COURSE OUTLINE

FUN 206 INTRO. TO FUNERAL SERVICE

Course Number

Course Title

Credits: 3

Hours: lecture/laboratory/other (specify)

Catalog description:

Focus on terminology, the impact of grief on society, the history of funeral service, and various professional organizations. Includes variations in funeral practices due to cultural differences, reactions to death, grief and bereavement, and the impact of family structures. 3 lecture hours

Prerequisites: ENG 101

Corequisites: None

And Enrollment in the Funeral Service Program

Required texts/other materials:

Texts:

TITLE: SOCIOLOGY FOR FUNERAL SERVICE
PUBLISHER: PROFESSIONAL TRAINING SCHOOLS INC.
EDITION: 2002

TITLE: PSYCHO.SOCIAL ASPECTS OF DEATH & DYING
AUTHOR: CANINE
PUBLISHER: APPLETON & LANGE
EDITION: 1996

TEXT: HISTORY OF AMERICAN FUNERAL DIRECTING
PUBLISHER: BULFIN/NFDA
EDITION: 2010 (7th)

Last revised: May 2014

Course coordinator: Michael Daley; tel: 609-570-3472; daleym@mccc.edu

Other learning resources:

MCCC library website for database of holdings:
There are numerous MCCC library holdings for Funeral Service. The call designations are:

- RA622  Funeral Service science and practice
- HD9999  Funeral Service business and profession
- GT3202  Funeral customs, sociology, and history

The following video/DVDs will be presented during this course: “Mummies”; “The Wonders of Ancient Egypt”, and “Hands on History- Caskets”.

**Course Competencies/Goals:**

*The student will be able to:*

1) Critique the funeral traditions of the ancient cultures of Egypt, Greece and Rome as well as those of the Early Hebrew and Christian, Scandinavian, Middle Ages, Renaissance, Early American Indian and American Colonial cultures.

2) Appraise the historical antecedents to contemporary funeral traditions including the role of the funeral director.

3) Analyze the evolution of funeral service merchandise and transportation.

4) Demonstrate the application of ethical decision-making models to case scenarios.

5) Formulate a code of ethics for newly licensed funeral service practitioners.

6) Synthesize the historical development of funeral service education with its contemporary structure and function.

7) Evaluate professional organizations in funeral service and related professions and the importance of interprofessional relationships.

8) Synthesize the relationship between sociology and the study of funeral service.

9) Reframe how cultural requirements and cultural diversity influence the relationship between the funeral director and the family being served.

10) Appraise family governance systems and structure and how they are affected when a member dies.

**Course-specific General Education Goals and Core Skills:**

**General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit #1 – Topics:
Introduction
Thanatology and Sociology
Common Beliefs in American Society
The American National Character
Current American Funeral Customs
Psychosocial Functions of Funerals

Preparation:
1. Attend class and participate in class discussions.
2. Chapter 14 (PSAD&D)
3. Chapters 1, 9 & 10 (SFS)

Objectives:
Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Synthesize the relationship between sociology and the study of funeral service. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A & B)
2. Discuss common beliefs in American Society. (Gen. Ed. Goal 1; Core Skill A)
3. Compare and contrast the American national character with current American funeral customs. (Course Competencies 1; Gen. Ed. Goals 1, 5, 7 & 8; Core Skills A, B & G)
4. Critique the psychosocial functions of funerals with consideration for the funeral rite as “cultural universal”. (Course Competencies 8; Gen. Ed. Goal 1 & 5; Core Skills A, B & G)

Unit #2 – Topics:
Funeral Customs of the Ancient Egyptians
Funeral Customs of the Ancient Greeks
Funeral Customs of the Ancient Romans
Preparation:
1. Attend class and participate in class discussion.
2. Chapter 1 (HAFD)
3. Online: “Ancient Greeks and Romans”

Objectives:
Having completed the assigned readings and online module, attended class, and participated in class discussion, the student will be able to:

