**Sociology of Death and Dying SOCY 3045-001**

**Syllabus Fall 2021**

**Class Meets Monday, Wednesday, and Friday 3:00 – 3:50 in Helems 252**

**Basic Needs:** We believe that in order to learn, students need to have their basic needs met: food to eat and a safe place to live. If you’re having trouble with either, the campus has some resources for you. If you’re facing food insecurity, reach out to [food@colorado.edu](mailto:food@colorado.edu), and they will work with you to find food resources. If you’re having trouble paying rent or facing housing insecurity, you can get in touch with these advocates: [Boulder County Housing & Human Services](https://www.bouldercounty.org/families/housing/rental-assistance/#about) at 303-441-1000 or [Off-campus Housing](https://www.colorado.edu/offcampus/) at [och@colorado.edu](mailto:och@colorado.edu) & 303-492-7053. For assistance with landlord-tenant matters, contact [Mediation Services](https://bouldercolorado.gov/community-relations/mediation-program) at 303-441-4364 & [mediation@bouldercolorado.edu](mailto:mediation@bouldercolorado.edu).  A [**Student Emergency Fund**](https://www.colorado.edu/studentaffairs/student-emergency-fund) has been created to support students experiencing a temporary financial hardship as a result of COVID-19. Other campus resources are available here (including mental health resources and [free therapy](https://www.colorado.edu/counseling/)). [Case manager resources](https://www.colorado.edu/studentaffairs/sscm) are also available to help you find appropriate campus and local resources. A 24/7 [**Suicide Prevention hotline**](https://www.colorado.edu/resources/suicide-prevention) is available for you: just call 303-492-2277. Please don’t hesitate to also approach me if you have trouble negotiating these resources.

**Course Description & Outcomes**

This course addresses sociological aspects of thanatology (the study of death and dying). We will analyze the social meaning of death and its normative treatment in western civilization, with a focus on the contemporary United States. By the end of this course, successful students will be able to:

* Describe and discuss specific theoretical perspectives of thanatology through various written exercises, including discussion posts, and essay questions on exams.
* Describe and discuss significant social influences in the meaning given death.
* Describe and discuss social influences on the experience of dying and of grieving.
* Apply sociological theory to analyses of contemporary controversial issues such as physician-assisted suicide.

**Instructor and Teaching Assistant Information**

**Please include the class title (Death and Dying) or number (3045) in all email correspondence.** With 300+ students in a typical semester, this saves us a tremendous amount of time looking up the information for every email. Even as we learn students’ names, it’s not easy to remember which class each student is in (and there are usually some students in more than one of our classes each semester).

*Students are expected to check both their individual CU email and the Canvas course site a minimum of every two days, Monday through Friday.*

**Instructor**

Liane Pedersen-Gallegos, Ph.D., Instructor (“Dr. Li”)

Pronouns: She/Her

Email: [liane.gallegos@colorado.edu](mailto:liane.gallegos@colorado.edu)

Office Hours: Mondays 9:00 – 11:00 AM

Office: Ketchum 159

The preferred method of communication (other than in person during office hours) is email. My second choice is a phone call. Please, no text messages.

Telephone: 303-818-4839

**Instructor Biography**

Liane Pedersen-Gallegos earned a Ph.D. in Sociology at the University of Colorado at Boulder. Dr. Pedersen-Gallegos (also known as “Dr. Li” by many students) earned a M.A. in Sociology at the University of Colorado at Boulder and a B.A. in Sociology/Psychology (double major) at the Metropolitan State College of Denver. Dr. Li worked 12 years as a research associate at the University of Colorado at Boulder. The focus of her research was the evaluation of pedagogical innovations in the teaching of physical sciences at the undergraduate and graduate levels, with an emphasis on student career development. Dr. Li was the co-director of Ethnography & Evaluation Research for 7 years and was the director for 3 years. Dr. Li has been teaching at the University of Colorado since January, 1985. She has taught 159 classes since then (as of August, 2021), the majority of which were at the University of Colorado. Of these, 66 classes were Sociology of Death and Dying classes.

