Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Heath Hoffmann  Email address hoffmannh@cofc.edu Phone 953-8182

1. Department: Sociology and Anthropology

2. Course number and title: SOCY 390: Senior Seminar
   Number of Credits: 3    Total hrs/week: 3
   Lecture: [ ] Lab: [ ] Recitation: [ ] Seminar: [x]

   For Independent study courses:
   Research: [ ] Field experience: [ ]
   Clinical Practice: [ ] Internship: [ ]
   Practicum: [ ] Independent Course Work: [ ]

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   A capstone course required of all sociology majors. Specific topics will vary depending on the instructor's interests and expertise. Students will be asked to demonstrate their understanding of the connection between theoretical perspectives, research methods, and empirical results through examinations, a research project, an analytical paper, or some combination of the above.

5. CIP Code: 45.1101 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: [ ]
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   No
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b) Please explain overlap with any existing courses.
   None

8. Prerequisites (or other restrictions):
   SOCY 101 or SOCY 102; SOCY 260, SOCY 271, SOCY 272 and 18 hours in the
   major. Or, permission of the instructor.

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      We want to provide our majors with an end-of-the-major experience that provides in-
      depth exposure to a sociological topic, covering the methodological, theoretical and/or the
      policy issues relating to the topic. Multiple sections of SOCY 390 will be offered each
      semester with the topic for each section contingent on the faculty members' area of
      expertise.
   
      b) How does the course support the mission statement of the department and the organizing
      principles of the major?
      One of our primary goals in Sociology is to challenge students to integrate and
      apply the knowledge they have accumulated during their time at the College. By
      challenging students to apply their sociological knowledge to contemporary social
      issues, we will be fulfilling that program goal.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of
    the major?
    This course will enhance the end of the major by engaging students in a seminar
    class that will allow them to explore a sociological topic in-depth to practice and
    apply the skills and knowledge they have obtained in the major.

    b) For courses used by non-majors, how does the course support the liberal arts tradition
    including linkages with other disciplines:
    This course is intended for majors. However, non-majors may take the course if they have
    the necessary pre-requisites. Similarly, we can envision instances when an advanced
    student from another major may receive permission from the instructor to take the course
    when the seminar topic being offered directly relates to the career aspirations of that
    student. Because the topic of the seminar will change regularly, we cannot promise that
    inter-disciplinary linkages will be prevalent in every iteration of the course. However,
    that most of our courses draw from the fields of Political Science, Psychology, History
    and other disciplines, it is likely that many of our seminar courses will be
    interdisciplinary in nature.

11. Method of teaching:
    Seminar style with some lecture but largely based around class discussion and
    hands-on application of course material.

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12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   We have been requiring students to take a research-intensive practicum course (SOCY 370-379) which is really intended to prepare students for graduate school. However, very few of our students aspire to and/or actually go on to graduate school. Based on student feedback, we felt shifting our energy and resources away from a research-intensive course and toward the senior seminar will allow us to focus more on developing students written and oral skills.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   No shifts in staffing are expected because we are using SOCY 390 to replace the SOCY 370s courses we have required until now. SOCY 390 will have the same enrollment caps (15 students) as the SOCY 370s classes it is replacing.

c) Frequency of offering:
   each fall: ☒ each spring: ☒
   every two years: ☐ every three years: ☐
   other ☐ (Explain):

13. Requirements for additional resources made necessary by this course:
   a) Staff:
      None.
   b) Budget:
      None.
   c) Library:
      None.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      SOCY 390 will be a required course for the SOCY major. A "Proposal to Change the Degree Requirements for the Major" form has been submitted. SOCY 390 will also be added as the elective to the Sociology Cognate for the Discovery Informatics major--a "Proposal to Change the Degree Requirements for the Major" has be submitted for this change as well.

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
Proposal for a New Course
SOCY 390: Senior Seminar on Cross Cultural Perspectives on Death and Dying

Dr. George E. Dickinson
Office: 88 Wentworth St., Rm 201
Phone: 953-5738 or 953-8186
E-mail: dickinsong@cofc.edu
Fax: 953-5824
Office Hours: 11-12, 2-3 on Wednesday & 1:30-3 on Tues/Thur or by appointment

Course Overview

This seminar aims to analyze the topic of dying and death from a cross-cultural perspective. A major goal will be to make students aware of similarities between cultures regarding dying, death, and bereavement, while at the same time noting diversity. The significance of death rituals within the social structure of societies will be emphasized. Topics to be covered include: attitudes toward death throughout the life cycle, customs for the dying just prior to death, living with dying, biomedical issues, euthanasia, the business of dying, legal aspects of dying, mourning rituals, burial rites and other rites regarding final disposition of a dead body, the biological and social meanings of dying and death, children and death in different cultures, religion and death attitudes, death and the environment, suicide, and grieving throughout the life cycle.

