

Course Outline of Record

1. Course Code: PHIL-013
2.
 - a. Long Course Title: Perspectives On Death And Dying
 - b. Short Course Title: Persp On Death/Dying
3.
 - a. Catalog Course Description:

The phenomenon of human mortality as presented, analyzed, and critically evaluated from cross-cultural perspectives in philosophy, religion, literature, psychology, medicine, and law. Students will develop an understanding of death and dying, terminal illness, and attitudes and practices related to death.
 - b. Class Schedule Course Description:

Death – The Final Frontier
 - c. Semester Cycle (if applicable): N/A
 - d. Name of Approved Program(s):
 - PHILOSOPHY AA Degree and Transfer Preparation
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 45 Allow Audit: Yes
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)

 Advisory: ENG 050
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. DeSpelder, Lynne A., Strickland, Albert L. and Sironen, Barbara J. (2010). *The Last Dance: Encountering Death and Dying* (9th/e). Palo Alto, CA McGraw-Hill. ISBN: 978-007353201
 College Level: Yes
 Flesch-Kincaid reading level: 12.9
 - b. Hick, John (1994). *Death and Eternal Life* (1st/e). Westminster John Knox Press. ISBN: 978-019956183
 College Level: Yes
 Flesch-Kincaid reading level: 14
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Employ basic vocabulary and style.
 - b. Develop, organize and express ideas in paragraph and essay form.
 - ENG 050 - Identify and compose a paragraph as a discrete unit of thought organized by a single topic.
 - ENG 050 - Formulate topic sentences, compose coherent paragraphs and create theses.
 - ENG 050 - Identify an essay as a short piece of writing that supports a writer’s point of view through the use of detailed examples.
 - c. Read texts and respond in writing at the literate level.
 - ENG 050 - Read, comprehend, and summarize 8th grade level readings and identify main ideas and supporting details.
 - d. Apply standard rules of grammar, punctuation, and mechanics in written responses.
 - e. Compose simple, organized responses to readings
 - f. Practice fundamental study skills and learning habits.
 - g. Demonstrate the ability to participate in class discussions and assigned projects.
 - h. Use the dictionary and other reference materials in and outside the library.

8. Course Content and Scope:

Lecture:

1. Changing attitudes toward death and dying from a historical perspective
2. Cross-cultural perspectives on death and dying
3. Socialization: how one learns about death as a child
4. Health care systems; patients, staff and institutions
5. Facing death: living with a life threatening illness
6. Last rites: funeral and body disposition
7. Survivors: understanding the experience of loss
8. Death in the lives of children
9. Death in the lives of adults
10. Medical ethics: dying in a technological age
11. The law and death
12. Environmental encounters with death
13. Suicide
14. Mind and body
15. Beyond death: The afterlife?

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1. Describe attitudes and practices about death and dying.
2.
Describe religious, philosophical, and popular beliefs about life after death.
3.
Evaluate the conjectured possibility of post-mortem survival.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. List and analyze the factors that have contributed to a lessened familiarity with death.
- b. Analyze the impact of selected divergent cultural beliefs and practices and to assess their value for survivors.
- c. Identify the factors that influence a child's understanding of the attitude toward death.
- d. Identify the various types of health care for terminally ill patients and to differentiate between their functions and purposes.
- e. Describe the characteristics of an optimal patient-caregiver relationship and explain why these characteristics are deemed important.
- f. Describe and assess patterns of coping with life-threatening illness.
- g. Identify psychosocial factors influencing one's relationship with a loved one who is dying.
- h. Describe and evaluate the functions of funeral rituals, including their psychosocial aspects.
- i. List the somatic, perceptual and emotional symptoms of grief and to assess its impact on morbidity and mortality.
- j. Describe and critically evaluate different models of the phases and duration of grief.
- k. Identify the various coping mechanism used by terminally ill children and to assess the value of each.
- l. Identify the kinds of losses adults experience and to compare and contrast their emotional responses to each.
- m. Articulate the issue of truth-telling in cases involving terminal illness and critically assess the options and consequences.
- n. Evaluate the ethical issues involved in active and passive euthanasia.
- o. Identify the major approaches to the definition of death and evaluate the usefulness of each.
- p. Identify the types, content and purposes of wills.
- q. Identify helping strategies for survivors of disasters, including those that are personal (e.g., homicide, accident) and social (flood, war).
- r. Describe and evaluate the principal models of suicide and the intervention strategies that each suggests.
- s. Compare and contrast culturally different views of life after death.
- t. Describe near-death experiences and critically evaluate the interpretations they have been given.
- u. Analyze speculation about attitudes and practices related to death in the future and to assess the potential effects of these

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changes on individuals and society.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Discussion
- b. Experiential
- c. Journal
- d. Lecture
- e. Self-exploration

Other Methods:

Small group assignments Videos Special speeches Field trips (local coroner, funeral facility)

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

a. Attendance of lectures by instructor and occasional guest speakers, including the taking of detailed notes. b. Viewing of films and slide programs, including the taking of notes. c. Listening to sound recordings and taking notes. d. Special reports by students, in panel or singly. e. Participation in class research projects involving the collection, compilation and interpretation of data, including the composition of written or oral reports. f. Examinations of various types, such as essay and multiple choice.

b. Out-of-class Assignments

a. Readings in the textbook and in recommended supplementary literature. b. Composition of brief analytical essays.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Critiques
- Guided/unguided journals
- Term or research papers
- Field/physical activity observations
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

IGETC Area 3: Arts and Humanities

B: Humanities

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages

C2 - Humanities

CSU GE Area E: Lifelong Understanding and Self-Development

E - Lifelong Understanding and Self-Development

PO-GE C2 - Social and Behavioral Sciences

Identify and analyze key concepts and theories about human and/or societal development.

IO - Critical Thinking and Communication

Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing.

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16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Periodic update.

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000302694
b. T.O.P. Code [CB03]: 150900.00 - Philosophy
c. Credit Status [CB04]: D - Credit - Degree Applicable
d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
e. Basic Skills Status [CB08]: 2N = Not basic skills course
f. Vocational Status [CB09]: Not Occupational
g. Course Classification [CB11]: Y - Credit Course
h. Special Class Status [CB13]: N - Not Special
i. Course CAN Code [CB14]: *N/A*
j. Course Prior to College Level [CB21]: Y = Not Applicable
k. Course Noncredit Category [CB22]: Y - Not Applicable
l. Funding Agency Category [CB23]: Y = Not Applicable
m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): *N/A*

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Michael Smith Origination Date 11/03/12
