Spring 2016 Syllabus SOCY 3042-003

Topics in Population and Health: Death and Dying

**Classes meet Mondays and Wednesdays 3:00 – 4:15 Hellems 211**

**Office Hours: Mondays Noon – 2 PM and by appointment. Office: Ketchum 169**

# **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**

**Contact Information**

Telephone: 303-818-4839

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

Office Hours Mondays 9 - 11 and by appointment. Office: Ketchum 169.

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

**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’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 103 classes since then (as of December 31, 2015), the majority of which were at the University of Colorado. Of these, 49 classes were Sociology of Death and Dying classes and 28 were Sociology of Religion classes.

In addition, 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.

At this time Dr. Li devotes full-time to teaching through the Sociology Department and the Department of Continuing Education at the University of Colorado at Boulder.

**Communication with the Instructor**

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

You may contact Dr. Li via email at: [liane.gallegos@colorado.edu](mailto:liane.gallegos@colorado.edu) or by phone at: (303) 818 4839. Her preferred method of contact is email. The best time to reach her is during “virtual office hours” (Mondays 9-11 AM and by appointment). She will make every attempt to respond to questions/messages within 48 hours Monday through Fridays. Saturdays and Sundays are “off-line” days for Dr. Li when she will not be available. She will still check email and phone messages a minimum of every two weekdays.

# **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 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 Monday of each week.

Tuesdays: ***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 repeated quotes***.

Wednesdays: Read all students’ Tuesday posts.

Thursdays: ***The second of the two weekly posts is due by Thursday 11:59 PM.*** No direct quotes are required this time. Thursday posts are intended to provide a discussion forum for students to respond to the Tuesday round of posts, ongoing Thursday posts and/or assigned films.

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

# **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. The criteria for each of the two weekly posts are different. For the first post students are to select a direct quote—not already posted by another student-- from the reading assignment (if there are two or more reading assignments, a direct quote must be included from each), along with student commentary on the quote. The **Tuesday 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 reaction to the quote, indicating why it was chosen; and 3) student commentary that indicates that the student understands the quote in context, having read the whole article from which the quote was chosen.

The **Thursday, posts** are due by 11:59 PM on the respective Thursday. Thursday posts do **not** require a direct quote from the readings, but are instead to be contributions to an ongoing, threaded online discussion. Thursday discussions may include multiple threads of discussion, as arise organically as the topics are addressed. These second posts need to reflect the students’ engagement in the online discussion(s), including critical thinking applied to at least one of the weekly discussion threads that emerge. The second post for the week may include observations, questions, suggestions and/or general feedback—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. As with the first post for the week, the second post should be brief, in consideration to the other students, all of whom are required to read all of the week’s posts. The ideal post will be between two and five sentences long, not to exceed 100 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

The first weekly post will be worth up to 6 points and the second weekly post will be worth up to 4 points. Credit is earned by adhering to the assignment guidelines: using an original quotation in the case of the first weekly post, placing the quote in context sufficient to demonstrate that one has read the whole assignment, relevance of commentary in the case of the second weekly post that indicates that the other posts have been read; and the application of insight/critical thinking in all cases. The second posts need to be substantial, in that they are more than a statement of agreement or disagreement with positions others have stated—critical thinking is the key here. The occasional misspelling and grammatical error will be overlooked, but points will be deducted if too little attention is given to the quality of one’s post. That is to say, that correct grammar and spelling are social courtesies writers extend to their readers, and reflect a level of self-respect the writer has for their own thinking and writing. Inattention to spelling and grammar (other than the occasional, minor error, of course) demonstrates a careless attitude toward one’s readers, and obvious disregard for or disinterest in the project at hand and those engaged in it. For this reason, significant lapses in attention to the quality of one’s contributions will result in the loss of points.

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. Similarly, the instructor will make every effort to provide timely grading 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 summary (in the event of 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 100 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 work, both on quizzes and discussion submissions).

Points from the Tuesday posts (worth 6 points) will be deducted for: lack of correct citation for quotes, three or more typos in the post, “thin” post that contains very little indication of comprehension or critical thinking, and no credit will be given for quotes already used by another student.

Points from the Thursday posts (worth 4 points) will be deducted for: three or more typos in the post, “thin” posts that contain very little indication of comprehension or critical thinking, and lack of reference to the ongoing discussion.

The instructor will provide feedback on the posts, especially if points are deducted or to highlight a particularly insightful post.

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**

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: "The effects of death are strikingly portrayed in the medieval concept of death as an *equalizer*, or leveler. Since death then was ever present then due to plague, epidemics, and wars, a uniquely social conception of death developed" (69). 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. Another important factor is medicine (or the lack thereof): due to the primitive medical practices and knowledge at the time, those in the Middle Ages could not expect to be saved if they fell terribly ill; they knew that their death was inevitable. However, in modern societies, illnesses can be treated, and people can live long after their bodies have largely deteriorated due to modern life support systems. We feel science can save us from any malaise, thus there is no need to worry about death. Therefore, we can see how changes in science and technology have affected social constructions of death over time.