**Teaching Assistant:** Sara Veljic

**Email:** sara.veljic@colorado.edu

**Office Hours:** Thursdays and Fridays 11am – 12pm (noon) | Additional Hours by Appointment

***Note: All office hours will be held remotely via Zoom. Please email me for a Zoom link if you plan to attend office hours, or to schedule a meeting outside of my office hours.***

**Email Policy:** Please message me from your university email address, and be sure to include our course number in your subject line (“SOCY 1022” or “SOCY 3045”). Allow 24 hours for response, excepting weekends and university holidays.

**Grading:** I will be the grader of your weekly reading posts, and some exam questions. Please reach out to me if you have questions or concerns about your grades, or need additional help. I genuinely want all of you to succeed in this course and believe you are more than capable of doing so.

**Teaching Assistant Biography**

Sara earned her BA in Sociology from NYU in 2015 and has been a graduate student in Sociology at CU Boulder since 2018. In addition to being your TA this semester, Sara is also a Research Assistant in the Department of Physics, on a project aimed at providing evidence-driven recommendations for improving gender equity in the field of physics. Sara is currently living in the wilds of Arizona with her partner, their 9-year-old daughter Sky (whom Sara homeschools), and their many pets. Though she will be remote, Sara hopes that you will feel free to reach out to her with any questions, concerns, or just to check in and introduce yourself.

**Support and Technical Information**

*Students are expected to check both their individual CU email and the Canvas course site a minimum of every two days, Monday through Friday.*

All the reading materials for this class are available online in the weekly modules on the “Home” page. In addition, the sources for the readings are cited on the syllabus so that you can access the original sources if you wish. There is no assigned textbook to buy.

This course includes embedded and streaming audio and video resources. Most modern browsers should be able to display this content. However, in some circumstances you may need to install the Flash or Quicktime media player. Should you have any difficulty accessing any of your course contents please contact the on campus IT help line at 303-735-HELP (4357) or online at: <http://www.colorado.edu/oit/> No special technology is necessary for this class. If you can stream movies on your computer, your computer should be adequate for this class. No special training or technical experience with computing is necessary for this class. Familiarity with word processing, navigating the web, and use of email should be sufficient. If, however, you find that you need assistance, your best source of support is the IT help line (referenced above), or of course, contact the instructor or teaching assistant for advice (email preferred, phone with more time-sensitive questions).

The “netiquette” promoted by CU generally is a good guide for this class as well. You can reference the CU policy at: <http://www.colorado.edu/policies/student-e-mail-policy> and the CU policy regarding student conduct in general can be found at: <http://www.colorado.edu/osc/sites/default/files/attached-files/OSC_Handbook_2014-15.pdf>

**Reading Assignments**

The amount of reading assigned each week is comparable, although it may be made up of several shorter, individual reading assignments or fewer, more in-depth assignments on other weeks. Every student is expected to complete all the assignments.  ***It is necessary to keep up with the readings and the assignments in order to succeed in the class.*** While there is flexibility in the schedule for students to read and prepare the assignments up to a week ahead of time, the posting sites for each week will be “open” for roughly a two day period, closing at 3 PM on the day assignments are due. Weekly posts are due on Friday afternoons at 3:00 PM, but the site where you would enter the posts will be available from Thursday at 3:00 PM until Friday at 3:00 PM.

**Reading Posts**

The purpose of the post assignments is two-fold: to demonstrate that the reading assignments have been done and to provide a forum for students to apply critical thinking to the topic at hand. Students are to select a direct quote from each of the reading assignments for the week (specific readings will be specified on the Canvas Post Page. Posts will ideally be comprised of three to five sentences per quote to include: 1) the quote itself, which may be part of a sentence or a whole sentence, **but the quote itself should be no longer than two sentences (one is ideal),** and must include an author and page reference so the instructor, TA, and classmates can easily find the quote; 2) the student’s commentary that indicates that they understand the quote in context, having read the whole article from which each quote was chosen.



Posts are due by 3:00 PM on Fridays. The main purpose of the discussion post is to contribute to the ongoing student dialogue on the weekly topic in a meaningful way. Posts should be brief, in consideration to the other students, all of whom are required to read every post. The ideal post will be between two and five sentences long, not to exceed 200 words each. The limits placed on the posts are intended to keep the workload manageable for all students, while ensuring everyone has a voice in the on-line discussion.

The tenor of the posts is to remain collegial. This is not to say that everyone must agree with what others post—in fact a range of ideas and opinions is ideal—it is to say that the tone of the interchange is to be considerate. (See reference above to “netiquette” expectations.)

