

DEATH AND DYING IN LATER LIFE: HLTH AGE 4B03
Fall 2016 TERM 1
(September 6th to December 7th)

Instructor:

Dr. Yvonne LeBlanc
Department of Health Aging and Society
Kenneth Taylor Hall, Room 234
Email: leblanyl@mcmaster.ca

Office Hours:

Wednesday 12:30 pm – 1:30 pm or By Appointment
Classes: Wednesday 8:30- 11:20am
Location: TSH 122
(905) 525-9140, Ext. 27227

*** Send all emails to my McMaster email account: leblanyl@mcmaster.ca.

DO NOT USE AVENUE TO LEARN E-MAIL

COURSE DESCRIPTION

This course explores death, dying, and bereavement within a contemporary context. While this course is offered as a 4th year seminar, for most students it will be a first exposure to the study of death, dying, and bereavement. Accordingly, students will be introduced to fundamental theories/concepts and terminology as well as developments and debates in this interdisciplinary field. The course will allow for exploration of death and dying issues within social, psychological, intercultural, ethical/legal, and spiritual contexts and provide opportunities for students to critically assess their own personal views and beliefs about death and dying. More specifically, we will examine dying and death in later life, within a Canadian context; decision making at end of life, medically assisted dying, caregiving at end of life, and support for the dying and their families are some of the topics that will be addressed.

COURSE OBJECTIVES:

- To become familiar with pivotal literature, research, and theory/concepts/terminology fundamental to the study of death and dying from different perspectives
- To gain better understanding of issues pertinent to death and dying in later life in Canada
- To increase self-awareness of personal beliefs about death and dying
- To enhance skills in critical thinking, analysis, team work, research, writing, oral presentation, and group discussion

REQUIRED READING

The required textbook for this course is available in the McMaster Bookstore

Kemp Alan R. 2014. *Death, Dying, and Bereavement in a Changing World*. Upper Saddle River, New Jersey: Pearson Education Inc.

Additional Required article readings will be available through the McMaster Library System.

CLASS FORMAT

The class format will involve lectures, videos, guest speakers, class discussions/exercises and in class assignments. During the initial weeks of the course the instructor will provide interactive lectures to enhance course readings and stimulate class discussion. Beginning week 4 Sept. 28th the instructor will lead the first part of the class and this will be followed by a student led group seminar presentation. The size of the groups will depend on class enrolment. ***Sign up for the group seminar presentations will commence in class on Sept 14th. Students who have not signed up for presentation dates by Sept 21st will be assigned a date by the instructor

COURSE EVALUATION

COMPLETION OF ALL ASSIGNMENTS AND TESTS ARE MANDATORY TO PASS THE COURSE

Evaluation:		Date Due
In-class participation	20%	
Group Seminar Presentation	20%	Commencing Sept 28 th
Test 1	10 %	Oct 5th
Test 2	15%	Nov 23 rd
Term Assignment Presentation	10%	Nov 23 rd , 30 th
Term Assignment Paper	25%	Dec 7 th

All Assignments

Detailed instructions and a grading rubric for the writing assignments will be reviewed in class and posted on Avenue. **Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 8:30 am on the date due; hardcopies or emailed copies will not be accepted.** All assignments should have a title page, all pages should be numbered and have 1 inch margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See:

<http://library.mcmaster.ca/guides/apa-style-guide>

There will be a 10% penalty each day (including weekends and holidays) that assignments are late. Failure to adhere to these guidelines will be reflected in the mark for the assignment. Instructions on the assignments will be reviewed in class. No assignments will be accepted 1 week after the due date.

In-class Participation (20%)

Participation grades will be based on a) contribution to in-class discussions and activities and in class attentiveness, and b) thoughtful completion and sharing of in-class assignments

- a) Class discussion based on weekly readings will be a routine component of each class. Full attendance (attending the entire class) and active participation is required. It is therefore important that all students, complete scheduled readings prior to class, attend all classes, be attentive in lecture and participate enthusiastically in discussion (worth 10%).
- b) Students will be required to complete a series of 'In-class Assignments' detailed in the weekly course schedule. The purpose of the in-class assignments is to provide students with an opportunity to examine personal perceptions, beliefs, and experiences about death to express your reflections in writing and to share your chosen insights with the class.
- Follow the formatting guidelines and submission requirements in 'Assignments' outlined above (worth 10%). Submit your reflective responses to the Avenue drop box no later than 8:30 am on the date that it is due. Include any completed exercises in an appendix following your personal reflection. Be prepared to discuss in class.

