

QUEENSBOROUGH COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

Bayside, New York 11364

Department of Social Sciences

SS680

SS680

PERSPECTIVES
ON
DEATH AND DYING

COURSE OUTLINE
AND
MATERIALS

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I. Course Description

The course will consist of a series of lecture presentations followed by class discussion of the topics at issue. Students are encouraged but are not required to participate in the discussions. Attendance is most advisable because the exam will cover material presented in class which is not located in any texts. Students must present explanations of absences. There will be guest lectures and discussion leaders representing such various perspectives on death and dying as psychology, nursing, religion, anthropology, etc...The character of the class will hopefully approach a median between that of a purely detached academic presentation and that of an intense group therapy session.

There may also be film presentations and poetry readings.

Special projects designed and undertaken by students may also become an integral part of the course.

This course will be as interesting and as challenging and as meaningful as the students and the instructor working together will make it.

This course develops both practical and theoretical approaches toward death. It helps all involved to gain some further knowledge of what one can do when a terminal illness or accident strikes oneself or a loved one. It also assists one to realize that the most practical thing to have in the face of our inevitable end is a theory of life which acknowledges the finite nature of the human experience. This is perhaps the most important yet paradoxical lesson of this course, namely that focusing on death leads one, indeed it forces one, to focus on life. The meaning of our death is quite likely to depend on the meaning of our life and what is true of death's meaning is as true of its quality and style.

Peter Koestenbaum¹ has written that death reveals us to ourselves as individuals and as finite. This insight has considerable consequences for those of us who would be wise about our end. As he points out, we realize that:

1. Man cannot escape death. He must construct his life with the clear realization of that fact. He must accept the fact that he has been condemned to death. Then he can start living. He will neutralize fear.
2. Once he has recognized death, the individual is on his way to become decisive.
3. By remembering death, man concentrates on essentials.
4. Through the awareness of death an individual achieves integrity.
5. The person who knows he will die finds meaning in life.
6. Death makes man honest.
7. The realization of death leads to strength.
8. To accept death means to take charge of one's life.
9. The thought of death helps one to assume a total plan for life.
10. Awareness of death breaks the stranglehold of failure.

¹ Peter Koestenbaum, *The Vitality of Death: Essays in Existentialist Psychology and Philosophy* (Westport, Conn.: Greenwood Publishers, 1971).

Elizabeth Kubler-Ross with Laurie and Joseph Braga has written² that:

There is no need to be afraid of death...our concern must be to live while we're alive—to release our inner selves from the spiritual death that comes from living behind a facade designed to conform to external definitions of who and what we are...Death is the key to the door of life. It is through accepting the finiteness of our individual existences that we are enabled to find the strength and the courage to reject those extrinsic roles and expectations and to devote each day of our lives—however long they may be—to growing as fully as we are able...It is the denial of death that is partially responsible for people living empty, purposeless lives; for when you live as if you'll live forever, it becomes too easy to postpone the things you know you must do. You live your life in preparation for tomorrow or in remembrance of yesterday, and meanwhile each today is lost. In contrast, when you fully understand that each day you awaken could be the last you have, you take the time that day to grow, to become more of who you really are, to reach out to other human beings.

²*Death: The Final Stage of Growth.* (Englewood Cliffs, NJ: Prentice-Hall, 1975).

II. Curriculum

A. Readings

A large number of books and articles will be mentioned and discussed during the semester. The student need not read them all, only those of particular interest to the student and which appear as necessary preparation for answering the examination questions. The articles in the texts and collections cited in the Bibliography will form a common basis for discussions. Each student should at least look over the materials referred to in the study guide before coming to class so as to make the discussion as informed as possible. The instructor will attempt to go over the main points of each topic in class and not all the major points of each article.

No student should expect that merely by attending the lectures they will be able to do well on the examination and in the course. Students are expected to do at least the necessary readings for each topic listed as "Preparation" in the Study Guide before attending the lecture or discussion on that topic. The lecture will presume minimal acquaintance with the materials and will attempt to offer an approach to that topic which organizes the materials, highlights the major issues involved and assigns a relative degree of importance to each item or sub-topic.

Students may come across books, articles and poems treating important subjects and may make mention of them to the class. Keep aware of what is going on around you. Look into newspapers, magazines and TV presentations which deal with one or another aspect of death and dying.

In answering many of the examination questions, reading and understanding the required text materials will be necessary as well as reflection and discussion in order to receive a satisfactory evaluation.

B. Class attendance

At the recommendation of former students, attendance is required. Any and all absences must be explained by the student. No more than six class hours may be missed without some penalty resulting. If a class is missed, students are responsible for making up the lost work or information. Some guest lectures may be tape recorded; others may not be. Those that are not may be listened to in the reserve room of the library

Method of Lecturing

Method of Lecturing in the Liberal Arts Prescribed, Paris, December 10, 1355.

