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

**Syllabus Spring 2020**

## **Classes meet Tuesdays and Thursdays 3:30 – 4:45 HUMN 135**

# **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**

Liane Pedersen-Gallegos, Ph.D., Instructor

Telephone: 303-818-4839

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

Office Hours: Thursdays Noon – 1:45 and by appointment. Office: Ketchum 169.

The preferred method of communication is email. Please, no text messages.

Kelly Zepelin, Teaching Assistant

Email: [Kelly.Zepelin@colorado.edu](mailto:Kelly.Zepelin@colorado.edu)

Office Hours: Tuesdays 1:15 – 3:15 Office: Ketchum 169

*Students are expected to check both their individual CU email and the Desire2Learn course site a minimum of every two days, Monday through Friday.*

**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’s research interests are the Sociology of Thanatology (the study of death and dying) and the Sociology of Religion. Dr. Li has been teaching at the University of Colorado since 1985. She has taught 143 classes since then (as of January, 2020), the majority of which were at the University of Colorado. Of these, 61 classes were Sociology of Death and Dying classes.

# **Support and Technical Information**

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, it should be fast enough 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 adequate. 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 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 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**

All of the readings and films are available online. The total 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. Every student is expected to read all of 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 midnight on the day assignments are due.

**Discussion 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 Discussions Page. Each quote is to be one not already posted by another student-- from each of the reading assignment listed on the syllabus, along with student commentary on the quote. Posts will ideally be comprised of three to five sentences to include: 1) the quote itself, which may be part of a sentence or a whole sentence, **but should be no longer than two sentences** (one is ideal), and must include an author and page reference so the readers 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 11:59 PM on Thursdays. The main criterion is that the post contributes to the ongoing discussion in a meaningful way, reflecting critical thought in response to the topic of the week. 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 150 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.

**Grading Criteria for Discussion Posts**

Each weekly post will be worth 10 points. Credit is earned by adhering to the assignment guidelines: use of an original quotation (one not already chosen by another student) and placing the quote in context sufficient to demonstrate that one has read the whole assignment.

Developing good writing skills is a fundamental part of higher education. Correct grammar and spelling are also social courtesies writers extend to their readers, reflecting a level of investment the writer has in their own thinking and writing. The occasional misspelling and grammatical error will be overlooked, but points will be deducted if the quality of the post is diminished due to errors (3 or more errors, in a single posting).

**Late posts will not be accepted, as the timeliness of the online discussion is key**. The discussion pages will be open for most of two days, from 8 AM on Wednesday mornings and closing at 11:59 PM on Thursdays. The Canvas system will close at that time, even if a student is in the process of typing a post. For this reason it is important to allow adequate time for typing one’s posts. If an occasion arises that you miss a deadline by a minute or two, please email the post to the instructor **within 30 minutes**, so that it may be considered for partial credit. Similarly, the instructor will make every effort to provide timely grading and feedback for weekly discussion posts, available to students via the online gradebook.

In summary, the posts will constitute an online “discussion” among the class members. Every student is to post once for each week’s reading assignments (in the event that students contribute additional posts, only the first post for a given post assignment will be graded). The 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 150 words. Grades for discussion contributions will be based on critical thinking, indicating that the student has read and understands the readings for the week and contributions to the online discussion reflect insight (See *Bloom’s Taxonomy* on Canvas for more information regarding grading written work).

Points from the posts will be deducted for: lack of correct citation for quotes, three or more typos in the post, “thin” post that contains too little indication of comprehension or critical thinking, and no credit will be given for quotes already used by another student.

Students are expected to read all the posts for the week, including any instructor 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, May 4 from 1:30 – 4:00 PM. Each exam is worth 30 points. The exams will be essay format. Answer questions as completely as possible, explaining your answers. Your explanation of your answers is the heart of your answer—points are awarded for complete answers, including context provided.

**Course Calendar**

The course is designed for topics to be studied in sequential order. Readings can be started and/or finished up to two weeks ahead of time, 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), in the interest of keeping the discussions current.