There is no accommodation for missed in-class participation.

Group Seminar Presentation (20%)

Commencing Oct 19th a small group of students will be required to give a presentation on an assigned topic that relates to the weekly theme and uses outside scholarly sources (peer-reviewed articles or book chapters) along with credible internet information (for example, organizational or government websites, newspaper articles) to inform the presentation. The group should allow for a 1 hour presentation that involves an interactive lecture and discussion period (creativity is encouraged). Each student should contribute equitably to the oral presentation and actively engage the class in discussion; each group member should prepare at least 2 thoughtful questions about the chosen topic. A sign-up sheet for the presentations will be distributed in class September 14th. **It is mandatory that all seminar presentation topics for the term be discussed and approved by the instructor a minimum of 2 weeks prior to the presentation date.**

Presentation Report: The group is responsible for providing a typed report that briefly (2 pages double spaced) summarizes the presentation in a word document. The summary must be written in your own words; highlight the presentation points, comment on how the readings inform or link to the presentation topic, and outline the questions raised by each of the group members. Include a properly formatted (APA style) cover page with title of the topic, names of group members and IDs, and date of the presentation) and a separate reference page. Submit the summary to the Avenue Drop Box by 8:30 am on the date that the presentation is due. No hardcopies please.

Tests (25%)

The material tested will include required readings, guest presentations, lecture material, and videos.

Test 1 (10%) Oct 5th - Multiple Choice & possible short answer questions

Course material inclusive of weeks 1- 4

Test 2 (15%) Nov 23rd - Multiple Choice & possible short answer questions

Course material inclusive of weeks 7-11

Term Assignment Presentation (10%)

You are required to make an informal 10 minute oral presentation to the class based on your term assignment paper. Organize the presentation into a mini-lecture where you explain, illustrate and discuss your paper. Provide a 1 page handout for the instructor and 2 prepared questions for discussion. Allow 5 minutes for the presentation and 5 minutes for discussion. Further instructions and a grading rubric will be reviewed in class. It is mandatory that all students attend the term assignment presentations.

Term Assignment (25%)

A) Project on Approved Topic of Your Own Choosing

Rather than a conventional term paper based on library research, you can choose a topic with which you have had some personal experience; you may base the paper on a conversation that you have had in the past with a loved one. You may choose to report on a place or organization that you have had some experience in with respect to death, dying or bereavement; a hospice, palliative care unit, funeral home, support group, suicide prevention service etc. You may wish to create a comprehensive death plan for yourself or an educational tool for the general public. You may wish to examine an aspect of popular culture that deals with death, dying or bereavement. Creativity is encouraged. The final report should be 10- 12 pages in length; follow general formatting and referencing instructions for assignments as outlined above. You should cite 10-15 or more different sources. Include a minimum of 10 scholarly sources from peer reviewed articles and book chapters (minimum of 6 from peer reviewed scholarly social science articles) to

inform the topic. Peer reviewed scholarly journal sources should published no earlier than 2006. Additional sources can include recent newspaper articles, credible internet web pages, literary sources etc.

OR

B) Library Based Research Paper:

You will conduct library based research on a topic of your choice, related to death, dying or bereavement (do not use the same topic as your group presentation). The 10-12 page double spaced paper, excluding the reference page will require that you demonstrate a comprehensive understanding of, and facility with, the theoretical perspectives, concepts, major arguments and/or evidence presented in the course that relate to your topic.

You should cite 10-15 or more different sources. Include a minimum of 10 scholarly sources from peer reviewed articles and book chapters (minimum of 6 from peer reviewed scholarly social science articles) to inform the topic Peer reviewed scholarly journal sources should published no earlier than 2006. Additional sources can include recent newspaper articles, credible internet web pages, literary sources etc. Follow general formatting and referencing instructions for ‘Assignments’ as outlined above.

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

ACADEMIC INTEGRITY:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process.

Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

ABSENCES, MISSED WORK, ILLNESS

All reasons for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the Professor of your absence. The policy contains the following requirements:

1. If you are seeking relief for missed academic work because of an absence lasting up to 3 days in duration, you must use the McMaster Student Absence Form.
2. You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your Instructor immediately (NORMALLY WITHIN TWO WORKING DAYS) regarding the nature of the accommodation
3. If you are absent for reasons other than medical reasons, for more than 3 days, or exceed 1 request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out immediately when you are about to return to class after your absence. Additional requests for relief of academic missed work must be reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed).
MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)
4. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.
5. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work in his/her course.

COURSE POLICIES

Late Assignments- without approved excuses, you must make arrangements directly with me to hand in the assignment. Assignments will be marked down 10% if turned in late on the day it is due, and an additional 10 percentage points for each day it is late after that; this includes weekend days and holidays. If an assignment is due at the start of a class, it will be considered one day late any time after the end of class that day.

Email:

Send all emails to my McMaster email account: leblanyl@mcmaster.ca. Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Dr. LeBlanc," and a closing that includes your full name, such as "Sincerely, John Smith." Email failing to meet these standards may be returned unanswered. Emails that require a very short reply will be answered within 4 working days (I will generally not respond to emails over the weekend). Email questions requiring a more detailed response will only be answered - in person - during office hours or by appointment.

Use of Mobile Devices

Mobile devices, specifically laptops and tablets, may be used in this course for educational purposes only (i.e., learning directed related to the course). At times I may direct you to use your mobile device to complete an activity or task, other times I may ask you to close your laptop or turn off your tablet to focus

your attention on other course related tasks. Off-task use (e.g., Facebook, texting, other) will result in your device being confiscated for the class and/or being asked to leave the classroom for all or part of the class.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

OTHER IMPORTANT COURSE INFORMATION

Release of Grades: Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

Review of Marks: We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, the instructor will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. *Please note that when a mark is reviewed, the new mark may be lower than the original.*

If you would like additional feed-back or clarification about your assignment grades I strongly encourage you to meet with me. If you remain unsatisfied with your mark and wish to have your grade reviewed by the instructor, you must write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo (in person, not e-mail), with the original marked assignment, to the instructor. You may submit requests for review no sooner than 48 hours, and no later than 2 weeks after the assignments/exams are handed back to the class.

Turnitin: In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com so that it can be checked for academic dishonesty. Assignments for this course should be uploaded in the appropriate digital drop-box on Avenue to Learn prior to the assignment deadline. When you upload your assignment to the digital drop-box on Avenue to Learn your assignment will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of the assignment to the instructor. No penalty will be assigned to a student who does not submit their work to Turnitin.com.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Accommodations:

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me as early in the term as possible to make individual arrangements.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services (SAS). Please drop by my office at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will remain confidential.

Student Accessibility Services: For information about academic support services, contact SAS at MUSC B107 (ext. 28652) or <http://sas.mcmaster.ca>.

Support Services and Accommodations

The Student Accessibility Services (SAS) office (*formerly, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

***Student Accessibility Services (SAS)**

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email

sas@mcmaster.ca

Website

<http://sas.mcmaster.ca/>

Location

MUSC B107

Student Wellness Centre (SWC)

Medical and Counseling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email

wellness@mcmaster.ca

Website

<http://swc.mcmaster.ca/>

Location

MUSC B101, 107, and 106

**FACULTY OF SOCIAL SCIENCES
E-MAIL COMMUNICATION POLICY**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

THE USE OF AVENUE TO LEARN IN THIS COURSE:

In this course we will be using Avenue to Learn. Course information will be posted here throughout the term. Please check this site often to keep informed of assignment instructions, links to course resources, important announcements, and interim grades. It is the responsible of all students to be aware of all information posted on Avenue to Learn.

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Step 1: Make sure you are in the Avenue to Learn system. If you officially registered for the course, you were automatically enrolled in the Avenue To Learn system. Go directly to step 2. Students who registered late for this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course.

Step 2: Logon to Avenue to learn. Go to <http://Avenue.mcmaster.ca/>

All the information you need for logging on to the site, for configuring your web browser, and for adding this course to your account are available here.