In the name of the Lord, amen. Two methods of lecturing on books in the liberal arts having been tried, the former masters of philosophy uttering their words rapidly so that the mind of the hearer can take them in but the hand cannot keep up with them, the latter speaking slowly until their listeners can catch up with them with the pen; having compared these by diligent examination, the former method is found the better. Wherefore, the consensus of opinion warns us that we imitate it in our lectures. We therefore, all and each, masters of the faculty of arts, teaching and not teaching, convoked for this specially by the venerable man, master Albert of Bohemia, then rector of the university, at St. Julien-le-Pauvre, have decreed in the wise, that all lecturers, whether masters of scholars of the same faculty, whenever and wherever they chance to lecture on any text ordinarily or cursorily in the same faculty, or to dispute any question concerning it, or anything else by way of exposition, shall observe the former method of lecturing to the best of their ability, so speaking forsooth as if no one was taking notes before them.”³

The instructor adheres to the policy stated above. Students are advised to prepare for class in advance and to note only the main points of the class lecture and/or discussion in their notebook. The contact hours provide reflections on the readings and food for thought and are not intended to transfer information to be memorized and given back on an exam.

C. Written Requirements

1. One take-home examination based on readings, class work and special projects. Several questions or topics will be given to the class at start of the semester. There will be options available to the student. Each student must return the completed examination written out in exam booklets to the instructor by the scheduled exam dates. The first part of the exam must be turned in by the mid-term class meeting. It may be rewritten but it must be submitted again at the end of the semester.

2. A journal or notebook of your awareness of “death” during this semester, in which you discuss some of the assigned readings, your own feelings and thoughts about death, dreams which seem to have to do with death, articles from newspapers and magazines which bear on death and dying, poems, stories, plays and works of art and music which express your feelings and ideas about death, special readings of books on the subject which you may find, dramas you attend or on television or in movies that include scenes or thoughts about death or dying, and any experiences that occur in your life during the term that remind you of death of any kind. These journals are to be submitted twice to the instructor for his comments and for grading; but whenever you have something ready you may bring it to class and share it with the class. The

³Herman Shapiro (ed.), *Medieval Philosophy: Selected Readings from Augustine to Buridan*. (New York: The Modern Library, 1964). pp. 250-251.

main reason for early submission of the journal is to ensure that the student has proper understanding of its nature. Journals are evaluated as follows:

Variety – 50%, Quality – 25%, Quantity – 25%

Items may be printed and distributed to the class with the author's permission and perhaps without accreditation. All journals must contain a report of a visit to a wake or funeral within the last five years and an account of the events or factors which have contributed most to forming the student's present attitude toward death.

3. In lieu of the journal students *may* undertake individually or with a group some special project, the results of which will be made available to this class and other classes. Such projects might include compiling a bibliography, reviewing certain movies, anthropological survey of cemetery memorials, interviews with funeral directors, morgue attendants, police, nurses, undertaking a survey or administering a questionnaire. The instructor will assist in the planning and if possible, help secure faculty assistance if it is desirable. The instructor may advise students to take advantage of faculty assistance in certain cases. Projects must be of use to others. Examples of projects are listed herein. Permission to work on a project must be secured from the instructor in the first quarter of the semester.

4. Optional Term Paper: A critical term paper *may* be substituted for the journal or project with the approval of the instructor and under the direction of the instructor. The topic and method of approach would be decided by the student in consultation with the instructor. Formal permission to exercise this option must be obtained no later than the fourth week of the course.

D. Final Grade

Each student who completes all the requirements will receive a personal evaluation, if they so desire. The public quantitative evaluation or grade will be constituted as follows:

40 – Student Project or Journal or Term Paper

60 – Exam

100

E. Suggestion and Remarks

1. Interviews – Please keep in touch with your instructor, especially if you're having difficulties or have been absent. Arrange for some time to meet with your instructor at least twice during the semester to talk over the semester's experience. You may arrange for appointments outside of the normal office hours.

2. Tutoring – is available in all philosophy courses. It is often helpful and interesting to work with a tutor even if you are not "failing." Please speak to me if you are interested in either

being a tutor or in working with a tutor. Also please drop in to see me and talk over the course – early in the semester, especially if you are a little bewildered about philosophy (a normal reaction).

3. Journals – unless otherwise notified, all journals are to be submitted at the final class meeting. All journals, unless the student indicates otherwise, will be returned on or after the final exam date. They may be claimed after the final exam in the instructor’s office in the Social Science Dept., York Faculty Building. If the student does not wish any articles be removed from the journal, a note to that effect should be placed in the front of the journal.

4. Final exam – all exams remain property of the college and are kept on file for at least one year.

5. Final grades – students must submit self-addressed envelopes or postcards with their postage, with their final exams and the instructor will mail the grades as soon as possible.

6. Projects – all projects are due by the final exam date. All projects will remain property of the college for the use of future students.

