

**College of Letters and Sciences
Social and Political Sciences
Arizona State University**

Death and Dying in Cross-Cultural Perspective

ASB 353- DATE_____ ; Line Number_____

Class Meeting Times: online course only (4 credit hours)

Instructor: Dr. Tina (Marteen) Olson

252 N Santa Catalina
7271 E. Sonoran Arroyo Mall
Mesa, Arizona 85212
Phone: (602) 743-9750
Fax: (480) 727-1671

Contact Info: tina.olson@asu.edu (Email address), 602-743-9750 (Office telephone)
Online Office Hours: By Appointment

This course is offered by the College of Letters and Sciences. For more information about the school, visit our website: <https://cls.asu.edu>. If you have questions or concerns, please send your inquiry to cls@asu.edu.

Course Description

Scientific and humanistic approaches to the study of death and dying from the perspective of anthropology and allied disciplines. Uses a global, comparative approach across space and time from the earliest human burials to contemporary funeral events.

Course Approach

This will be handled as an interdisciplinary course; matters concerning death and dying will cross disciplines such as anthropology, sociology and behavioral sciences, thus, the ASB prefix (A for anthropology, S for sociology and B for behavioral science).

Learning Outcomes:

By the end of this course, each student will have demonstrated that they are able to:

Scientific Approaches:

- Use and evaluate multidisciplinary approaches to understand death and dying
- Critically evaluate the data and sources used to understand death and dying
- Identify different cultures' and ethnic groups' body disposition and funerals after individuals die

Social and Behavioral Sciences:

- Compare cross-cultural variability in attitudes towards death and dying in the past and present
- Describe influences of socio-cultural forces on death and dying practices in selected Eastern and Western traditions
- Critique cross-cultural perspectives on death and the afterlife from earliest human burials to contemporary funeral events

Global Awareness:

- Explain the science of death such as physiologic changes, signs and symptoms which are consistent across countries and national boundaries
- Evaluate societal implications for dying in a scientific and technological age, particularly in developed countries by writing a personal advanced directive
- Apply models of grief and bereavement experiences in ancient and modern societies

Humanities and Fine Arts

- Apply information learned from other culture's about how death is expressed in music, art, and literature by writing a personal funeral plan to include these elements
- Participate in a visit of a funeral home, interview the funeral home director, compare two different death and dying traditions and write a report based upon the instructor's requirements
- Analyze five current anthropomorphic and sociologic peer-reviewed journal articles related multicultural death and dying research

Course Pre-requisites

The prerequisite for this course is completion of 45 credit hours. In other words, students are expected to be completing their sophomore and entering their junior year by the time this course is taken. In addition, ASB 353 satisfies requirements in the following General Studies categories: Social and Behavioral Sciences, Humanities, and Global Awareness. Students who have credit for SOC 353, may not enroll in ASB 353

Required Course Information Overview

All required information for this course which includes journal articles, videos and lecture notes are listed in the syllabus and posted in the class site. Required readings must be read *before* the course period for which they are assigned. For students

interested in more information on course topics the following readings are recommended.

Recommended Course Readings

While purchasing these books is not required, they contain a number of excellent chapters and are highly recommended for students with an interest in this topic. They are available at the ASU Bookstore on the Tempe campus (<http://bookstore.asu.edu>) and can be rented at www.chegg.com.

1. *The Archaeology of Death and Burial* by M. Parker Pearson (ISBN 978-1585440993)
2. *Celebrations of Death: The Anthropology of Mortuary Ritual* by P. Metcalf and R. Huntington (ISBN 978- 0521423755)
3. *Dancing Skeletons: Life and Death in West Africa* by K.A. Dettwyler (ISBN 978-08813377488)
4. *Death, Mourning and Burial: A Cross-Cultural Reader* edited by A. Robbens (ISBN 978-1405114714)
5. *The Hour of Our Death* by P. Aries (ISBN 978-0394751566)
6. *Stiff: The Curious Lives of Human Cadavers* by M. Roach (ISBN 978-0393324822)
7. *Tired of Weeping: Mother Love, Child Death, and Poverty in Guinea-Bissau* by J. Einarsdóttir (ISBN 978-0-299-20134-0)
8. *The Tarim Mummies* –Thames and Hudson (ISBN 978-0-500-28372-1)
9. *Ethnic Variation in Dying, Death and Grief-Diversity in Universality*-by Irish, Lundquish and Nelsen-Mourning and funeral practices of Western and Eastern traditions such as African Americans, Mexican Americans, Native Americans, Hmong, Buddhism, Judaism and Islam (ISBN 1 56032-278-0)
10. *The Fascination with the Neolithic Age-The Iceman* by Fleckinger and Steiner (ISBN 3-85256-126)

Course Schedule

The course consists of online lectures and discussion board fora. There are five exams and six assignments.