1. Critique the death beliefs of the Ancient Egyptians, Ancient Greeks and Ancient Romans. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
2. Analyze the various methods used to encase the dead in the Ancient Egyptian, Ancient Greek and Ancient Roman traditions. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
3. Discuss the practice of “dry burials” among the Ancient Egyptians and its purpose. (Gen. Ed. Goals 1 & 7; Core Skills A & B)
4. Distinguish how the Ancient Egyptians, Ancient Greeks and Ancient Romans prepared their dead for disposition. (Course Competencies 1 & 2; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
5. Evaluate the funeral rites associated with the Ancient Egyptians, Ancient Greeks and Ancient Romans. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
6. Appraise the various methods of disposition used by the Ancient Egyptians, Ancient Greeks and Ancient Romans. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
7. Synthesize the roles of the “pollinctores”, “libitinarius”, “designator” and “praecor” and their influence on the contemporary roles of the funeral director. (Course Competencies 1 & 2; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
8. Describe the influence of Constantine the Great on burial practices. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
9. Compare and contrast the funeral practices of the Ancient Egyptians, Ancient Greeks and Ancient Romans with contemporary funeral practices. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)

Unit #3 – Topics: Early Hebrew Funeral Practices
Early Christian Funeral Practices
Ancient Scandinavian Funeral Practices

Preparation:
1. Chapter 2 (HAFD)
2. Online: “Early Hebrew and Christian Funeral Practices”
   “Ancient Scandinavian Funeral Practices”

Objectives:
Having completed the assigned readings and online modules the student will be able to:

1. Synthesize the death beliefs, method of disposition and burial practices for the Early Hebrew, Early Christian and Ancient Scandinavian cultures. (Course Competencies 1; Gen. Ed. Goals 1, 5, 7 & 8; Core Skills A, B, E & G)
2. Correlate how the Early Hebrew, Early Christian and Ancient Scandinavian cultures prepared their dead for disposition. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 7 & 8, Core Skills A, B, E & G)
3. Outline the mourning customs of the Early Hebrew, Early Christian and Ancient Scandinavian cultures and their influence on contemporary funeral traditions. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5, 7 & 8; Core Skills A, B, E & G)

4. Critique the evolution of Christian burial in the catacombs to “open air” cemeteries. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)

5. Evaluate the influence of funeral functionaries and burial groups on Early Christian burial as well as their effect on contemporary funeral practices. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1, 5, & 7; Core Skills A, B & E)

Unit #4 – Topics:
Middle Ages and Renaissance Funerals
Church and Cemetery Burial in the Middle Ages
The Plagues
Social Development and Funeral Practice
The Reformation and Christian Burial Practices

Preparation:
1. Chapter 3 (HAFD)
2. Online: “Middle Ages and Renaissance”

Objectives:
Having completed the assigned readings and online module the student will be able to:

1. Discuss the emergence of the Christian church from persecution and its influence on funeral and burial practices. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
2. Construct the funeral and burial practices of the Anglo-Saxons. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
3. Critique the influence of the Norman Conquest on the funeral practices for wealthy Englishmen. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
4. Synthesize Constantine’s influence on church and cemetery burial in the Middle Ages. (Course Competencies 1; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
5. Evaluate the medieval world’s views on disposal and contagion with respect to funeral and burial customs. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
6. Correlate the evolution of sepulchral monuments with the burial customs of the Middle Ages. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
7. Investigate the influence of the plagues on burial practices and death beliefs. (Course Competencies 1; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
8. Discuss the introduction of coffined burial. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
9. Appraise the role of burial clubs throughout the Middle Ages and their influence on funeral and burial practices. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B, E & G)
10. Distinguish the emergence of mourning clothes during the Middle Ages with its social implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B, E & G)
11. Synthesize the Reformation with Christian funeral beliefs and practices. (Course Competencies 1, & 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)

Unit #5 – Topics:
Native American Indians Death Beliefs and Burial Customs
Dakota Tribe
Santee Sioux
Lakota Tribe

Preparation:
1. Page 23 (PAD&D)
2. Online: “Native American Indian Funeral Customs”

Objectives:
Having completed the assigned readings and online module the student will be able to:

1. Critique the death beliefs of the Dakota, Santee Sioux and Lakota tribes. (Course Competencies 1; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
2. Compare and contrast the burial customs of the Dakota, Santee Sioux and Lakota tribes. (Course Competencies 1; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)

Unit #6 - Topics: American Colonial Funeral Behavior
Social Change in Late Colonial America

Preparation:
1. Attend class and participate in class discussions.
2. Chapter 5 (HAFD)

