

**Course:** *Death and Dying, SCWK/HUMN 3163*  
**Semester:** **SUMMER 2009**  
**Location:** **SCIENCE ENGINEERING 403**  
**Time:** **9:10 am**

## COURSE OUTLINE AND READING ASSIGNMENTS

### Instructor

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Prof. John E. King  
Professor  
School of Social Work  
RM 214 ASUP, 575-2957  
jking@uark.edu

### **Office hours: by appointment**

The primary purpose of this course is to prepare the student to increase their understanding of the concept of death through exploration of death and dying in art, literature, philosophy, theology, and social sciences. These goals will be accomplished through lecture, discussion and the utilization of presenters from diverse disciplines. This course is constructed to stimulate student learning, to think about and possibly accept the inevitability of death and its causes.

At the end of the semester, each student will have:

### **Knowledge:**

1. Reviewed societal and individual response models to the salient issues embedded in the phenomenon of death and dying. (**Problem-Solving**)
2. Review social work roles in caring for the dying population. (**Professional Role**)
3. Become aware of the important elements of personal death within a social symbolic context (**HBSE**)
4. Increase sensitivity to the multi-dimensional nature of death and dying in our modern day culture. (**Practice**)
5. Understand how to focus policy issues about death and dying on individual, community and national needs. (**Policy**)

### **Skills:**

1. An option to pursue a project that integrates knowledge of death and dying into real-world activities. (**Practice**)
2. The ability to ground responses to death and dying issues in research content. (**Research**)

## Values:

1. Examined the implications in American society of diverse issues on the phenomenon of death and dying. (**Diversity**)
2. Increase the knowledge base of thanatology with special emphasis on moral, legal, and ethical implications of dying in the U.S. (**Values and Ethics**)

## REQUIRED TEXTBOOKS:

- A. The Last Dance. Encountering Death and Dying. DeSpelder/Strickland, Eighth Edition
- B. Dying, Death, and Bereavement. Annual Editions , Dickinson/Leming, ***Tenth Edition***

## GRADING:

- I. MID-TERM (July17) – **35 points**
- II. FINAL EXAM (**August 7**) – **35 points**
- III. PROJECT – **15 points** (Due August 3, 2009)
- IV. ATTENDANCE – **15 points**: Only University excused absences will result in adjustments. If seeking excused absences for religious reasons, you must provide the instructor with a schedule of these holidays before the completion of the first week of class. Make sure you sign the attendance form when it is circulated.

## A. ACADEMIC HONESTY

Students are expected to conduct themselves in accordance with the highest standards of honesty and integrity. Academic dishonesty or cheating includes, but is not limited to the following:

1. Copying from another student's test paper at all.
2. Using unauthorized materials or notes during a test.
3. Collaborating during a test with any other person by giving or receiving information.
4. Stealing, buying, or otherwise obtaining all or part of the test.
5. Selling or giving away the test.
6. Substituting for another student or permitting any other person to substitute for you to take the test.

If it is determined that you have violated academic ethics during this course, I will assign you a failing grade instantly. I will also report the violation to your dean and to the university judiciary system.

## **B. INCLEMENT WEATHER POLICY**

If the university is open, the following is my policy on how you should handle inclement weather:

1. I will be at the class
2. A message regarding the class will be left with the School of Social Work main office at 575- 5039.
3. Students should be responsible and not risk life, limb, or vehicle to come to class, but should turn in a written memo at the next class for our record keeping.
4. Materials covered in classes under this policy will be part of the exam process.
5. Absent students need to get notes from one of the students in attendance. The graduate assistants cannot give you their notes.

## **C. AMERICANS WITH DISABILITIES ACT**

If you have a need for which you will request reasonable accommodation, please contact the Center for Students with disabilities in room 104 of the Arkansas Union. Their number is 575-3104.

## **OPTIONS AND REQUIREMENTS FOR THE SPECIAL PROJECT**

Students may choose one of the following to complete the special project requirement for the class. Note the possible project options for students wanting to do something other than the article collection. **DUE DATE: August 3**

1. **Article collection:** Article collection topics are based on your last name. See below for your article collection topic.

**A-E      Cremation**

**F-K      Grief Work**

**L-S      Ethnic Cleansing**

**T-Z      Death Anxiety**

Copy the one form in this syllabus and use one copy per article. Follow the directions on the form. Remember to put your name on all forms in case they become separated.

2. **Concept Paper-** draft a concept paper to seek funding support for your idea on a research death and dying study.
3. **Internet Demographics Project.** (see the teacher).