Format of the class will be lecture/discussion. Various videos will be shown at selected times during the semester. Field trips will be taken to a dental museum, a local funeral home and a cemetery.

Objectives

1. To make students aware of different cultures= death and bereavement customs in comparison to our own.

2. To place death within the perspective of social structure.

3. To help students examine their own feelings and reactions to death and bereavement through discussion, readings, videotapes, and field trips.

Required Readings


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Attendance

Class attendance is expected. You are to take an active part in classroom activities. After two (2) absences (excused or otherwise), your course grade will drop two (2) points for each absence. For example, if you miss five (5) times and your course average is 86, your final course grade will be lowered to 80.

Exams

A mid-term and a final exam will be given. Each will be worth a maximum of 100 points. The two exams will be given on February 28 (Thursday) and April 22 (Tuesday).

Book Critiques

Critiques are to be written of the following books: Barley=s Grave Matters, Stearns= Revolutions in Sorrow, and Montross= Body of Work. These are not to be book reports, rather your Agut@ reaction to each of the books. You are to state what you personally consider the strong and/or weak points of the book, and tell why. Each critique should be typewritten (double-spaced with 12-point font) and should be approximately 3 pages in length. Please do not put the paper in a folder of any kind. Staple the paper together (no dog-ears or paper clips, please!). Do not use a color other than black. Each paper will be worth a maximum of 50 points. Late papers can earn a maximum of only 40 points. Papers are due at the beginning of class on the dates they are due. Papers will not be accepted electronically; only hard copies will be accepted.

The papers will be graded according to the Aformula@ below:
(1) Composition (e.g., sentence structure, grammar, spelling)
(2) Organization (introduction, body, conclusion)
(3) Number of ideas/observations expressed (e.g., don=t spend two pages on one idea)
(4) Instructions followed (as noted on the syllabus)

The book critiques will be due on the following dates:
Nigel Barley=s Grave Matters: Encounters with Death Around the World: January 24 (Thursday)
Peter Stearns= Revolutions in Sorrow: The American Experience of Death in Global Perspective: April 22 (Tuesday)
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Perspective: February 21 (Thursday)
Christine Montross= Body of Work: Meditations on Mortality from the Human Anatomy
Lab: March 20 (Thursday)

Field Trips

We will go to MUSC=s Dental Museum at 175 Ashley Avenue, the McAlister-Smith Funeral Home at 150 Wentworth Street, and to the Circular Church Cemetery at 150 Meeting Street. For each of the three field trips you will write a brief reaction paper (1-2 pages). Though tentative, we will plan to go to the dental museum on March 13 (Thursday), the funeral home on April 3 (Thursday) and to the cemetery on April 15 (Tuesday). Instructions will be given at the field site. Your response paper is due the class period following the trip. A maximum of 10 points is allowed for each paper, with a maximum of 5 points for late papers. Papers will not be accepted electronically, only hard copies.

In-Class Assignments

You will be asked to write about your first childhood death experience and to write your obituary in class. Instructions will be given at the time of the writing. A maximum of 10 points can be earned from each assignment. If the assignment is not completed on the designated day, a late paper will receive no more than 5 points. Late papers will not be accepted electronically.

Grading

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<td>Book Critiques, 3 @ 50 points each</td>
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<td>In-class assignments</td>
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<td>First childhood memory of death</td>
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<td>Obituary</td>
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<td>Field trip response papers, 3 @ 10 points each</td>
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<td>TOTAL POINTS POSSIBLE</td>
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Grading Scale

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Important Dates to Remember*

| January 24 | Critique of Barley=s Grave Matters due |
| February 20 | Last day to withdraw from class with a AW@ grade |
| February 21 | Critique of Stearns= Revolutions in Sorrow due |
| February 28 | Exam I |

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March 2-9    Spring Break
March 13    Field Trip to MUSC=s Dental Museum
March 20    Critique of Montross= Body of Work due
April 3    Field trip to McAlister-Smith Funeral Home
April 15    Field trip to Circular Church Cemetery
Last day of class on April 17
April 22    Exam II**

* Late papers will not be accepted after April 17.
** Due to my being out of the country presenting a paper on end-of-life issues during your scheduled final exam time, our second exam will be on the last class day.

