This course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, ethical, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. As this is a core course, it has been designed to introduce you to sociology by emphasizing the sociological approach to these issues and by contrasting the sociological approach to those reflected in several other approaches, including: the historical approach, the psychological approach, the anthropological approach, and the like. One goal of this course is to introduce you to the history and methodologies of the discipline of sociology. Toward that end, you will be reading and I will give a number of lectures that put these issues in historical context. Where appropriate, we will link discussion of these issues to classical studies in sociology. One example will be our discussion of Durkheim's very important work on suicide. The course will also expose you to a range of different methodological approaches used in sociological research including historical analysis, cross-cultural analysis, qualitative field studies, the analysis of aggregate data, and survey research.

There are a number of other goals we seek to achieve in a core course such as this: One is to integrate material from culturally diverse perspectives. Toward this end, we will be discussing how death-related beliefs and practices in the United States differ from those in other countries around the world. We will draw on anthropological resources for similar reasons. Where appropriate, we will highlight gender, race and class differences.

The course will offer an opportunity to formulate, analyze, and deepen your own opinions on a number of issues. This will be particularly true with respect to our discussions of suicide, euthanasia, and medical ethics. The central goal here is to help you work out your own personal philosophy with respect to many death-related practices and ethical issues. My hope is to get you to rethink some of your taken-for-granted views on such issues. You may end up rethinking some of your views about American funerals when you find out how people in Borneo react when told about American practices. You may end up rethinking your views about how to deal with grief after an analysis of the consequences of some of the alternatives. You will be given the opportunity to work on your personal philosophy with respect to doctor-assisted suicide and euthanasia for the terminally ill. You will be asked to work out your personal philosophy with respect to a number of ethical issues we as a society are confronted with, such as whether or not those who have been declared brain dead biologically should be kept alive for the primary purpose of their parts being utilized through transplantation, (i.e., as organ donors) for others, over subsequent days, weeks, months, or years. You will also be asked to evaluate the evidence with respect to near-death experiences and assess what impact, if any, this evidence has on your own thinking about afterlife.

In this course we deal with a number of what can be called perennial questions. The topic of death itself is one of these issues. In our analysis of death-related issues and ethical questions we will touch on many death-related perennial questions, such as: To what extent are our beliefs about death largely social constructions, i.e., products of our culture? Is there a best way to die or will what is an “appropriate” way to die vary a great deal from one person to another? To what extent are our lives driven by our need to deny the reality that each of us will one day die? Is it preferable to die at home or in a hospital or in a hospice? How extreme can the reaction to the death of a loved one be and still be considered within the realm of “normal?” How do children form their conceptions of death and how do those conceptions change over time? Is suicide ever justified? Is euthanasia ever justified? Is the death penalty ever justified? Do we survive death?
COURSE REQUIREMENTS:
1. Mid-Term Paper (15 points): Due Thursday October 4 (Topics 1, 2, and 3)
2. Mid-Term Exam (25 points): In class Thursday, October 18 (Topics 1, 2, and 3)
3. Final Paper (15 points): Due Thursday October 25 (Topics 4, 5, 6, 7)
4. Final Exam (25 points): December 18 at 9 am. (Topics 4, 5, 6, 7)
5. In-class essays (20 points): There will be frequent, generally unannounced, brief essays in class. However, in some cases the topics will be announced in advance and may even call for some online searching in preparation for the essay to be written in class on a specified day. There will be 13 such essays during the term. Your grade will be based on the best 10 of the essays that you do. Each will be graded 0 or 2 (there will never be partial credit). That means that each person will be able to miss up to three of the essays without any loss of credit. However, it also means that it will be very difficult to get permission to make up essays missed beyond the first three. The reason for allowing you to drop three essays is to do away with the need for notes from doctors and the like. If, for example, you miss four essays and you hope to not lose credit for that fourth essay that you missed, you will need notes from doctors, nurses, deans, and coaches, etc. for each of the that you missed (if it involved an essay), not just the day of the fourth essay that you missed. Thus to be safe, each time you do miss an in-class essay and you have what you believe I will accept as a justifiable reason for not being in class, keep very thorough documentation (including names and phone numbers for me to call) of the reason you were not in class. Save that documentation; do not send or bring any of this documentation to me until you need it, that is, until and unless you will need it to make the case to be excused from having missed a fourth essay. You would then turn all of the documentation in at the end of the semester and at that point I will decide whether the case is strong enough to allow credit for any missed essays above three. If you are at all unclear about this set of rules, please come to see me (or the TA) for clarification. If you end up with full credit (i.e. credit for 10 or more essays) you get 20 points for the in-class essay component of the course. The maximum credit you can get from the essays is 20 points. The number of points for this component of the course drops by 2 points for each essay under 10. So if you have credit for 9 essays, you get 18 points; if 8 essays, it will be 16 points, etc. Everyone gets sick from time to time or has a doctor’s appointment or an important job or graduate school interview. So please be very careful not to miss class except when you must do so.

HANDOUTS ON THE PAPERS AND EXAMS:
Handouts with detailed instructions will be distributed well in advance of the due dates for the papers and the exams. The mid-term paper will be a take home 1,500 word essay addressing a thesis or research question linked to one or more of the readings, lectures, or films for topics 1-3. The final paper will be a similar essay linked to one or more of the readings, lectures, or films for topics 4-7. The mid-term exam will cover all of the readings, lectures, and films relating to topics 1-3. The final exam will cover all of the readings, lectures, and films relating to topics 4-7.

