
THE UNIVERSITY OF TEXAS AT AUSTIN

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DIFFICULT DIALOGUES: LIVING WITH DYING

“Live as if you were to die tomorrow. Learn as if you were to live forever.” Mahatma Gandhi

“I believe that the very purpose of our life is to seek happiness. That is clear. Whether one believes in religion or not, whether one believes in this religion or that religion, we all are seeking something better in life. So, I think, the very motion of our life is towards happiness...” His Holiness the 14th Dalai Lama

Tell me, what is it you plan to do with your one wild and precious life? – Mary Oliver

I. COURSE DESCRIPTION

This interactive seminar will explore how individuals understand living and dying. Critical reflection on selected readings, art, poetry, photography, music, and films will cover a range of topics, such as life meaning, dying, grief, transformation, suffering, love and hope. Students will critically reflect on their own lives using an interdisciplinary perspective, and relate their experiences to class material.

Note about Course:

Signature Courses are designed to expose entering UT students to the broad goals and possibilities of a university education, while promoting a greater sense of intellectual community among undergraduates. Signature Courses are designed to make students aware of the high standards necessary for college-level academic work and help students cultivate skills to meet those standards. This class is designated as a First-Year Seminar Signature Course and a Difficult Dialogues Course.

Difficult Dialogues: A Ford Foundation Program (www.difficultdialogues.org)

This course is a “Difficult Dialogues”, designed to promote open scholarly inquiry, academic freedom, and respect for different cultures and beliefs on the campus of the University of Texas at Austin. The development of the Difficult Dialogues courses was partially funded through a grant from the Ford Foundation to the University of Texas at Austin. The Difficult Dialogues project is now sponsored by the Humanities Institute, which has been organizing Public Forums and other programming that can reach the wider university community. This course is thus part of a larger project to promote respectful dialogue, innovative teaching, and academic freedom at UT.

II. REQUIRED READINGS

Halifax, J. & Byock, I. (2008) *Being with Dying: Cultivating Compassion and Fearlessness in the Presence of Death*. Boston, MA: Shambhala

Scott, B. (2011) *The present giver*. New York, NY: ALM Books

Readings as assigned and posted on Blackboard

III. OPTIONAL READINGS

Albom, M. (2002). *Tuesdays with Morrie*. New York, NY: Broadway.

Babcock, E. N. (1997). *When life becomes precious: The essential guide for patients, loved ones and friends of those facing serious illness*. New York, NY: Bantam.

Bonhoeffer, D. (1997). *Letters and papers from prison*. New York, NY: Touchstone.

Campo, R. (2003). *The healing art: A doctor's black bag of poetry*. New York, NY: W.W. Norton & Co.

Chodron, P. (2005). *No time to lose: A timely guide to the way of the Bodhisattva*. Boston, MA: Shambhala.

Didion, J. (2005). *The year of magical thinking*. New York, NY: Knopf.

Elliott, W. (1996). *Tying rocks to clouds: Meetings and conversations with wise and spiritual people*. New York, NY: Doubleday.

Fox, S., & Fox, K. (2003). *What can I say?: A guide to visiting friends and family who are ill*. Santa Barbara, CA: Adventures in Caring Foundation.

Gire, J. T. (n.d.). How death imitates life: Cultural influences on conceptions of death and dying. Retrieved from <http://www.ac.wvu/-culture/gire.htm>.

Groopman, J. (2007). *How doctors think*. Boston, MA: Houghton Mifflin.

Groopman, J. (2004). *The anatomy of hope*. New York, NY: Random House.

Groopman, J. (1997). *The measure of our days*. New York, NY: Viking.

Huston, Z. N. (2000). *Their eyes were watching God*. New York, NY: HarperCollins.

Justice, B. (1998). *A different kind of health: Finding well-being despite illness*. Houston, TX: Peak Book.

Krauss, N. (2006). *The history of love*. New York, NY: W.W. Norton & Co.

Kubler-Ross, E. (2005). *On grief and grieving*. London, England: Simon & Schuster.

