total course points = 500**

### Requirements

#### Evaluation

1. **S/U assignments**

   These assignments are graded S/U and will be handed in during class. Attendance at class when this material is discussed is necessary to receive an S. Assignments cannot be handed in outside of class. S will be assigned if a student shows thoughtful, careful completion of the assignment: If a U is assigned, only half points are given. If not completed, the grade is 0.

   Copy and hand in Self-Inventory #2 & #3 from text: **Due in class: September 4** (30 points).

   Book group questions - individual student presentation: **Due various dates** (20 points).

   Film review 1, 11, & 111: **Due in class** the day that film is shown (3 x 15 = 45 points).

2. **Text reading quizzes x 8**

   There is no midterm but there will be eight quizzes throughout the semester. **Check ‘week by week’ for dates. First Quiz is Sept. 4.** These will be multiple choice, 7-8 questions, based directly on the week’s readings. These are simply to help you keep up with the reading. We will not discuss the answers in class.

3. **Death Education**: Group and individual presentations

**Requirements Evaluation**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. S/U assignments</td>
<td>95 points</td>
</tr>
<tr>
<td>2. Text reading quizzes x 8</td>
<td>120 points</td>
</tr>
<tr>
<td>3. Death Education: Group and individual presentations</td>
<td>85 points</td>
</tr>
</tbody>
</table>
This project has two parts that unfold across two consecutive weeks. The first is to work together with all other grad students to teach the class about Innovations in Death Education. The second is for each of you to individually do a short pitch to the class on a new, innovative idea for Death Education. Both are described below.

**October 30, in class: Innovations in Death Education**

For this part of the project, grad students will work in a group to teach the class for about 50 minutes. The goal is to introduce undergrads to several national initiatives in Death Education. Reviewing each of several education initiatives forms the core of the group presentation but you should also involve the class. That is, you should create a ppt to teach from but should also think of creative ways to facilitate class discussion, participation. Feel free to do what you can to bring your topic to the class as interestingly as possible. You will also be asked to evaluate each of the other members of your own group in terms of their contribution to the presentation.

Initiatives to review: Death over Dinner, [www.deathoverdinner.org](http://www.deathoverdinner.org) (see also Death Café); Before I Die Walls, [www.ted.com/talks/candy_chang_before_i_die_i_want_to](http://www.ted.com/talks/candy_chang_before_i_die_i_want_to); Postcards from Life to Death, [https://www.facebook.com/postcardsfromlifetodeath/](https://www.facebook.com/postcardsfromlifetodeath/); ALS Ice Bucket Challenge, [https://www.youtube.com/watch?v=6HavkC40dlI](https://www.youtube.com/watch?v=6HavkC40dlI) and/or Resilience Gives, [https://www.resilience.gives/](https://www.resilience.gives/)

**November 6, in class: Death Education: What’s Next?** For the Innovations in Death Education you worked in a group to review several existing initiatives that raise awareness, educate the public on death-related issues. Your goal in this part of the project is to pitch your own individual innovative idea — in about 12 minutes in class. What will be the ‘next big thing’ in death education? This can be a physical or virtual initiative and come from any disciplinary perspective you want (e.g., visual, theatrical arts, historical focus, creating built objects or environments, science-based learning, music, etc). You want to think of something that could ‘go viral’ or ‘catch on’ in the way that, for example, Before I Die Walls did. Organize your ppt presentation to include: (1) pitching your idea (i.e., describe your initiative); (2) plan for launching (e.g., How would this be carried out? Who are you targeting, what will they do, is it online or in person or both?); (3) What specific educational/awareness outcomes would you be hoping to facilitate with this initiative?

The only thing to hand in for this assignment is your ppt slides. Please send to me by email, bluck@ufl.edu before or on November 6.

4. **Death in Science: Annotated Bibliography**

   **Due: November 27, 3:00 pm, in class.**

   The goal is to build your expertise in the focused area of the scientific literature on death and dying that is of most interest to you. Acceptable general topics include: Understanding Grief; Suicide and its Prevention; Cross-cultural Death Practices; Personal Attitudes towards Death; Death, Religiosity and Spirituality; and Death-related Issues in Healthcare.