Step 3: Support

If you are interested in viewing the support for Avenue to Learn, including quick help guides and other resources please visit <http://avenue.mcmaster.ca/help/>

Week	Dates	Weekly Theme	Required Readings	In-Class Assignments
1	Sept 7 th	Course Overview	No Assigned Readings	
2	Sept 14 th	Introduction to the Study of Death and Dying: Theories/Western Trends/Societal Attitudes	Text Chapters 1, 2 Jacob Juhl and Clay Routledge. 2016. Putting the Terror in Terror Management Theory: Evidence That the Awareness of Death Does Cause Anxiety and Undermine Psychological Well-Being. <i>Current Directions in Psychological Science</i> . 25(2) 99–103. http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/09637214/v25i002/99_pttitmt.xml	Complete the following reflective exercises In Auger 2000. 'Fears of Dying' p. 35 and 'Loss Awareness' pp. 36-37 Think about your answers and summarize your reflections about each exercise in a 2 page written response. Include completed exercises in an appendix. Auger Jeanette.2000. Social Perspectives on Death and Dying. http://books2.scholarsportal.info.libaccess.lib.mcmaster.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2010-12-16/1/10192242#tabview=tab1
3	Sept 21 th	Death in Developmental and Cultural Contexts *Tentative Library Research Methods- Librarian presentation)	Text Chapters 3, 4 Foltyn Jacque Lynn (2008).Dead famous and dead sexy: Popular culture, forensics, and the rise of the corpse. <i>Mortality</i> 13 (2): 153-173. URL: http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/tmp/5603377262310429898.pdf	Complete the 'Object Exercise' (Box 1.1 page 5 of the textbook). In addition to the instructions provided in the text, submit a I page double spaced explanation of what the object symbolizes.
4	Sept 28 th	Historical and Contemporary Funeral and Burial Practices Tentative Guest Presentation- Funeral Director	Text Chapters 5, 6 O'Neill Kevin D. 2008. Death, Lives, and Video Streams. <i>Mortality</i> . 13(2): 174-186. http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/13576275/v13i002/174_dlavs.xml	Visit your local cemetery and record your observations. Consider the following: The layout of the cemetery- how the burial plots and roads are arranged; The types and durability of the memorial markers, are the inscriptions still readable,

		Group Seminar Presentation		<p>note the size and colors of the markers; Examine the inscriptions-what religious symbols can you find, what artistic motifs are present and what does each mean to you, make sketches and record some interesting gravestone epitaphs. Record the age at death of a dozen females, taken at random. Do the same for a dozen males. What is the average age at death for each gender. Are there any significant differences in these averages?</p> <p>What considerations do you think are important in selecting a cemetery or family plot within it?</p> <p>Reflect on your observations and in a 2-3 page double spaced written response explain what you can learn about death in a community by visiting a local cemetery? Include your recorded observations /findings in an appendix. (Adapted from Auger 2007: 162)</p>
5	Oct 5 th	<p>Traumatic Death</p> <p>Test 1 (10%) Multiple Choice & possible short answer questions. Course material inclusive of weeks 1- 4</p>	<p>Text Chapter 7 Kjølseth Ildri, Øivind Ekeberg and Sissel Steihaug. 2010. Why suicide? Elderly people who committed suicide and their experience of life in the period before their death. <i>International Psychogeriatrics</i>. 22 (2) 209–218 http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/10416102/v22i0002/209_wsepwcitpbtd.xml</p> <p>Kjølseth Ildri and Øivind Ekeberg. 2012. When elderly people give warning of</p>	No In-Class Assignment

			suicide. <i>International Psychogeriatrics</i> . 24 (9). 1393–1401. http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/10416102/v24i009/1393_wepgwos.xml	
6	Oct 12th	Mid Term Recess	No Assigned Readings	
7	Oct 19 th	Dying/Palliative and Hospice Care Tentative Guest Presentation- Hospice Care Group Seminar Presentation	Text Chapters 8, 9 Donnelly, S. M., Michael, N., & Donnelly, C. 2006. Experience of the Moment of Death at Home. <i>Mortality</i> , 11(4): 352-367. http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/details/13576275/v11i0004/352_eotmodah.xml	Review obituaries in a newspaper (example the Globe and Mail, the Hamilton Spectator) for a period of 5 days. Record observations about the obituaries- consider what is included, what is left out, how the writing styles may vary. In word document, write up your obituary (in the style that is used in a newspaper) and submit it to the instructor at the beginning of class. Be prepared to discuss in class.
8	Oct 26 th	Bereavement, Grief and Mourning Tentative Guest Presentation- Bereavement Counsellor Group Seminar Presentation	Text Chapters 10, 11 Nehari Miri, Dorit Grebler and Amos Toren. 2007. A voice unheard: grandparents' grief over children who died of cancer. <i>Mortality</i> . 12(1): 66-78. http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/13576275/v12i0001/66_avuggocwdoc.xml	Complete the 'My Experiences with Death' and 'My Feelings' Self Inventories. (in Kastenbaum R. 2012:12) These exercises will be posted in PDF files on the Avenue Content Page under 'In-class Exercises'. In 2 page double spaced pages, highlight what you discovered by completing the exercise; for example, refer to the main things you have learned about yourself in relation to the topic. Where possible use specific examples to demonstrate your points. Explain if the exercises were useful or not and/or what you can