Kubler-Ross, E. (2003). *On death and dying*. New York, NY: Scribner.

Levine, S. (1984). *Meetings at the edge: Dialogues with the grieving and the dying, the healing and the healed*. Garden City, NY: Anchor Press.

Levine, S. (1982). *Who dies?: An investigation of conscious living and conscious dying*. Garden City, NY: Anchor Press.

NightMare, M. M. (1997). *The Pagan book of living and dying*. New York, NY: HarperCollins.

O'Kelly, G. (2006). *Chasing daylight*. New York, NY: McGraw-Hill.

Remen, N. (2001). *My grandfather's blessings*. New York, NY: River Head Trade.

Remen, N. (1997). *Kitchen table wisdom*. New York, NY: Riverhead Books.

Rinpoche, S. (1994). *The Tibetan book of living and dying*. San Francisco, CA: Harper Collins.

Wilber, K. (2000). *Grace and grit: Spirituality and healing in the life and death of Treya Killam Wilber*. Boston, MA: Shambhala.

Winik, M. (1996). *First comes love*. New York, NY: Pantheon Books.

IV. TEACHING METHODS

The teaching format will consist of experiential exercises, lectures, guest speakers, community visits, dialogue and discussions, and audiovisual media to help students understand and integrate their own beliefs of living and dying into the course material.

V. COURSE REQUIREMENTS AND POLICIES

Classroom Policies

The primary goal of UT Austin is to prepare you for a beginning professional career. As a result, it is important that you begin to demonstrate professionalism in every aspect of your attendance, social interactions and academic performance. The following guidelines should provide you with a general overview of what is expected.

This is a seminar, writing emphasis course, which means that contributions from each student are needed to advance the learning process. Students will be expected to come to class prepared to participate in class learning. Here is a brief summary of how the course will work.

Students are expected to attend class sessions regularly and to participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be strongly considered in assigning the final grade. Students are responsible for any material missed due to absences.

Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class.** Assignments turned in after class starts will be considered late. All late assignments will be assessed point penalties at the rate of **2 points each day late.** If the due date is a problem, then the student should see the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled due date. Make sure you back up your work. Computer hardware or software problems WILL NOT be a valid reason for a late assignment.

Class Attendance

One of the goals of the program is to provide students with a curriculum that will adequately prepare them for beginning professional careers. In order to model this, please treat coming to classes as you would approach working at a job. Given the requirements for professional behavior, attendance for all classes is required. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students must present a written excuse from a health care provider for excused absences due to illness or other documentation as requested by the instructor for excused absences. If a student misses more than 3 classes - whether or not there is a documented, excused absence – the student may receive a failing grade.

Participation and Professionalism

A crucial component of professional college education relates to an understanding of and adherence to a set of values and work ethics. Active participation in the classroom setting facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers. Students must practice professional behavior in class. This includes participating constructively in class. Students can demonstrate constructive participation in a variety of ways:

1. Physical attendance at classes;
2. Verbal involvement in class and group discussions;

3. Active participation in role plays or other group exercises;
4. Initiating discussion or bringing in information from assigned readings, other readings and/or experiences;
5. One-to-one dialogue with the instructor, inside or outside of class;
6. Written dialogue (email or paper); and
7. Timely submission of assignments.

When considering the quantity and quality of participation, the following issues should be considered:

- An appropriate level of participation from each student is related to the number of students in the class, the format of the class (lecture, community event, or guest speaker), and the desirability of conciseness;
- Respect the rights of others in the class, including privacy and safety (physical and emotional);
- Good questions can include admitting one's lack of knowledge about a subject (if one person is feeling self-conscious about asking a question that may be seen as "stupid", there are probably several others in the class who want to know the same thing);
- Students do not need to agree with statements made by the instructor or other students, however, respect for differences should be shown. Students are encouraged to think for themselves, ask challenging questions (in a respectful manner), and arrive at their own understandings;
- Questions/comments which are not relevant to the class or which are stated clearly in the materials can detract from the class and consume valuable time (e.g., before asking, "Is that single-spaced or double-spaced?" and "When is the assignment due?", please check to see if these types of questions are covered in the Course Syllabus).
- Students should respect for the dignity and self-worth of all individuals, regardless of ethnicity, culture, nationality, race, religion, sexual orientation, age, gender, disability, political belief, or other aspects of diversity.
- If a student is away due to illness or other reason, it is that student's responsibility to obtain notes, handout material, etc. from another student. The student may also suggest ways that they can make up for time lost (e.g., if you miss a class and you want to propose an extra assignment, such as a journaling exercise, to make up for not being able to participate in the class).

Classroom Conduct

a. **Arriving on time for class; returning from break in a timely fashion.** It is important to demonstrate to your colleagues that they are important to you. Being prompt for all appointments is one way to demonstrate this professional behavior. You should therefore be prompt for class.

b. **Being prepared for class.** As a professional you should be prepared for all appointments and meetings. You can begin to demonstrate your ability to be prepared by always being prepared for class.

c. **Paying attention in class.** As a professional you need to be an active listener to appropriately respond. This skill can be demonstrated by being an active listener in class as well. Please turn off all electronics before class.

d. **Remaining in class until the class is over or until the professor announces a break.** As a professional you are committed to treating your colleagues with respect and courtesy. This can be demonstrated in class by treating faculty and fellow students with respect and courtesy by remaining in class while it is in session.

e. **Handing in assignments in a timely fashion.** It is of vital importance to colleagues that you meet deadlines. This can be demonstrated in class by completing the required readings by the dates listed in the syllabus and turning in papers and projects by the expected due dates.

f. **Demonstrating respect for the opinions of others.** Professionals should be tolerant of different points of view. In the classroom, this can be demonstrated by the manner in which we respect the opinions of faculty and fellow students.

Office Hours

Please feel free to visit me during my office hours (Th 1:00-2:00 and by appointment) in order to discuss anything related to the class and in order to allow me to get to know you better. You're welcome to drop by without an appointment, although I also suggest that you email me in advance to let me know you're coming so that I can plan for your visit. I sometimes have to adjust my office hours in order to attend meetings, but you are always welcome, and the class will go much better if I have a sense of who you are as a student and a person. My office is located in the School of Social Work building.

Writing Flag

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one assignment. You should therefore expect a substantial portion of your grade to come from your written work.

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>). If you use words or ideas that are not your own you must cite your sources. Otherwise, you will be guilty of plagiarism.

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Use of Blackboard in Class

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to share other resources. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Writing Center

Students are encouraged to use the Undergraduate Writing Center (located in FAC 211; phone number 471-6222: <http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate student enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

VI. COURSE ASSIGNMENTS

1. Students must write three papers -one Loss History Paper (assignment 1a), one Selection Paper (assignment 1b), and one Meditation Paper (assignment 1c). All papers are due at the beginning of the classes marked on the schedule. Each paper should be 4 pages in length, typed, double-spaced with 12-point font and one-inch margins on all sides. You will write a total of 3 papers (one Loss History Paper, one Selection Paper, and one Meditation Paper), each worth 20 points (for a cumulative worth of 60% of the final grade).

I’ll be looking for the following as I grade the papers:

- Personal critical reflection (how much critical self-reflection about your own past experiences, future visions, hopes, dreams, and so on are evident in the paper). Each Selection paper should include reflecting on at least one passage from the Halifax text.

- Integration of critical thought, experiences, class discussions, and readings blended together (how well do you demonstrate the ability to integrate critical thought, your experiences, and class material).
- Integration of self with class material (how well do you demonstrate that you have struggled with the integration of your personal characteristics [e.g., values, ethical dilemmas, personality traits, etc.] with key concepts covered in class readings and discussions).
- The quality of the writing as well as the content. Written material should be carefully proof-read and errors (punctuation, typographical, spelling) corrected. Good writing requires a reiterative process that must be followed if quality is to improve. I strongly encourage you to read your paper several times and, if possible, have someone else proof read it.

