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## Death & Dying Syllabus

**IDST 190.002 Triple I Fall 2019**

**DEATH & DYING**

**Hanes Art Center 121**

**MWF, 1:25p - 2:15p**

### INVITATION TO THE COURSE

Death and dying are universal human experiences. Yet there is immense cultural variation and historical fluidity to the ways we define, understand, and treat death, dying, and relations between the living and the dead. Drawing from methodologies and approaches from Anthropology, English & Comparative Literature, and Psychology & Neuroscience, this course explores concepts, experiences, and practices of death and dying from multiple disciplinary perspectives and modes of inquiry, considering the similarities and differences between them. Through our engagement with contemporary case studies from around the globe, we ask: How has the threshold between life and death been defined, and what are some of the dilemmas involved in determining death? Why and in what ways have we sought to control death and dying? How are deaths differently valued and made meaningful, and what might this tell us about the complexity and diversity of human life experience? The course will introduce students to data literacy, principles of evidence, and methodologies from three disciplines as they differently yet synergistically illuminate shared questions concerning death, dying, and afterlives.

### LEARNING OBJECTIVES

There are four broad goals for this course:

- Students will acquire knowledge of key concepts, methodologies, modes of inquiry, theoretical approaches, and issues of concern in the fields of Anthropology, American Studies, and Psychology & Neuroscience
- Students will be exposed to data literacy, global orientation, principles of evidence, and collaboration.
- Students will gain beginning knowledge of some of the diversity of understandings, practices, and dilemmas surrounding death and dying.
- Students will develop analytical skills which will facilitate critical thinking and writing. In particular, they will compare and contrast approaches across interdisciplinary methodologies.

### INSTRUCTORS

**Jocelyn Chua** earned her PhD in Anthropology from Stanford University and is Associate Professor in the Department of Anthropology. As a medical anthropologist, Dr. Chua is broadly interested in people's lived experiences of suicide, death, and violence in the contemporary world, and particularly how mental health professionals and therapies intervene to reshape how people respond to these experiences. She has conducted research in India on suicide, and is currently working on a new project examining the use of psychiatric medications in war by the United States military.

**Jennifer Larson** earned her PhD in English from the UNC-Chapel Hill and is a Teaching Associate Professor and the Director of Undergraduate Studies in the Department of English & Comparative Literature. Her research interests include

African-American literature (especially African American drama), Film Studies (especially race in contemporary cinema), American literature, and Composition (especially writing in/about law). She teaches courses such as Film & Culture, Literature & Law, and ENGL 105.

**Jeannie Loeb** received her PhD from the University of North Carolina in Chapel Hill, specializing in Behavioral and Integrative Neuroscience. Currently, she is a Teaching Professor and Director of Undergraduate Studies in the Department of Psychology and Neuroscience. She teaches a variety of courses, particularly General Psychology, Biological Psychology and the Science of Learning. She has won several teaching awards and has been an invited presenter at teaching conferences and university teaching workshops. Dr. Loeb thoroughly enjoys working with UNC students and continues to be passionate about the study of the most effective teaching and learning practices.

## TEACHING ASSISTANTS

### Grant Canipe

- Office location: Davie Hall 216
- Office Hr: Fridays, 11a to 12p (please come at least 10 min. before the end of office hours) & by appointment

### Dawn Rivers

- Office location: 410B Alumni
- Office Hr: Wednesdays, 12p to 1p (please come at least 10 min. before the end of office hours) & by appointment

### Bryan Dougan

- Office location: Caldwell 105C
- Office Hr: Mondays, 12:15p to 1:15p (please come at least 10 min. before the end of office hours) & by appointment

### Ann Suk

- Office location: Alumni 410b
- Office Hr: Tuesdays, 12.30p to 1.30p (please come at least 10 min. before the end of office hours) & by appointment

## CONTACTING US

For course issues and office hours (e.g. non-exam grading/credit issues, basic questions about concepts, etc.), please use the course email account: **Death&Dying@unc.edu**

- Expect to receive a response within 24-48 business hours. If you do not hear from us within this time-frame, please check the email that you used. Emails sent to other email addresses may not be responded to.
- Email Etiquette:
  - Include your FULL NAME
  - In the subject line, include the issue, e.g., "Missing credit for [date]"
  - Do not use text lingo; use full sentences
  - Be polite and respectful

To review the midterm and for midterm grading issues, please use the course email account: **Death&Dying@unc.edu**

- Be sure to indicate which Instructional Assistant you would need to meet with.

- Students with last names from Abe-Tech to Dodd should RSVP for Ann Suk
- Students with last names from Duffy to Kulkarni should RSVP for Bryan Dougan
- Students with last names from Lachance to Riddle should RSVP for Dawn Rivergs
- Students with last names from Roberson to Zheng should RSVP for Grant Canipe
- When reviewing an exam, it is very important to RSVP to TA office hours so that the TA has time to locate your exam before you arrive for the review. If you come unannounced, the TA may be unable to find your exam at the time and you may be unable to review your exam.

