LSC REPORT TO UWUCC -- December 1990 [date of LSC approval]

1. FOR INFORMATION

Writing-Intensive Approvals (Type of Approval):

B. Gail Wilson, Comm. Media (Type I) [11-15]
Kurt Dudt, Comm. Media (Type I) [11-15]
CM 303 Scriptwriting (Type II) [11-15]
CM 403 Writing for Broadcasting (Type II) [11-15]
Darlene Richardson, Geoscience (Type I) [11-29]
Kay Snyder, Sociology-Anthropology (Type I) [12-06]
Phillip Neusius, Sociology-Anthropology (Type I) [12-06]
Dan Boone, Philosophy-Religious Studies (Type I) [12-06]
HR 411 Seminar in Hospitality Management (Type II) [12-06]
Herbert Hunter, Sociology-Anthropology (Type I) [12-13]
John J. Gibbs, Criminology (Type I) [12-13]

Synthesis Section Approvals:

Patricia Heilman, "Journalistic Fortraits of America: America and War"[11-1]

Gordon Thornton or Mary Lou Zanich, "Death in the Human Experience" [11-1]

Patrick Murphy, "Other and Another: Ecology, Gender, and Culture" [11-1]

Willard Radell, "Work Without Choice: Forced Labor Across Cultures Through History [11-1]

Carolyn Thompson, "Sport and Exercise: Issues of Gender and Race" [11-1]

Hugh Klein, "AIDS and Society" [11-8]

Jerry Pickering, "Global Survival" [11-8]

Mia Moore-Armitage, "Evolution of Human Food Behavior" [12-06]

Darlene Richardson or Connie Sutton or Maureen McHugh or Mary Lou Zanich, "Women in Science" [12-13]

Maureen McHugh, "Women in the Future" [12-13]

Mary Micco, "Can Machines Think?" [12-13]

Olive Holt and Harry Holt, "Making Healthcare Decisions" [12-13]

2. FOR ACTION: EXISTING COURSE/LIBERAL STUDIES APPROVAL

SO 354 Sexual Inequality in Human Societies (LS Elective) [12-13] SO 458/PS346 Political Sociology (LS Elective) [12-13]

3. FOR ACTION: NEW COURSE/LIBERAL STUDIES APPROVAL

GS 150 Geology of National Parks (Non-Lab science) [11-8]
GS 151 Age of Dinosaurs (Non-lab science) [11-8]
HI 366 African-American Women (Liberal Studies Elective) [11-29]

4. FOR ACTION: LIBERAL STUDIES PORTIONS OF PROGRAM REVISIONS

Spanish Department Curriculum Revisions Elementary Education Curriculum Revisions (with clarifications) LIBERAL STUDIES

Director's Office: 353 Sutton Hall Secretary's Office: 352 Sutton Hall

Telephone: 357-5715

January 2, 1991

SUBJECT: LSC Report

TO: Gary Buterbaugh

FROM: Charles Cashdollar

- 1. Here's a report from the LSC which should go on the UWUCC agenda. Some items can be handled directly from this sheet; others will work their way through the UWUCC screening committee and on to your agenda. (I sent twenty copies to Tilly Sisko, and one to you for your convenience.)
- 2. With reference to the items which are marked on your last UWUCC log as "returned to LS":

FN 150 and 151--I do not have

FN 110--I do not have

FN 212--I have this one; we will act on it soon

FN 470--we have completed, and it is back in the provost's office (it's actually a course revision and title change, not a new course)

3. We need to take care of the two-department listing for <u>Native American Religions</u>. LSC approved that as <u>both</u> RS 365 and AN 365; our copy has signatures from both chairpersons—and we talked with representatives from both departments. This went through UWUCC and Senate as RS 365 only—I guess I wasn't paying close enough attention to spot the anomaly until too late. Sorry.