To complete these papers, you will have to state your own views on loss and living. You may talk about yourself or your experiences. But these papers should not be solely about you and your feelings (they are not diaries or journals); try to connect your experiences to the larger questions and concepts discussed in class. In your papers, you will want to draw on evidence or arguments from other sources. If you do use information from other sources, make sure it is properly cited.

1a. Loss History Paper

Each of us develops our own unique style of coping with grief and loss. The goal of this assignment is for you to describe your own experiences with loss.

Part I: Create a Loss History Graph

Considering the broad definition of loss discussed in class, construct a loss history graph which represents the loss events in your life. It can be as simple as this:

Loss at age four	death of significant person	divorce
_____ /	_____ /	_____ /
_____ / _____ / _____ / _____		
dates and any other significant information		

If there are losses that you choose not to disclose, that is fine. The main goal is to create a visual of the losses that you have experienced in your life. If you choose, you may be creative by adding symbols or graphics or anything you like! Use anything that you think will add meaning to this assessment tool. This is not required, but is encouraged.

Part II: Describe your personal style of dealing with loss

*How have you coped with these events?

*How have the following influenced your coping style:

- people around you?
- your cultural background, ethnicity, religion?
- your personal values, attitudes, and beliefs
- what parts of loss are easiest for you to talk about? What parts make you uncomfortable?
- where do you get support when you are facing challenges/losses?

1b. Selection Papers:

To provide you with flexible choices, you may choose one assignment from the list of possible Selection Papers listed below.

- a. Read the biography of someone who has faced a significant loss. Discuss your impressions about what this person's strengths and challenges might have been. How did they cope with the loss they faced and how did that loss influence them?
- b. Interview a relative (grandparent, parent, sibling) about their views on the choices they would want to make at the end of their lives (e.g. Would you want to be kept alive if a doctor said there was no chance you would regain consciousness?) Fill out the Five Wishes form for yourself. Reflect upon their choices and yours. What are the similarities and differences? Why do you think you each have the beliefs that you do?
- c. Choose a favorite movie, novel, or artwork (e.g., musical selection, painting) that you feel illuminates or exemplifies some aspect of loss. Comment on how the writer/filmmaker/artist portrays his or her perspective; note consistencies or inconsistencies with what we have read or discussed.
- d. Choose a culture different than your own. Do some reading on and research about the cultural group's beliefs about death and loss and comment on how those are similar or different from your own. What did you learn about this cultural group? How was it different than your beliefs? What surprised you?
- e. Read one of the blogs written by a young adult facing illness (listed at the end of the syllabus). Comment on how the writer is facing their illness, loss issues, fears, hopes, relationships. Reflect on how that might be similar or different from how you think you might feel. Discuss how the writer's experience integrates with the readings from class, discussions, guest speakers.

1c. Meditation on Dying Paper:

Each student will select one meditation from the book, *Being with Dying* by Joan Halifax and will write a paper reaction to the meditation. Integrate class discussions/readings and any relevant material to help you. You will submit a draft of this paper and receive feedback before handing in your final paper. The draft should be well-developed, complete and demonstrate your ability to integrate course material, personal reflection and critical thinking into the assignment.

2. Group Presentation

Towards the end the semester, you will begin work on a group presentation. The goal will be to work as a group on a topic and to lead a discussion. You are welcome to use PowerPoint, film, performance, web-based materials etc. to facilitate the discussion. Each group member will receive the same grade so make sure that you work together. Groups will consist of 3 people.

Pick an ethical issue in end-of-life care. Research the issues, and discuss any relevant laws or regulations surrounding the ethical issue. What spiritual or cultural considerations need to be examined? What values and beliefs do you hold that lead you to take a specific position? (e.g., Should physician-assisted suicide be legal in all states? How should we decide what care to provide if an individual did not make his or her wishes known?) Make sure you stay open and respectful of multiple views on the subject. This is not a time to convince others of your opinion.