7. Attendance – those who plan on attending class should plan to arrive on time and remain for the entire class period. Those who arrive after one quarter of the class has already transpired and those who know in advance that they must leave early, are advised not to attend that class at all. They should obtain the materials they missed from the instructor at the next class meeting and arrange for a makeup class if possible.

8. No smoking in the classroom, PLEASE!

9. Class Conduct – at times there will be discussion in class of both topics in the literature and of personal experiences. The instructor will moderate such discussions so that the semester’s classroom experience will fall somewhere at the median between purely academic presentation of lectures and an informal rap session or consciousness raising encounter.

F. List of Death and Dying Tapes

(All should be available for listening/viewing in the Reserve Room of the Library)

1. Nursing Tapes on the “Stages of Death” presented by Dr. Elizabeth Kubler-Ross

Tape # NC53

NC54

NC55

2. Classroom Presentations

Tape # SSC/DD1 “Suicide” – Dr. Stanley Rustin

SSC2 “The Stages of Grief” – Dr. Roberta Temes

SSC3 “The Role of Faith” – Fr. Sullivan, Rabbi Joshua Hertzberg

SSC4 “How Aesthetic Realism Views Death” – Dr. Arnold Perrey

SSC11 “The Commodification of Death” – Dr. Angela Karp

SSC12 “Death and the Mind” – Dr. Lawrence Fantl

3. Special Tapes

Tape # SSC5 “The Three Brothers” – Association for the Understanding of Man (AUM)

SSC13 “Edgar Cayce – Hugh Lynn Cace

SSC14 Not for Women Only – “On Death and Dying” – Kubler-Ross, et al.

SSC15 A Visit to the Morgue - QCC Students

4. Film Strips (Nursing Dept.) Medical Arts Building, 3rd Floor

58

59

60

61

62

63

5. Music Tapes – in the instructor’s possession

6. Video Tapes

(a) Grief, by Dr. Roberta Temes

(b) Edgar Cayce, by Dr. Peter Alimaras

III. Listing of Topics

1. General Introduction
2. “Death and You” - Psychology Today Questionnaire
3. The Death of Ivan Illych: A Case Study
4. The Stages of Death - lecture based on Elizabeth Kubler-Ross’ work
5. Doctors, Health Specialists and the Dying
6. Preparatory Grief
7. The Stages of Grief: (G.L.) - Ms. Roberta Temes
8. Funeral Rites as Rites of Passage
9. Defining Death, Legally and Otherwise
10. Transplantations and the Use of Neo-morts
11. “The Right to Die” - possible film Euthanasia
12. Suicide
13. Infanticide
14. “How Could I Not be Among You” - film and poetry, discussion
15. Approaches to Death’s Meaning
16. The Resurrection of the Body and Death’s Meaning
17. Edgar Cayce: A Case Study (G.L.) - Dr. Peter Alimaras
18. Psyche, Soma and Death
19. “The Commodification of Death”
20. Mass Death and Total Annihilation
21. TRIAGE - a group experiment
22. Infants, children and death
23. Death’s meaning: The Final Stage of Growth
24. The Death of Socrates: A Case Study
25. Sports and Death
26. Out-of-body experiences
27. The Funeral Industry
28. (a) Anne Sexton: A Case Study
(b) Sylvia Plath: A Case Study
(c) Edna St. Vincent Millay: A Case Study
29. Pictorial Art and Death
30. The Role of Religious Faith in Death and Dying
31. Music and Death
32. Death in Cinema
33. Senecide
34. Genocide
35. Abortion
36. Capital Punishment
37. Psychic Phenomenon and the Post-Mortem Survival Hypothesis
38. Animals - (Experimentation and Vegetarianism)

IV. Some Examples of Projects

A. Bibliographies and Lists

1. a - widowhood
b - euthanasia
c - clinical care of the dying
d - suicide
2. Filmography
3. Lists of Songs
4. Lists of Operas

B. Visits to:

1. Medical examiner's office (morgue)
2. Animal cemetery
3. Cancer Care (NYC)
4. Hospice (New Haven)
5. Calvary Hospital (Bronx)
6. Cemeteries
7. Funeral directors
8. Monument makers
9. Cemetery custodians
10. Various agencies dealing with death or dying
11. Arranging alternative funeral services (modernized)

C. Reports:

1. How death has been treated in painting
2. Suicide statistics
3. How patients are screened for dialysis treatments
4. Changing attitudes toward a "Natural Death"
5. Reincarnation
6. Cremation
7. Cryogenics
8. Smoking and fear of death
9. Sudden Infant Death Syndrome
10. Televised violence and children
11. Organ donations
12. Children's nursery rhymes and ballads
13. Children's fairy tales
14. Out-of-Body experiences
15. Spiritualism and seances
16. Genocide
17. Senecide
18. Humor and death