Objectives:
Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Compare and contrast the ideology and funeral practices of the Virginia and Massachusetts Bay Colonies and England. (Course Competencies 1; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
2. Compare and contrast the earliest New England funeral and interment practices with those of the mid 18th century. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A & B)
3. Distinguish the social character of mourning during the late 17th century and throughout the 18th century. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
4. Evaluate the influence of the political and economic revolutions in 18th century colonial America. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
5. Differentiate the general functions of American colonial funerals. (Course Competencies 1; Gen. Ed. Goals 1, 5 & 7; Core Skills A)

Unit #7 - Topics: Early American Funeral Undertaking
Tradesman Undertakers
Religious Functionaries
Municipal Officers

Preparation:
1. Attend class and participate in class discussions.
2. Chapter 6 (HAFD)

Objectives:
Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:
1. Evaluate the evolution of funeral directing as a profession beginning in the 19th century. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A & B)

2. Appraise the influence of the “furnishing undertaker” on the funeral service profession. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A & B)

3. Synthesize the “layers out of the dead” with the role of women in the 18th century. (Course Competencies 1 & 2; Gen. Ed. Goals 1 & 7; Core Skills A & B)

4. Investigate the evolution of undertaking into a business in the 19th century. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)

5. Construct the development of the sexton to the sexton-undertaker in 19th century America. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)

6. Discuss the appointment and duties of municipal officers in Colonial America to handle caring for the dead. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)

7. Defend the first half of the 19th century as crucial in the evolution of the modern funeral director. (Course Competencies 2; Gen. Ed. Goals 1 & 7; Core Skills A & B)

Unit #8 – Topics: Coffins, Burial Cases and Caskets

17th and 18th Century Coffined Burial in America
Early Coffin Shops and Coffin Warehouses
Stone and Metal Coffins
Metallic Burial Cases
Metallic Burial Casket
Cloth Burial Cases
Life Signals
Burial Vaults and Outside Boxes

Preparation:
1. Chapter 7 (HAFD)
2. Online: “Coffins, Burial Cases and Caskets”

Objectives:
Having attended completed the assigned readings and online module the student will be able to:

1. Evaluate the evolution of coffins in 17th and 18th Century American Colonies. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)

2. Compare and contrast the early American coffins of the wealthy and the less fortunate. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)

3. Critique the influence of Western expansion and funeral customs on the development of coffin shops and coffin warehouses. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)

4. Appraise the goals that the coffin and casket makers set for their product in 17th and 18th Century America. (Course Competencies 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)

5. Analyze the evolution of stone and metal coffins in 17th and 18th Century America. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)

6. Synthesize the influence of metallic burial cases on manufacturing and production techniques for burial receptacles. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)

7. Compare and contrast the metallic burial case and the metallic burial casket. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & E)

8. Describe the role of the Philadelphia Centennial Exposition of 1876 in the public’s opinion of cloth burial cases. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & E)

9. Critique the various types of life signals that were patented from 1868-1882. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
10. Correlate the evolution of the coffin torpedo with the practice of resurrectionists. (Course Competencies 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)

11. Compare and contrast 19th Century grave linings, burial vaults and outside boxes. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & E)

Unit #9 - Topics: 
- Funeral Transportation
- Funeral Processions and the Hearse
- Gas and Electric Vehicles
- Hearse Sizes and Colors
- Transportation of Flowers

Preparation:
1. Chapter 9 (HAFD)
2. Online: “Funeral Transportation”

Objectives:
Having completed the assigned readings and online module the student will be able to:

1. Correlate the evolution of the hearse with its historical antecedents. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
2. Distinguish the development of the hearse from early Colonial American to 19th Century America including the influence of the Civil War. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A, B & E)
3. Differentiate the innovations of James Cunningham, Hudson Samson and Crane and Breed on funeral car design. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & E)
4. Evaluate the influence of gas and electric vehicles on funeral transportation and the inventions of Fred Hulberg and Crane and Breed. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & E)
5. Compare and contrast the ambulance, undertaker’s buggy and limousine of the 18th, 19th and early 20th centuries in America. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & E)
6. Determine various methods used to transport flowers to the grave in 18th and 19th Century America. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & E)
7. Appraise how the evolution of funeral transportation influenced the responsibilities of the funeral director. (Course Competencies 2 & 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)

Unit #10 – Topics: 
- Late 19th Century Funerals
- Rural and Urban Late 19th Century America
- First Call
- Rural and Urban Funerals
- Late 19th Century Mourning Symbols
- From Gloom to Beauty