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4. FOR ACTION: LIBERAL STUDIES PORTIONS OF PROGRAM REVISIONS

Spanish Department Curriculum Revisions Elementary Education Curriculum Revisions (with clarifications)

LSC#_____Action/Date (1-1-90

COVER SHEET: Proposal for Section of LS499 Senior Synthesis

SECTION TITLE	Death in the Human Experience
PROFESSOR(S)	Gordon Thornton & Mary Lou Zanich
PREREQUISITES (Please see instructions) 73 sh
you will be rea	RMATION. When is the earliest semester/summer session that ady to téach the section. Do you anticipate offering this y? If so, how frequently? (Please see instructions)
believe that the	: Fall, 1991. Because we prefer to team teach this course, we Fall semester will work best in our schedules. It would be possible his course as sole instructor.
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SIGNATURES:	Professor(s) toda Thurton, Mangan Jenis
•	Department Chairperson(s) Ell Schnigels
	College Dean(s) Wolfer
	Director of Liberal Studies hall celled 11-1-90

PLEASE ATTACH THE FOLLOWING COMPONENTS TO THE COVER SHEET

- I. "Synthesis Summary"—one or two pages explaining your proposal, including: (1) your topic, especially its scope and significance; (2) the disciplines (like biology, economics, aesthetics) whose perspectives you will use; (3) the contributions each discipline will make in terms of point of view, theory, and methodology; (4) your pedagogical methods, including the strategies and activities you will employ to enable students to think synthetically.
- II. Syllabus presented in UWUCC format: (1) Course objectives; (2) Detailed course outline; (3) Evaluation methods; (4) Required reading; (5) Special resource requirements, if any; and (6) Bibliography you used in preparing this proposal. Your syllabus must indicate how you will "address the concerns of women and minorities whenever possible."
- III. Publicity Form, to be submitted for publication in the semester-bysemester Undergraduate Course Schedule.

PLEASE NUMBER ALL PAGES. PROVIDE 12 COPIES TO LIBERAL STUDIES COMMITTEE.

PUBLICITY FORM FOR SYNTHESIS SECTION

TOPIC TITLE: Death in the Human Experience

PREREQUISITES: 73 sh completed

PROFESSOR: Gordon Thornton and Mary Lou Zanich

DESCRIPTION (limit 100 words):

In your lifetime you will deal with numerous deaths (of family members, friends, pets), encounter personally at least two life threatening medical situations, and see literally thousands of deaths in the media. This course will focus on how your thinking about, coping with, and reacting to death is affected by culture, religion, race, experiences, and personality. The many ways humans have viewed death through music, the visual arts, and literature will also be explored in contemporary and historical perspectives. Class and group discussions and projects, guest speakers and role play activities will be structured to aid student insight.

READINGS (provide author and short title):

Philippe Aries, Western Attitudes Toward Death.

Ernest Becker, The Denial of Death.

Elizabeth Kubler-Ross, On Death and Dying.

Therese Rando, <u>Grieving: How to Go on Living When Someone You</u>
<u>Love Dies</u>.

Plus additional readings.

Synthesis Summary Death in the Human Experience Gordon Thornton & Mary Lou Zanich

1. Topic.

Death in the Human Experience will explore the many ways humans have attempted to cope with death, expressed their reactions to dying and death, and developed a meaningful framework for death. Three broad sub-topics will be included: conceptual views about death and dying; coping with dying; and reactions to death including the grieving process. By approaching the topic from both a humanities perspective (art, literature, history) and from a sciences perspective (medicine, psychology, nursing), students will be exposed to a multi-faceted view. During the course students will be expected to synthesize information from many disciplines and to apply general themes and models to their own personal experiences. In addition students will be asked to integrate information from their own academic major to the current death system in our culture.

2. Disciplinary Perspectives:

A number of disciplines will receive major emphasis in this course. For example, the three sub-topics (conceptual views, coping with dying, and reactions to death) will be illustrated by a selected study of the arts and literature. Psychology will be another discipline that cuts across all sub-topics. Because there will be a major emphasis on empirical data and on health care systems, scientific inquiry and applications will also be a common theme.

A number of disciplines will have special roles within a subtopic. For instance, in studying conceptual views, historical
and cross-cultural perspectives will be explored. Religious and
philosophical perspectives will be studied under the topic of
reactions to death. For certain topics, very specific
disciplinary issues will be addressed (e.g. ethics and the right
to die, economics and the American funeral, etc.).