- 19. Sympathy cards

- D. Questionnaires:
 - 1. Psychology Today Questionnaire, "You and Death"
 - 2. Modes of Immortality
 - 3. Euthanasia
 - 4. For Firemen
 - 5. For Students

- E. Interviews with police, fire, ambulance personnel

- F. Preparing outlines of audio-tape materials

- G. Screening films on death and dying

- H. Writing, reading, collecting poetry

- I. Artistic Projects;
 - 1. Montage-Collage-Decoupage
 - 2. Photographic essay
 - 3. Sculpture and poetry
 - 4. Original oil painting
 - 5. Performance - singing (Madrigal)
 - 6. Original musical compositions

- J. Physical Labor
 - 1. Typing
 - 2. Filing
 - 3. Re-organizing information
 - 4. Tabulating questionnaire results

V. Bibliography - basic texts

1. Required:

Pecorino, Philip A. *Perspectives on Death and Dying*. 4th edition, Waltham, MA: Ginn Pub. Co., 1984

2. Suggested:

Ladd, John. *Ethical Issues Relating to Life and Death*. New York: Oxford University Press, 1979.

Hardt, Dale V. *Death: The Final Frontier*. Englewood Cliffs, NJ: Prentice-Hall, 1979.

Steinbock, Bonnie ed. *Killing and Letting Die*. Englewood Cliffs, NJ: Prentice-Hall, 1980.

Ostheimer, Nancy C. and John M. eds. *Life or Death - Who Controls?* New York: Springer, 1976.

Ramsey, Paul. *Ethics and the Edges of Life*. New Haven: Yale University Press, 1978.

Regan, Tom ed. *Matters of Life and Death*. New York: Random House, 1980.

Veatch, Robert. *Death, Dying and the Biological Revolution*. New Haven: Yale University Press, 1976.

Dallery, Arlene and Carse, James P. eds. *Death and Society* New York: Harcourt brace Jovanovich, Inc., 1977.

Beauchamp, Tom L. and Perlin, Seymour, eds. *Ethical Issues in Death and Dying*. Englewood Cliffs: Prentice-Hall, 1978.

Bugen, Larry A. *Death and Dying*. Dubuque: William C. Brown, 1979.

Adler, C. and Stndford, G. *We Are But a Moment's Sunlight*. New York: Pocket books, 1976.

Becker, Ernest. *The Denial of Death*. New York: Macmillan, 1975.

----- . *Escape from Evil*. New York: Macmillan, 1976.

Benton, R.G. *Death and Dying: Principles and Practices in Patient Care*. New York: D. Van Dostrand & Co., 1978.

Caughill, Rita ed. *The Dying Patient: A Supportive Approach*. Boston: Little Brown Co., 1976.

- Charmaz, Kathy. *The Social Reality of Death*. Reading, MA: Addison-Wesley Publishing co., 1980.
- Dempsey, David *The Way We Die*. New York: McGraw-Hill, 1977.
- Donnelly, John ed. *Language, Metaphysics and Death*. New York: Fordham University Press, 1978.
- Feifel, Herman, ed. *The Meaning of Death*. New York: McGraw Hill, 1959.
- , ed. *New Meanings of Death*. New York: McGraw Hill, 1977.
- Kastenbaum, Robert and Aisenberg, Ruth, eds. *The Psychology of Death*. New York: Springer, 1976.
- Kavanaugh, Robert E. *Facing Death*. Baltimore: Penguin Books, 1972.
- Kluge, Eike-Henner W. *The Practice of Death*. New Haven: Yale.
- Koestanbaum, Peter. *Is There an Answer to Death?* Spectrum Books. Englewood Cliffs, NJ: Prentice-Hall, 1976.
- The Vitality of Death: Essays in Existential Psychology and Philosophy*. Westport, Conn.: Greenwood Publishers, 1971.
- Kubler-Ross, Elizabeth. *Questions and Answers on Death and Dying*. New York: Macmillan Publishing Co., 1971.
- , ed. *Death: The Final Stage of Growth*. Spectrum Book, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.
- Neale, Robert. *The Art of Dying*. New York: Harper and Row, 1973.
- Pattison, E. Mansell, ed. *The Experience of Dying*. Spectrum Book. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1977.
- Ramsey, Paul. *The Patient as Person*. New Haven: Yale University Press, 1970.
- Shibles, Warren. *Death: An Interdisciplinary Analysis*. Whitewater, Wisc.: The Language Press, 1974.
- Schneidman, Edwin, ed. *Death: Current Perspectives*. Palo Alto, Calif.: Mayfield Publishing Co., 1976.

Schulz, Richard. *The Psychology of Death, Dying and Bereavement*. Reading, MA: Addison-Wesley Publishing Co., 1978.

Wilcox, Sandra and Sutton, Marilyn. *Understanding Death and Dying: An Interdisciplinary Approach*. Port Washington, New York: Alfred Publishing Co., 1977.