**CAREER INFORMATION and FURTHER DISCUSSION OF DISCIPLINE.** Please email the [class email account](#) if you have questions pertaining to the logistics of the course (e.g. grading/credit issues, basic questions about concepts, etc.). If you would like to discuss career information and/or further discuss discipline topics, feel free to meet with the Teaching Assistants or the Instructors.

- To meet with a Teaching Assistant, drop by posted office hours or email the class email account: **Death&Dying@unc.edu** (or follow appointment instructions as listed above). To meet with an instructor, please see below.
  - Anthropology - Dr. Chua
    - To schedule office hours, click the hyperlink: Career [Mtg with Dr. Chua](#) or
    - Copy & paste the following (be sure to copy the ENTIRE link): <https://calendly.com/jlchua/office-hours>
    - If you cannot make office hours, email Dr. Chua directly to set up an appointment.
  - English & Comparative Literature - Dr. Larson
    - To schedule office hours, click the following link: [Meeting with Dr. Larson](#)
    - Copy & paste the following (be sure to copy the ENTIRE link): <https://jenniferlarsen.youcanbook.me>
    - If you cannot make office hours, email Dr. Larson directly to set up an appointment.
  - Psychology & Neuroscience - Dr. Loeb
    - To discuss psychology & neuroscience career or discipline topics, please click the following link: [Mtg with Dr. Loeb](#) or
    - Copy & paste the following (be sure to copy the ENTIRE link): <https://calendly.com/drloeb/office-hours>
    - If you cannot make office hours, please cancel the calendly appointment at least 24 hours in advance.

## REQUIRED READINGS

- Readings are posted on Sakai

## SAKAI

- Frequently refer to Sakai for important class materials and announcements.
- Go to <https://sakai.unc.edu>

- Login with your onyen and onyen password
- Choose our class
- If your Sakai login does not work, you will miss important emails and announcements, as well as be unable to complete assignments/quizzes. Contact ITS (962-HELP) if Sakai is not working for you. It is the student's responsibility to have access to Sakai. Extensions are NOT given for Sakai issues.

## COURSE REQUIREMENTS

### Online Sakai quizzes: 10% of course grade

**If you accidentally open up a quiz when you are not ready to take it, because we do not have the means to reset individual quizzes, the quiz will be considered a drop.**

- This is a basic knowledge check on the assigned readings.
- You can only take the quiz once so treat it like a mini-exam. However, note that the quizzes are much easier than the exams.
- It is important NOT to open a quiz unless you have 10 minutes in which to take the quiz.
- Best 15 will be counted.
- It is "open-book," however, if you have not thoroughly done your readings beforehand, you may run out of time to accurately answer the questions. Our advice is to thoroughly read all materials and then have them on hand while taking the quiz.
- Each quiz has 5 multiple-choice questions.
- Deadline: 11:30 am before the start of the lecture topic (see schedule below). We strongly urge you to complete quizzes well ahead of deadlines in case of unexpected problems including computer and/or internet connectivity issues. There are no extensions due to computer issues. (The drops will accommodate such idiosyncrasies.)
- It is strongly recommended that, after submitting a quiz, you check the gradebook to make sure that you received credit. This will help you to keep track of the number of quizzes you complete.
- If you experience computer problems, contact ITS for assistance (919-962-HELP) before the deadline has passed.
- If your computer has persistent issues, try using the computers in Davis or the Undergraduate Library.
- This is not group work.
- Do not plagiarize ("deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise").  
<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>

### Exams: 40% of course grade

**University Approved Absences.** Note that "University Approved Absences" refer to very specific - extremely severe - situations as outlined in the University Catalog (<http://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>). As such, to be considered for makeup work, a student must have the following:

- An absence which falls under the specific circumstances considered to be a "University Approved Absence."  
Specifically:

- Authorized University activities with official notification from the organization (e.g. travel letter)
- Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
- Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).
- Invalid excuses are anything not listed explicitly as a University Approved Absence, including but not restricted to: club activities/events, interviews (unless interviewer provides documentation that the date of the interview cannot be changed), travel plans, feeling unprepared, feeling ill but not ill enough to warrant a University Approved Absence, etc.
- Documentation which comes specifically from ARS, EOC, the Office of the Dean of Students, the Gender Violence Service Coordinators or official organization involved with the authorized university activity (e.g. athletic group; club sports are ineligible). All other types of documentation (e.g. "doctor's note" or a note from student health) cannot be used for University Approved Absences, and thus, makeup work cannot be given under these circumstances.
- Documentation needs to specify exactly which dates the student is to be excused for.

