



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number FUN 206	Course Title Introduction to Funeral Service	Credits 3
Hours: Lecture/Lab/Other 3/0/0	Co- or Pre-requisite Students must be enrolled in the FUN program	Implementation Semester & Year Fall 2023

Catalog description:

An introduction to Funeral Service encompasses the study of the history of funeral service as well as sociological factors that influence contemporary practices. Funeral customs of ancient civilizations, the Middle Ages, Renaissance, Early American and American Colonial periods are emphasized. The evolution of funeral merchandise and transportation is studied as it relates to specific historical periods. A study of ethics that includes models for decision-making, as well as the development of associations and education within funeral service is also addressed.

General Education Category: **Course coordinator:** Michael T. Daley DaleyM@MCCC.EDU 609-570-3472
Not GenEd

Required texts & Other materials:

TITLE: **SOCIOLOGY FOR FUNERAL SERVICE**
PUBLISHER: PROFESSIONAL TRAINING SCHOOLS INC.
EDITION: 2002 (3rd)
ISBN10: B003VN3IDE

TITLE: **PSYCHO.SOCIAL ASPECTS OF DEATH & DYING**
AUTHOR: CANINE
PUBLISHER: APPLETON & LANGE
EDITION: 2019 (2nd)
ISBN-13. 978-0997926156

Title: **HISTORY OF AMERICAN FUNERAL DIRECTING**
PUBLISHER: BULFIN/NFDA
EDITION: 2121 (10th)
ISBN: 978-0-615-98940-2

Course Student Learning Outcomes (SLO):

Upon successful completion of this course, 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. (ILG:1, 5, 6, 7; PLO: 2.1.9, 2.1.10)
- 2) Appraise the historical antecedents to contemporary funeral traditions including the role of the funeral director. (ILG: 1, 5, 6, 7, & 8; PLO: 2.1.1, 2.1.3, 2.1.6, & 2.1.8)
- 3) Analyze the evolution of funeral service merchandise and transportation. (ILG: 7; PLO: 2.1.3, 2.1.7, 2.1.8).
- 4) Demonstrate the application of ethical decision-making models to case scenarios. (ILG: 1, 5, & 9; PLO: 2.1.2, 2.1.6 & 2.1.10).
- 5) Formulate a code of ethics for newly licensed funeral service practitioners. (ILG: 1, 9, & 11; SLO: 2.1.2, 2.1.3 & 2.1.10).
- 6) Synthesize the historical development of funeral service education with its contemporary structure and function. (ILG: 1, 7, 7 & 11; SLO: 2.1.2, 2.1.3 & 2.1.10).
- 7) Evaluate professional organizations in funeral service and related professions and the importance of interprofessional relationships. (ILG: 1, 7, 10; SLO: 2.1.1, 2.1.9 & 2.1.10).
- 7) Synthesize the relationship between sociology and the study of funeral service. (ILG: 1, 5, 6, & 8; PLO: 2.1.1, 2.1.6, 2.1.8, 2.1.9).
- 9) Reframe how cultural requirements and cultural diversity influence the relationship between the funeral director and the family being served. (ILG: 5, & 8; SLO: 2.1.6, 2.1.7, 2.1.8 & 2.1.10).
- 10) Appraise family governance systems and structure and how they are affected when a member dies. (ILG: 5, 8, & 11; SLO: 2.1.1, 2.1.2, 2.1.6, 2.1.8, & 2.1.10).

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning 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.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

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

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. 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.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Funeral Service AAS via the ABFSE

- 2.1 The central objective of an ABFSE-accredited program must be to educate students in every phase of funeral service so that program graduates are prepared for entry-level employment in funeral service. In support of this objective, a program must adopt at least the following Learning Outcomes:
- 2.1.1 Explain the importance of funeral service professionals in developing relationships with the families and communities they serve.
 - 2.1.2 Identify standards of ethical conduct in funeral service practice.
 - 2.1.3 Interpret how federal, state, and local laws apply to funeral service in order to ensure compliance.
 - 2.1.4 Apply principles of public health and safety in the handling and preparation of human remains.
 - 2.1.5 Demonstrate technical skills in embalming and restorative art that are necessary for the preparation and handling of human remains.
 - 2.1.6 Demonstrate skills required for conducting arrangement conferences, visitations, services, and ceremonies.
 - 2.1.7 Describe the requirements procedures for burial, cremation, and other accepted forms of final disposition of human remains.
 - 2.1.8 Describe methods to address the grief-related needs of the bereaved.
 - 2.1.9 Explain management skills associated with operating a funeral establishment.

 - 2.1.10 Demonstrate verbal and written communication skills and research skills needed for funeral service practice.

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Units of study in detail.