   **Good idea to start this earlier in the term and complete final version of your term project for hand-in this week. Consult me any time in the term for feedback on specifying your topic. I’m happy to make sure you are on track before you get started!**

   Within the general topic you have chosen from above, identify a precisely defined focus area that is of specific interest to you. Think of this assignment as if you were preparing to do a literature
review in order to propose and design an empirical study. Clearly and narrowly defining your question of interest will lead to a successful bibliography. Once you have a topic, read in that area to find ten highly-relevant, recent, academic articles to review. Most articles should be factual (i.e., empirical research) but you may use one or two other sources (i.e., chapters, books). Begin your bibliography with a one-page double-spaced introduction that identifies your general topic and your specific research question (i.e., your intro should propose a question and then say why this an interesting question? Why are you framing the question the way you do? How does it fit in a larger literature or address a real-world issue?). Next give a full correctly cited (APA Style) reference for each article, followed by a summary (200-400 words total) of (i) the main topic and major findings, and (ii) how these findings are specifically relevant to your question. For (ii), make sure to create a logic that links each article very specifically back to answering the focused research question you have identified.

**Hand in written paper** (double-sided print, double-spaced typed pages, 12 point font, .5 inch margins).

5. Final exam, in class **December 4, 3 pm.** 80 points
Rubric for assignments #3-4.

Assignment #3: Death Education

Group presentation: Innovations in Death Education
- Review of death education initiatives: _____/20
- Use of relevant external sources: _____/10
- Creativity in presentation: _____/10
- Ability to stimulate class discussion/involvement: _____/10

Individual presentations: Death Education - What’s Next?
- Quality of idea pitched: _____/10
- Comprehensiveness of plan for launch: _____/10
- Clarity re: expected education/awareness outcome: _____/10
- Quality, visual interest of ppt slides: _____/5

Total _____/85

Assignment #4: Death in Science

Introduction with general topic and specific research question: _____/10

For each of 10 articles, up to 11 points each:
- Correctly cited reference: _____/1
- Summary of:
  - (i) Main topic and major findings: _____/5
  - (ii) Relevance/connection to your research question: _____/5

Total _____/120

Grades
- A = 90.00%+
- A- = 89.00 – 89.99
- B+ = 87.00%-88.99%
- B = 80.00%-86.99%
- B- = 79.00 – 79.99%
- C+ = 77.00%-78.99%
- C = 70.00%-76.99%
- D+ = 67.00%-69.99%
- D = 60.00%-66.99%
- F = less than 60.00%
Death and Dying - Week by Week

**August 28: Introduction to each other and to death…**
Review syllabus
Why are we here? Class introductions
Film: Surviving Death

Assignment for next week: Do Self-Inventory #1-4 from Kastenbaum Chapter 1. Bring a scan/copy of Self-Inventory 2 and 3, signed and stapled, to hand in during class.
Reading for next week: Kastenbaum text, Chapter I.

**September 4: Thinking about death**
*Text reading quiz - Answers*
Lecture
Self-Inventory 2 & 3: Discussion and hand in.
Studs Terkel reading (in class)
Organization of small groups for book discussion/group presentations.

Assignment for next week: Next week’s theme is “People killing people.” Part of your homework is to visit memorial sites for Sept 11 and be ready to talk about your feelings about the terrorist attacks. You can find multiple sites for Sept 11 on the web, but particularly watch the news vid at [https://www.youtube.com/watch?v=HeX3ffQeI](https://www.youtube.com/watch?v=HeX3ffQeI) and the memorial vid [https://www.youtube.com/watch?v=8oOW-1OwtCA](https://www.youtube.com/watch?v=8oOW-1OwtCA) What are your emotional reactions to this news report and memorial video?
Reading for next class: Kastenbaum text, Chapter 8.

**September 11: September 11 and beyond: people killing people**
*Text reading quiz - Answers*
Lecture: September 11
Student’s views on 911 and reaction to 911 websites
Lecture: Murder and violence
Studs Terkel reading, p. 45 (in class)

Reading for next week: Kastenbaum text, Chapter 7.

**September 18: Suicide: people killing themselves**
*Text reading quiz - Answers*
Film: Harold and Maude
Film review 1 in class and Discussion

Assignment for next week: Think about whether you are in favor of, or against, legalizing physician assisted death. What are the pros and cons of having a ‘right to die’?
Reading for next week: Kastenbaum text, Chapter 9; Coursepack: Why do we want the right to die? A systematic review of the international literature on the views of patients, carers and the public on assisted dying AND two newspaper articles: The right to die, and Karen’s last day.