Preparation:
1. Attend class and participate in class discussions.
2. Chapter 10 (HAFD)

Objectives:
Having done the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Compare and contrast the rural and urban funeral traditions in Late 19th Century America.  
   (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
2. Differentiate the responsibilities of the undertaker on his first call.  
   (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A)
3. Critique the legal responsibilities of the undertaker in Late 19th Century America.  
   (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A)
4. Evaluate the various mourning symbols that were seen in Late 19th Century America.  
   (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A)
5. Synthesize the change in funereal attitude from “gloom” to “beauty” with its influence on customs and merchandise.  
   (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)

Unit #11 – Topics:  
Funeral Service Associations  
Socio-Cultural Movements  
Funeral Director Associations  
Communication Within the Trade  
Class Presentations on Funeral Service Organizations

Preparation:
1. Chapter 11 (HAFD)
2. Online:  “Funeral Service Associations”
3. Class Presentations

Objectives:
Having completed the assigned readings and online module and participated in class presentations the student will be able to:

1. Critique the two basic types of associations that were prevalent in 19th Century America.  
   (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
2. Evaluate the two significant socio-cultural movements of the late 19th century.  
   (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
3. Appraise the changing role of the funeral director in late 19th Century America.  
   (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
4. Synthesize the first formal organization of American undertakers with its influence on state and national practices in funeral service.  
   (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
5. Evaluate the two basic motivating factors that impelled funeral directors to form associations.  
   (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
6. Analyze the first code of ethics created for funeral directors.  
   (Course Competencies 2 & 5; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B, C, E & G)
7. Critique the role of the drummer, trade papers and journals and their influence on communication within funeral service in 19th Century America.  
   (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
8. Present to the class a critique of a funeral service organization that includes its membership requirements, cost and benefits, governance structure, code of ethics, objectives, aims, purposes and reasons for affiliation.  
   (Course Competencies 7; Gen. Ed. Goals 1 & 5; Core Skills A, B, D, E, F & G)

Unit #12 – Topics:  
Ethics in Funeral Service
Funeral Ethics Organization  
Models for Ethical Decision-Making

Preparation:
1. Attend class and participate in class discussions.

Objectives:
Having attended class and participated in class discussions, the student will be able to:

1. Defend the need to study ethics in a funeral service curriculum. (Course Competencies 4; Gen. Ed. Goals 1, 5 & 9; Core Skills A, B & G)
2. Analyze the Funeral Ethics Organization and its impact on the practice of funeral service. (Course Competencies 4; Gen. Ed. Goals 1 & 9; Core Skills A, B & G)
3. Compare and contrast the models of decision-making attributed to Lawrence Kohlberg, Dr. Albert Schweitzer, Robert Ninker and Rotary International. (Course Competencies 4; Gen. Ed. Goals 1 & 9; Core Skills A, B & G)
4. Formulate a code of ethics for the newly licensed funeral service practitioner. (Course Competencies 4 & 5; Gen. Ed. Goals 1, 8 & 9; Core Skills A, B, C, D, E, F & G)

Unit #13: Topics: Sociology of Funeral Service  
Functions and Benefits of Funerals  
Urbanization and Traditional Funeral Service  
Funeral Rites  
Sociological Response to Death  
Enculturation

Preparation:
1. pages 181-183 (PAD&D)  
2. Chapters 2 & 3 (SFS)  
3. Online: “Sociology of Funeral Service”

Objectives:
Having completed the assigned readings and online module the student will be able to:

1. Defend the importance of sociology in a funeral service curriculum. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A, B & E)
2. Analyze the basic elements that create the contemporary American funeral. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
3. Synthesize the social benefits of funerals. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
4. Compare and contrast funeral and memorial service; funeral rite and social function; culture and customs; more, taboos, and folkways; and law and rules. (Gen. Ed. Goals 1; Core Skills A, B, D & E)
5. Evaluate the influence of urbanization on the role of the traditional funeral service in American society. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & E)
6. Compare and contrast cultural universal, ethnocentrism and cultural relativism; and religion, ceremony and symbols. (Gen. Ed. Goals 1; Core Skills A, B, D & E)
7. Compare and contrast the traditional, non-traditional, adaptive, humanistic and primitive funeral rites and immediate disposition. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B, D & E)
8. Critique the funeral rite as a sociological response to death incorporating its social function, cultural universal response, social structures and modern and contemporary tendencies. (Course Competencies 2; Gen. Ed. Goals 1, 5, 7 & 8; Core Skills A, B, D, E & G)
9. Reframe the concept of enculturation in the context of funeral traditions including the customs, mores, taboos and folkways that influence ritual or ceremony. (Course Competencies 2 & 8; Gen. Ed. Goals 1, 5, 7, 8 & 9; Core Skills A, B, D, E & G)