**Grading Criteria for Reading Posts**

Each weekly post will be worth 10 points. Credit is earned by adhering to the assignment guidelines: demonstrating understanding of and insight into concepts presented, following standard grammar practices, including spelling, correctly citing sources of direct quotes and courteous “netiquette.”

*A Note on Studying Sociological Theory*. The goal of the posts is to promote critical reflection on sociological theories and how they inform the topic at hand. It is also important to place the quote in context sufficient to demonstrate that one has read the whole assignment and understands the quote in the broader context of the reading assignment and overall class. For students new to the discipline of sociology, you will discover that sociological theories can appear deceptively simple, even “common sense,” before you appreciate theoretical insights more deeply. Initial impressions of social norms can be misleading, and deeper insights are often counter-intuitive to the normative understanding of reality. (Interestingly, even after counter-intuitive impressions are clarified, the new insights can, themselves, take on an aura of “common sense.” Study of how these and other social dynamics and norms work is at the heart of sociological scholarship.) For these reasons, students who may be tempted to skip the study and analysis and instead rely on their “common sense” impressions of the theories or even of quotes chosen at random rather than in adequate context are likely to be surprised with failing assignment and test scores and confusion at the “end of the day.” For example, multiple choice questions often include normative, “common sense” perspectives that, according to sociological theories, are in fact wrong. The successful student will soon appreciate that a more thoughtful, philosophically-informed approach pays dividends in both valuable insights and in higher grades. The richest pay-off in sociological study, though, is the deeper perspective given to social dynamics that hones one’s appreciation of “the human condition” itself. Understanding sociological theories promotes critical thinking skills as well as enriching one’s worldview.

Critical thinking skills are key to a solid liberal arts education. The development of good writing skills is another fundamental part of higher education. Correct grammar and spelling are more than social courtesies writers extend to their readers. They also reflect a level of investment the writer has in their own scholarship. The occasional misspelling and grammatical error in the post assignments will be overlooked, but points will be deducted if the quality of the post is diminished due to multiple errors. Points will begin to be subtracted when three grammatical errors are noted in a single posting. Other point deductions will be made for posts that are judged as too “thin” on substance, or lack the required citation, for example.

The discussion pages will be open for most of each week-- from 3 PM on Thursday afternoons and closing at 3:00 PM Friday afternoons. This time frame is set up to provide students flexibility in managing their time while keeping assignments within a time frame facilitating coursework pace and timely feedback. Note that the Canvas system will close the post accessibility at 3:00 PM (Mountain Time), even if a student is in the process of typing a post. For this reason it is important to allow adequate time for entering one’s posts. It is the student’s responsibility to ensure that the Canvas system has accepted and posted assignment submissions and to report any problem to the TA or instructor right away. Similarly, the teaching assistant will make every effort to provide timely grading and feedback for weekly discussion posts via the online gradebook.



***Note that the online gradebook is for the convenience of students and is not the official gradebook. The automatic letter grade calculation done by the Canvas gradebook is an ongoing calculation based on completed (not including assigned but as yet uncompleted assignments) and should not be confused with final grades. Dr. Li reserves the right to curve the final letter grades, avoiding +/- grades.***

In summary, the reading/discussion posts will constitute an online “discussion” among the class members. Every student is to post once for each week’s reading assignments. The TA and instructor will provide guidance to facilitate discussions and students’ comprehension of the material as appropriate. Students’ responses to the readings should be about a paragraph in length—and limited to 200 words. Grades for discussion contributions will be based on

* critical thinking,
* indicators that the student has read and understands the reading assignments for the week (points will be deducted for posts that are too “thin”),
* contributions to the online discussion threads (new threads can be initiated at any time, but must be “linked” to an earlier post in some way),
* quality of writing, including grammar, spelling, and citation of references,
* adherence to space limitations (post commentary, not including the quotes used, are to be limited to 200 words), and
* commentary must be more than simple agreement or disagreement with another student’s post.

Remember that you do not have to agree with any theory or other discussion post: your grade is based on your comprehension of theories and other materials presented in class.

Students are expected to read all the posts for the week, including any instructor/teaching assistant feedback. Instructor commentary provided on the discussion posts will be helpful in clarifying important concepts in the class.