**September 25: Euthanasia and the ‘right to die’**
*Text reading quiz - Answers*
Lecture: The ‘right to die’
Group Research Presentation #1: The ‘right’ to die
Reading for next week: Final Gifts, pp. 1 - 112; Coursepack: Place of death and the differences in patient quality of death and dying and caregiver burden.

October 2: Final Gifts I: Caring for the dying, learning from the dying
Guest Speaker: Clay Clement, Former Professional Liaison, Haven Hospice, www.havenhospice.org
*Final Gifts* Discussion Groups: Focus questions - student presentations (Student #1)
Group Research Presentation #2: **Quality of Death & Caregiver Burden**

Reading for next week: Final Gifts, pp. 113 - 231; Coursepack: Earliest experiences with death.

October 9: Final Gifts II ... and Children and death
*Final Gifts* Discussion Groups: Focus questions - student presentations (Student #2)
Group Research Presentation #3: **Children & Death**
Guest Speaker: Gillian Mangan, UF Streetlight Program, http://streetlight.ufhealth.org/

Reading for next week: Kastenbaum text, Chapter 10

October 16: Death in childhood: losing a child
*Text reading quiz - Answers*
Guest Speaker: Gay Hale, former member, Compassionate Friends Support Group, https://www.compassionatefriends.org/home.aspx
Film: Founding of the Compassionate Friends
Lecture: The dying child

Reading for next week: Kastenbaum text, Chapter 4 & 5; Tuesdays with Morrie, pp. 1 – 40. Check out this site on Before I Die walls, www.beforeidie.city

October 23: Adulthood. Dying I: The Pathway to Death
*Text reading quiz - Answers*
Lecture: Dying.
Reading from Tuesdays with Morrie - student to be selected
Tuesdays Discussion Groups: Focus questions - student presentations (Student #3)
**Guest Speaker:** Cathy Silloway, LCSW, ACHP-SW, Palliative Care Consult Team, UF Health

Reading for next week: Tuesdays with Morrie, pp. 41 – 129; Coursepack: Factors Considered Important at the End of Life by Patients, Family, Physicians, and Other Care Providers.

October 30: Dying II: “A ‘Good’ Death?”
Reading from Tuesdays with Morrie - student to be selected
Tuesdays Discussion Groups: Focus questions - student presentations (Student #4)
Group Research Presentation #4: **End of Life Factors - What is a “Good Death?”**
Graduate Student Presentation: **Innovations in Death Education**

Reading for next week: Tuesdays, pp. 130 – 192; Coursepack: Greed, death and values.
Website: Feel free to visit http://theconversationproject.org/ to begin thinking about how people make plans for the end of life.
November 6: Dying III...."Planning to die; thinking about death."
Group Research Presentation #5: Thinking about Death
Grad Student Presentations: Death Education: What's Next?
Reading from Tuesdays with Morrie - student to be selected
Tuesdays Discussion Groups: Focus questions - student presentations (Student #5)

Reading for next class: Kastenbaum, Chapter 11 & Chapter 12

November 13: No class. Time to finish up Death in Science Assignment.

November 20: Disposing of the body; funerals and memorials
Text reading quiz - Answers
Film: Death, An Overview
Film review II in class with Guest Speaker Dana Lucas, Lic. Funeral Director,
Embalmer, State Anatomical Board, http://anatbd.acb.med.ufl.edu/
Lecture: The funeral process
Final exam information and hand-out.

Reading for next week: Kastenbaum, Chapter 13
Assignment due November 27: 'RIP,' Undergrads should come to class prepared to discuss your
paper & read your obit, etc. Grad students to join discussion.

November 27: Remembering the dead. Do we survive death?
Text reading quiz – Answers
Student discussion/hand-in: 'RIP Assignment' (undergrad); Death in Science (grad)
Film: Beyond Life and Death
Film review III and Discussion

December 4: Final exam.
Group research presentations: List of research articles in the course pack

Group #1 Research Presentation: The ‘Right’ to Die

Group #2 Research Presentation: Quality of Death and Caregiver Burden

Group #3 Research Presentation: Children & Death

Group #4 Research Presentation: What is “a Good Death?”

Group #5 Research Presentation: Thinking about Death

*******************************************************************************

Group membership

I am in Group ____.

List the names and email of your ‘groupmates’ including your own name. Everyone in your group should list the names in the same order, i.e., everyone needs to agree on who is Person 1-5.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email or other contact info</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>