Unit #14 – Topics:
Family Governance
Family Structure
Family Responsibilities
Changes Which Have Affected Funeral Service

Preparation:
1. Attend class and participate in class discussions.
2. Pages 192-194 and Chapter 1 (PAD&D)
3. Chapters 4, 5 & 6 (SFS)

Objectives:
Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Compare and contrast the patriarchal, matriarchal and egalitarian family governance systems. (Gen. Ed. Goals 1 & 5; Core Skills A & B)
2. Compare and contrast the open, closed, random, enmeshed, disengaged, rigid and chaotic family units. (Gen. Ed. Goals 1 & 5; Core Skills A & B)
3. Compare and contrast the extended, nuclear, modified extended, single parent, and blended families and the domestic/unmarried partners. (Gen. Ed. Goals 1 & 5; Core Skills A & B)
4. Synthesize the influence of family governance and family structure on the family's response to grief and the relationship between the funeral director and family being served. (Course Competencies #10; Gen. Ed. Goals 1 & 5; Core Skills A, B & G)
5. Evaluate Maslow's Hierarchy of Needs and its relationship to the grief response and needs of the family unit. (Course Competencies #9; Gen. Ed. Goals 1 & 5; Core Skills A, B & G)
6. Appraise the tasks and responsibilities of the family unit. (Gen. Ed. Goals 1 & 5; Core Skills A & B)
7. Critique the influence of America's death-denying society and death-free generations on an individual's grief response as well as that of the family unit. (Course Competencies #9; Gen. Ed. Goals 1 & 5; Core Skills A, B & G)
8. Evaluate the urbanization of America and its influence on family members and their relationship with the funeral director. (Course Competencies #9; Gen. Ed. Goals 1 & 5; Core Skills A, B & G)
9. Appraise the industrialization of America with its effect on health, communication, transportation, production methods and the funeral service profession. (Course Competencies 2 & 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & D)
10. Formulate the bureaucratization of America and its impact on the responsibilities of the funeral director. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A, B & G)

Unit #15 – Topics:
Contemporary Social Factors and Funeral Rites
Socioeconomics
Geographic Factors and Neo-localism
Religion
Government
Education
Ethnicity
Relationships

Preparation:
1. pages 118-120 (PAD&D)
2. Chapters 7, 8 & 9 (SFS)
3. Online: “Contemporary Social Factors and Funeral Rites”

Objectives:
Having completed the assigned readings and online module the student will be able to:

1. Distinguish sociological factors and their relationship to funeral rites. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A, B & E)
2. Analyze the influence of socioeconomics on a family’s choice of funeral rites. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A, B & E)
3. Compare and contrast American funeral rites based on geographic location. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A, B & E)
4. Evaluate how neo-localism influences the relationship between the funeral director and the family and formulate ways the funeral home and staff can meet this challenge. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A, B & E)
5. Critique the influence of religion and government on funeral rites. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A, B & E)
6. Appraise the educational trends in America and their impact on funeral rites and consumer expectations. (Course Competencies 8 & 9; Gen. Ed. Goals 1 & 5; Core Skills A, B & E)
7. Distinguish a person’s ethnicity, its influence on their choice of funeral rites and the responsibilities of the funeral director. (Course Competencies 8 & 9; Gen. Ed. Goals 1, 5 & 8; Core Skills A, B, E & G)
8. Critique the influence of contemporary demographic and relationship issues on funeral rites and the responsibilities of the funeral director. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A, B & E)

Unit #16 – Topics:  Changes in American Funeral Rites
Jessica Mitford
Durkheim, Malinowski and Mendelbaum
Current Trends and Future Predictions

Preparation:
1. Attend class and participate in class discussions.
2. Chapters 11 and 12 (SFS)
3. Chapter 17 (PAD&D)

Objectives:
Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:
1. Critique the evolution of the “undertaker” into today’s “funeral service practitioner”. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)