Assignment Name	% of Grade	Points Possible	Due Date and Time	Late Penalty each day after due date and time
Discussion Board Assignment # 1 (DBA 1) and Discussion Board Assignment #2 (DBA 2)	2%	2		No credit
Funeral Home Sign-up	P/F	Pass/Fail		-1 if late
Syllabus Quiz	P/F	-2 if not taken on	on time	-2 if not taken on time
Practice Tests-must be taken before actual test	P/F	Required		-1 for each practice test not taken before a test
FH visit day and time is posted in discussion board; each student has replied yes to a specific funeral home	P/F	-2 if there is no on-time reply		-2 if there is no on-time reply
Test 1 on Module 1	5%	5		2 points
Test 2 on Module 2	20%	20		5 points
Test 3 on Module 3	20%	20		5 points
Extra Credit (EC4) option-Advance Directive	Extra	1		No credit
Funeral Home Report #3 (FHR 3)	10%	10		5 points
Extra Credit (EC 4) Option Thank you	Extra	1		No Credit
Test 4 on Module 4	20%	20		5 points
Discussion Board Assignment #5 (DBA 5)	2%	2		No Credit
Discussion Board Assignment #6 (DBA 6	1%	1		No Credit
Test 5 on Module 5-per Academic Calendar	20	20		10 points
Total Points Possible		102		
Date for when grades are posted are per the ASU Academic Calendar				

Final Grades

The grade scale is based on the number of points earned out of a total of 100 points. It is optional for faculty to use pluses and minuses and for this course, I do not use them.

A= 90-100 points

B= 80-89 points

C= 70-79 points

D= 60-69 points

E = 60 points or below

XE =Failure due to Academic Dishonesty

Weekly Assignments and Modules

There are five modules in this course that are color coded. Module 1 is in Cranberry font, Module 2 is in Green Font, Module 3 is in Red Font, Module 4 is in Blue Font and Module 5 is in Purple Font. There is a test at the end of each module. Assignments which are not evaluated by tests are in black.

Course Assignments

DBA 1 and DBA 2. Details are posted in the course syllabus and site.
Module 1 Introduction and Overview of Course-Syllabus and Narration Journal Article: Dickson, J. et al. The Iceman Reconsidered. <i>Scientific American Special Edition</i> , 15 (1) 4-13. Journal Article: Malone, C. et al. 2005. <i>The Death Cults of Prehistoric Malta</i> . <i>Scientific American</i> . 15 (1): 14-24. Journal Article: McDowell, A.G. 2005. <i>Daily Life in Ancient Egypt</i> . <i>Scientific American</i> 15: 68-73 Journal Article: Larsen, C.S.2005. Reading the Bones of La Florida. <i>In Scientific American Special Edition: Mysteries of the Ancient Ones</i> . 15: 98-104. Journal Article: Crowder, L.S. 2000. <i>Chinese Funerals in San Francisco Chinatown: American Chinese Expressions in Mortuary Ritual</i>

Performance. The Journal of American Folklore 113(450): 451-463.

Module 2

Global Attitudes Toward Death as Expressed in Language, Music, Literature, Visual Arts, Media, News & Entertainment. Chap. 1 The Last Dance

Learning About Death: Developmental and Socio-cultural Influences; Theoretical Perspectives on Social Structure and Social Learning. Chap. 2 The Last Dance

Perspectives on Death in Ancient & Western Cultures; Cultural Case Studies of Native Americans, Africans, Hispanics, Asians, Celtic & Hawaiian Traditions. Chap. 3 The Last Dance

Video-Death: The Ultimate Enigma (53 minutes, Films on Demand) Reviews Early man, Egyptian, Roman, Middle Ages & Modern Death

Video No Bone Unturned: Bioarchaeology and Forensic Anthropology (14 minutes, Films on Demand) Explains what “reading” bones can tell us about different cultures

Death Systems around the Globe: Reducing the impact of Disasters; Determination of Death; Death Notification, the Coroner, Medical Examiner and Autopsies Chap. 4 The Last Dance

Funeral Home Report #3 (FHR 3) and Extra Credit #4 (EC 4). Details of the FHR3 and EC4 will be covered in syllabus and announcements.