## 2 exams: midterm (20%) and final exam (20%)

- The format of the exams will be multiple choice with 1 or 2 short-answer essays. The exam will cover information from readings and from class.
- Policy on being late to an exam: If you are late for an exam such that someone has finished before you arrive, you will not be allowed to take the exam. Instead, you will need to complete a makeup exam with a 10-point deduction, in order to be fair to all students. Be aware that the makeup exam time is inflexible due to the scheduling constraints of the Undergraduate Testing Center, which will be proctoring the exam. Note the dates of the makeup exam in the syllabus below (time is TBD, as according to the Undergraduate Testing Center's availability). If you are late for an exam but no one has finished before you arrive, you may take the exam but do note that no additional time will be given to complete the exam.
- Policy on missing an exam: If you do not have a University Approved Absence but miss the exam, you can make up the exam on the day designated for makeup exams, but with a 10-point deduction in order to be fair to all students. If you have a University Approved Absence, you may be eligible for a makeup exam without any point deduction. PRIOR PERMISSION IS NECESSARY if you would like to do a makeup without point deductions. It is the student's responsibility to email the class email account asap, and no less than a week before the exam, in order to get permission for a makeup. In this email, please include proper documentation (see above for what counts as a University Approved Absence as well as what counts as proper documentation). Note that makeup exams are only given on specific dates (please see the specified dates listed in the calendar below). Note too that you may not have a choice in what time you take the makeup exam as makeups are given via the Undergraduate Testing Center and the Undergraduate Testing Center only offers restricted times during which they proctor exams. If you make up an exam on a date other than the specified dates below, 5% will be deducted per each additional day beyond the specified date.
- Final exam: It is university policy that all students take the final exam. It is also university policy that an instructor cannot change the final exam time. The university has set our class final exam to be on Friday, May 3rd, 8 am in the same classroom.
  - If you miss the final exam, you will be given an "AB," which means that--IF you have an Official Examination Excuse (see below)--you will need to take the cumulative final exam on the alternative final exam time listed below

and/or it \*may\* be possible to reschedule within the first 7 weeks of the next semester (please see below for details). Otherwise, the "AB" turns into a permanent "F" as per university policy.

- Alternative final exam time: An Official Examination excuse from Academic Advising, Dean of Students or from Student Health is needed in order for you to take the final exam on our alternative date. Official Examination excuses are only granted under very specific circumstances (i.e. having 2 finals at the exact same time or having three finals within a 24-hour period). Travel plans (with or without family) are NOT valid excuses to take the final exam at the alternative time. To be eligible for the alternative final exam, you'll need to a) get an Official Examination Excuse from Academic Advising or the Dean of Students, b) RSVP to the class email account that you have received an Official Examination Excuse at least one week before our class is scheduled to take the final exam and then c) email a picture of your Official Examination Excuse to the class email account. The alternative final exam date for our class is: TBD with the Undergraduate Testing Center. IT IS IMPERATIVE THAT YOU RSVP FOR THIS MAKEUP FINAL EXAM AT LEAST ONE WEEK BEFORE THE CLASS IS SCHEDULED TO TAKE THE FINAL EXAM.
- If you miss the alternative date/time for the final exam because of something not within your control due to:
  - e.g. illness - if you get on the Campus Health list, you will need a permit from the University Registrar Office to make up your exam; see here for more information: <https://campushealth.unc.edu/services/possible-academic-interventions-due-medical-needs/illness-during-final-exams.>; email [Death&Dying@unc.edu](mailto:Death&Dying@unc.edu) immediately to make an arrangement to make up the final exam within the first 7 weeks of the fall semester.
  - e.g. If you miss the alternative date/time for the final exam but do not have an Official Examination Excuse, email the class email account explaining why you missed the final exam. Depending on the reason(s), you \*may\* be able to make up the final exam, however, significant credit will be deducted from your final exam. If your reasons do not warrant a makeup, you will receive a "0" for the final exam.
- What you need to bring to exams:
  - Bring #2 pencil & scantron (available at Student Stores)
    - Fill out your scantron information (i.e. name, PID; no sequence # needs to be filled out) before coming to class. A sequence # is not needed.
    - Be careful not to bend/rip the scantron (or you may not get a score back).
  - Do not bring cell phone or other electronic devices. If you have these items with you, you may not be allowed to complete your exam.
- ARS-eligible students: If you are eligible for Accessibility Resources & Service (e.g. extended exam time), please be sure to contact Accessibility Resources & Service to arrange for them to proctor your exams (<http://www.unc.edu/depts/lds/students-overview.html>). Please do this at least one week before an exam. If you do not make arrangements in time, you will be unable to take advantage of the extended time offered to you by ARS.
  - Exams must be scheduled for the same day and same time as when the class is scheduled to take the exam. You cannot take the exam on a day different from when the rest of the class will be having their exam; if you do, this will entail a 5% deduction and/or a grade of zero, in order to be fair to all students. If you need to schedule a time which is slightly before or after our class time, you need permission from an instructor beforehand. Email the class email account if you need such permission.
  - An electronic version of the exam will be sent directly to ARS. Indicate that you'd like for ARS to remind us to send a digital copy of the exam to their office.