3. Pedagogy:

Because many disciplines provide an important knowledge base, the study of death, dying and bereavement should be synthetic. A variety of activities are planned to increase the synthetic thinking of students. Students will be challenged to think critically about many pre-conceived ideas about death and about major ethical dilemmas. To make students more active in the learning process they will be expected to provide resource material for the class.

- a. Group projects (e.g. finding examples of gallows humor, poetry on dying, music about death) will facilitate student interaction and cooperation and make students sensitive to a variety of perspectives.
- b. Mini-group discussions will encourage students to apply knowledge to their personal experiences and to express themselves orally.
- c. Three essay tests will have students synthesize their knowledge to answer applied or conceptual questions. In addition to, measuring retention and understanding of assigned material,

the tests will assess the student's ability to argue and justify a point of view.

- d. A death "collage" will be constructed by small student groups. Each week students will gather materials which represent some aspect of death, dying or bereavement. Materials may include newspaper articles, songs, cartoons or personal encounters. Students will be expected to provide a written interpretation of the collage. The interpretation will synthesize this personal material with the general themes and concepts discussed in the course.
- e. Case studies will be utilized to have students analyze a concrete example using a multi-disciplinary approach.
- f. Field trips and guest speakers will add novel perspectives and provide valuable insights into death and dying.
- h. "My Major and Our Death System" will be a required paper designed to have students appreciate the relationship between their major and the topic of death.

Syllabus

Death in the human experience

I Course description (publicity description)

In your lifetime you will deal with numerous deaths (of family members, friends, pets), encounter personally at least two life threatening medical situations, and see literally thousands of deaths in the media. This course will focus on how your thinking about, coping with, and reacting to death is affected by culture, religion, race, experiences, and personality. The many ways humans have viewed death through music, the visual arts, and literature will also be explored in contemporary and historical perspectives. Class and group discussions and projects, guest speakers and role play activities will be structured to aid student insight.

II Course objectives

- a. to expose students to the variety of ways humans have dealt with death and dying.
- b. to provide students with a historical and cross-cultural foundation for understanding current Western conceptual views about death.
- c. to interface general models and themes with personal and idiosyncratic reactions.
- d. to develop a more mature personal philosophy about death by synthesizing a multitude of perspectives.
- e. to develop critical thinking about the medical-socialpersonal dilemmas encountered in death and dying.

- f. to explore gender and cultural differences in reactions to death
- h. to explain and model synthetic thinking so that students will be able to achieve a synthesis in their understanding to death, dying, and grief.

III Course outline

Topic

Reading Assignment

- A. INTRODUCTION (1 week)
 - 1. GETTING TO KNOW EACH OTHER
 - 2. EXPLAINING SYNTHESIS
- A. CONCEPTUAL VIEWS ABOUT DEATH (3 weeks)
 - 1. CURRENT ATTITUDES

Kubler-Ross(1,2)

SUPPORTING ACTIVITIES

- a) How we hide death (mini-group discussion)
- b) Gender, race, and religious differences in death anxiety (questionnaire)
- c) Sympathy card analysis (individual project)
- d) Gallows humor (group project)
- 2. HISTORICAL PERSPECTIVES

Aries(1-4)

SUPPORTING ACTIVITIES

- a) Music reflecting historical periods 'e.g. Verdi (Dies Irae), Listz (Totentanz)§
- b) Language/visual arts representing the periods of death attitudes (group project)
- c) Cemetery visit (field trip)

3. CROSS-CULTURAL VIEWPOINTS

Corcos & Krupka

SUPPORTING ACTIVITY

- a) Creating a myth (group project)
- 4. CONCEPTUAL VIEWPOINT AND DILEMMAS

SUPPORTING ACTIVITY

a) How we conquer death: euthanasia & transplantation (mini-group discussion)

ESSAY TEST

- B. COPING WITH DYING (5 weeks)
 - 1. MODELS OF THE DYING PROCESS: ADULTS Kubler-Ross(3-8)
 SUPPORTING ACTIVITIES
 - a) Viewing film excerpts (All that Jazz, Until I Die)
 - b) Telling the news about a terminal illness (role play)
 - c) The spiritual needs of the dying (guest speaker)
 - 2. THE FAMILY INTERFACE

Kubler-Ross(9-12)

Rando (12 xeroxed)