Wyshogrod, Edith, ed. *The Phenomenon of Death*. New York: Harper and Row, 1973.

VI. Study Guide

This guide supplies the list of references which it is expected the students will use in order to prepare in advance for class discussions as well as to answer the examination questions.

The “Preparations” are required readings; the “Supplementary” readings are suggestions. Most suggestions are to texts on the recommended list. “In Pecorino” indicates material in the textbook for the course.

The letter V refers to articles available in a special file behind the counter in the Library Reserve Room

Audio-tapes and filmstrips are available in the Library Reserve Room.

Handouts: Given out in class at the time of the discussion.

Topic: Introduction

Supplementary: Charmaz - ch. 1, 2, 3
Dallery - pp. 441-464, “When, Why & Where People Die”
Schulz - ch. 1, 2

Topic: You and Death

Supplementary: Psychology Today, June 1971
Preparation: The Questionnaire found in Pecorino - in an Appendix

Topic: Ivan Illych

Supplementary: Donnelly - ch. 8 “Death and Ivan Illych”
Preparation: Leo Tolstoy - “The Death of Ivan Illych” (in Pecorino, ch. 1)

Topic: The Experience of Dying - The Stages of Dying

Preparation: Kubler-Ross (1969) On Death and Dying or in Pecorino, ch. 2.
Supplementary: Wilcox - ch. 2
Wyshogrod - ch. 2 “on Death and Dying”
Schneidman - ch. 7 Personal Perspectives on Dying
Kubler-Ross (1975) - ch. 2. “Why is it so hard to die?”
Bugen - #2, 4, 6
V-201 - “Between the Nipple and the Everlasting Arms”
Tapes: NC 53, 54, 55 Nursing Materials - Room 333 Medical Arts Bldg
Filmstrips: NC 58-63

Topic: Health, Professionals and the Care of the Dying

Preparation: Pecorino (ch. 4) LeShan - ch.4 “Psychotherapy and the Patient with a Limited Life Span”

Supplementary: Pecorino (ch. 5) Perrato - Personality, Life Style and Death
V-117 - "What to Tell Cancer Patients"
V-118 - "Do Cancer Patients Want to be Told?"
V-119 - "Physicians Consider Death"
Fiefel (1959) - ch. 14. Treatment of the Dying Patient; ch. 15. Doctor and Death
Ramsey (1970) - ch. 3. On Only Caring for the Dying
Schneidman - pp. 516-522 Hospice; pp. 438-442 Common Fallacies About the Dying
Charmaz - ch. 5, 6
Shulz - ch. 4
Bugen - #11, 13, 19, 22, 23, 28, 29
Annas, George, et al. - The Right of Doctors, Nurses and Health Professionals. New York: Avon Books, 1981.

Preparation: all in appendices of Pecorino textbook
The Patients Bill of Rights
The Dying Person's Bill of Rights

Topic: Hospice Care

Preparation: Pecorino (ch. 6) Allen - "Hospice"

Topic: The Rights of the Dying Person

Supplementary: Veatch - ch. 6 "She'll Be Happier if She Never Knows"
Beauchamp - ch. 3
Annas, George - *The Rights of Hospital Patients*. NY: Avon Books, 1976 (ACLU)

Topic: Anticipatory Grief

Preparation: Austin Kutscher - "Anticipatory Grief, Death and Bereavement" - in Pecorino (ch. 3)

Supplementary: Schneidman - ch. 5 Participants of Death, pp. 243-303 Coping with Terminal Illness

Topic: Bereavement - Grief

Preparation: Temes - "Living With an Empty Chair" in Pecorino (ch. 7)

Supplementary: Shulz - ch. 6 Surviving Death
Hardt - ch. 8
Charman - ch. 9
Wilcox - ch. 3
Schneidman - ch. 6 Survivors of Death
Bugen - ch. 3, 5, 8, 9, 12, 15

Handout: The Stages of Grief

Tape: SSC-2 The Stages of Grief - by Roberta Temes

Topic: Funeral Rites and Customs

- Preparation: Pecorino (ch. 8) Cohen - "Death as a Rite of Passage"
Supplementary: Hardt - ch. 6, 7, 9
Bugen - # 10, 14
Feifel - ch. 11 "Social uses of funeral rites"
V-202 - Attitudes toward the newly dead
Kubler-Ross - pp. 87-104 A Mother Mourns and Grows (1975)
Arnold Vangennep - *Rites of Passage*
Robert Hertz - *Death and the Right Hand*
Geoffrey Gorver
- Handouts: Death as a Rite of Passage
Preparation: Funerals, FTC and Memorial Societies - in Pecorino
Handout: Before Death Occurs