4. **CPR Training:** complete training during semester.
5. **Term Paper:** Select one of the topics from the article collection option .
6. **Cemetery walk:** Dates and requirements to be announced.
7. **Other:** Initiative is encouraged. See me or e-mail proposal to Prof. King for approval prior to starting the project.

#### **COURSE OUTLINE (Weekly Reading Assignments)**

| <b>Topic</b> | <b>Readings Due</b>   |
|--------------|---|
| 1.           | <p><b><i>Introduction /Death Anxiety:</i></b><br/>           A-De Spelder- Ch. 1 (pp. 1-5; p. 23-26, 31-34), and Ch. 14 (pp. 521-522);<br/>           B-ARTICLE #1, 2 &amp; 19 from the reader</p>  |
| 2.           | <p><b><i>Definition of Death: Legal, Medical, Personal, and Philosophical:</i></b><br/>           A-De Spelder- Ch. 4 (pp.138-150; 39), Chp. 2;<br/>           B-ARTICLES #4 and #7 from the reader</p>   |
| 3.           | <p><b><i>Ethical Issues in Death and Dying; The Extraordinary Prolongation of Life and Euthanasia:</i></b><br/>           A-De Spelder- Ch.6;<br/>           B-ARTICLES #3, 5, 6 13, 18, 20, 21, 22, 23, 24, 26 and 27<br/>           from the reader</p> |
| 4.           | <p><b><i>Demographic Factors Related to Death:</i></b><br/>           A-De Spelder- Ch.1 (pp. 34-45)<br/>           B-ARTICLES #8, 10 and 14 from the reader</p>  |
| 5.           | <p><b><i>Western Attitudes toward Death; Death Deniers in American Society:</i></b><br/>           A-De Spelder- Ch.1 (pp. 6 - 26), and Ch.3 (pp. 92-101);<br/>           B-ARTICLE - no article</p>  |
| 6.           | <p><b><i>Stages of Death and Dying Experience:</i></b><br/>           A-De Spelder- Ch.7,<br/>           B-ARTICLE – no articles from the reader</p>  |

7. ***Communications and Counseling with the Terminally Ill:***  
A-De Spelder-  
B- ARTICLES #9, 38 and 39 from the reader.

**MID-TERM (July 17) (bring pen, pencil, and scantron)**

8. ***The Survivors; Mourning and the Process of Grief Work:***  
A- De Spelder- Ch. 9, Ch. 11;  
B- ARTICLES #32, #33, #34, #35, #36 and #37 from the reader

- 9.. ***Cultural Variations in Response to Death and Dying: and Near Death Experiences:***  
A- De Spelder- Ch.3 (pp. 86-92; 102-125);  
B- ARTICLES #11 and #12

- 10 ***Intentional Death; Suicide, Homicide, Death Penalty***  
A-De Spelder Ch.12, and Ch.13;  
B-ARTICLE #25

- 11 **Intentional Death – continued**  
**SAME READINGS**

12. ***The American Way of Passing On: Funerals***  
A-De Spelder- Ch.4, pg 128-138; Chp. 8, pg. 273-295;  
B-ARTICLES #28, #29 and #31 from the reader

13. ***The American Way of Passing on; The Law, Cemeteries;***  
A-De Spelder- Ch.8 (pp. 296-309) and Ch.15,  
B. Articles # 30,

- 14 ***Community Resources***  
A. DeSpelder – Chap. 5 and 10  
B. ARTICLE #16, #15, and #17 from the reader

**FINAL EXAM (7 August 2009)**

Option 1

**Article Collection Project**

Name of student: \_\_\_\_\_

College Major: \_\_\_\_\_

**Find five articles about your topic. Photocopy the first page of each article (to be turned in with this form). On the cover sheet identify the most important concept, ideas, or fact concerning the article. (At least one article must be from 2006 and the other four articles from publications no earlier the 1998). Use professional journals from Library or Internet.**

**DUE DATE: August 3, 2009**

ARTICLE TITLE: \_\_\_\_\_

JOURNAL NAME: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

PUBLICATION DATE: \_\_\_\_\_

**MOST IMPORTANT IDEA, CONCEPT OR FACT:**  
(No More Than One Paragraph)

**Option 2**  
**Research Concept Paper**

*This is an exercise for developing a proposal to have a research project funded.*

Funding Source:

Research Focus/Title:

Funding Amount Requested:

Proposed Primary Investigator:

