Spring 2018 Syllabus SOCY 3045-001

Sociology of Death and Dying

**Classes meet Tuesdays and Thursdays 9:30 – 10:45 RAMY N1B23**

# **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 Information**

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

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

Office Hours: Thursdays 1 – 3 and by appointment. Office: Ketchum 169. This is the best time to reach her. She will make every attempt to respond to questions/messages within 48 hours Monday through Fridays. Saturdays and Sundays, and after 9 PM every day are “off-line” times for Dr. Li when she will not be available

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

Teaching Assistant: Jake Carias

**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 123 classes since then (as of January, 2018), the majority of which were at the University of Colorado. Of these, 55 classes were Sociology of Death and Dying classes and 34 were Sociology of Religion classes. At this time Dr. Li devotes full-time to teaching through the Sociology Department at the University of Colorado at Boulder.

# **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/>

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>

# **Student Engagement in the Class**

Student engagement/participation is important. The “student engagement grade” is not based on how much students speak in class. This grade reflects the attention paid to lecture and class discussion. Surfing the web, checking email, texting, etc. are considered incompatible with engagement in class (as well as inappropriate when someone is speaking to you), and will effect this grade. Because it is necessary to be present in order to be engaged in the class, attendance will be taken and considered in the “student engagement” grade. Attendance will be documented by “one minute papers” students are to submit at the end of each class, based on a specific question asked at the end of the class. ***“Class attendance” implies the student is present for the entire class.*** On a campus the size of CU Boulder, walking from one class to another in the brief time allotted can be a challenge, so students’ occasional late arrival is understandable. If a student’s classes are sufficiently far apart that arriving to class on time is routinely a problem, as a courtesy please notify the instructor. However, leaving class early constitutes an absence for the day, even when notifying the instructor ahead of time (which is an appreciated courtesy if a student knows ahead of time that they need to leave early). Inappropriate use of a laptop, phone, or other power tool (leave the power drills at home please) ***will*** negatively affect your class engagement grade.

# **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 either 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 two weeks ahead of time, the posting sites for each week will be “open” for a 48 hour period, closing at midnight on the day assignments are due. A suggested weekly assignment routine, which includes ***firm*** due dates for weekly posts is as follows:

Mondays: The reading assignment for each week should be finished by class time on the Tuesday of each week.

Tuesdays: See you in class! ***The first of two weekly posts is due by Tuesday 11:59 PM***. The Tuesday posts are to include a direct quote from each of the assigned readings (see full directions on the discussions page). No quotes are to be repeated, so you will need to make sure that you are not repeating those chosen by others who have posted ahead of you. ***No credit will be given for posts with repeated quotes***.

Wednesdays: Read all students’ Tuesday posts.

Thursdays: See you in class! ***The second of the two weekly posts is due by Thursday 11:59 PM.*** See directions for Tuesday posts.

Fridays: Read all students’ Thursday posts. Fridays are a good day to begin the readings due on the following Tuesday.

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—not already posted by another student-- from the reading assignment listed on the syllabus, along with student commentary on the quote. On days when there are more than one reading assignment, follow the specific directions on the D2L Discussions page. 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 one sentence, 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 the quote was chosen.

Posts are due by 11:59 PM on the respective day. The main criterion is that the post contribute 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 all of the posts. 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

Both of the weekly posts will be worth 5 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, and reflect 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 a limited time, closing at 11:59 PM on the respective due dates. The D2L 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 they 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 two responses to 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 the following: indication that the student has read and understands all of the readings for the week and contributions to the online discussion reflect insight (See *Bloom’s Taxonomy* on D2L 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 of 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 mid-term exams and one final exam during the semester, as noted in the course calendar: the final exam is scheduled for Monday, May 7 from 4:30 – 7 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 D2L 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 15 (first day of class is Tuesday, January 16) Introduction**

Reading Assignment: “Laptops are Great. But not During a Lecture or a Meeting” (on D2L Contents Page)

Practice Discussion Post due Thursday, January 18

**2 Week of January 21 Historical Perspective of Thanatology**

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

First Discussion Post due Tuesday, January 23

Second Discussion Post due Thursday, January 25

**3 Week of January 28 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)

First Discussion Post due Tuesday, January 30

Second Discussion Post due Thursday, February 1

**4 Week of February 4 Socialization**

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

First Discussion Post due Tuesday, February 6

Second Discussion Post due Thursday, February 8

**5 Week of February 11 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)

First Discussion Post due Tuesday, February 13

Second Discussion Post due Thursday, February 15

**Quiz #1 Thursday, February 15**

**6 Week of February 18 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)*

First Discussion Post due Tuesday, February 20

Second Discussion Post due` Thursday, February 22

**7 Week of February 25 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)

First Discussion Post due Tuesday, February 27

Second Discussion Post due Thursday, March 1

**8 Week of March 4 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)

First Discussion Post due Tuesday, March 6

Second Discussion Post due Thursday, March 8

**9**  **Week of March 11 Suicide**

Reading Assignment Kastenbaum, “*Suicide*”[[18]](#footnote-18)

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

First Discussion Post due Tuesday, March 13

Second Discussion Post due Thursday, March 15

**10 Week of March 18 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)

First Discussion Post due Tuesday, March 20

Second Discussion Post due Thursday, March 22

**Test #2 Thursday, March 22**

**Week of March 25 Spring Break No Assignments**

**11 Week of April 1 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)

First Discussion Post due Tuesday, April 3

Second Discussion Post due Thursday, April 5

**12 Week of April 8 Physician-Assisted Suicide (PAS)**

Reading Assignment Brock, “*How Much is More Life Worth*?” [[26]](#footnote-26)