MODULE 3

Financing, Communication, Family and Palliative Care
Chap. 5 The Last Dance

Eastern and Western Cultures End-of-Life Decisions: Physician-Assisted Suicide, Euthanasia, Withdrawal of Nutrition and Hydration
Chap. 6 The Last Dance;

Video: A Death of One's Own (87 minutes, Films on Demand)

Eastern and Western Cultures: Living with Life-Threatening Illness, Behavior Patterns of Coping, Treatment Options, Social Role of the Dying Chap. 7 The Last Dance

MODULE 4

Eastern and Western Traditions in Funerals and Body Disposition
Chap. 8 The Last Dance,

Video-Neanderthal: The Rebirth (50 minutes, Films on Demand)
Describes anthropological findings of Neanderthal in Europe)

Video-Dying in Africa: Perspectives on the End of Life in Burkina Faso, Ghana, Mali, and South Africa (50 minutes, Films on Demand)

Survivors: Models of Grief, Experience of Grief, Socio-cultures Variables Influencing Grief -Chap. 9 The Last Dance

Video Days of the Dead: A Living Tradition (54 minutes, Films on Demand) Description of religious, social and artistic traditions in Mexico's Days of the Dead

Death and Dying issues in the Lives of Children: The Child's Perception of Grief and Helping Children Cope with Change and Loss -Chap. 10 The Last Dance;

MODULE 5

Death in the Lives of Adults: Miscarriage, Induced Abortion, Stillbirth, Neonatal Death, SIDS, Death of a Child, Parent or Chap.11
The Last Dance

Suicide around the Globe: Theories of Suicide, Risk Factors for Suicide, Life Span Perspectives on Suicide-Social-Medical Support
Chap. 12 The Last Dance

Global Risks and Threats of Mass Death: Risk Taking Behaviors, Accidents, Random Violence, Serial Killers and Mass Murderers, War, Genocide, Terrorism, AIDS and other Global Diseases
Chap. 13 The Last Dance

Beyond Death/After Life: Beliefs of Life after Death: Jewish, Greek, Christian, Islamic. Neath Death Experiences.

Chap.14 The Last Dance;

Article: Alexander, E. 2012. My Proof of Heaven. *Newsweek*. Oct. 18: 28-32.

Video *The Day I Died: The Mind, the Brain, and Near Death Experiences* (60 minutes, Films on Demand) Reviews case studies of cardiac arrest survivors, their near death experiences (NDEs

DBA 5 and DBA 6-See syllabus and announcements for details.

Course Policies

INCOMPLETES

A mark of "I" (incomplete) is given by the professor when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other tragedies beyond her or his control. The student is required to arrange with the professor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

LATE ASSIGNMENTS

All assignments will forfeit points each day they are late or not receive credit at all. Discussion board fora will receive no credit after they are due. Excuses for an assignment must be approved in advance of the due date of the assignment. Requests for excuses must be written in an e-mail or paper and approval must be obtained, from me by e-mail. Penalties for lateness are in the Course Schedule.

GRADE APPEALS

If a student feels that a test question or assignment was graded incorrectly, the student must write a short document that gives the student's name, the date, the original exam question or assignment in its full and complete form, the student's answer, the correct answer according to the exam or assignment answer key, and a detailed discussion of why the student's answer is in fact correct. This discussion must cite the assigned readings, lectures and/or videos that she or he is using to support her or his argument, including page numbers. This document must be typed in a Microsoft Word document and emailed as an attachment to the instructor within 7 days, including weekends, of

receiving the graded assignment or exam. Changes to exam or assignment grades will not be considered if this document is not received within this time frame.

In addition to the course policies on appealing exam or assignment grades, ASU has formal and informal channels to appeal a final grade. Students who wish to appeal any final grading decisions should see <http://catalog.asu.edu/appeal>. For protection, students should keep all submitted and graded assignments until grades are finalized at the end of the semester.

EXAM POLICIES: In the unlikely event that there is a computer or server issue while a student is taking an exam, he/she should e-mail the professor and leave a voicemail message within 10 minutes of the failure on the instructor's phone which is 602-743-9750. The exam will not be reset but, if approved, a makeup test will be sent by e-mail and must be taken during the time the test is offered. The instructor will check the time the test is entered according to the computer clock. The faculty member and student must agree on a time that the makeup exam will be given. Each student will receive only one opportunity to take a makeup exam. All exams are available from 3:00pm of one day until 3:00pm the next day. If student's computer fails in the last hour of the test is due (between 2:00-3:00pm), the student must take the makeup by 5:00 the same day. If the student does not e-mail and call Dr. Olson at 602-743-9750 within 10 minutes of the computer or server issue, he/she will not have an opportunity to be eligible for a make-up.

Test answers will be turned on the Tuesday after the day that tests are completed so that all late test-takers will have completed it.

COMPUTER ACCESS: Any computer with internet access can be used to take this course. It is strongly recommended that students use Internet Explorer (4.0 or later) as their web browser. The following web pages may also be useful:

Students' online account <http://my.asu.edu>

Distance learning web site <http://asuonline.asu.edu>

Blackboard help <http://help.asu.edu/>

Note that all students must have an ASU e-mail address to communicate through Blackboard, so that the professor can send e-mails through students' ASU address. If a student experiences technical problems using Blackboard, ASU provides assistance 24 hours a day, seven days a week. Students can call the Help desk, and find other information regarding computer issues at <http://help.asu.edu/>.