# **Exams**

There will be two quizzes and one final during the semester, as noted in the course calendar: Wednesday, February 4; Wednesday, March 16; and the final exam on Wednesday, May 4 7:30 – 10:00 PM. Each 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, 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 10 (first day of class is Monday, January 11) Introduction**

**2 Week of January 17**

Reading Assignment:

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

***No class Monday, January 18 in observance of Martin Luther King, Jr. Day***

Initial Discussion Post due Tuesday **Jan 19**

Second Discussion Post due Thursday **Jan 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)

Initial Discussion Post due Tuesday **Jan 26**

Second Discussion Post due Thursday **Jan 28**

**4 Week of January 31 Socialization**

Reading Assignment:

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

Film/Audio Assignment

* Kubler-Ross Talks about Sibling Loss
* NPR Program re a program to help grieving children

Initial Discussion Post due Tuesday **Feb 2**

Second Discussion Post due Thursday **Feb 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)

Film Assignment

* Kubler-Ross Film TBA

Initial Discussion Post due Tuesday **Feb 2**

Second Discussion Post due Thursday **Feb 4**

**Quiz #1 Wednesday, February 4**

**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)*

Film Assignment

* *“Dying Wish”*

Initial Discussion Post due Tuesday **Feb 16**

Second Discussion Post due Thursday **Feb 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)

Film Assignment

* Film: “Dying Green”

Initial Discussion Post due Tuesday **Feb 23**

Second Discussion Post due Thursday **Feb 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)

Initial Discussion Post due Tuesday **Mar 1**

Second Discussion Post due Thursday **Mar 3**

**9**  **Week of March 6 Suicide**

Reading Assignment

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

Film Assignment

* TBA

Initial Discussion Post due Tuesday **Mar 8**

Second Discussion Post due Thursday **Mar 10**

**10 Week of March 13 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)

Film Assignment

* TedTalk re suicide prevention on the Golden Gate Bridge

Initial Discussion Post due Tuesday **Mar 15**

Second Discussion Post due Thursday **Mar 17**

**Quiz #2 Wednesday, March 16**

**Spring Break Week of March 20 No Assignments**

**11 Week of March 27 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)

Film Assignment

* TedTalk with Peter Saul

Initial Discussion Post due Tuesday **Mar 29**

Second Discussion Post due Thursday **Mar 31**

**12 Week of April 3 Physician-Assisted Suicide (PAS)**

Reading Assignment

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

Film Assignment

* “*Suicide Tourist”*

Initial Discussion Post due Tuesday **Apr 5**

Second Discussion Post due Thursday **Apr 7**

**13 Week of April 10 Terror Management Theory**

Reading Assignment

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

Film Assignment

* “*Flight from Death: The Quest for Immortality*”

Initial Discussion Post due Tuesday **Apr 12**

Second Discussion Post due Thursday **Apr 14**

**14 Week of April 17 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)

Film Assignment

* *“The Day I Died”*

Initial Discussion Post due Tuesday **Apr 19**

Second Discussion Post due Thursday **Apr 21**

**15 Week of April 24 Synthesis**

Reading Assignment Study Guide for Final Exam

Initial Discussion Post due Tuesday **Apr 26**

Second Discussion Post due Thursday **Apr 28**

**Final Exam Wednesday, May 4 7:30 – 10:00 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 130 points 198 – 220 A

Quiz #1 30 points 176 – 197 B

Quiz #2 30 points 154 – 175 C

Final Exam 30 points 132 – 153 D

*220 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 occasionally films or film clips,
* 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**

**Late and Missing Assignments**

Assignments must be submitted sequentially (in the order assigned). Late posts are not accepted, as their value lies largely in their inclusion in class discussion. Missing assignments will receive zero points.

**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 e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](http://www.alumniconnections.com/links/link.cgi?l=6835148&h=7906&e=UCBI-20151203180101) under the Quick Links at the [Disability Services website](http://www.alumniconnections.com/links/link.cgi?l=6835149&h=7906&e=UCBI-20151203180101) 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. See [campus policy regarding religious observances](http://www.alumniconnections.com/links/link.cgi?l=6835152&h=7906&e=UCBI-20151203180101) 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](http://www.alumniconnections.com/links/link.cgi?l=6835155&h=7906&e=UCBI-20151203180101) and [the student code](http://www.alumniconnections.com/links/link.cgi?l=6835156&h=7906&e=UCBI-20151203180101).

**Discrimination and Harassment**

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://www.alumniconnections.com/links/link.cgi?l=6835157&h=7906&e=UCBI-20151203180101).

**Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](http://www.alumniconnections.com/links/link.cgi?l=6835160&h=7906&e=UCBI-20151203180101) 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); 303-735-2273). Students who are found responsible of 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://www.alumniconnections.com/links/link.cgi?l=6835161&h=7906&e=UCBI-20151203180101).

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)
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)
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