**1. Implementation Date:**

*How long will the research occur?*

**2. Funder's stated goals and objective (briefly stated)**

*What does the funder want to accomplish by paying for your research?*

**3. Proposed Project:**

*What are you planning to research?*

**4. Proposed Collaboration/Partners:**

*Who will be involved in helping to get the project done?*

**5. Proposed Products or Deliverables:**

*(Report, Article, outline, resource list, literature review)*

**6. Research Implications and what do you see as the implication of this project?**

*What do you see as the research implications of this project?*

**7. Identify Budget Needs:**

**-Staffing**

**-Supplies**

**-Equipment**

**-Travel**

**-Work Space**

### Option 3 Term Paper

**This project is due: August 3, 2009**

**Requirements for the term paper:**

*Select one of the topics from the article collection option, and respond to the following instructions.*

1. The paper must be at least 10 pages, double-spaced, in length (excluding title page and references).
2. The font size for the paper must be no more than 12 point in size with margins no more than 1" on any side.
3. APA format must be used for the paper including the use of quoted material and the references to be placed at the end of the paper. If you have questions related to using APA format please see one of the TA's for format guidelines.
4. You need to include at least 4 distinct references, excluding lecture, with 2 of the references published no earlier than January 1, 2000.
5. All papers must be written individually.
6. Do not just merely discuss your opinions concerning the subject you have chosen. You need to include evidence that supports your argument.
7. Use the following format and section titles.
  - A. Introduction: (1 page) Identify the key issues to be discussed
  - B. Discussion: (5 pages) Describe each of the points in logical order as to their relevance to the topic.
  - C. Implication: (3 pages) How would you use the information in practice, policy, or individually.
  - D. Conclusion: (1 page) Summarize the points made

## Suggested Internet Resources

AARP Grief and Loss Programs

[www.aarp.org/griefandloss/organizations.html](http://www.aarp.org/griefandloss/organizations.html)

AIDS Resource Foundation for Children

[www.community.nj.com/cc/aidsresource](http://www.community.nj.com/cc/aidsresource)

American Sudden Infant Death Syndrome Institute

[www.sids.org](http://www.sids.org)

Americans for Better Care of the Dying

[www.abcd-caring.org](http://www.abcd-caring.org)

Association for Death Education and Counseling (ADEC)

[www.adec.org](http://www.adec.org)

Bereavement and Hospice Support Netline

[www.ubalt.edu/www/bereavement](http://www.ubalt.edu/www/bereavement)

Candlelighters Childhood Cancer Foundation

[www.candlelighters.org](http://www.candlelighters.org)

Caregiver Network

[www.caregiver.on.ca:80/index.html](http://www.caregiver.on.ca:80/index.html)

Centers for Disease Control (CDC)

[www.cdc.gov](http://www.cdc.gov)

Children with AIDS Project

[www.adiskids.org](http://www.adiskids.org)

Concerns for Police Survivors (COPS)

[www.nationalcops.org](http://www.nationalcops.org)

Gilda's Club Worldwide

[www.gildasclub.org](http://www.gildasclub.org)

Growth House

[www.growthhouse.org](http://www.growthhouse.org)

Helping Children Deal with Grief

<http://users.erols.com/lgold>

The Kids' Place

[www.kidsplace.org](http://www.kidsplace.org)

The Melissa Institute for Violence Prevention and Treatment

[www.melissainstitute.org](http://www.melissainstitute.org)

Mothers Against Drunk Driving, (MADD)

[www.madd.org](http://www.madd.org)

National Center for Victims of Crime

[www.nvc.org](http://www.nvc.org)

National Council on Aging

[www.ncoa.org](http://www.ncoa.org)

National Hospice and Palliative Care Organization (NHPCO)

[www.nhpco.org](http://www.nhpco.org)

National Library of Medicine PubMed Project

[www.ncbi.nlm.nih.gov/PubMed](http://www.ncbi.nlm.nih.gov/PubMed)

National Public Radio: The End of Live-Exploring Death in America

[www.npr.org/programs/death](http://www.npr.org/programs/death)

National SIDS Resource Center

[www.circsol.com/SIDS/](http://www.circsol.com/SIDS/)

On Our Own Terms-Public Broadcasting System

[www.pbs.org/wnet/onourown/terms](http://www.pbs.org/wnet/onourown/terms)

Pain Consultation Center

[www.um-cprc.com](http://www.um-cprc.com)

Parents of Murdered Children

[www.pomc.com](http://www.pomc.com)

The Robert Wood Johnson Foundation-Last Acts

[www.lastacts.org](http://www.lastacts.org)

Starbright Foundation

[www.starbright.org](http://www.starbright.org)

Today's Caregiver Magazine

[www.caregiver.com](http://www.caregiver.com)