- It is VERY important for you to also email us a reminder to send your exam. Send reminders to Death&Dying@unc.edu.
- ARS should email scanned SCANTRON answers only (not the entire exam) to Death&Dying@unc.edu. Notice that they need to send the scanned answers to our class email account.

**Assignments: 36% of course grade (each section is worth 12% of the course grade)**

- Deadline: 11:30 am on the dates listed below.
- 1 point (out of the 12 points possible for each assignment) will be deducted for each day that the assignment is late, beginning with the first day on which it is past deadline.
  - The sakai assignment link will allow you to submit after the deadline, until too many days have passed, resulting in no more points to be earned.
  - If you have a University Approved Absence with proper documentation (see above for what counts as proper documentation), percentages will not be deducted for the dates of your approved absence(s).
- It will be the student's responsibility to use the correct link to submit an assignment. If it is discovered that a student has used the incorrect link, notify the class email account asap. In such instances, 1 point will be deducted from the assignment grade.
- Descriptions:
  - Anthropology assignment
    - Collect data and conduct an analysis of the place of mourning and grief in US culture
    - Please see details in Sakai's Assignment tab: Anthropology Assignment
  - English & Comparative Literature assignment
    - Choose a film (not already viewed in class) about death and/or dying that speaks to the themes you explored in the Psychology & Neuroscience and Anthropology projects
    - Please see details in Sakai's Assignment tab: ECL Assignment
  - Psychology & Neuroscience assignment
    - In this research-exposure course, you will be working with a Graduate Research Consultant (Grant Canipe) who will assist you in this research assignment, in particular. The GRC program is sponsored by the Office for Undergraduate Research (our.unc.edu). We encourage you to visit this website to see other ways that you might engage in research, scholarship and creative performance while you are at Carolina.
    - With regards to obituaries, you will analyze two variables which may be different between women and men.
    - **BE AWARE THAT UNC ONLY HAS A LIMITED NUMBER OF LICENSES TO ACCESS SPSS/VIRTUAL LAB. THUS, IT IS CRITICAL THAT YOU NOT PROCRASTINATE BECAUSE YOU MAY BE UNABLE TO ACCESS SPSS/VIRTUAL LAB DURING HIGH TRAFFIC TIMES (e.g. right before deadline).**
    - Please see details in Sakai's Assignment tab: Psychology & Neuroscience Assignment Part 1 & 2 as well as Part 3
- This is NOT group work.

- Do not plagiarize ("deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise").

<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>

### **Participation/in-class activities & writing: 14% of course grade**

- Participation will be in the form of various assignment submissions during class, whether via sakai assignments or hardcopy papers which are turned in. Be aware that on any given class day, there may be one or more submissions we will ask you to do. Thus, it is possible to have multiple participation assignments on any given class day; each submission will be counted separately, even if on the same day.
- Each in-class writing submission (whether via sakai assignments or as a hardcopy paper) will count as "1" credit.
  - Full credit is given if we see 100% effort and > 50% accuracy.
  - Less than full credit may be given if less than 100% effort is seen.
- 85% of your best submissions will be counted.
  - Submissions which are not received, whether because of absenteeism, technical problems, etc. will be a part of the 15% which is not counted unless you have a University Approved Absence (please see above). With a University Approved Absence, you may have an opportunity to make up missed participation activities & writing assignments. However, to be eligible for this, you must contact the IAs (via the class email account) 1 week prior to the absence or as soon as you return (if due to a sudden situation, e.g. hospitalization).

### **COURSE GRADE COMPONENTS:**

Midterm	20%
Final Exam	20%
Quizzes	10%
Projects	36%
Participation/in-class activities & writing	14%

### **GRADING SCALE:**

A = 93-100%	C+ = 77-79.99%
A- = 90-92.99%	C = 73-76.99%
B+ = 87-89.99%	C- = 70-72.99%
B = 83-86.99%	D+ = 67-69.99%
B- = 80-82.99%	D = 60-66.99%
	F = <60%

**The professors reserve the right to make changes to the syllabus, including assignment due dates and test dates. If such changes are necessary, they will be announced as early as possible.**

**NOTE: Sometimes, class will be ahead or behind the syllabus schedule. Regardless of where we are in class, follow the syllabus in terms of assignment deadlines.**

### Resources:

Learning Center: <https://learningcenter.unc.edu/> or 919-962-3782

Writing Center: <https://writingcenter.unc.edu/> or 919-962-7710

Accessibility Resources and Service: UNC-Chapel Hill facilitates the implementation of reasonable accommodations for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. <https://ars.unc.edu/> or 919-962-8300.

Because this course entails addressing sensitive topics, we wanted to make sure that you were also aware of the following resources.