Unit #1 – Topics: Introduction (SLO: 3, 4, 6, 8, & 9).
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.
2. Discuss common beliefs in American Society.
3. Compare and contrast the American national character with current American funeral customs.
4. Critique the psychosocial functions of funerals with consideration for the funeral rite as “cultural universal”.

Unit #2 – Topics: (SLO: 1, 2, 6, & 9)
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.
2. Analyze the various methods used to encase the dead in the Ancient Egyptian, Ancient Greek and Ancient Roman traditions.
3. Discuss the practice of “dry burials” among the Ancient Egyptians and its purpose.
4. Distinguish how the Ancient Egyptians, Ancient Greeks and Ancient Romans prepared their dead for disposition.
5. Evaluate the funeral rites associated with the Ancient Egyptians, Ancient Greeks and Ancient Romans.
6. Appraise the various methods of disposition used by the Ancient Egyptians, Ancient Greeks and Ancient Romans.
7. Synthesize the roles of the “pollinctores”, “libitinarius”, “designator” and “praecor” and their influence on the contemporary roles of the funeral director.
8. Describe the influence of Constantine the Great on burial practices.
9. Compare and contrast the funeral practices of the Ancient Egyptians, Ancient Greeks and Ancient Romans with contemporary funeral practices.

Unit #3 – Topics: (SLO: 1, 2, 8, & 9)
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.
2. Correlate how the Early Hebrew, Early Christian and Ancient Scandinavian cultures prepared their dead for disposition.
3. Outline the mourning customs of the Early Hebrew, Early Christian and Ancient Scandinavian cultures and their influence on contemporary funeral traditions.
4. Critique the evolution of Christian burial in the catacombs to “open air” cemeteries.
5. Evaluate the influence of funeral functionaries and burial groups on Early Christian burial as well as their effect on contemporary funeral practices.

Unit #4 – Topics: (SLO: 1, 2 & 3)
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.
2. Construct the funeral and burial practices of the Anglo-Saxons.
3. Critique the influence of the Norman Conquest on the funeral practices for wealthy Englishmen.
4. Synthesize Constantine's influence on church and cemetery burial in the Middle Ages.
5. Evaluate the medieval world's views on disposal and contagion with respect to funeral and burial customs.
6. Correlate the evolution of sepulchral monuments with the burial customs of the Middle Ages.
7. Investigate the influence of the plagues on burial practices and death beliefs.
8. Discuss the introduction of coffined burial.
9. Appraise the role of burial clubs throughout the Middle Ages and their influence on funeral and burial practices.
10. Distinguish the emergence of mourning clothes during the Middle Ages with its social implications.
11. Synthesize the Reformation with Christian funeral beliefs and practices.

Unit #5 – Topics: (SLO: 1, 2, & 9)
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.
2. Compare and contrast the burial customs of the Dakota, Santee Sioux and Lakota tribes.

Unit #6 - Topics: (SLO: 1, & 2)
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.
2. Compare and contrast the earliest New England funeral and interment practices with those of the mid 18th century.
3. Distinguish the social character of mourning during the late 17th century and throughout the 18th century.
4. Evaluate the influence of the political and economic revolutions in 18th century colonial America.
5. Differentiate the general functions of American colonial funerals.

Unit # 7 - Topics: (SLO: 1, 2, 3, & 6)
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.
2. Appraise the influence of the "furnishing undertaker" on the funeral service profession.
3. Synthesize the "layers out of the dead" with the role of women in the 18th century.
4. Investigate the evolution of undertaking into a business in the 19th century.
5. Construct the development of the sexton to the sexton-undertaker in 19th century America.
6. Discuss the appointment and duties of municipal officers in Colonial America to handle caring for the dead.
7. Defend the first half of the 19th century as crucial in the evolution of the modern funeral director.

Unit #8 – Topics: (SLO: 2, 3, & 6)
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.
2. Compare and contrast the early American coffins of the wealthy and the less fortunate.
3. Critique the influence of Western expansion and funeral customs on the development of coffin shops and coffin warehouses.
4. Appraise the goals that the coffin and casket makers set for their product in 17th and 18th Century America.
5. Analyze the evolution of stone and metal coffins in 17th and 18th Century America.
6. Synthesize the influence of metallic burial cases on manufacturing and production techniques for burial receptacles.
7. Compare and contrast the metallic burial case and the metallic burial casket.
8. Describe the role of the Philadelphia Centennial Exposition of 1876 in the public's opinion of cloth burial cases.
9. Critique the various types of life signals that were patented from 1868-1882.
10. Correlate the evolution of the coffin torpedo with the practice of resurrectionists.
11. Compare and contrast 19th Century grave linings, burial vaults and outside boxes.

