

## PSYC108 : Death, Dying, and Loss

### General Information

Author:	<ul style="list-style-type: none"><li>Michelle Stonis</li><li>Dulay, Michael</li></ul>
Course Code (CB01) :	PSYC108
Course Title (CB02) :	Death, Dying, and Loss
Department:	PSYCH
Proposal Start:	Spring 2026
TOP Code (CB03) :	(2001.00) Psychology, General
CIP Code:	(42.0101) Psychology, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000653711
Curriculum Committee Approval Date:	04/23/2025
Board of Trustees Approval Date:	06/17/2025
Last Cyclical Review Date:	04/23/2025
Course Description and Course Note:	PSYC 108 surveys issues and decisions related to death, dying, and loss throughout the human lifespan. Students explore topics such as historical and cross-cultural perspectives, death socialization, medical ethics, the healthcare system, legal issues, grieving, and after-life concerns.
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>In-Person</li><li>Remote</li><li>Hybrid</li><li>Online</li></ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Psychology</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

### Cal-GETC

Area 4: Social and Behavioral Sciences

### Area

Social and Behavioral Sciences

### Status

Pending

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

### GCC General Education Requirements

Area 4:

### Area

Social and Behavioral Sciences

### Status

Pending

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

## Units and Hours

### Summary

#### Minimum Credit Units (CB07)

3

#### Maximum Credit Units (CB06)

3

#### Total Course In-Class (Contact) Hours

54

#### Total Course Out-of-Class Hours

108

#### Total Student Learning Hours

162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

**Course Classification Code (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

 Status (CB10)**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54

**Course In-Class (Contact) Hours**

Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

<b>Activity Name</b>	<b>Type</b>	<b>In Class</b>	<b>Out of Class</b>
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation****Advisory**

ENGLC1000 - Academic Reading and Writing

**Objectives**

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

**Advisory**

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

**Advisory**

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

**Entry Standards**

Entry Standards	Description
No value	No value

**Course Limitations**

Cross Listed or Equivalent Course	Description
No value	No value



Lynne Ann DeSpelder and Albert Lee Strickland	The Last Dance: Encountering Death and Dying (11th edition)	McGraw Hill	2019	978-1260130744
Haley Campbell	All the Living and the Dead	Griffin	2023	978-1250906236
William G. Hoy	Do Funerals Matter?: The Purposes and Practices of Death Rituals in Global Perspective	Routledge	2021	978-1032018980
<b>Other Instructional Materials (i.e. OER, handouts)</b>				
No Value				

<b>Learning Outcomes</b>	
<b>Course Objectives</b>	
Explain how attitudes towards death have evolved in the US over the last century and how these attitudes are often expressed in humor, media, and the arts.	
Examine personal experiences, feelings, and assumptions about death.	
Analyze the complexities of defining death and the social ramifications associated with the various definitions.	
Describe the diversity of death-related rituals and beliefs found in various cultures and be able to compare/contrast these rituals/beliefs to those in the US.	
Evaluate the significant ethical issues associated with dying and death, including the difficulty in resolving these issues.	
Identify the different models of grief and understand how variables affect the grieving process.	
Identify the developmental influences on understanding dying and death and the grief process.	
<b>SLOs</b>	
Describe how attitudes towards death have evolved in the US over the last century.	Expected Outcome Performance: 70.0
Analyze the role that death beliefs play in shaping death rituals across cultures.	Expected Outcome Performance: 70.0
Evaluate the different models of grief and how variables affect the grieving process.	Expected Outcome Performance: 70.0

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Attitudes toward Death (8 hours)

- Death in daily life
- Cross-cultural views of the relationship between life and death
- Personal and social assumptions about death
- Death in media, language, and the arts
- Psychological fears related to death

#### Historical Perspectives on Death (4 hours)

- Death-related customs and rituals in history
- Death in North America, Late 18<sup>th</sup> to Late 19<sup>th</sup> Century
- Death in North America, Late 19<sup>th</sup> to Early 20<sup>th</sup> Century
- Indigenous death-related beliefs and practices

#### Sociocultural and Religious Beliefs and Death-related Practices (8 hours)

- Culture, rituals, and death
- Death rituals and ceremonies
- Current customs and rituals
- Memorials, commemoration, and remembrance
- Afterlife perspectives

#### Death Across the Lifespan (6 hours)

- Child's perception of illness, death, and grief
- Parental bereavement
- Spousal bereavement
- Death during late adulthood

#### Risk of Death in the Modern World (6 hours)

- Morbidity and mortality risks
- AIDS, COVID-19, and other emerging diseases
- Disasters
- War and genocide

#### Suicide (5 hours)

- Define suicide
- Risk factors associated with suicide
- History of suicide
- Cross-cultural beliefs about suicide

- Suicide intervention techniques

**End-of-life Decisions and Care (6 hours)**

- Dying with dignity
- Cultural practices around dying
- Palliative care
- Hospice
- Medically-assisted dying

**The Law and Death (5 hours)**

- Roles of the coroner and medical examiner
- Advance directives
- Types, content, and purposes of wills
- Organ donation

**Grief, Loss, & Bereavement (6 hours)**

- Defining loss, grief, and bereavement
- Understanding grief
- Supporting the bereaved

**Total Hours: 54**

**Additional Information****Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

No

**What term(s) will this course be offered?**

Fall/Spring

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value

**Resources**

**Did you contact your departmental library liaison?**

No

**If yes, who is your departmental library liaison?**

No Value

**Did you contact the DEIA liaison?**

No

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value