Topic: The Definition of Death

- Preparation: Pecorino (ch. 9 & 10) Definition of Death Proposals
Supplementary: Beauchamp - ch. 1
Hardt - ch. 3 A Flat EEG?
V-114 - Determining Death: Do We Need a Statute?
V-113 - Refinements in the Criteria for Determining Death
V-301 - Brain Death: Welcome Definition or Dangerous Judgment
V-302 - A Definition of Irreversible Coma
V-303 - Neocortical Death After Cardiac Arrest
Veatch - ch. 1 and 2 Defining Death
V-304 - Death: Its Conceptual Elusiveness
V-305 - A Statutory Definition of the Standard for Death
V-307 - The Kansas Statute on Death - An Appraisal
Ramsey - ch. 2 on Updating Procedures for Stating That a Man Had Died
Schneidman - ch. 4 The Determination of Death
Dallery - Section Six

Topic: Transplants, Cadavers and Neo-Morts - The Use of Dead Bodies

- Preparation: Pecorino - ch. 11, 12 Uniform Anatomical Gift Act
Gaylin, Willard "On Harvesting the Dead"
- Harper's Sept. 1974 Vol. 249, 1492ff
- Supplementary: V-308 - Against the Stream
V-1212 - Attitudes Toward the Newly Dead
Ramsey - 1970 ch. 4 The Self Giving of Vital Organs; ch. 5 Giving or Taking Cadaver Organs
Dallery - Section Six
Veatch - ch. 7 The Newly Dead
- Handouts: Donor Cards - in Pecorino

Topic: Mass Death and Total Annihilation

Preparation: Lifton & Olson *Living and Dying* - in Pecorino #24
Supplementary: Wysohogrod - ch. 5 On Death and Death Symbolism: The
Hiroshima Disaster
Schneidman - pp. 99-109 Nuclear Age

Topic: War

Supplementary: Regan - ch. 4
Schneidman - pp.92-99 Combat and Death; pp. 110-133 Agents of
Death

Topic: Suicide

Supplementary: Beauchamp - ch. 2
Regan - ch. 3
Wilcox - ch. 5 choices and Decisions
Dallery - Section Three
Feifel (1959) - ch. 17
Charmaz - ch. 8
Schneidman - pp. 252-274 Psychological Autopsies; pp. 241-261
The Death Certificate
Alvarez, A. - *The Savage God*. NY: Random House, 1970
Kluge, Eike-Henner W. - *The Practice of Death*. New Haven: Yale
University Press, 1975.

Tape: SSC-1 Rustin, Stanley Suicide

Topic: Infanticide

Supplementary: V-402 - "On The Birth of a Severely Handicapped Infant"
Annas, George S. "Denying the Rights of Children"
Smith, David "Letting Some Babies Die"
(all Pecorino items 19-21)
Supplementary: V-403 - Moral and Ethical Dilemmas in the Special Care Nursery
V-404 - Attitudes Toward Defective Newborns
Steinbock - Pt. 2 and pp. 138-148
Ladd - ch. 4, 9
Ramsey (1978) - ch. 5, 6

Topic: Triage

Preparation: Pecorino - ch. 22 and 23 Childress, James F. "Who Shall Live
When Not All Can Live?" *Soundings*, Vol. 43, No. 4, Winter 1970,
pp. 339-362
Supplementary: Ramsey - ch. 8 Choosing How to Choose Berg, Allan "What is
Wrong With Triage?" *NY Times*, June 15, 1975, Section VI pp. 26-

“Scarce Medical Resources”: *Columbia Law Review* 69: 620, 1969

Kass, L.R. “The New Biology: What Price Relieving Man’s Estate?” *Science* 174: 779, 1971.

Dyck, Arthur J. “Triage and Charity...,” *National Forum*, 1980.

Topic: Approaches to Death’s Meaning

Supplementary: Schneidman - ch. 1 Concepts of Death
 Kubler-Ross - ch. 6 Death: The Last Stage of Growth (1975)
 Wyschogrod - ch. 7 Resurrection of the Body
 V-501 - Death: Process or Event?
 Feifel - ch. 8 Attitudes Toward Death in Some Normal and Mentally Ill Populations

Topic: The Commodification of Death

Preparation: Ilych (V203) “The Political Uses of a Natural Death” (in Pecorino ch. 25)

Supplementary: Schneidman - ch. 3 The Demography of Death
 Kubler-Ross - ch. 2 the Organizational Context of Death and Dying (1975)
 Schulz - ch. 3 The Demography of Death
 Bogen - #22, 26
 Sodnow, David. *Passing On: the Social Organization of Dying*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1967.
 Glasser, Barney C. and Strauss, Anslem L., eds. *Time for Dying*. Chicago: Aldine Pub. Co., 1968.
 Ilych, Ivan - *Medical Nemesis*. NY: Random House, Inc., 1976
 Tape: SSC-11 - The Commodification of Death by Dr. Angela Karp

Topic: The Role of Faith

Supplementary: Death Through Some Other Windows
 Fieifel (1959) - ch. 12 Grief and Religion; ch. 16. Death and Religion
 Holk, Frederick H ., ed. - *Death and Eastern Thought*. NY: Abingdon Press, 1974.
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 Tape: SSC-3 - The Role of Faith