Campus Health - Counseling and Psychological Services: CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu> to explore services as well as to make an appointment. You can also call:

- 919-966-3658 (daytime)
- 919-966-2281 (after hours)
- 919-962-8100 (crisis)
- or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation.

National Suicide Prevention Lifeline:

- 1-800-273-8255
- 1-888-628-9454 (Spanish)
- or text STEVE to 741741 (to connect to trained crisis counselor via text)

Office of the Dean of Students: <https://odos.unc.edu/> or 919-966-4042

DATE	TOPIC	READINGS & ASSIGNMENTS
<p><i>TUESDAY</i> - 8/20 (<i>This is before class begins.</i>)</p>		<p><b>BE SURE TO BRING IN LAPTOPS TO CLASS. ON MANY DAYS, WE WILL HAVE ONLINE ACTIVITIES.</b></p> <p><i>Before 5p on 8/20, complete the following for bonus credit:</i></p>

- *Syllabus Assignment (see sakai > Assignments > Syllabus Assignment)*
- *Fall 2019 Death & Dying survey: [https://unc.az1.qualtrics.com/jfe/form/SV\\_djaQO1J7h2dCT7D](https://unc.az1.qualtrics.com/jfe/form/SV_djaQO1J7h2dCT7D)*

W - 8/21	<p>Introduction to the Course</p> <p>Aggregate results of the Survey about Death &amp; Dying</p>	<p>ALL READINGS SHOULD BE DONE BEFORE THE START OF CLASS.</p>
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### DETERMINING DEATH

F - 8/23	<p>PSYC - Research Methods</p> <p>Brain Anatomy &amp; Function</p>	<p>Weiten, W. (2017). <i>Biological Bases of Behavior, Psychology Themes and Variations</i> (10th ed., pp. 66-89). Boston, MA: Cengage Learning.</p> <ul style="list-style-type: none"> <li>• p. 66 - 67 (until "The Neural Impulse: Using Energy to Send information")</li> <li>• p. 75 - 77 (until "The Central Nervous System")</li> <li>• p. 77 - 89 (until "3.5 The Endocrine System: Another Way to Communicate")</li> </ul> <p><b>Brain Quiz</b> (based on the chapter reading about the brain)</p>
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M - 8/26	<p>PSYC - Consciousness</p>	<p>Gosseries, O., Vanhaudenhuyse, A., Bruno, M., Demertzi, A., Schankers, C., Boly, M., Maudoux, A., Moonen, G. and Laureys, S. (2011). Disorders of Consciousness: Coma, Vegetative and Minimally Conscious States. In D. Cvetkovic and I. Cosic (Eds.). <i>States of Consciousness</i>. Berlin and Heidelberg: Springer.</p> <ul style="list-style-type: none"> <li>• P. 29 - 35 (up until "Clinical Examination")</li> </ul> <p><b>Consciousness Quiz</b> (based on the Gosseries et al. chapter)</p>
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W - 8/28	<p>PSYC - Consciousness</p> <p>Definitions of Death</p>	<p>Excerpts from Tebb, W. &amp; Vollum (1905). <a href="#">Premature Burial and How It May Be Prevented With Special Reference to Trance, Catalepsy And Other Forms of Suspended Animation</a>. Scotts Valley, CA: CreateSpace Independent Publishing Platform.</p> <p>Ajaykumar, G. and Mridula, P. (2009). The diagnosis of brain death. <i>Indian Journal of Critical Care Medicine</i>, 13(1), 7-11. (Sadly, these authors plagiarized Wijdicks, E. (2001). <i>The Diagnosis of Brain Death</i>.</p>
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		<p><i>New England Journal of Medicine</i>, 244(16), 1215-1221. I'm having you read the plagiarizer's work, however, because they give a more succinct summary of Wijdicks points. You do not need to read the Wijdicks article but do look over the Ajaykumar and Mridula article.)</p> <ul style="list-style-type: none"> <li>• Read p. 1215 only (up to "The Clinical Examination")</li> </ul> <p><b>Brain Death Quiz</b> (based on the readings of Tebb; Ajaykumar &amp; Mridula; and Wijdicks reading)</p>
F - 8/30	PSYC - Definitions of Death	<p>Sarbey, B. (2016). <a href="#">Definitions of death: brain death and what matters in a person</a>. <i>Journal of Law and the Biosciences</i>, pp. 743-752.</p> <ul style="list-style-type: none"> <li>• Read p. 743 - 748 only (up to "What Matters in a Person")</li> </ul> <p><b>2nd Brain Death Quiz</b> (based on the Sarbey reading)</p>
M - 9/2	LABOR DAY	<p>****</p>
W - 9/4	PSYC - Definitions of Death	<p>Catch-up and/or questions - no additional readings</p> <p><b>Psychology &amp; Neuroscience Part 1 (Virtual Lab) &amp; Part 2 (Obituaries Document) due</b></p> <p><b>BE AWARE THAT UNC ONLY HAS A LIMITED NUMBER OF LICENSES TO ACCESS SPSS/VIRTUAL LAB. THUS, IT IS CRITICAL THAT YOU NOT PROCRASTINATE BECAUSE YOU MAY NOT BE ABLE TO ACCESS SPSS/VIRTUAL LAB DURING HIGH TRAFFIC TIMES (e.g. right before deadline).</b></p>