The online course materials including the syllabus, readings, videos and lectures are posted on the class's web site. Use the left navigation bar to selected sites designated in the course. .

DISCUSSION FORUM ETIQUETTE

The forum, "Syllabus Questions" is available in the left navigation bar and should be used for questions regarding course policies, the syllabus, or other general information.

Students should check the syllabus for the answer to their questions first, and then post a question on the discussion board before e-mailing the instructor.

When using the fora to communicate with fellow students and the professor, all students must use full sentences with correct spelling and grammar as well as punctuation. Do not use emoticons, abbreviations, or all capital letters. It can often be difficult to read someone's tone in a discussion board or via email; students should monitor their messages to ensure that they are respectful and appropriate. Any disrespectful, threatening, or inappropriate posts will be removed and the author will be subject to disciplinary action.

EMAIL ETIQUETTE: The instructor will answer email messages from students during business hours which are from 8:00am-5:00pm Monday-Friday; please do not expect a reply outside of these times. Please treat email correspondence as formal letter writing. In addition, use full sentences with correct spelling and grammar as well as punctuation, and do not use emoticons, abbreviations, or all capital letters. General questions about the course, including course content and policies, should be posted on the fora on the Discussion Board, as discussed above.

OFFICE HOURS BY APPOINTMENT AND E-MAIL REPLIES: The instructor will be available to discuss questions regarding the class during business hours by e-mail or by appointment. Email and the online discussion board fora are monitored during business hours (8:00am-5:00pm; M-F). Because the instructor does research, attends meetings, and goes to conferences, e-mail replies can be expected within 48 hours during the week.

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including the ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>.

Academic Integrity

All students are responsible for reviewing and following ASU's policies on academic integrity at <http://provost.asu.edu/academicintegrity>. If a student fails to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the professor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted online), and failing to turn in a student's own work for group projects. Please be aware that if a student follows an argument closely, even if it is not directly quoted, the student must provide a citation to the publication, including the author, date and page number. If a student directly quotes a source, the student must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. Students may work with other students on assignments; however, all writing

that each student submits must be done independently. If a student has any doubt about whether a form of cooperation is acceptable, she or he must ask the professor before submitting an assignment.

Student Support and Disability Accommodations

ASU offers support services through Counseling (<http://students.asu.edu/counseling>), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc>). If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance in writing from these services.

REQUIRED Text

Despelder, L. and Strickland, L. *The Last Dance: Encountering Death and Dying*. 10th edition McGraw Hill. 2015. ISBN 978-0-07-803546-3

The **Last Dance** by Depelder and Strickland covers over 30 different Eastern, Western, and ancient death and dying practices. It reviews how attitudes of death have changed in globally and specifically in America and provides an historical view of death in the US. It describes how health care systems impact death rituals. In addition, it reviews models of grief, the laws and death, and special issues of death including suicide, survivor's bereavement and concepts of the afterlife. It is very well written and students comment on how meaningful it is. My lectures are intended to highlight and summarize chapters as well as add my own experiences and observations. I think they will be most helpful to you if you read them before you read the chapter. The following are required:

REQUIRED VIDEOS AND JOURNAL ARTICLES

- *Death: The Ultimate Enigma* (53 minutes, Films on Demand)
- *No Bone Unturned: Bioarchaeology and Forensic Anthropology* (14 minutes, Films on Demand)
- *Neanderthal: The Rebirth* (50 minutes, Films on Demand)
- *Dying in Africa: Perspectives on the End of Life in Burkina Faso, Ghana, Mali, and South Africa* (50 minutes, Films on Demand)
- *Days of the Dead: A Living Tradition* (54 minutes, Films on Demand)
- *Children Die, Too* (26 minutes, Films on Demand)
- *A Death of One's Own* (87 minutes, Films on Demand)
- *The Day I Died: The Mind, the Brain, and Near Death Experiences* (60 minutes, Films on Demand)
- Alexander, E. 2012. My Proof of Heaven. *Newsweek*. Oct. 18: 28-32.
- Dickson, J. et al. 2005. *The Iceman Reconsidered. Scientific American Special Edition*, 15 (1) 4-13.

- Crowder, L.S. 2000. Chinese Funerals in San Francisco Chinatown: American Chinese Expressions in Mortuary Ritual Performance. *The Journal of American Folklore* 113(450): 451-463.
- Larsen, C.S. 2005. Reading the Bones of La Florida. *In Scientific American Special Edition: Mysteries of the Ancient Ones*. 15: 98-104.
- Malone, C. et al. 2005. The *Death Cults of Prehistoric Malta*. Scientific American. 115 (1): 14-24
- McDowell, A.G. 2005. Daily Life in Ancient Egypt. *Scientific American* 15: 68-73.