Topic: Euthanasia/The Right to Die/Death with Dignity

Preparation: Pecornio - chs. 13, 14, 15, 16, 17, 18
 Supplementary: Schneidman - ch. 8 Death and Dignity, pp. 484-515, pp. 502-505

Appropriate and Appropriated Death
 V-122 - On Drinking hemlock
 V-115 - Choosing Not to Prolong Dying
 V-116 - The Dying Person–His Plight and His Right
 V-407 - Prolonging Life
 V-408 - The Living Will
 V-409 - Proposed Legislation
 V-503 - Pope Pius XII – The Prolongation of Life
 Charmaz - ch. 3
 Beauchamp - ch. 4
 Regan - ch. 2
 Ramsey (1970) - ch.3
 Dallery - Section 2
 Steinbock - Part I and III
 Hardt - ch. 5
 Ramsey (1978) - ch. 4, 7, 8, 9
 Bugen - ch. 24, 25, 30
 Ladd - ch. 2, 5, 6, 7, 8
 Ostheimer - Part IV
 Veatch - ch. 3, 4 and 5
 Kohl, Marvin, ed. *Beneficent Euthanasia*. Buffalo, NY:
 Prometheus Books, 1975.
 Behnke, John and Bok, Sissela, ed. *The Dilemmas of Euthanasia*.
 Anchor Books, Garden City, NY: Doubleday & Co., 1975.
 Mannes, Mayra. *Last Rights*. New York: New American Library,
 1973.
 Kluge, Eike-Henner W. *The Practice of Death*. New Haven: Yale
 University Press, 1975.

Topic: Children and Death Education

Supplementary: Grollman, Earl A. *Explaining Death to Children*. Boston: Beacon
 Press, 1967.
 Talking About Death. Boston: Beacon Press, 1970.
 Irish Donald P. And Green, Betty R., ed. *Death Education*.
 Schenkman Pub. Co., 1971.
 Mills, Gretchen C., Reisler Ray, et al. *Discussing Death: A Guide
 to Death Education*. Homewood, IL: ETC Pub., 1976.
 Bugen - ch. 16, 17, 18
 Schulz - ch.7
 Wilcox - ch. 4
 Hardt - ch. 2

Topic: Abortion

- Supplementary: Ramsey (1978) Part One, ch. 1, 2, 3
Callahan, Daniel. *Abortion: Law, Choice and Morality*. New York: Macmillan, 1970.
Grisez, Germain G. *Abortion: The Myths, the Realities and the Arguments*. New York and Cleveland: Corpus Books, 1970.
Ostheimer - Part II
Dallery - Section One
Regan - ch. 6
- Topic: Senicide
Supplementary: Kluge, Eike-Henner W. *The Practice of Death*. New Haven: Yale University Press, 1975.
- Topic: Capital Punishment
Supplementary: Regan - ch. 5
Dallery - Section Four
- Topic: Natural Death
Preparation: Callahan, Daniel. "On Defining a Natural Death" (In Pecorino)
Supplementary: Schulz - ch. 2 Thinking About Death
Donnelly - ch. 1, 2, 3, 4, 12, 17
Beauchamp - ch. 5 Significance of Life and Death
- Topic: Aging and Death
Supplementary: Dallery - Section Five
Hardt - ch. 4
Bugen - 27

VII. Final Examination - 60 Points

Directions:

1. Answer all questions in the examination booklets to be provided to you or type them out, double spaced on regular typing paper.
2. You may use any resources at all in answering these questions but if you want to work with another student on the non-personal answer, then you must obtain permission from the instructor.
3. Don't plagiarize. Cite sources, even other people.
4. Students may and are encouraged to seek assistance from the instructor.
5. Refer to the study guide.
6. Part A is due by the mid-term class meeting. It may be reworked and resubmitted by the final examination date.
7. All parts of the examination are due at the last class meeting.
8. Answer all of parts A and B, select five from part C.

Part A:

1. Describe the stages of death or dying, as presented by Dr. E. Kubler-Ross. What are the symptoms? Give some examples of the indicative phrases, etc...How may one help another pass through each of these stages? What cautions should be made concerning the adequacy and applicability of Dr. Ross' analysis? Be somewhat extensive in your presentation. Does a person need special training to help? Will Hospices help? Are they necessary? Are they essential?
2. What are the Stages of Grief? What are the symptoms? Cite examples of indicative phrases, etc...How may one help another to pass through these stages? What are some of the special problems in dealing with the grief of children?
3. What are the stages of Anticipatory Grief, as presented by Dr. Austin Kutscher? What are the symptoms? What can be done to help someone pass through these stages? How does anticipatory grief relate to subsequent bereavement? Discuss all of Kutscher's 13 points.
4. Describe the difficulty in deciding when a person is really or finally dead. How should the difficulty be resolved? What should the law state? Why? Be as precise and as adequate as possible. Use legal language in the wording of the law. Be sure to explain what you take to be the essentially significant features of human life, the absence of which would be death. Do not describe organ functioning alone as essential features characteristic of human life.
5. What should the law state regarding the donation and transplantation of organs and the use of dead bodies? What are Neo-Morts? What regulations, if any, should there be regarding the use of Neo-Morts? What are the rights of the next-of-kin to e with regard to the use of their loved one's body? What might the long term consequences be of the use of the entire corpse upon both the bereaved and upon society as a whole?