F - 9/6	ENG & COMP- The Moment of Death	Emily Dickinson: "I Heard a Fly Buzz" Ambrose Bierce: "Occurrence at Owl Creek Bridge"  Boxall, P. (2017). Blind Seeing: Deathwriting from Dickinson to the Contemporary. <i>New Formations</i> , (89/90), 192–211. Read Beginning-193 & Section II.  Guided Reading Quiz Bring 2 "Quote" Cards
M - 9/9	ENG & COMP- Dead or Undead (Guest Lecturer: Guillermo Rodriguez)	<i>Night of the Living Dead</i> (watch via the streaming service of your choice [you may have to pay a rental fee] or watch for free in the MRC; the film is on reserve there)  McFarland, J. (2015) "Philosophy of the living dead: at the origin of the zombie-image." <i>Cultural Critique</i> 90: 22-63. Read: "Origin & Idea" and "Allegories of Death"  Guided Viewing/Reading Quiz Bring 2 "Quote" Cards
W - 9/11	ENG & COMP- Living or Dead	Edgar Allan Poe: "The Fall of the House of Usher" and "The Facts of the Case of M.Valdemar"  Justine Shu-Ting Kao. (2019). Mesmerism and the sensation of death in Poe's "The Facts in the Case of M. Valdemar." <i>ESSE Messenger</i> , 28(1), 51–61. Read "Introduction," "The Sensation of Death," and "Conclusion"  Guided Reading Quiz Bring 2 "Quote" Cards
F - 9/13	ANTH - The Medicalization of Death and Dying	Lock, M. (1995). <a href="#">Contesting the Natural In Japan: Moral Dilemmas and Technologies of Dying</a> . <i>Culture, Medicine &amp; Psychiatry</i> 19:1-38.  <b>Medicalization of Death Quiz</b> (based on Margaret Lock's article)
M - 9/16	ANTH - The Medicalization of Death and Dying	Kaleen, J. 2017. <a href="#">"Home Funerals Grow as Americans Skip Mortician for Do-it-Yourself After-Death Care."</a> <i>Huffington Post</i> , Dec. 6.
W - 9/18	ANTH - Refusing Death: Technoscience, Capitalism, and the Hope for Extreme Life	Romain, T. (2010). <a href="#">Extreme Life Extension: Investing in Cryonics</a> . <i>Medical Anthropology</i> 29(2):194-215.  <b>Cryonics Quiz</b> (based on Tiffany Romain's article)
F - 9/20	ANTH - Refusing	No additional readings

Death:  
Technoscience,  
Capitalism, and  
the Hope for  
Extreme Life

### AGENCY & CHOICE IN DEATH

M - 9/23	PSYC - Mood Disorders (esp. Major Depressive Disorder) and Treatments	<p>Nolen-Hoeksema, S. (2016). Mood Disorders and Suicide, Abnormal Psychology (7th ed., pp. 180-199). New York, NY: McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• p. 174 ("Characteristics of Depressive Disorders") to p. 179 (until "characteristics of Bipolar Disorder")</li> <li>• p. 183 ("Theories of Depression") through p. 189</li> </ul> <p><b>Mood Disorders Quiz</b> (based on the chapter reading)</p> <p>Go to sakai's assignment tab and read through the Psychology &amp; Neuroscience Statistics Assignment so that you can see how many steps this will entail.</p> <p>Download Virtual Lab/Citrix/SPSS (do at home, before class)</p>
W - 9/25	PSYC - Mood Disorders (esp. Major Depressive Disorder) and Treatments	<p>Nolen-Hoeksema, S. (2016). Mood Disorders and Suicide, Abnormal Psychology (7th ed., pp. 180-199). New York, NY: McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• p. 197 ("Behavioral Therapy") to p. 199 (until "Interpersonal Therapy")</li> <li>• p. 200 ("Comparison of Treatments") through p. 201 (until "Suicide")</li> </ul> <p><b>Treatment Quiz</b> (based on the chapter readings)</p>
F - 9/27	PSYC - Mood Disorders (esp. Major Depressive Disorder) and Treatments	<p>Nolen-Hoeksema, S. (2016). Mood Disorders and Suicide, Abnormal Psychology (7th ed., pp. 180-199). New York, NY: McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• p. 201 ("Suicide") through p. 210</li> </ul> <p><b>Suicide Quiz</b> (based on the chapter reading)</p>
M - 9/30	PSYC - Mood Disorders (esp. Major Depressive	<p>No additional readings</p> <p><b>Psychology &amp; Neuroscience project due</b></p>