Exam Process

Test questions are taken only from the Last Dance, articles, videos and my lecture notes. Blackboard (e.g. MyASU software) adds individual student's test scores (which are entered into the student's grade sheet automatically) and scores that I have to input manually. If I have all the student's assignments graded, he/she should know his/her final points and letter grade as soon as e-test 5 is completed. I do not assign pluses/minuses. **The times and dates for tests are on page 4 of the syllabus which is entitled "Course Schedule"**. The final is not cumulative. There is a 24 hour period in which you can take these tests. Once you enter the test function, you cannot go out and return. The tests are multiple-choice which means there are multiple answers from which the student may choose; but there is one best answer. The tests cover the material listed in modules. To access a test, go to the left navigation bar and click the test number (e.g., Test 1). Tests answers are turned on a few days after the test.

A few hours before the time for a test, I will take off the password function on the "practice test". The purpose of the practice test is to check the compatibility of your computer software with Blackboard software. When it is time to take an actual test, I will take of the password. Tests are open-book. You will have 10 minutes for test 1 which is 5 questions. You have 40 minutes for Test 2-5 which have 20 questions each. At the end of the allotted time, the computer will lock you out of the test. This means that the test will close and you cannot continue. The tests you will be taking have been taken by thousands of my students so the time allotted is reasonable. **Call me immediately if you have a computer or server problem at 602-743-9750. If you do not call me within 10 minutes of you having the computer problem, you will not have the opportunity to take a makeup. Even it is in the middle of the night, you must call me and be prepared to take the makeup during the testing period**. It is the student's responsibility to have a reliable computer and internet access. Again, when it is time for the test to be available, I will take off the password function. If you have technical problems, call the ASU Helpline; the telephone number is posted in MyASU.

Besides 5 quizzes, there are five other assignments and two which are optional:

1. Discussion Board Assignment 1 (DBA 1)

2. Discussion Board Assignment 2 (DBA 2)
3. Funeral Home Report #3 (FHR 3)
4. Extra Credit 4- (EC 4)-optional
5. Discussion Board Assignment 5 (DBA 5)
6. Discussion Board Assignment 6 (DBA 6)

Discussion Board Assignments There are four “Discussion Board” Assignments.

Discussion Board Assignment #1 (DBA 1) for 1 point

Go to the Discussion Board (DBA 1) in the Left Navigation Bar. Describe some things about yourself in the discussion board forum labeled DBA 1 which is in the Left Navigation Bar. Introduce yourself to classmates (e.g. your name, classification (Jr., Sr.), major, what you did before enrolling at ASU, what you plan to do after, why you took this class, etc. 50-100 words. You can scan in a picture. To read other student's introductions, click “expand all”.

Discussion Board-Assignment #2 (DBA 2) for 1 point

Go to the Discussion Board 2 (DBA 2) in the Left Navigation Bar. Write your earliest memory of a death experience in the appropriate discussion board (see Announcements). This paragraph can be about the death of a pet, nuclear or extended family, friend. Write about how you felt during this experience and traditions you remember (traditional burial, cremation, flowers, etc.). Write about 8-10 sentences. Read the other students paragraphs. This is a way for us to get to know each other and to start thinking about different ways people grieve. .

There are two other discussion board assignments (DBA 5 & DBA 6) that I want you think about while you are reading your text. You will not be able to post your responses into the “Discussion Board 5 Button and Discussion Board 6 Button until a day before it is due because I want you to have covered as much of the text, articles, videos and lecture material as assigned.

Discussion Board-Assignment # 5 (DBA 5) for 2 points

Go to DBA 5 in the left navigation board. You must wait until the date in the syllabus to post your paragraph. Write a paragraph on how your understanding about a significant death experience in your life has been changed, improved or affected by what you have learned in this course. Cite at least one author, concept, theory, definition, research or model and put the page number from text in parenthesis in your paragraph. The following is an example.

Since taking this course, I have been thinking about when my Father died. I was only 19 years old and had three brothers and sisters. My Father died in just a few hours from a blood vessel rupturing in his brain. I was the only person with my Father in the intensive care as my Mother and siblings were out of town. My experience in being with Daddy when he died, has been clarified by what our text authors wrote on page _____. They wrote, when we are with someone who is dying, "we confront our own mortality...and learn how precious and uncertain life is." This has given me insight into being with my Dad when he died. Tina Olson

Your "significant experience" with death can be with an individual or something like the 9/11 tragedy, Iraqi or Afghan war, Tsunami tidal wave disaster, London bombings, Virginia Tech shootings, Tucson shootings, Japan's disaster, Norway shootings, loss of a home through flood, tornado, fire, et cetera.

Discussion Board-Assignment #6 (DBA 6) for 1 point.

