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

**Syllabus Spring 2021**

**Classes meets remotely**

**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

Telephone: 303-818-4839

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

Office Hours: By appointment. I anticipate good flexibility Monday – Friday between 9 AM and 5 PM and will be available as much of the time as possible.

The preferred method of communication is email. My second choice is a phone call. Please, no text messages.

**Teaching Assistant**

Theresa Edwards-Capen

Email: Theresa.Edwards-Capen@colorado.edu

*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 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 1985. She has taught 149 classes since then (as of January, 2021), the majority of which were at the University of Colorado. Of these, 63 classes were Sociology of Death and Dying classes.

**Support and Technical Information**

As a “remote” course this class will be taught entirely online. The advantages of this format to you is that you have more flexibility accessing the material, including reading assignments, and lectures. materials. There will be some due dates with which you will need to comply, including post assignments and on-line exams. Even these have some flexibility built into them—you have roughly four days in which to complete post assignments (however, the due date and times are not flexible). You will also be able to access recorded lecture material for the duration of the semester once the material is opened to you the week they are scheduled.

We have tried to anticipate and minimize potential drawbacks to an entirely online format. For example, the instructor is available by cell phone and email every weekday, 9 AM to 5 PM and will return messages within two days (with a goal of within two hours!) from the time you leave a message.

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**

All of the readings, films, and other information are available online on Canvas. 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 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 (readings are available ahead of time, but lectures become available at the beginning of the relevant week), the posting sites for each week will be “open” for roughly a four day period, closing at midnight on the day assignments are due. Weekly posts are due on Thursday nights at 11:59 PM, but the site where you would enter the posts will be available from Monday at 8 AM until Thursday at 11:59 PM.

**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. 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 11:59 PM on Thursdays. 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 Discussion 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 discussion 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 discussion 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.

**Late posts will not be accepted, as the timeliness of the online discussion is key**. *Please do not ask for exceptions to this policy because of forgetfulness or inattentiveness to the assignment timeline*. The discussion pages will be open for most of each week-- from 8 AM on Monday mornings and closing at 11:59 PM Thursday evenings. 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 at 11:59 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 and should not be confused with final grades. Dr. Li reserves the right to curve the final letter grades, avoiding +/- grades.***

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 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.

Reference another student’s post with a different quote than the one they used (although your choice of quote can be the same as other students have used earlier), making a new connection between ideas. The connections can be between the first student’s chosen quote or commentary and the newly chosen quote. Your goal is to contribute a new insight. Commentary must be more than simple agreement or disagreement (points deducted for this), as credit is given for new connections/insights.

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 TBD. All three exams, including the final exam, are worth 30 points each. 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 four 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 January 10 (first day of class is Thursday, January 14) Introduction**

Reading Assignment:

* Syllabus (I recommend starting the Tolstoy reading this week)

**2 Week of January 17 The Changing Meaning of Death**

Reading Assignment:

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

Discussion Post due Thursday, January 21

**3 Week of January 24 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) (no post is assigned for this “reading”)

Discussion Post due Thursday, January 28

**4 Week of January 31 Socialization**

Reading Assignment:

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

Discussion Post due Thursday, February 4

**5 Week of February 7 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 11

**Test #1 Friday, February 12**

**6 Week of February 14 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 18

**7 Week of February 21 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 25

**8 Week of February 28 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 4

**9**  **Week of March 7 Suicide**

Reading Assignment

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

Discussion Post due Thursday, March 11

**10 Week of March 14 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 18

**Test #2 Friday, March 19**

**11 Week of March 21 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)

*The week of March 21-26 will be used in this class as a “spring pause” to provide us all with a safe and supportive way to promote health, wellness and learning without leaving campus. During this week, we won’t have any exams or assignments due. We will still have class with interactive class activities that will require your attendance and be part of your final course grade. Attendance is still required for all class sessions that week, except for the campus-wide wellness day on Thursday, March 25. I wish we could take a regular spring break, but public-health concerns prevent us from doing so. I would like to emphasize that it is still important for you all to behave responsibly. Do not use the week to travel or engage in risky behavior that could result in an outbreak on campus.*

No Discussion Post due this week.

**12 Week of March 28 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 1

**13 Week of April 4 Terror Management Theory**

Reading Assignment

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

Discussion Post due Thursday, April 8

**14 Week of April 11 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 15

**15 Week of April 18 The Role of Humor in Coping with Death**

Reading Assignment TBD

Discussion Post due Thursday, April 22

1. **Week of April 25**

No New Reading Assignment: See Study Guide for Final Exam

**Final Exam TBD**

**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 130 points 198 - 220 A

Test #1 30 points 176 - 197 B

Test #2 30 points 154 - 175 C

Final Exam 30 points 132 - 153 D

*220 Total Points Possible*

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 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.***

**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)

# **University Policies**

# 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 Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2020-2021_student_code_of_conduct_0.pdf).

# 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 public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

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 policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [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 see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming to campus each day, all students are required to complete the [Buff Pass](https://pass.colorado.edu/login).

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, please let the instructor and/or teaching assistant know of any related accommodations you need.

# 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. 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 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 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 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](mailto: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 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 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, every effort will be made to accommodate student requests related to their religious holidays and events.

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