SUPPORTING ACTIVITIES

- a) Hospice (field trip and guest speaker)
- b) Hospice interdisciplinary team (role play)
- c) Expressions of dying through the arts (group project)
- 3. THE DYING PROCESS: CHILDREN

Bluebond-Languer

SUPPORTING ACTIVITIES

a) Self help groups, Compassionate Friends (guest speaker)

- b) Music (e.g. Mahler (Kindertotenlieder) and literature (e.g. <u>The shroud</u>) about children's death literature: The Shroud
- c) Cross-cultural explorations (use of local community for interviews)

ESSAY TEST

- C. REACTIONS TO DEATH (3 weeks)
 - 1. TRANSCENDENCE

Toynbee

Becker(1-10)

Chidester

SUPPORTING ACTIVITIES

- a) Why is there death (mini-group discussion)
- b) Constructing near-death experiences (group project)
- c) Themes about death and immortality (use of art and literature; e.g. excerpt from Bambi)
- 2. RELIGIOUS PERSPECTIVES

Becker (11)

SUPPORTING ACTIVITIES

- a) Personal religious viewpoint (individual project)
- b) Analysis of eulogies, epitaphs, or obituaries (group project). Particular focus will be on gender, religious and cultural differences.
- c) Artist's representation (individual project)
- d) Hymns (group project)
- e) Suicide (mini-group discussion)
- 3. CROSS-CULTURAL PERSPECTIVES

Huntington & Metcalf

SUPPORTING ACTIVITY

- a) Funeral customs (guest speakers)
- 4. THE GRIEF PROCESS

Rando (book)

Doka (article)

SUPPORTING ACTIVITY

- a) Funeral home (field trip)
- b) Disenfranchised grief (case study)

ESSAY TEST

ADDITIONAL REQUIREMENTS:

A death collage will be constructed as a small group exercise. A written description of the collage which synthesizes the various aspects of the collage with course material is required.

A 5-7 page paper investigating how the student's major relates to our death system. Discussion with the instructors will help to clarify this assignment. Students will be permitted an alternative topic, if necessary.

IV. Evaluation

Collage 15%

Tests 30%

Group projects 15%

Major paper 15%

Class assignments, field trips, role plays 25%

V. Required reading Approximately 1300 pages.

Aries, Philippe. (1974). Western Attitudes toward Death: From the Middle Ages to the Present. Baltimore: John Hopkins University Press. ISBN 0801817625

- Becker, Ernst. (1973). <u>The Denial of Death</u>. NY: Free Press. ISBN 0029023106
- Bluebond-Langner, Myra. (1977). Meanings of death to children.

 In Herman Feifel (Ed.) New Meanings of Death. NY: McGrawHill. ISBN 0070203490
- Bluebond-Langner, Myra. (1978). The Private Worlds of Dying

 Children. (Chapter 2). Princeton, NJ: Princeton University

 Press.
- Chidester, David. (1990). <u>Patterns of Transcendence: Religion</u>.

 <u>Death. and Dying</u>. (Chapter 1). Belmont, CA: Wadsworth.

 ISBN 053411730
- Corcos, Alain. & Krupka, Lawrence. (1983-1984). How death came to mankind: Myths and legends. Omega: Journal of Death and Dying, 14, 187-199.
- Doka, Ken. (1987). Silent sorrow: Grief and the loss of significant others. <u>Death Studies</u>, <u>11</u>, 455-469.
- Huntington, Richard & Metcalf, Peter. (1979). <u>Celebrations of</u>

 <u>Death: The Anthropology of Mortuary Ritual</u>. (Chapter 2 & 3)

 NY: Cambridge University Press. ISBN 0521295408
- Rando, Therese. (1984). <u>Grief, Dying, and Death</u>. (Chapter 12)
 Champaign, IL: Research Press. ISBN 0878222324
- Rando, Therese. (1988). <u>Grieving: How to Go on Living When</u>

 <u>Someone You Love Dies</u>. Lexington, MA: Lexington ISBN

 0669170216

Toynbee, Arnold. (1968). Man's Concern with Death. (pgs 59-94)
London: Hodder & Stoughton.

In addition, supplemental articles and readings may be required.