

# PHIL 013: PERSPECTIVES ON DEATH & DYING

---

**Originator**

msmith

**Justification / Rationale**

Adding online modalities.

**Effective Term**

Fall 2022

**Credit Status**

Credit - Degree Applicable

**Subject**

PHIL - Philosophy

**Course Number**

013

**Full Course Title**

Perspectives on Death &amp; Dying

**Short Title**

PERSP ON DEATH/DYING

**Discipline****Disciplines List**

Philosophy

**Modality**

Face-to-Face

100% Online

**Catalog 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.

**Schedule Description**

Death - The Final Frontier

Advisory: ENG 061

IGETC: 3B

**Lecture Units**

3

**Lecture Semester Hours**

54

**Lab Units**

0

**In-class Hours**

54

**Out-of-class Hours**

108

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

Advisory: ENG 061

**Required Text and Other Instructional Materials****Resource Type**

Book

**Author**

Hick, John

**Title**

Death and Eternal Life

**Edition**

1st

**Publisher**

Westminster John Knox Press

**Year**

1994

**College Level**

Yes

**Flesch-Kincaid Level**

14

**ISBN #**

978-019956183

**Resource Type**

Book

**Author**

DeSpelder, Lynne A., Strickland, Albert L. and Sironen, Barbara J.

**Title**

The Last Dance: Encountering Death and Dying

**Edition**

9th

**City**

Palo Alto, CA

**Publisher**

McGraw-Hill

**Year**

2010

**College Level**

Yes

**Flesch-Kincaid Level**

12.9

**ISBN #**978-007353201

---

**Class Size Maximum**

45

**Entrance Skills**Employ basic vocabulary and style.

---

**Entrance Skills**Develop, organize and express ideas in paragraph and essay form.

---

**Entrance Skills**Read texts and respond in writing at the literate level.

---

**Entrance Skills**Apply standard rules of grammar, punctuation, and mechanics in written responses.

---

**Entrance Skills**Compose simple, organized responses to readings

---

**Entrance Skills**Practice fundamental study skills and learning habits.

---

**Entrance Skills**Demonstrate the ability to participate in class discussions and assigned projects.

---

**Entrance Skills**Use the dictionary and other reference materials in and outside the library.

---

**Course Content**

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?

**Course Objectives**

<b>Objectives</b>	
Objective 1	List and analyze the factors that have contributed to a lessened familiarity with death.
Objective 2	Analyze the impact of selected divergent cultural beliefs and practices and to assess their value for survivors.
Objective 3	Identify the factors that influence a child's understanding of the attitude toward death.
Objective 4	Identify the various types of health care for terminally ill patients and to differentiate between their functions and purposes.
Objective 5	Describe the characteristics of an optimal patient-caregiver relationship and explain why these characteristics are deemed important.
Objective 6	Describe and assess patterns of coping with life-threatening illness.
Objective 7	Identify psychosocial factors influencing one's relationship with a loved one who is dying.
Objective 8	Describe and evaluate the functions of funeral rituals, including their psychosocial aspects.
Objective 9	List the somatic, perceptual and emotional symptoms of grief and to assess its impact on morbidity and mortality.
Objective 10	Describe and critically evaluate different models of the phases and duration of grief.
Objective 11	Identify the various coping mechanism used by terminally ill children and to assess the value of each.
Objective 12	Identify the kinds of losses adults experience and to compare and contrast their emotional responses to each.
Objective 13	Articulate the issue of truth-telling in cases involving terminal illness and critically assess the options and consequences.
Objective 14	Evaluate the ethical issues involved in active and passive euthanasia.
Objective 15	Identify the major approaches to the definition of death and evaluate the usefulness of each.
Objective 16	Identify the types, content and purposes of wills.
Objective 17	Identify helping strategies for survivors of disasters, including those that are personal (e.g., homicide, accident) and social (flood, war).
Objective 18	Describe and evaluate the principal models of suicide and the intervention strategies that each suggests.
Objective 19	Compare and contrast culturally different views of life after death.
Objective 20	Describe near-death experiences and critically evaluate the interpretations they have been given.
Objective 21	Analyze speculation about attitudes and practices related to death in the future and to assess the potential effects of these changes on individuals and society.