Prepare a 5-10 minute ppt presentation highlighting the issue. End with one or two thought provoking questions and lead the class in a 10-15 minute discussion of the issues.

3. Class Attendance and Participation:

Discussions will have two basic components. Each student will have the opportunity to comment about an aspect of the readings/movie that is important to him or her. This could mean talking about what part of the readings/movie most impact or resonate with you. It could mean taking issue with some aspect of the readings/film. I will assume that everyone has completed the readings and is prepared to respond [we will be watching film(s) in class]. So, come to class each week prepared to speak coherently about the readings or watch a film with a critical eye. I will act as discussion leader, and sometimes will provide informative notes, discussion questions, and lecture material to supplement class readings and discussion.

At the end of the semester I will judge your overall contribution to class discussion. This portion of your participation grade will be based on your: (a) familiarity with readings; (b) ability to hear and understand what others say; (c) ability to express yourself clearly; (d) ability to synthesize the thoughts of others to form new insights, conclusions, or questions; (e) ability to disagree constructively; and (f) cooperation in building a stimulating and supportive intellectual atmosphere in class; Because a significant portion of your grade is based on class participation, it is obvious that attendance is crucial; you cannot participate if you aren't physically present.

Finally, because this is a Signature Course, attending at least one event of the University Lecture Series will also be factored into the participation portion of the final grade (see below for details).

University Lecture Series

Designed to create a campus-wide conversation, the University Lecture Series gives first-year students an opportunity to interact with leading members of our faculty—scholars, scientists, and civic leaders who are nationally and internationally renowned. All students, faculty, alumni, staff and community guests are invited, but the events will be aimed at entering first-year students.

Signature Course students are required to attend at least one of the two large lectures (or watch online).

University Lecture Series,

For additional event details, see <http://www.utexas.edu/ugs/uls>. Bring your UT ID, as they have required this in years past for admittance.

September 12 –Filmmaking and Creativity

September 13-Research that Changes the World

VII. <u>COURSE GRADING CRITERIA</u>		<u>GRADING SCALE</u>
Loss History Paper	20%	100 – 94 = A
Selection Paper	20%	93 – 90 = A-
Meditation on Dying Paper	20%	89 - 87 = B+
Group Presentation	20%	86 – 84 = B
<u>Attendance and Participation</u>	20%	83 – 80 = B-
TOTAL	100%	79 – 77 = C+
		76 - 74 = C
		73 - 70 = C-
		69 - 67 = D+
		66 - 64 = D
		63 - 60 = D-
		59 and below = F

VIII. COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics, Readings and Assignments</u>
August 25	<p><u>Topics</u> Being with Dying Introductions and Class Overview, Review Syllabus Farya Phillips gives tour of Undergraduate Writing Center</p>
September 1	<p>CLASS MEETS AS USUAL AT 9:00AM TOUR OF BLANTON MUSEUM BEGINS AT 10:00AM (Note: We will walk over to the Blanton Museum together. Bring your UT ID and a notepad and pen.) http://blantonmuseum.org/index.cfm</p> <p><u>Topics</u> How Loss Changes Us Seeing Loss in the World</p> <p><u>Readings</u> Halifax, J. & Byock, I. (2008) <i>Being with Dying: Cultivating Compassion and Fearlessness in the Presence of Death</i>. Boston, MA: Shambala Chapters 1-6, pp. 1-54</p>
September 8	<p>VIEWING AND DISCUSSION OF <i>DEATH: THE TRIP OF A LIFETIME</i> GUEST SPEAKER, Dr. Dnika Travis, Having Difficult Dialogues</p> <p><u>Topics</u> Death and Dying Around the World Difficult Dialogues</p> <p><u>Readings</u> Weeks, H. (2001). Taking the stress out of stressful conversations. <i>Harvard Business Review</i>, 79(7), 112-119. DeSpelder & Strickland (2005) <i>The Last Dance: Encountering Death and Dying. Chapter 2: Perspectives on Death: Cross-Cultural and Historical.</i></p>