Go to DBA 6 in the left navigation bar. Read all of the responses in the discussion board regarding discussion board assignment #5 and in a different discussion board forum (DBA 6), briefly summarize the conclusions or insights that you have gained after reading all the other students experiences. There should be themes and/or similarities among students. What are they? My goal is for you to process some of what you have learned and what other students have learned in dealing with death and to come to some conclusions. There will be no right or wrong answers, only what you as an individual have learned through this course. Okay? 4-8 sentences are what I mean by brief. You can read all the student's responses in your group by clicking on the discussion board topic, then click "show options", then "select all", then "collect"

Document Submission Polices

Every semester I have a few students who think when they have an incomplete document attachment that they will get credit for an assignment. If you submit any document such as the Funeral Home Report, Advance Directive or Thank You note and the computer generates the message "attempt & sphere" to you or "in progress" to me" this means that the document submission was not successful. So, you must follow the instructions in the tab in the left navigation bar that is labeled **"How to Successfully Attach Documents"**. If you do not have the green bar that states: **The assignment is complete; review the submission history** do the following:

- 1. Call Dr. Olson within 10 minutes of the failed submission at 602-743-9750 AND**
- 2. Send the document to my e-mail within 10 minutes of the time of your "attempted" or failed submission.**

If you do not the two options above, you will get a 0 for the assignment. Having a name of a document showing up on an "Attempt" to submit, does not mean there is any text in the document. It only means that you have named it; so I conclude that there is no text.

Funeral Home Selection for the Funeral Home Report Assignment #3 (FHR 3)

For students living in Maricopa County, you must sign up for a Funeral Home via the Funeral Home Selection button in the left navigation bar. There can only be 1-10 students per funeral home in Maricopa County. I have had to limit the numbers of students/funeral homes in Maricopa County because in past semesters a few funeral homes had 10-12 individual students visit during the semester! The first student that signs up should call the funeral home and see if they are still at the same location and what days and times are best student group visits. If there are other students signed up for your funeral home selection, you must go together. If some students cannot go at the date and time that works for the funeral home and/or the majority of the group, those students can change funeral homes without asking me. If you live in Maricopa County and want to go by yourself so you do not have to work a schedule that works for the group, pick a funeral home for which no one has signed up.

Students living outside of Maricopa County can go to a funeral home of their choice; please put your name, the name of the funeral home, and the city and state of funeral home in the discussion board entitled, "Non-Maricopa County Student Sign-Up for Funeral Homes" in the left navigation bar.

- Sign up under the funeral home of choice (which are listed in left navigation bar) during the first week of the course.
- Individuals under 18 are not allowed to go on this assignment
- Be respectful; dress appropriately; you may take an adult friend or family member age 18 years or older. No halter tops, shorts or flip-flops.

Writing the Funeral Home Report; Criteria for Grading Funeral Home Report

- The Funeral Home Report is worth 10 possible points
- The length of report should be no less than 2200 words, put your name and page number at the bottom of each page. Your report must be in the format of the "Funeral Home Director Interview and Funeral Home Observation form" which is below on page 16-17. Three points will be taken off if you do not use the form on page 16-17 for your report.

- If the content of your report is less than 2200 words, you can research 1-2 other ethnic funeral traditions that are NOT in the index of your textbook. If you choose to research 1-2 other ethnic traditions to bring your FHR up to 2200 words, you must use in-text citations and provide a list of references. Without in-text citations and list of references your research will not count.
- One point will be deducted if the report is between 2199- 2000 words,
- Two points are deducted if the report is between 1999- 1800 words,
- Three points are deducted if the report is between 1799- 1600 words,
- Four points are deducted if the report is between 1599-1001 words and,
- Five points are deducted if the report is less than 1000 words.
- The report must be a Word document; not Word Perfect and sent to FHR 3 drop box per directions in the Announcements; do not zip it or send a jpg.
- Copy and paste the form on page 16 or type information (including questions) in 12-point Arial font; type the answers after the questions
- Single space with only one line of white space between questions and answers; one inch margins; two points will be taken off if you do not.
- One point will be taken off for every three words spelled incorrectly. Also, a point will be taken off for every sentence that is incorrect grammatically. Use proper collegiate English and use spell-check.
- Two points will be taken off if the demographic information is not included (funeral home name, funeral home staff's name, names of other students attending with you, etc.)
- After the interview, complete the following questions; use the format below; type your answer after the questions; I have many to grade so when you type the question then the answer it makes it easier for me to read and grade.
- Do not answer question using bullets or points outlined; answer questions using complete sentences and paragraphs. Three points will be taken off for not using complete sentences.
- One point will be taken off for question 10 if you state something like, "I do not have any funeral plans".

Funeral Home Director Interview and Funeral Home Observation Form

The following format is required for your funeral home report. Cut and paste this format for your Word document. One point for each answer. 8a & 8b count as one question and answer. Follow the instructions in the left navigation bar entitled "How to Successfully Attach Documents (submitted to the drop box)".