An example of a good post (including quotation from assigned reading) from an earlier class follows:

*Sample Post*

**“The effects of death are strikingly portrayed in the medieval concept of death as an *equalizer,* or leveler. Since death was ever present then due to plague, epidemics, and wars, a uniquely social conception of death developed” (Charmaz, p 69).**

In our society, we often think of death as something "other", something unpleasant, and something unworthy of acknowledgment or review. However, as Charmaz writes, this was not always the case. This can help explain why our modern conception of death differs from that of the past. Death was much more ubiquitous in medieval societies, and of particular importance is the fact that it was not just the old who were dying. The infant mortality rate was astronomically high compared to today, thus both the young and old knew that death could come for them at any point.

**Exams**

There will be two tests and one final during the semester, as noted in the course calendar: the final exam is scheduled for Monday, December 13 from 1:30 – 4:00 PM. All three exams, including the final exam, are worth 30 points each. Students are asked to bring their laptop computers to class and will log into the exams on Canvas and record their answers via their laptop computers. Paper exams will be available for students who prefer this format. The exams will be a combination of multiple choice and/or essay format questions. Answer essay questions as completely as possible, explaining your answers. The explanation you provide of your answers is the heart of your answer—points are awarded for clear, complete answers that are in the context of the lessons.

**Course Calendar**

The course is designed for topics to be studied in sequential order. Readings can be started and/or finished ahead of time, when they become available on Canvas, but all posts must be submitted during the two days up to and including the due date and time (when the Canvas post site will be available). (See instructions on posts above.)

Dr. Li reserves the right to adjust the course calendar and will alert students if there are any adjustments.

**1 Week of August22 (first day of class is Monday, August 23) Introduction**

Reading Assignment:

* Syllabus (I recommend starting next week’s Tolstoy reading this week)

**2 Week of August 29 The Changing Meaning of Death**

Reading Assignment:

* Tolstoy, “*The Death of Ivan Ilych*” [[1]](#footnote-1)

Discussion Post due Friday, September 3

**3 Week of September 5 The Changing Meaning of Death**

No class on Labor Day, Monday, September 6

Reading Assignment:

* Aries, “*Western Attitudes toward Death*”[[2]](#footnote-2)
* Gorer, “*The Pornography of Death*”[[3]](#footnote-3)
* Life Expectancy Information[[4]](#footnote-4) (no post is assigned for this “reading”)

Discussion Post due Friday, September 10

**4 Week of September 12 Socialization**

Reading Assignment:

* Charmaz, “*Death Conceptions and Concerns*”[[5]](#footnote-5)

Discussion Post due Friday, September 17

**5 Week of September 19 Dying in an Institution**

Reading Assignment:

* Sudnow, “*Preparation of the Corpse and Pre-Corpse*”[[6]](#footnote-6)
* Carey “*Living Until Death: A Program of Service and Research for the Terminally Ill*”[[7]](#footnote-7)

Discussion Post due Friday, September 24

**Test #1 Friday, September 24**

**6 Week of September 26 Hospice**

Reading Assignment

* Kastenbaum, “*Hospice and Palliative Care”[[8]](#footnote-8)*
* Hannon, *“A Spreading Appreciation for the Benefits of Hospice Care”[[9]](#footnote-9)*
* Song et al., *“Dying on the Streets: Homeless Persons’ Concerns and Desires about End-of-Life Care”[[10]](#footnote-10)*

Discussion Post due Friday, October 1

**7 Week of October 3 Funerals**

Reading Assignment:

* Whalen “*How Different Religions Pay their Final Respects*”[[11]](#footnote-11)
* Mitford, “*Fashions in Funerals”[[12]](#footnote-12)*
* Basler, “*Green Graveyards—A Natural Way to Go*” [[13]](#footnote-13)

Discussion Post due Friday, October 8

**8 Week of October 10 Grief and Bereavement**

Reading Assignment



* Rando “*The Increased Prevalence of Complicated Mourning: the Onslought is Just Beginning” [[14]](#footnote-14)*
* Charmaz “*The Social Psychology of Grief and Mourning”[[15]](#footnote-15)*
* Doka, *“Disenfranchised Grief*”[[16]](#footnote-16)
* Corr, “*Enhancing the Concept of Disenfranchised Grief*” [[17]](#footnote-17)