	Disorder) and Treatments	<b>BE AWARE THAT UNC ONLY HAS A LIMITED NUMBER OF LICENSES TO ACCESS SPSS/VIRTUAL LAB. THUS, IT IS CRITICAL THAT YOU NOT PROCRASTINATE BECAUSE YOU MAY NOT BE ABLE TO ACCESS SPSS/VIRTUAL LAB DURING HIGH TRAFFIC TIMES (e.g. right before deadline).</b>
W - 10/2	ENG & COMP- The Death Penalty (Guest Lecturer: Seth Kotch)	<a href="#">Execution Tour of NC's Death Row</a> (Free on YouTube)  <a href="#">May, L. (2017). Beyond the wall. Scalawag.</a>  Guided Viewing/Reading Quiz Bring 2 "Quote" Cards
F - 10/4	ENG & COMP-  To Be, Or Not to Be	<i>The Virgin Suicides</i> (watch via the streaming service of your choice [you may have to pay a rental fee] or watch for free in the MRC; the film is on reserve there)  Aaron, M. (2014). Cinema and Suicide: Necromanticism, Dead-already-ness, and the Logic of the Vanishing Point. <i>Cinema Journal</i> , 53(2), 71–92. <a href="https://doi.org/10.1353/cj.2014.0019">https://doi.org/10.1353/cj.2014.0019</a> 71-72, 76-81 (Vanishing Point 1)  Guided Viewing/Reading Quiz Bring 2 "Quote" Cards
M - 10/7	ENG & COMP-To Be or Not to Be, Continued	Herman Melville: "Bartleby the Scrivner"  Secondary Reading TBA  Guided Reading Quiz Bring 2 "Quote" Cards
W - 10/9	ENG & COMP- Mass Extinction and Self-Sacrifice	<i>I am Legend</i> (watch via the streaming service of your choice [you may have to pay a rental fee] or watch for free in the MRC; the film is on reserve there)  Secondary Reading TBA  Guided Viewing/Reading Quiz Bring 2 "Quote" Cards
F - 10/11	ENG & COMP:  The Battlefield (Guest lecturer: Hilary Lithgow)	Malantes, K. What it's like to go to war. (Chapter 1) Junger, E. Storm of steel. (excerpt) WWI poems (TBA)  Guided Reading Quiz Bring 2 "Quote" Cards

M - 10/14	<b>MIDTERM</b>	All readings and class materials thus far.
W - 10/16	ANTH - Suicide, Meaning, and Social Worlds	Marecek, J. (2006). Young Women's Suicide in Sri Lanka: Cultural, Ecological, and Psychological Factors. <i>Asian Journal of Counselling</i> 13(1):63-92.  <b>Suicide and Gender in South Asia Quiz</b> (based on Jeanne Marecek's article)
F - 10/18	FALL BREAK	****
M - 10/21	The Spectacle of Public Death: Protest Suicide and Suicide Bombing	Merchant, B. (2017). <a href="#">"Life and Death in Apple's Forbidden City."</a> <i>The Guardian</i> .
W - 10/23	ANTH - Guest Lecture by Mara Buchbinder on Medical Aid-in-Dying	Buchbinder, M. (2018). Choreographing Death: A Social Phenomenology of Medical Aid-in-Dying in the United States. <i>Medical Anthropology Quarterly</i> .  <b>Choreographing Death Quiz</b> (based on Mara Buchbinder's article)
F - 10/25	ANTH - The Spectacle of Public Death: Protest Suicide and Suicide Bombing	no additional readings
<b>WAYS OF DYING, GRIEVING, AND MOURNING</b>		
M - 10/28	PSYC - Most Popular Ways of Dying	Taylor, S. (2018). <i>Health Psychology</i> (10th ed., pp. 239-258). New York, NY: McGraw Hill.  <b>Ways of Dying Quiz</b> (based on the chapter reading)
W - 10/30	PSYC - Good Death & Good Dying	Gawande, A. (2014). <i>Being Mortal</i> . New York, NY: Picador.  • p. 25 - 35 ("Medicine and public health have transformed..." to "No," he said. "We just fall apart.")