Funeral Home Director Interview and Funeral Home Observation Form

Student Name_____

Course Number_____

Course Name_____

Course Semester and Year_____

Funeral Home Name_____

Funeral Home Street Address_____

Funeral Home City and State_____

Funeral Home Staff Name_____

Date of Interview_____

Length of Interview_____

Names of Other students with me_____

Word Count (which includes all the words in this form)_____

1. How many years has director/staff been in funeral home business?
2. How did he/she develop his/her interests?
3. What changes have they observed in the funeral industry in the last 5-10 years?
4. In the director's/staff's experience, do most people buy space for caskets or cremation urns years before they need them or around the time of death? In other words, do most individuals plan in advance for arrangements before they die or not?
5. Ask about different ethnic/cultural practices; describe two of these in detail.
6. Ask the director/staff to show you around the funeral home to see caskets and cremation urns. Review their written documents for planning a funeral. Find out if they have extra services such as if they can order flowers, programs, funeral announcement, and limousines for family members, etc. Ask specifically for a price list of services. Ask how individuals can compare price lists.
7. Ask about the least expensive way to be buried or be cremated; do you think most poor (e.g. income less than \$10,000 a year) people can afford the least expensive option? Ask about the trend of "on-line purchases of caskets (that are not ordered from funeral homes) - can this save the family money? Ask about "green burials".
8. Ask two questions of your own (type the questions and answer)
9. Finally, describe how this interview and observation was beneficial to you in relationship to this class. If it was not, please tell why. Try to make it a meaningful experience for yourself; feel

free to take a friend with you.

10. Describe the details that you would want for yourself when you die. Include type of music (if any), cremation/burial, types of flowers you like (if any), and any other specific services (e.g. military, Catholic, open or closed casket, etc.)

Sending the Funeral Home Report #3 (FHR 3) to Dr. Olson

Send FHR 3 to me electronically in a Word document not Word Perfect or any other software. Put it in the digital drop box in the FHR 3 button in the left navigation bar. **Be sure to browse for your document, attach it and submit it. Check to see if you can open your paper after submitting it. If you cannot open it, neither can I. If I cannot open it, you will get a zero. If there is an “In progress” or sphere after you submit it that means you have not submitted correctly. If that happens, you will not receive any credit.**

So, you must follow the instructions in the tab in the left navigation bar that is labeled **“How to Successfully Attach Documents”**. If you do not have the green bar that states: **The assignment is complete; review the submission history** do the following:

- **Call Dr. Olson within 10 minutes of the failed submission at 602-743-970 AND**
- **Send the document to my e-mail within 10 minutes of the time of your “attempted” or failed submission.**

If you do not the two options above, you will get a 0 for the assignment. Having a name of a document showing up on an “Attempt” to submit, does not mean there is any text in the document. It only means that you have named it; so I conclude that there is no text.

ASB 353-Grading Criteria for Funeral Home Report

The Funeral Home Visit, Interview and Report are required for the “4th” credit of this course. If a student chooses not to do it, he/she will forfeit a letter grade since it is worth 10 points. **If a student in Maricopa County visits a funeral home after a group has gone to the same place, that student will receive a 0.** Four funeral homes have stopped letting students visit their funeral home because of this issue.

Item	Student’s Name and Points	Funeral Home Report (FHR) Worth 10 points
------	---------------------------	----------------------------------------------

1.		Worth 10 points -Demographic information is complete at the top of the paper including word count ; all questions are included in report and are followed by answers in sufficient detail to demonstrate an understanding of experience; at least 2200 words ; funeral plans in sufficient detail to demonstrate thoughtful process; no spelling or grammatical errors; submitted on time.
2.		-3 points for no word count (word count includes demographic info such as name, semester, et cetera and questions) -3 for wrong word count
3.		-1 point --length between 2199-2000 words -2 points --length between 1999-1800 words -3 points --length between 1799-1600 words -4 points --length between 1599-1001 words -5 points --length less than 1000 words
4.		If funeral home report is less than 2200 words, 1-2 other ethnic death and dying traditions that are not in the textbook index , may be included. In-text citations and references are required. If excluded, 5 points will be forfeited if no in-text citations; 5 points forfeited for no list of references; No in-text citations or references will be considered plagiarized
5.		-1 point -- Not typed in 12 point font
6.		-2 points --Not typed single space with only one line of white space in between questions and answers
7.		-1 point --Not one inch margins
8.		-1 to 2 points --answer to question too brief to describe experience sufficiently
9.		-1 point —for every three words spelled incorrectly
10.		-1 point --for every sentence grammatically incorrect
11.		-5 points --submitted one day late (after 3:00p the day it is due until 3:00pm the next day). -10 points --submitted two days late
12.		1 point of extra credit--send "Thank You" note to funeral home staff who participated in interview--submit note to EC--Thank You drop box

Extra Credit 4 (EC 4)

Extra Credit-Thank You.