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

**1 Week of January 12 (the first day of class is Tuesday, January 14) Introduction**

Reading Assignment:

* “Lap Tops are Great. But not During a Lecture or a Meeting”

**2 Week of January 19 The Changing Meaning of Death**

Reading Assignment:

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

Discussion Post due Thursday, January 23

**3 Week of January 26 The Changing Meaning of Death**

Reading Assignment:

* Aries, “*Western Attitudes toward Death*”[[2]](#footnote-2)
* Gorer, “*The Pornography of Death*”[[3]](#footnote-3)
* Life Expectancy Information[[4]](#footnote-4)

Discussion Post due Thursday, January 30

**4 Week of February 2 Socialization**

Reading Assignment:

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

Discussion Post due Thursday, February 6

**5 Week of February 9 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 Thursday, February 13

**Test #1 Thursday, February 13**

**6 Week of February 16 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 Thursday, February 20

**7 Week of February 23 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 Thursday, February 27

**8 Week of March 1 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 Thursday, March 5

**9**  **Week of March 8 Suicide**

Reading Assignment

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

Discussion Post due Thursday, March 12

**10 Week of March 15 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 Thursday, March 19

**Test #2 Thursday, March 19**

**Week of March 22 Spring Break No Classes**

**11 Week of March 29 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 Thursday, April 2

**12 Week of April 5 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 Thursday, April 9

**13 Week of April 12 Terror Management Theory**

Reading Assignment

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

Discussion Post due Thursday, April 16

**14 Week of April 19 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 Thursday, April 23

**15 Week of April 26 Synthesis**

Reading Assignment

* Study Guide for Final Exam

**Final Exam Monday, May 4 1:30 – 4:00 PM**

**Grading Criteria**

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 instructor will make every effort to grade assignments and exams within one week of the date submitted. The instructor reserves the right to curve the final grades in the event of lower-than-expected average points accumulated.

Discussion Postings 120 points 216 – 240 A

Test #1 30 points 192 – 215 B

Test #2 30 points 161 – 191 C

Final Exam 30 points 138 – 160 D

Engagement in Class 30 points

*240 Total Points Possible*

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

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 discussions. ***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.***

All cell phone ringers must be turned off during class.

**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.

**Accommodations**

***The student must be approved by the student’s Disability Access Coordinator*** to have accommodations provided. Please provide the student's accommodation letter to the staff (sociology@colorado.edu) along with the Sociology exam/test proctoring form. More information can be found at the following:

<https://www.colorado.edu/disabilityservices/faculty-staff/working-disability-services-students/providing-accommodations> In Fall 2019, the Sociology Dept will offer exam proctoring services for students with documented disability accommodations on Tuesdays and Thursdays from 5:30-8:30pm, starting September 10, in Ketchum 1B40. If the scheduled proctor exam days/times do not work for a particular course, the instructor is responsible for making other arrangements.  
  
Students with more involved accommodations, such as 2x extended time or the use of a reader, scribe, or assistive technology, can schedule their tests at Disability Services.  
  
Students needing to cancel an exam/test scheduled with student assistants need to communicate with the professor and student assistants no less than 1 day before the scheduled exam/test. Students should expect that exams/tests will be proctored, and that they will be observed in person. A proctor is allowed to check materials that the student has in her/his possession. Items such as notes, books, and calculators cannot be used by the student unless confirmed by the professor prior to the exam. Personal items may not be taken into the testing area. Food, drinks, and gum (excluding water) are not allowed in the testing area unless it is an authorized accommodation. Students are responsible for bringing her/his own supplies and references, as have been permitted by the professor or per the student’s accommodations letter. If a student is suspected of academic dishonesty during an exam, Sociology staff will inform the professor who will determine any consequences.

**University Policies**

# 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](http://www.colorado.edu/disabilityservices/students). 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 or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

# Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. 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. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies 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/).

# Honor Code

# *On my honor, as a University of Colorado Boulder student,*

# *I have neither given nor received unauthorized assistance.*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: 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 who are 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 at the [Honor Code Office 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 a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by 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 cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

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

# 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, please contact the instructor at the beginning of the semester to make alternative arrangements as necessary. See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