		<b>Patterns of Dying Quiz</b> (based on the excerpts which are due on this date)
F - 11/1 Jennifer at conference	PSYC - Good Death & Good Dying	<p>Gawande, A. (2014). <i>Being Mortal</i>. New York, NY: Picador.</p> <ul style="list-style-type: none"> <li>• p. 70 - 77 ("Meanwhile, policy planners..." to "--but never the goal that matters...")</li> <li>• p. 97 - 99 ("It was this experience that led..." to "It's perspective, not age, that matters most.")</li> <li>• p. 111 - 128 ("In 1991, in the tiny town..." to "But because we seek a life of worth...")</li> </ul> <p><b>Nursing Home Quiz</b> (based on the excerpts which are due on this date)</p>
M - 11/4	PSYC - Good Death & Good Dying	<p>Gawande, A. (2014). <i>Being Mortal</i>. New York, NY: Picador.</p> <ul style="list-style-type: none"> <li>• p. 3 - 4 ("I began writing..." to "Maybe something very good...")</li> <li>• p. 173 - 178 ("This is a modern tragedy..." to "The lesson seems almost Zen...")</li> <li>• p. 181 - 188 ("I spoke to Susan Block..." to "--and escape a warehoused oblivion...")</li> <li>• p. 211 - 219 ("There's a heaviness..." to "We were thinking ten...")</li> </ul> <p><b>How to Die Quiz</b> (based on the excerpts which are due on this date)</p>
W - 11/6	ANTH - Rites, Funerals, and the Social Function of Death	<p>Van Gennep, A. ([1909]2004). "Funerals." <i>The Rites of Passage</i>. pp. 146-165.</p> <p>Conklin, B. (1995). "'Thus Are Our Bodies, Thus Was Our Custom': Mortuary Cannibalism in an Amazonian Society." <i>American Ethnologist</i>, 22(1), 75-101.</p> <p><b>Rites and Funerals Quiz</b> (based on readings for today)</p>
F - 11/8	ANTH - Grief and Mourning: Anthropological Perspectives	<p>Ryan, G., and Bernard, H. (1990). "Techniques to Identify Themes." <i>Field Methods</i> 15(1):Selections.</p>
M - 11/11	ANTH - Grief	<p>Rosaldo, R. (1993) "Grief and a Headhunter's Rage." In <i>Violence in</i></p>

	and Mourning: Anthropological Perspectives	<p><i>War and Peace</i>, ed. N. Scheper-Hughes and P. Bourgeois. 150-156. Ryan, G. and H.R. Bernard (2003).</p> <p>Scheper-Hughes, N. ([1992]2004). "Death Without Weeping." In <i>Death, Mourning and Burial</i>, ed. A. Robben. 179-183.</p> <p><b>Grief and Mourning Quiz</b> (based on readings for today)</p>
W - 11/13	ANTH - Interrupted Mourning: The Disappeared Dead	<p>De Leon, Jason. (2015). From <i>The Land of Open Graves: Living and Dying on the Migrant Trail</i>. Berkeley: University of California Press. Selections. Pp. 1-3 (until "It was almost as if it didn't happen") and Chapter 1 (pp. 22-37).</p> <p>Listen to interview with Dr. Lori Baker, forensic anthropologist and director of the "Reuniting Families" project: <a href="#">"Anthropologists Work to Return Migrant Remains,"</a> Nov. 21, 2013, <i>Here and Now</i></p> <p><b>Interrupted Mourning Quiz</b> (based on reading and interview for today)</p>
F - 11/15	ANTH - Interrupted Mourning: The Disappeared Dead	no additional readings
M - 11/18	ENG & COMP--  The underworld  (Guest Lecturer: Suzanna Lye)	<p>Readings TBA</p> <p>Guided Reading Quiz Bring 2 "Quote" Cards</p>
W - 11/20	ENG & COMP--  Mourning & Grief	<p><i>Up</i> (watch via the streaming service of your choice [you may have to pay a rental fee] or watch for free in the MRC; the film is on reserve there)</p> <p>Secondary reading TBA</p> <p>Guided Reading Quiz Bring 2 "Quote" Cards</p>
F - 11/22	ENG & COMP--	Readings TBA

	<p>Mourning &amp; Grief in Pets</p> <p>(Guest Lecturer Margaret Penner)</p>	<p>Guided Reading Quiz Bring 2 "Quote" Cards</p>
M - 11/25	<p>ENG &amp; COMP-- Funeral Prayers</p> <p>(Guest Lecturer Rev. Andrew Taylor-Troutman &amp; TBA)</p>	<p>Selected prayer from Chrisitan tradition</p> <p>Selected prayer from Jewish tradition</p> <p>Selected prayer from Muslim tradition</p> <p>Guided Reading Quiz Bring 2 "Quote" Cards</p> <p><b>Anthropology Assignment Due</b></p>
W - 11/27	THANKSGIVING	*****
F - 11/29	THANKSGIVING	*****
M - 12/2	ENG & COMP	<p><a href="#">Speakers for the Dead</a></p> <p>Secondary reading TBA</p> <p>Bring 2 "Quote" Cards</p> <p>Note: No guided viewing/reading</p>
W - 12/4		<b>BRING IN YOUR LAPTOP</b>

	Course evaluations during class  Wrap up: Course Obituary	
Monday-12/9 @ Noon	<b>FINAL EXAM</b> In the same classroom	All readings and class materials from the midterm until the end of the semester.