For one point, type a thank you note to person you interviewed. I would like you to e-mail or send a hard copy thank you to the funeral home staff. Use appropriate grammar and spelling. Feel free to send the staff a copy of your report if there is nothing derogatory about the funeral home facility or employees in it.

Extra Credit-Advance Directive

For another point, complete an advance directive in the form that I provide in the announcements (which is compliant with Arizona law) or submit your own. This is an exercise so you do not need to sign it or have it notarized. More details will be provided in the announcements.

Put the EC 4-Thank you in the EC 4-Thank you drop-box in the left navigation bar. Put the EC 4-Advance Directive in the EC 4-Advance Directive drop-box. No hard copies of the extra credit assignment are required.

How To Be Successful (Or Not So Successful) In This Course

1. If the timer on your computer does not pop up during quizzes, and you want it to, call the Help Line to assist you. Whether you have a one-minute warning pop-up or not, you are responsible for not going over the allotted time for quizzes/test. The computer generates a “start” time and “end” time for each test. This is the official time used. You will have 10 minutes for 5 question tests and 40 minutes for 20 question tests. You will be locked out of the test when the time allotted is up. Assignments and tests must be submitted before 3:00pm the day it is due in order to be eligible for full credit. An assignment or test that is submitted after 3:00pm the day it is due, will be considered late and the student will forfeit points.
2. I teach 900 students a year in the course-in Spring A, Spring B, Summer A, Summer B, Fall A and Fall B. Having so many students, means that I am not lenient about late assignments. The reason that most students who do not do well is because they turn in assignments late and do not get credit or forfeit points. When students turn their assignments in on time, read and follow the syllabus, most will do well in this course.
3. Some students are under the impression that faculty who teach courses on-line are in front of their computers every day from 8:00am-5:00pm. In most cases, this is not true. I do research, have faculty meetings, attend and present at conferences, go on holidays with my family, et cetera. In general, I respond to student e-mails within 48 hours and am usually on-line Mondays, Wednesdays and Fridays. So, please be patient in expecting a reply to your e-mails.
4. Every semester, students ask me about “giving them a point” if they earn 69, 79 or 89 points. The grade scale is posted and it is how I assign letter grades. No, I do not give students points, students earn their grade. If you have questions about a test question, e-mail me about it before the next test, otherwise, I will not be able to answer it. There are two points of extra credit that I highly recommend you seek. Please see the syllabus regarding extra credit as it is the only option

for extra credit. Also, I do not assign pluses (-) and minuses (+) to letter grades.

5. Late assignments. Penalties for lateness are in the syllabus "Course Schedule" chart. As you can imagine, with students all over the country and the world, there is no way for me to know if student's reasons for late are valid unless I have written verification. **I require written verification within three days of the event causing a missed assignment.** The following are examples of written verification required.

- Delivery of baby-scan and e-mail me a copy of the birth certificate or birth announcement
- Death in the family-scan and e-mail me a copy of the obituary or death certificate
- Car accident-scan and e-mail me a copy of the police report or car insurance report
- Illness-scan and e-mail me a note from the health care provider in which he/she states when you can get assignments to me; sign a release for the provider to contact me and me to contact him so I can confirm the note. I do not want any private information about your diagnosis, treatment, or finances.
- Serving in the military and engaged in some military action-scan and e-mail a letter from your commanding officer on letterhead.

Other reasons such as oversleeping, forgetting the assignment, needing to stay late for work, working overtime, doing extra work, your computer is not working, football practice, band practice, your car is on the blink, etc. are not significant enough to be an exception. You know of all the assignment dates the first day of class and have 24 hours in which to take any test. Do not wait until the last minute to turn in assignments and you will avoid some of these issues. If this type of class format does not work with your schedule, you may want to drop this course and take another which does fit your schedule.

6. Submit documents successfully; see the document submission policy and example in the left navigation bar.
7. Any student for whom cheating or plagiarism has been determined will fail this course. Please see the university policy on cheating and plagiarism.
8. Any student who chooses to add research to their funeral home report to bring

the word count up to 2200 words, must have in-text citations and a list of references. Without that appropriate document, the student will receive a 0 for plagiarism (using someone else's ideas with give them credit)

9. Any student who expresses inappropriate and/or threatening behavior to me or other students will meet with university officials in Student Affairs and ASU Campus Police. A student may be immediately withdrawn from this course and/or be put on probation or expelled. I also have the option to file a police report and pursue criminal charges. I have had to go through this process regarding two students in the last decade. I will not tolerate being harassed, bullied, threatened, or treated unprofessionally by any student.

I hope this information is clear and helpful. Please post questions if you have them; if your question is of a personal nature, e-mail me at tina.olson@asu.edu