1. Tolstoy, Leo The Death of Ivan Ilych and Other Stories. New York: The American Library. 1960. [↑](#footnote-ref-1)
2. Aries, Philippe Western Attitudes toward Death from the Middle Ages to the Present. Translated by Patricia M. Ranum. Baltimore: The Johns Hopkins University Press, 1974. [↑](#footnote-ref-2)
3. Gorer, Geoffrey Death, Grief, and Mourning. New York: Doubleday and Company, Inc., 1965. [↑](#footnote-ref-3)
4. Statistical Abstract of the US with latest statistics re Life Expectancy, comparing "from birth" data with "at age 25" data http://www.census.gov/compendia/statab/2012/tables/12s0106.pdf [↑](#footnote-ref-4)
5. Charmaz, Kathy The Social Reality of Death: Death in Contemporary America. Pp 67-100. New York: Addison-Wesley Publishing Co., 1980. [↑](#footnote-ref-5)
6. Sudnow, David Passing On: The Social Organization of the Dying. Englewood Cliffs: Prentice-Hall, Inc. 1967. [↑](#footnote-ref-6)
7. Carey, Raymond G. Chapter in Kubler-Ross, Elisabeth Living with Death and Dying. New York: MacMillan. 1981. [↑](#footnote-ref-7)
8. Kastenbaum, Robert Death, Society, and Human Experience. Pp. 197-234. Allyn & Bacon, 2007. [↑](#footnote-ref-8)
9. Hannon, D. US News and World Report, Dec 2008 pp 77-80. [↑](#footnote-ref-9)
10. Song et al., *“Dying on the Streets: Homeless Persons’ Concerns and Desires about End-of-Life Care”*  from *Journal of General Internal Medicine*, Vol 22, No. 4, April 2007, pp 435-441. [↑](#footnote-ref-10)
11. Whalen, US Catholic, Sep 1990 pp 29-35, 1990. [↑](#footnote-ref-11)
12. Mitford, Jessica The American Way of Death. Simon and Schuster, pp 187-201. 1963. [↑](#footnote-ref-12)
13. Basler AARP Bulletin, vol 45, no 7, March 4, 2005. [↑](#footnote-ref-13)
14. Rando, Therese A. *Omega,* Vol 26, No 1 1992/1993 Pp. 43-59. [↑](#footnote-ref-14)
15. Charmaz, Kathy The Social Reality of Death; Death in Contemporary America. Pp 280-319. New York: Addison-Wesley Publishing Co., 1980. [↑](#footnote-ref-15)
16. Doka, Disenfranchised Grief: Recognizing Hidden Sorrows. Lexington Books, 1989, pp 3-11. [↑](#footnote-ref-16)
17. Corr, Charles A. *Omega*, vol 38, No. 1, 1998/1999. Pp 1-20. [↑](#footnote-ref-17)
18. Durkheim, E. Suicide JA Spaulding & G. Simpson, Trans. New York: Free Press, 1951. Original work published 1897. [↑](#footnote-ref-18)
19. Liu, Ka-Yuet *Suicide and Life-Threatening Behavior*, vol 39, no 2, April 2009, pp 204-213. [↑](#footnote-ref-19)
20. Murray, Rheana *Chrestomathy*  vol 7, 2008 pp 142-156. [↑](#footnote-ref-20)
21. University of Colorado Suicide Prevention Materials include “Suicide Prevention Quick Reference Guide”, Listing of Campus Resources, and “Living from the Inside Out” by Amy Robertson, LCSW. [↑](#footnote-ref-21)
22. Shneidman, Edwin *Suicide and Life-Threatening Behavior, vol 37, no 3, 2007. Pp 245-247.* [↑](#footnote-ref-22)
23. Orr, Robert D. and Meilander, Gilbert *Current*, Oct 2005 pp 24-30. [↑](#footnote-ref-23)
24. Childress, James F. *Soundings* pp 256-274. [↑](#footnote-ref-24)
25. Collection of Lamm articles: First article) AP (The New York Times); National Desk March 29, 1984 Late City Final Edition, Section A, Page 16, Colum 5, 512 words with Editors' Note Appended (Second article) by Saul Friedman Columnist, Gray Matters "Are the Frail Elderly Being Urged to Die?" in Huffington Post: Healthy Living: The Internet Newspaper: News Blogs Video Community January 17, 2012 (third article) by Michael Booth in the Denver Post 09/02/2009 Denver and the West "Lamm feels vindicated, frustrated by reform debate" (fourth article) by Michael Roberts Sep 21, 2009, Denver Post "The Rebirth of the Dick Lamm duty-to-die controversy" (fifth article) by Gov. Dick Lamm Huffington Post Denver Sep 24, 2009 "Better Health Care Through Rationing" [↑](#footnote-ref-25)
26. Brock, Dan W. *Hastings Center Report* 36, no 3 2006 pp 17-19. [↑](#footnote-ref-26)
27. Becker, Ernest The Denial of Death. Simon and Schuster, 1973. [↑](#footnote-ref-27)
28. Betty, L. Stafford *Omega: Journal of Death and Dying* vol 53, no 1-2, 2006. Pp. 37-49. [↑](#footnote-ref-28)
29. Rinpoche, Sogyal The Tibetan Book of Living and Dying. HarperSanFrancisco. [↑](#footnote-ref-29)
30. Zaleski, Carol “*Evaluating Near-Death Testimony” and “Ecstatics and Statistics”* chapters from Otherworld Journeys: Accounts of Near-Death Experience in Medieval and Modern Times. Oxford University Press, 1987. [↑](#footnote-ref-30)
31. Jung, Carl G. Memories, Dreams, Reflections Recorded and edited by Jaffe, Aniela. Translated by Winston, Richard and Clara. New York: Pantheon Books. 1963. [↑](#footnote-ref-31)