Part B: Answer all questions - each worth 4 points.

- a) How have your thoughts about death changed since taking this course? Be specific.
- b) What aspect of this semester's class experience has been the most helpful? Why?
- c) What aspect of this semester's class experience has been the least helpful? Why?
- d) How would you change the course in order to improve it? What could the instructor do differently to improve the course?

7. What arrangements would you like to make concerning your own body after you have died, and what sort of funeral or mourning procedures or rites would you like carried out? Why? Be as specific as possible. Write your own obituary and eulogy, assuming you were to die at the present time. Write them even if you don't want them.

8. If you were reasonably certain that you had only one more year to live, how would you try to spend it? Be as specific as you can: people (not names but relation to you); books, places to visit; activities; type of things to write or make; way of handling your death with those you meet, family, friends and strangers; decisions about hospitals and drugs; et alia. What if you had only one month. What if you had one day? Why aren't you doing some of these things now?

9. What does the "right to die" mean, if anything? What should the law state with regard to the "right to die"? Why? Be as specific as possible and utilize legal language in framing the law. Discuss all aspects, e.g. children and adults, competent and incompetent, persons never competent vs. formerly competent and conscious persons vs. unconscious persons.

10. What is a "living will"? What is good about it? What is wrong with it? Would you have one? Do you? What could be done to improve it? What could be done to make it unnecessary? What should be done concerning it? How is it any better or worse than having a proctor or legal agent? What is its legal status at the present time in New York State?

Part C: Answer any five questions - each worth 4 points.

1. What could the phrase "Death with Dignity" possibly mean? How could it be rephrased? How does it relate to Avery Weisman's notion of an "Appropriate Death"? Describe the characteristics of an "Appropriate Death."

2. How does the real possibility of the mass death and the total annihilation of the human species by nuclear, chemical, and biological warfare influence one's attitude toward death and toward one's mode of seeking immortality? Discuss this in terms of Robert Jay Lifton's remarks and analysis.

3. What relation is there between certain sports and death? Discuss this with reference to Edith Wyschogrod's concept of the "elemental." Illustrate.
4. Which of all the poetry and short stories, including the Death of Ivan Illych, has meant the most to you and why? Be somewhat extensive in your remarks.
5. Select any poet's work and discuss how their attitudes toward life and death are revealed in those works. Discuss several poems and relate them to the poet's biography.
6. Select any two dissimilar songs concerning death and dying and discuss them.
7. What is TRIAGE? Who shall decide who shall live when not all can be sustained? What method should be used? Why? How do you really think that the issue will be decided? What can be done?
8. Based on the discussion and pertinent articles, what is a "rite of passage"? What are the stages of the rite? What are the functions of such rituals, both the social and psychological? Illustrate with respect to death how both the deceased and the bereaved pass through these stages.
9. Who was Edgar Cayce? What was his attitude toward death? How is one who believes and follows Cayce's "Readings" likely to deal with their own death and the deaths of loved ones? Base your answers on the formal presentation of the Cayce literater.
10. What role does religious faith play in assisting believers in approaching their deaths and the deaths of loved ones?
11. What does the "Commodification of Death" mean? How has the concept of a "natural death" changed in the last 700 years? What are the forces or agencies which have commodified death and which continue to do so? Are we likely to change our attitudes toward death in the industrialized, technological Western world?
12. How did Socrates' death display the interrelationship of his attitudes toward life and death?
13. Should suicide be prevented? In all cases? If not, why not? If so, why? What are the main factors in determining your position? Remember to consider POW's, martyrs, spies, the terminally ill, those in intractable pain, etc...Be clear and precise in stating your guiding principle.
14. Of what use, if any, are reports of psychic phenomena such as "out-of-body" experiences to someone attempting to formulate a position or perspective on death and dying?
15. How might the availability of selective abortion and amniocentesis affect our attitudes toward newborns, especially defective or anomalous newborns? Who shall have the "right of consent"

as far as medical treatment for defective newborns is concerned? Who decides for the baby? Is the principle of refusing “extraordinary” means applicable in this case? Why or why not?

16. What are the mutual rights and responsibilities of patients, family physicians and the society in which they live as far as judgements concerning defective infants, the retarded and the incompetent are concerned?