Oregon’s Annual Report re Physician-Assisted Suicide

First Discussion Post due Tuesday, April 10

Second Discussion Post due Thursday, April 12

**13 Week of April 15 Terror Management Theory**

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

First Discussion Post due Tuesday, April 17

Second Discussion Post due Thursday, April 19

**14 Week of April 22 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)*

Twain, Mark. “Extract from Captain Stormfield’s Visit to Heaven,”[[31]](#footnote-31)

Jung, Carl G. Memories, Dreams, Reflections.[[32]](#footnote-32)

First Discussion Post due Tuesday, April 24

Second Discussion Post due Thursday, April 26

**15 Week of April 29 Summary and Synthesis**

Reading Assignment Study Guide for Final Exam

**Final Exam Monday, May 7 4:30 – 7 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 130 points 225 – 250 A

Exam #1 30 points 200 – 224 B

Exam #2 30 points 175 – 199 C

Final Exam 30 points 150 – 174 D

Engagement in Class 30 points

*250 Total Points Possible*

Discussion posting grades will be determined by the instructor and recorded only in the student’s own grade book, which are available only to that specific student. Likewise, exams will be administered and submitted online, and students’ individual feedback and grades will be available only to the specific student whose work is being evaluated.

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.

**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.*** In sum, this is made up of:

* weekly readings, and
* participation in weekly online threaded discussions with the class, and
* three exams (two quizzes and one final exam)

Students are responsible for keeping up with postings and other class announcements. ***Students are expected to check both their individual CU email and the Desire2Learn course material a minimum of every two days, Monday through Thursday.***

**Class Policies**

**Student Engagement in the Class**

Student engagement/participation is important. The “student engagement grade” is not based on how much students speak in class. This grade reflects the attention paid to lecture and class discussion. Surfing the web, checking email, texting, etc. are considered incompatible with engagement in class (as well as inappropriate when someone is speaking to you), and will effect this grade. Because it is necessary to be present in order to be engaged in the class, attendance will be taken and considered in the “student engagement” grade. Attendance will be documented by “one minute papers” students are to submit at the end of each class, based on a specific question asked at the end of the class. ***“Class attendance” implies the student is present for the entire class.*** On a campus the size of CU Boulder, walking from one class to another in the brief time allotted can be a challenge, so students’ occasional late arrival is understandable. If a student’s classes are sufficiently far apart that arriving to class on time is routinely a problem, as a courtesy please notify the instructor. However, leaving class early constitutes an absence for the day, even when notifying the instructor ahead of time (which is an appreciated courtesy if a student knows ahead of time that they need to leave early). Inappropriate use of a laptop, phone, or other power tool (leave the power drills at home please) ***will*** negatively affect your class engagement grade, and you may be asked to leave class for the day.

Cell phone ringers must be turned off during class.

**Late and Missing Assignments**

Late posts are not accepted, as their value lies largely in their inclusion in class discussion. Missing assignments will receive zero points.

**Exam/Test Accommodations (In the event of an approved make-up exam)**

Exams/tests for students **who qualify for accommodations** **through Disability Services** can be administered by Sociology Staff Mondays 3:30 – 5:00, Tuesdays 3:00 – 5:00, Wednesdays 9:30 – 1:30, and Fridays 12:30 to 3:00.  Exams/tests must be scheduled through the Sociology Staff at least one day in advance.

**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 along with the Sociology exam/test proctoring form. More information can be found at this link: <http://www.colorado.edu/disabilityservices/faculty-staff/working-disability-services-students/providing-accomodations>. Students needing to cancel an exam/test scheduled with Sociology Staff need to communicate with the professor and Sociology Staff no less than 2 hours 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.

**Plagiarism Policy**

Class policy regarding plagiarism is in keeping with the university policies. Assignments turned in via Desire2Learn 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.

**University Policies**

**Accommodation for Disabilities:**   
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu?subject=Recommended%20Syllabus%20Statement). If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](http://click.communications.cu.edu/?qs=c02f92182b03a08e51aee081b09346a95206d22dfd8b5a1ee04815848f7bbf8135de1499086d3528) under the Quick Links at the [Disability Services website](http://click.communications.cu.edu/?qs=c02f92182b03a08e62ce0b227450e474f95d616b2fd01263573bee29f3ea6701fd96209a013cc9db) and discuss your needs with your professor.  
   
**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 asked to speak with the instructor during the first two weeks of the semester about any anticipated absences related to religious observances.   
  
See the [campus policy regarding religious observances](http://click.communications.cu.edu/?qs=c02f92182b03a08e370c6117e6b3fb10fc028d1c43a5dfb81337166dce8f31bfaded2cfcebaf6eb0) for full details.  
   
**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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. 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 and the student code.  
**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**  
  
The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](http://click.communications.cu.edu/?qs=c02f92182b03a08e1415127e03dbb1747e834ac93f527e5f7b58065ff0bc750e936df4c52038c98d).

**Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](http://click.communications.cu.edu/?qs=c02f92182b03a08e2c3cd83edc8437002aff546948ec7d3e2cde276673656094dfc1b51c78c43cd9) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu?subject=Incident%20of%20Academic%20Misconduct); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at [http://honorcode.colorado.edu](http://click.communications.cu.edu/?qs=c02f92182b03a08e5980e75feb85863ca19fd19c865d0007c8fbd37c949f77939c64aa064c267fb9).

**The honor code**:

On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this work.

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)
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