2. Discuss the relationship between the public acceptance of embalming and contemporary American funeral rites. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)

3. Evaluate the impact of America’s “mobile” society on current funeral rites, selection of a funeral home and funeral director responsibilities. (Course Competencies 2 & 3; Gen. Ed. Goals 1, 5 & 8; Core Skills A, B & G)

4. Synthesize the criticisms of funeral service raised by Jessica Mitford with a professional credo. (Course Competencies 4; Gen. Ed. Goals 1 & 9; Core Skills A, B & G)

5. Appraise how the research of Durkheim, Malinowski and Mendelbaum could influence the efficacy of funeral directors. (Course Competencies 8 & 9; Gen. Ed. Goals 1, 5 & 8; Core Skills A, B & G)

6. Synthesize the historical development of funeral service education with its contemporary structure and function. (Course Competencies 6; Gen. Ed. Goals 1 & 7; Core Skills A & B)

7. Evaluate current trends and future predictions in population, disposition, preneed and aftercare and their influence on the responsibilities of the funeral director. (Course Competencies 2; Gen. Ed. Goals 1 & 8; Core Skills A, B & G)

Assessment of student learning:

Student learning will be assessed using examinations, tests, quizzes, research papers, class presentations, and case studies. Multiple-choice, matching, case studies, short essays, and fill-in-the-blank questions will be given. The final examination will be multiple-choice and will be inclusive. Quizzes will cover material from the most recent class meetings, and tests will span several units of work. Case studies will be completed in groups as well as individually on tests. Each student will prepare a research paper and present the information to the class using a variety of visual aids. Students will also work in small groups and create a code of ethics for newly licensed funeral service professionals.

The student will prepare a research paper on a funeral service organization. The paper will include the membership/affiliation requirements, costs and benefits, governance structure, code of ethics, objectives, aims, and purposes of the organization. Reasons for a person to seek membership or affiliation with the organization must also be included. The student will present their research to the class and provide the students with a copy of their presentation outline and works cited page. Visual aids are encouraged for the class presentations.

The student will participate in a small group assignment. Each group will create a code of ethics that they would be willing to embrace as a newly licensed funeral director. They will describe the challenges that they encountered and explain what influenced those challenges. They will also discuss the elements of the code that were relatively easy to construct.

The final grade will be determined as follows:
- Quizzes: 5%
- Tests: 25%
- Midterm Exam: 30%
- Final Exam: 35%
- FS Org. Project: 5%

NOTE: A Minimum "C" grade is required to pass this course.

100 – 94     A
93-90        A-
Reasonable Accommodations for Students with Documented Disabilities

Mercer County Community College is in compliance with both the ADA and Section 504 of the Rehabilitation Act. If you have, or believe you have, a differing ability that is protected under the law please see Arlene Stinson in LB216, (609)570-3525, stinsona@mccc.edu for information regarding support services.

Academic Integrity

Students are required to perform all the work specified by the faculty and are responsible for the content and integrity of all academic work submitted, such as papers, reports, and examinations. A student will be guilty of violating the Rule of Academic Integrity if he or she:

- uses or obtains unauthorized assistance in any academic work;
- gives fraudulent assistance to another student;
- knowingly represents the work of others as his or her own or represents previously completed academic work as current;
- fabricates data in support of an academic assignment;
- inappropriately or unethically uses technological means to gain academic advantage.

Classroom Decorum

The college welcomes all students into an environment that creates a sense of community, pride and respect; we are all here to work cooperatively and to learn together.

It is the students’ responsibility to attend all classes. If classes are missed for any reason, students are still responsible for all content that is covered, for announcements made in their absence, and for acquiring any materials that may have been distributed in class. Students are expected to be on time for classes. If students walk into a class after it has begun they should select a seat close to the entrance in order to minimize the disruption.

Students are expected to follow ordinary rules of courtesy during class sessions. Engaging in private, side conversations during class time is distracting to other students and to the instructor. Leaving class early without having informed the instructor prior to class is not appropriate. Unless there is an emergency, leaving class and returning while the class is in session is not acceptable behavior. Disruptive behavior of any type is not appropriate. All electronic devices are to be placed on silent alarm during class sessions. Texting and other forms of electronic communication will not be tolerated during class sessions. Students who engage in such activity will be asked to leave the class by the instructor.