Reading Assignments*
Date (Weekly)

January 10    Getting to Know You
January 15    Studying Dying, Death and Bereavement
Chapter 1    Death, Denial and Diversity
Chapter 5    Death and the Media
#1 Jennings= AFinding Better Ways to Die@
#4 Blank=s ATechnology and Death Policy: Redefining Death@
#7 Monaghan=s AThe Unsettled Question of Brain Death@

January 22    The American Experience of Death
Chapter 2    When and How People Die
#6 Brock=s AHow Much Is More Life Worth?@
Critique of Barley=s Grave Matters due on January 24 (Thursday)

January 29    Growing Up with Death
Chapter 3    Life and Death in Risk Society
#9 Jalongo=s AEditional: On Behalf of Children: The Loss of a Young Life@
#13 Cohen & Kass= ACast Me Not Off in Old Age@

February 5    Perspectives on Death and Life After Death
Chapter 4    Death, Religion and Spirituality
Chapter 11    Relationships Between the Living and the Dead
#17 Ramondetta & Sills= ASpirituality and Religion in the >Art of Dying=@
#29 Whalen=s AHow Different Religions Pay Their Final Respects@

February 12    The Dying Process
Chapter 7    The Good Death
#3 Kehl=s AMoving Toward Peace: An Analysis of the Concept of a Good Death@
#12 Utne=s ATo Live with No Regrets@
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February 19  Living with Dying
#15 Morrison and Meier=s APalliative Care@
#16 Sanders= AHospice Referral Decisions: The Role of Physicians@
#18 Song=s ADying on the Streets@
#19 Aday=s AAging Prisoners= Concerns Toward Dying in Prison@
Critique of Stearns= Revolutions in Sorrow due on February 21 (Thursday)

February 26  Dying in the Healthcare System
Chapter 6  Dying: Institutionalization and Medicalization
#5 Froggatt & Payne=s AA Survey of End-of-Life Care in Care Homes@
Exam I on February 28 (Thursday)

March 4  Spring Break  No classes  Enjoy!

March 11  Biomedical Issues and Euthanasia
#22 Foley=s ACompetent Care for the Dying Instead of Physician-Assisted Suicide@
#24 Orr & Meilaender=s AEthics and Life=s Ending@
#26 Keizer=s ALife Everlasting@
Field Trip to MUSC=s Dental Museum @ 175 Ashley Avenue on March 13 (Thursday)

March 18  Suicide
Chapter 8  The Social Organization of Sudden Death
#25 Franke=s AWhen Students Kill Themselves, Colleges May Get the Blame@
Critique of Montross= Body of Work due on March 20 (Thursday)

March 25  Diversity in Death Rituals
#8 Cantor=s AStudying the Black Death@

April 1  The Business of Dying
Chapter 9  Dying and the Dead Body
Chapter 12  Mortuary Rituals
#31 Basler=s AGreen GraveyardsBA Natural Way to Go@
Field trip to McAlister-Smith Funeral Home @ 150 Wentworth Street on April 3 (Thursday)

April 8  The Legal Aspects of Dying
#20 Rudden=s ADeath and the Law@
#21 Cohen=s AWWhat Living Wills Won=t Do@

April 15  Chapter 10  Grief and Loss
Conclusion: Resurrecting Death? (in Howarth book)
#11 Kaufman & Kaufman=s AAAnd Then the Dog Died@
#37 Mashburn=s ATill Death Do Us Part@
Field trip to Circular Church Cemetery @ 150 Meeting Street on April 15 (Tuesday)
Last day of class on April 17 (Thursday)

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April 22  Exam II on April 22 (Tuesday)
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16. Signature of Department Chair or Program Director:
   ________________________________________________________________
   Date: ______________________

17. Signature of Dean of School:
   ________________________________________________________________
   Date: ______________________

18. Signature of Provost:
   ________________________________________________________________
   Date: ______________________

19. Signature of Curriculum Committee Chair
   ________________________________________________________________
   Date: ______________________

20. Signature of Faculty Senate Secretary:
   ________________________________________________________________
   Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.