September 15

VIEWING AND DISCUSSION OF MOVIE

Topics

A Good Death, A Good Life

Readings

Halifax, J. & Byock, I. (2008) *Being with Dying: Cultivating Compassion and Fearlessness in the Presence of Death*. Boston, MA: Shambala
Chapters 7-10, pp. 61-99

September 22

VIEWING AND DISCUSSION OF MOVIE, *WIT*

****LOSS HISTORY PAPER DUE****

Topics

Facing End of Life

Readings

Halifax, J. & Byock, I. (2008) *Being with Dying: Cultivating Compassion and Fearlessness in the Presence of Death*. Boston, MA: Shambala
Chapters 11-12, pp. 101-122

Scott, B. (2011) *The present giver*. New York, NY: ALM Books. pp. 1-72

September 29

Topics

Choosing to Live, Creating Hope, Making Meaning

Readings

Halifax, J. & Byock, I. (2008) *Being with Dying: Cultivating Compassion and Fearlessness in the Presence of Death*. Boston, MA: Shambala
Chapters 13-15, pp. 125-149

October 6

Topics

What happens after death? Spirituality and the After Life

Readings

Halifax, J. & Byock, I. (2008) *Being with Dying: Cultivating Compassion and Fearlessness in the Presence of Death*. Boston, MA: Shambala
Chapters 16-19, pp. 151-195

October 13

****SELECTION PAPER DUE****

**VIEWING AND DISCUSSION OF THE MOVIES, *CRAZY SEXY
CANCER and 50/50* (<http://www.50-50themovie.com/>)**

Topics

Living with Dying as a Young Adult

Readings

Elad (2003) A Jeep Trip with Young Adult Cancer Survivors: Lessons to Be Learned. *Supportive Cancer Care*. Vol 11. pp. 201-206.

- October 20** **GUEST SPEAKERS, Khris Ford, LPC, My Healing Place and Susan Cox, Christi Center**
- Topics:**
How Grief Transforms Us
- Readings**
Scott, B. (2011) *The present giver*. New York, NY: ALM Books
Part II, pp. 75-141
- October 27** ****MEDITATION ON DYING PAPER DRAFT DUE ****
- Topics**
Children Grieve Too
- Readings**
Pomeroy & Garcia (2011) Children and Grief pp. 17-38 in *Children and Loss*.
Lyceum Press: Chicago, Illinois.
- November 3** **Topics**
Facing Death, Embracing Fear, Cultivating Compassion
Discussion of *The Present Giver*
- Readings**
Halifax, J. & Byock, I. (2008) *Being with Dying: Cultivating Compassion and Fearlessness in the Presence of Death*. Boston, MA: Shambala
Afterword: Being One with Dying, pp. 197-203
- Scott, B. (2011) *The present giver*. New York, NY: ALM Books
Part III, pp. 145-223
- November 10** **CLASS ATTENDS THE LIVESTRONG YOUNG ADULT ALLIANCE AT THE OMNI HOTEL IN DOWNTOWN AUSTIN. I will meet you in the hotel lobby at 9:30 AM. We will enter the meeting together.**
- Topics**
Turning Fear into Action
- Readings**
No new readings. Work on your group presentations and final paper
- November 17** **GROUP PRESENTATIONS**
- November 24** **NO CLASS DUE TO THANKSGIVING HOLIDAY**
- December 1** ****MEDITATION ON DYING PAPER DUE****
Last Day of Class
Course Evaluation and Wrap Up

Blogs written by young adults facing illness

www.everythingchanges.com
www.crazysexcancer.org
<http://blog.stupidcancer.com/>
<http://ulmancancerfund.wordpress.com/>
<http://thelizarmy.com>
<http://cancerisnotfunny.blogspot.com/>
<http://igotthecancer.blogspot.com/>
www.100resolutions.blogspot.com
www.aaronoutward.com/
www.sfgate.com/alicia
www.nadahohn.blogspot.com/
<http://sirnic1001.blogspot.com/>