Discussion Post due Friday, October 15

**9**  **Week of October 17 Suicide**

Reading Assignment

* Kastenbaum, “*Suicide*”[[18]](#footnote-18)
* Liu, “*Suicide Rates in the World: 1950-2004*”[[19]](#footnote-19)

Discussion Post due Friday, October 22

**10 Week of October 24 Suicide Prevention**

Reading Assignment

* Murray, “*A Search for Death: How the Internet is Used as a Suicide Cookbook*”[[20]](#footnote-20)
* University of Colorado Suicide Prevention Materials[[21]](#footnote-21)

Discussion Post due Friday, October 29

**Test #2 Friday, October 29**

**11 Week of October 31 Medical Ethics: End of Life Choices**

Reading Assignment

* + Shneidman, “*Criteria for a Good Death*” [[22]](#footnote-22)
  + Orr and Meilander, “*Ethics and Life’s Ending: An Exchange*”[[23]](#footnote-23)
  + Childress, “*Priorities in the Allocation of Health Care and Health Care Resources*”[[24]](#footnote-24)
  + Collection of Lamm articles [[25]](#footnote-25)

Discussion Post due Friday, November 5

**12 Week of November 7 Physician-Assisted Suicide (PAS)**

Reading Assignment

* + Brock, “*How Much is More Life Worth*?” [[26]](#footnote-26)
  + Oregon’s Annual Report re Physician-Assisted Suicide

Discussion Post due Friday, November 12

**13 Week of November 14 Terror Management Theory**

Reading Assignment

* Becker, “*The Terror of Death*” [[27]](#footnote-27)

Discussion Post due Friday, November 19

**Week of November 21 Fall Break No Classes, No Assignments**

**14 Week of November 28 Sociological Analyses of Near-Death Experiences**

Reading Assignment

* Betty, “*Are They Hallucinations or Are They Real? The Spirituality of Death-bed and Near-Death Visions*” [[28]](#footnote-28)
* Rinpoche, “*The Near-Death Experience: A Staircase to Heaven?”[[29]](#footnote-29)*
* Zaleski, “*Evaluating Near-Death Testimony”[[30]](#footnote-30)*
* Jung, Carl G. Memories, Dreams, Reflections.[[31]](#footnote-31)

Discussion Post due Friday, December 3

**15 Week of December 5 Semester Summary and Synthesis**

No New Reading Assignment

Last day of class is Wednesday, December 8.

**Final Exam Monday, December 13 1:30 – 4:00**

**Grading Information**

Letter grades are assigned only at the end of the semester as final grades for the course. Individual assignments and exams will receive points and the final letter grade will be based on points accumulated, as indicated below. The instructors will make every effort to grade assignments and exams within one week of the date submitted. Dr. Li reserves the right to curve the final grades in the event of lower-than-expected average points accumulated.

Reading/Discussion Posts 130 points

Test #1 30 points

Test #2 30 points

Final Exam 30 points

Engagement in Class 30 points

*250 Total Points Possible*

225 – 250 A

200 – 2224 B

175 – 199 C

150 – 174 D

Grading Rubrics

Grading rubrics will be discussed in lecture.

**Class Engagement Grade**

This reflects students’ responsibility to “be present” for class (attend live lectures, recitations and meetings, etc.), initiate communication in a timely manner to arrange accommodations for missed classes or assignments, to ask questions as needed, and to contribute to class discussions and assigned group work. Active listening skills are encouraged and are not compatible with attention divided between lecture/on point discussion and electronic devices. Collegial interactions (including active listening and respectful, inclusive language) with other students and with faculty are also reflected in this grade.

**Reading Posts**

Weekly reading posts earn points for adherence to assignment parameters, timeliness of completion, grammatical accuracy, and insight.

**Tests**

Three tests will be given over the course of the semester, including a final exam. They will each be worth 30 points and include a combination of multiple choice, short answer and/or essay questions. Written answers must include full sentences and explanations of answers (the explanations are your answers!). “Bulleted” points may be used instead of traditional essay composition for essay questions, but must include full sentences and explanations of key points. (This will be reviewed in lecture. Be sure to ask for any needed clarification prior to the test dates.) Students are not permitted to ask questions of each other or the instructors while taking tests. Comprehension of the test questions and instructions are graded aspects of the exam.