**Student Learning Outcomes**

<b>Upon satisfactory completion of this course, students will be able to:</b>	
Outcome 1	Describe attitudes and practices about death and dying.
Outcome 2	Describe religious, philosophical, and popular beliefs about life after death.
Outcome 3	Evaluate the conjectured possibility of post-mortem survival.

**Methods of Instruction**

<b>Method</b>	<b>Please provide a description or examples of how each instructional method will be used in this course.</b>
Journal	Building students' comprehension of philosophical, religious, and cultural concepts regarding human mortality and death.
Discussion	Building students' comprehension of philosophical, religious, and cultural concepts regarding human mortality and death.
Lecture	Delivery of information, and the interpretation, and analysis of philosophical, religious, and cultural concepts regarding human mortality and death.
Other (Specify)	Small group assignments Videos Special speeches Field trips (local coroner, funeral facility)

**Methods of Evaluation**

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Assessment of students' comprehension of philosophical, religious, and cultural concepts regarding human mortality and death.	In and Out of Class
Mid-term and final evaluations	Assessment of students' comprehension of philosophical, religious, and cultural concepts regarding human mortality and death.	In and Out of Class
Tests/Quizzes/Examinations	Assessment of students' comprehension of philosophical, religious, and cultural concepts regarding human mortality and death.	In and Out of Class
Guided/unguided journals	Building students' comprehension of philosophical, religious, and cultural concepts regarding human mortality and death.	In and Out of Class
Written homework	Building students' comprehension of philosophical, religious, and cultural concepts regarding human mortality and death.	Out of Class Only

**Assignments**
**Other 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.

**Other Out-of-class Assignments**

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

**Grade Methods**

Letter Grade Only

**Distance Education Checklist**
**Instructional Materials and Resources**
**Effective Student/Faculty Contact**

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

**Within Course Management System:**

Chat room/instant messaging  
 Discussion forums with substantive instructor participation  
 Online quizzes and examinations  
 Private messages  
 Regular virtual office hours  
 Timely feedback and return of student work as specified in the syllabus  
 Weekly announcements

**External to Course Management System:**

Direct e-mail  
 Synchronous audio/video

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

The methods checked above are the most successful ways to accomplish regular effective contact in an online learning environment. Announcements, email, regular virtual office hours, chat rooms/instant messaging, etc., insure that online students receive the same information and opportunities to interact with instructors as do students enrolled in non-virtual learning environments.

## Other Information

Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.

Synchronous instruction replicates the coherence and immediacy of the in-person classroom.

### COD GE

C2 - Social and Behavioral Science

C3 - Arts, Humanities, and Culture

### CSU GE

C2 - Humanities

E - Lifelong Understanding and Self-Development

### IGETC GE

3B - Humanities

## MIS Course Data

### CIP Code

38.0101 - Philosophy.

### TOP Code

150900 - Philosophy

### SAM Code

E - Non-Occupational

### Basic Skills Status

Not Basic Skills

### Prior College Level

Not applicable

### Cooperative Work Experience

Not a Coop Course

### Course Classification Status

Credit Course

### Approved Special Class

Not special class

### Noncredit Category

Not Applicable, Credit Course

### Funding Agency Category

Not Applicable

### Program Status

Program Applicable

### Transfer Status

Transferable to both UC and CSU

### Allow Audit

No

### Repeatability

No

**Materials Fee**

No

**Additional Fees?**

No

**Approvals****Curriculum Committee Approval Date**

11/18/2021

**Academic Senate Approval Date**

12/09/2021

**Board of Trustees Approval Date**

01/21/2022

**Chancellor's Office Approval Date**

03/11/2010

**Course Control Number**

CCC000302694

**Programs referencing this course**Emergency Medical Services Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=134>)Philosophy AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=17>)Liberal Arts: Arts, Humanities Communication Studies AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=26>)Liberal Arts: Social and Behavioral Sciences AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=30>)