				conclude from completing it. Include the completed exercises in an appendix. Source: Kastenbaum R. 2012. Death, Society, and Human Experience. Eleventh Edition. Boston: Pearson.
9	Nov 2 nd	<p>Legal and Ethical Issues at End of Life – Medically assisted Dying –a Canadian Perspective</p> <p>***Tentative Round Table Panel Discussion on Current Medically Assisted Dying Legislation in Canada</p> <p>Group Seminar Presentation</p>	<p>Text Chapter 12 Medically Assisted Dying Legislation Bill C-14 http://www.parl.gc.ca/HousePublications/Publication.aspx?Mode=1&DocId=8183660&Language=E</p> <p>van Wijngaarden Els, Carlo Leget and Anne Goossensen. 2015. Ready to give up on life: The lived experience of elderly people who feel life is completed and no longer worth living. <i>Social Science & Medicine</i>. 138: 257-264. http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/02779536/v138icomplete/257_rtgulcanlwl.xml</p>	<p>Watch the documentary ‘Terry Pratchett: Choosing To Die’ http://topdocumentaryfilms.com/terry-pratchett-choosing-to-die/ Write a 1-2 page double spaced written response. Link your points to course readings. Be prepared to discuss in class.</p>
10	Nov 9 th	<p>Legal and Ethical Issues at End of Life - Withdrawing Life Support</p> <p>Group Seminar Presentation</p>	<p>Text Chapter 13</p> <p>Timmermans, Stefan (1999).When Death Isn’t Dead: Implicit Social Rationing during Resuscitative Efforts. <i>Sociological Inquiry</i> 69 (I): 51-75. URL: http://onlinelibrary.wiley.com.libaccess.lib.mcmaster.ca/doi/10.1111/j.1475-682X.1999.tb00489.x/pdf</p> <p>Caron Chantal D., Jennifer Griffith, and Marcel Arcand. 2005. End-of-life</p>	<p>Watch the documentary ‘Facing Death’ http://www.pbs.org/wgbh/pages/frontline/facing-death/ Write a 1-2 page double spaced written response. Link your points to course readings. Be prepared to discuss in class.</p>

			Decision Making in Dementia: the perspective of family caregivers. <i>Dementia</i> . 4(1): 113–136. http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/14713012/v04i0001/113_edmid.xml	
11	Nov 16 th	Beliefs and Controversies Surrounding Afterlife Group Seminar Presentation	Text Chapter 14 Nowatzki Nadine R. and Ruth Grant Kalischuk 2009. Post-Death Encounters: Grieving, Mourning, and Healing. <i>OMEGA</i> 59(2): 91-111. http://ome.sagepub.com.libaccess.lib.mcmaster.ca/content/59/2/91.full.pdf Tassell-Matamua Natasha A. and Nicole Lindsay. 2016. “I’m not afraid to die”: the loss of the fear of death after a near-death experience. <i>Mortality</i> . 21(1): 71-87. http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/13576275/v21i0001/71_natdtlodaane.xml	Film: Documentary on Near-Death Experiences The Day I Died: BBC Documentary URL http://www.personalgrowthcourses.net/video/inspiring/nde_day_i_died_bbc Write a 1-2 page double spaced written response. Link your points to course readings. Be prepared to discuss in class.
12	Nov 23 rd	Test 2 Multiple Choice & possible short answer questions Course material inclusive of weeks 7-11 Term Assignment Presentations	Readings: Independent Research	No In-class Assignment
13	Nov 30 th	Term Assignment Presentations	Readings: Independent Research	No In-class Assignment
14	Dec 7 th	Course Wrap Up Term Assignment Paper	Term Assignment Paper Due Dec 7th	No In-class Assignment

		Due Dec 7th		
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