**Final Letter Grades**

Final letter grades are based on a point system, as detailed in the syllabus. The point spread is the first of two “safety nets” for grades: earning a given number of points assures the accompanying minimum letter grade. Plus and minus grades are avoided, rounding up to the next higher letter grade in the case of borderline grades that might otherwise receive a plus or minus value. (In rare cases pluses or minuses may be used, but in general they are avoided.) The second of two “safety nets” for grades is the application of a curve to the final grades in the class, ensuring that cut off points between letter grades reflect overall student grades (if the points for students are all below expected levels, for example, a curve to adjust the grades will be applied). Grades will not be “curved downward” and neither will they be “inflated.” If the class turns out to be more difficult than intended, students’ grades will be adjusted accordingly.

Study guides will be provided prior to the exams, and the test questions will be based on the study guides, readings, film assignments, and lectures.

***Reminder: Letter grades automatically generated in the Canvas Grade Book are NOT official grades—use only as an estimate.***

**Class Policies**

**Student Responsibilities**

Students are expected to participate in assigned online reading/discussion posts. ***It is necessary to keep up with reading and all other assignments to succeed in the class.***

Students are responsible for keeping up with postings and other class announcements. ***Students are expected to check both their individual CU email and the Canvas course material a minimum of every two days, Monday through Thursday.***

**Plagiarism Policy**

Class policy regarding plagiarism is in keeping with the university policies. Assignments turned in via Canvas are routinely submitted to an anti-plagiarism soft-ware program. Appropriate citation of all sources used is required on all assignments. Failure to accurately and adequately cite sources is considered plagiarism.

**Sociology Department Statement on Inclusive Excellence**

Deeply entrenched structural, cultural, and institutional systems have resulted in the accumulation of advantages for some members of the university community at the expense of others. This exclusion is particularly salient in the cases of African Americans, Native Americans, Latinxs, people of low socio-economic status, and women, who have a long history of being excluded from and marginalized within institutions of higher education. This legacy stands in opposition to our commitment to inclusive excellence.



As stated in CU’s Inclusion, Diversity and Excellence in Academic Plans, we cannot be truly excellent unless we can guarantee access, equity, opportunity, and advancement to students, faculty, and staff who have experienced systematic disadvantage based on their societal status. Making excellence inclusive is an active, intentional process that engages with inclusivity in the classroom, research, and administrative activities. It requires not only acknowledging discrimination but also identifying and building effective practices to address it. In that vein, the Department of Sociology commits to identifying, challenging and removing barriers to inclusion within our department.[[32]](#footnote-32)[[33]](#footnote-33)[[34]](#endnote-1)

# **Required University Policy Statements**

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy.  For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Conduct & Conflict Resolution policies](https://www.colorado.edu/sccr/student-conduct).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policy on[classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. ***In this class, if you are sick or quarantined, you are expected to alert instructors (faculty and/or teaching assistants) of absences and initiate conversation with these instructors to determine appropriate substitute assignments and/or time expectations. Students are expected to inform instructors in a timely fashion (generally within one week of a missed assignment/class and no later than one week prior to the end of the semester). Failure to report missed classes/assignments in a timely fashion will negatively affect the “course engagement” portion of the overall grade as well as missed opportunities to make up assignments for either full or partial credit (as determined by reasonable timing of notification/completion of make-up work, etc.)***

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance.  If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](https://www.colorado.edu/osccr/honor-code).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about OIEC, university policies, [reporting options](https://www.colorado.edu/oiec/reporting-resolutions/making-report), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, students are expected to alert faculty of any conflicts between class scheduled activities and religious observances***. In this class students are responsible for alerting instructors (both teaching faculty and teaching assistants) in these instances and making arrangements with instructors to compensate for any missed classes and/or related assignments, as deemed appropriate. Students must inform instructors of their need for these and any other accommodations in a timely manner—generally a week beforehand -- to schedule and resolve missed work. All make up work must be completed before the end of the semester, according to deadlines determined in meetings with instructors.***

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

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33. For full statement, see Sociology Department Webpage (https://www.colorado.edu/sociology) [↑](#footnote-ref-33)
34. [↑](#endnote-ref-1)