COURSE GRADING:
To compute the final grade for the course, I first compute the total score for the mid-term paper, the mid-term exam, the final paper, the final-exam and the in-class essays. Then a course grade is assigned as follows: 95 and over (A), 90-94 (A-), 85-89 (B+), 80-84 (B), 75-79 (B-), etc. Each grade step for A- and below is 5 points wide.

WHAT HAPPENS IF YOU ARE NOT PRESENT FOR AN EXAM? If you remember there is an exam while the exam is still in progress, come directly to class and speak to me or the TA. Under most circumstances it will be possible to work something out with no loss of time to take the exam or loss of credit. If you are unable to do that, as soon as you are aware that you have missed the exam (or know that you are going to miss an exam), immediately contact me or the course TA. There will generally be a penalty for missing an exam with the size of the penalty a function of the reason for missing the exam unless you are in the hospital, on an athletic team playing out of town, etc. I do not give permission to take an exam early or to take it late even when you have several exams on the same day or have purchased a non-refundable air ticket, etc. If the reason you miss the class is a medical emergency, bring a note from the appropriate medical person with a name and a phone number for me to call. If the reason is a funeral, please provide an explanation of the relationship (e.g., my grandmother), the name and phone number of one of your parents, and a copy of the obituary. Exceptions will be made for athletes who must be away for games so long as they have letters from their coaches, have come to see me in advance, and we have agreed to a time and date for the make-up before the exam day.

REQUIRED TEXTS: (All three books will be in BC bookstore)
1. The Death of Ivan Ilyich (Bantam Books edition 1981) by Leo Tolstoy
2. Tuesdays with Morrie (Doubleday, 1997) by Mitch Albom
All of the readings listed below are available on reserve at O’Neill Library. You should buy the two books, but you will be able to download most, if not all of the articles.

In addition to the readings listed below it is likely that a few additional full-length articles and a few short articles will be distributed by e-mail during the semester or put on reserve at O’Neill Library.

TOPIC 1: FINISH THESE READINGS BY Sept 18
INTRODUCTION: ATTITUDES ABOUT DEATH
HISTORICAL AND CROSS-CULTURAL PERSPECTIVES
AIDS AND PLAGUES
1. “Facing Life with a Lethal Gene”
   by Amy Harmon
2. “Death in Popular Culture”
   by Michael C. Kearl
3. “The Terror of Death”
   by Ernest Becker
4. “Imagining the Downside of Immortality”
   by Stephen Cove
5. “The Good Short Life”
   by Dudley Clendinen
6. “Death and Budgets”
   by David Brooks
7. “Mother Shall I Put You to Sleep?”
   by Shahina Kk
8. “Preventing the Global Spread of AIDS”
   by Gregory E. Pence

TOPIC 2: FINISH THESE READINGS BY Oct 4
THE TERMINAL PHASE OF LIFE
DYING IN VARIOUS SETTINGS
9. Tuesdays with Morrie (read the entire book)
   by Mitch Albom
10. “Learning to Fall”
    by Philip Simmons
11. On Death and Dying, Chapter 3
    by Elisabeth Kübler-Ross
    by Francis D. Glamser and Donald A. Cabana
    by David Sudnow
14. The Death of Ivan Ilyich (entire story, skip the introduction by Blythe )
    by Leo Tolstoy
15. “Social Construction of the ‘Dying Role’ and the Hospice Drama”
    by Debra Parker-Oliver

TOPIC 3: FINISH THESE READINGS BY Oct 16
FUNERAL PRACTICES AND MORTUARY RITUALS
    by Jessica Mitford
17. “Death Be Not Strange”
    by Peter Metcalf
18. “How Different Religions Pay Their Final Respects”
    by William J. Whalen
TOPIC 4: FINISH THESE READINGS BY Oct 30
GRIEF AND BEREAVEMENT
CHILDREN AND DEATH
   by Elizabeth Kubler-Ross and David Kessler
20. “Disenfranchised Grief”
   by Kenneth J. Doka
21. “The Death of a Child” (Ch. 26)
   by Beverly Raphael
22. “Worlds of Dying Children and Their Well Siblings”
   by Myra Bluebond-Langner
23. “The Aquarium”
   by Aleksandar Hemon

TOPIC 5: FINISH THESE READINGS BY Nov 29
MEDICAL ETHICS, EUTHANASIA, and SUICIDE
24. “The Terri Schiavo Case” (pp. 31-38 in Chapter 2, Comas)
   by Gregory E. Pence
25. “Harvesting the Dead”
   by Willard Gaylin
26. “When Does Death Start?”
   by Darshak Sanghavi
   by Michael C. Kearl
28. “Hard Choice for a Comfortable Death: Sedation”
   by Amemona Hartocollis
   by Robert Jay Lifton
    by Albert Axell and Hideaki Kase
    by Keith Harrary

TOPIC 6: FINISH THESE READINGS BY Dec 4
VIOLENT DEATH
32. “On the Role and Meaning of Death in Terrorism”
    by Lee Garth Vigilant and John B. Williamson
33. “Rwanda—The Legacy of Inequality”
    by Neil Kressel
34. “Capital Punishment in the United States”
    by Stephanie Picolo Manzi

TOPIC 7: FINISH THESE READINGS BY Dec 6
BEYOND DEATH
35. “Vigor Quest”
    by Tom Dunkel
36. Living to 100 and Beyond
    by Sonia Arrison