Unit # 9- Topics:

(PLO: 2 & 3)
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.
2. Distinguish the development of the hearse from early Colonial American to 19th Century America including the influence of the Civil War.
3. Differentiate the innovations of James Cunningham, Hudson Samson, and Crane & Breed on funeral car design.
4. Evaluate the influence of gas and electric vehicles on funeral transportation and the inventions of Fred Hulberg and Crane and Breed.
5. Compare and contrast the ambulance, undertaker's buggy and limousine of the 18th, 19th and early 20th centuries in America.
6. Determine various methods used to transport flowers to the grave in 18th and 19th Century America.
7. Appraise how the evolution of funeral transportation influenced the responsibilities of the funeral director.

Unit #10 – Topics: (SLO: 2, 3, 6, & 7)
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.
2. Differentiate the responsibilities of the undertaker on his first call.
3. Critique the legal responsibilities of the undertaker in Late 19th Century America.
4. Evaluate the various mourning symbols that were seen in Late 19th Century America.
5. Synthesize the change in funereal attitude from “gloom” to “beauty” with its influence on customs and merchandise.

Unit #11 – Topics: (SLO: 2, 3, 6, & 7)
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.
2. Evaluate the two significant socio-cultural movements of the late 19th century.
3. Appraise the changing role of the funeral director in late 19th Century America.
4. Synthesize the first formal organization of American undertakers with its influence on state and national practices in funeral service.
5. Evaluate the two basic motivating factors that impelled funeral directors to form associations.
6. Analyze the first code of ethics created for funeral directors.
7. Critique the role of the drummer, trade papers and journals and their influence on communication within funeral service in 19th Century America.
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.

Unit #12 – Topics: (SLO: 4, 5, & 8)
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.
2. Analyze the Funeral Ethics Organization and its impact on the practice of funeral service.
3. Compare and contrast the models of decision-making attributed to Lawrence Kohlberg, Dr. Albert Schweitzer, Robert Ninker and Rotary International.
4. Formulate a code of ethics for the newly licensed funeral service practitioner.

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.
2. Analyze the basic elements that create the contemporary American funeral.
3. Synthesize the social benefits of funerals.
4. Compare and contrast funeral and memorial service; funeral rite and social function; culture and customs; more, taboos, and folkways; and law and rules.
5. Evaluate the influence of urbanization on the role of the traditional funeral service in American society.
6. Compare and contrast cultural universal, ethnocentrism and cultural relativism; and religion, ceremony and symbols.
7. Compare and contrast the traditional, non-traditional, adaptive, humanistic and primitive funeral rites and immediate disposition.
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.
9. Reframe the concept of enculturation in the context of funeral traditions including the customs, mores, taboos and folkways that influence ritual or ceremony.

Unit #14 – Topics: (SLO: 8 & 10)
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.
2. Compare and contrast the open, closed, random, enmeshed, disengaged, rigid and chaotic family units.
3. Compare and contrast the extended, nuclear, modified extended, single parent, and blended families and the domestic/unmarried partners.
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.
5. Evaluate Maslow's Hierarchy of Needs and its relationship to the grief response and needs of the family unit.
6. Appraise the tasks and responsibilities of the family unit.
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.
8. Evaluate the urbanization of America and its influence on family members and their relationship with the funeral director.
9. Appraise the industrialization of America with its effect on health, communication, transportation, production methods and the funeral service profession.
10. Formulate the bureaucratization of America and its impact on the responsibilities of the funeral director.

Unit #15:- Topics: (SLO: 8, 9, & 10)
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.
2. Analyze the influence of socioeconomics on a family's choice of funeral rites.
3. Compare and contrast American funeral rites based on geographic location.
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.
5. Critique the influence of religion and government on funeral rites.

6. Appraise the educational trends in America and their impact on funeral rites and consumer expectations.
7. Distinguish a person's ethnicity, its influence on their choice of funeral rites and the responsibilities of the funeral director.
8. Critique the influence of contemporary demographic and relationship issues on funeral rites and the responsibilities of the funeral director.

Unit #16 – Topics: (SLO: 2, 3, 4, 8, & 9)
 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”.
2. Discuss the relationship between the public acceptance of embalming and contemporary American funeral rites.
3. Evaluate the impact of America's “mobile” society on current funeral rites, selection of a funeral home and funeral director responsibilities.
4. Synthesize the criticisms of funeral service raised by Jessica Mitford with a professional credo.
5. Appraise how the research of Durkheim, Malinowski and Mendelbaum could influence the efficacy of funeral directors.
6. Synthesize the historical development of funeral service education with its contemporary structure and function.
7. Evaluate current trends and future predictions in population, disposition, preneed and aftercare and their influence on the responsibilities of the funeral director.

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-
89-87	B+
86-83	B
82-80	B-
79-78	C+
77-75	C
74-60	D
<60	F