



## COURSE OUTLINE FALL 2009

FUN 206  
Course Number

INTRO. TO FUNERAL SERVICE  
Course Title

3  
Credits

3/0  
Hours: lecture/laboratory/other (specify)

### 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.

Prerequisites: Students must be enrolled in the  
Funeral Service Program

Corequisites: None

### Required texts/other materials:

<u>Texts:</u>	TITLE:	<u>SOCIOLOGY FOR FUNERAL SERVICE</u>
	PUBLISHER:	PROFESSIONAL TRAINING SCHOOLS INC.
	EDITION:	2002
	TITLE:	<u>PSYCHO.SOCIAL ASPECTS OF DEATH &amp; DYING</u>
	AUTHOR:	CANINE
	PUBLISHER:	APPLETON & LANGE
	EDITION:	1996
	TEXT:	<u>HISTORY OF AMERICAN FUNERAL DIRECTING</u>
	PUBLISHER:	BULFIN/NFDA
	EDITION:	2007

Last revised: June 2008

Course coordinator: Robert C. Smith, III, tel. (609) 570-3472; email: [smithr@mccc.edu](mailto:smithr@mccc.edu)

## **Other learning resources:**

MCCC library website for database of holdings:

[http://www.mccc.edu/student\\_library.shtml](http://www.mccc.edu/student_library.shtml)

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

Director of Funeral Service has copies of Funeral Service magazines and articles for student use in his office collection.

The following video/DVDs will be presented during this course: "Mummies"; "The Wonders of Ancient Egypt", "The Great Empire Rome" 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)

### Objectives:

Having completed the assigned readings, 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)
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)
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)
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)
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)
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)
8. Describe the influence of Constantine the Great on burial practices. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A & B)
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)

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

### Preparation:

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

### Objectives:

Having completed the assigned readings, attended class and participated in class discussions, 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 & 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 & 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 & 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)

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)

**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. Attend class and participate in class discussions.
2. Chapter 3 (HAFD)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, 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)
2. Construct the funeral and burial practices of the Anglo-Saxons. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A & B)
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)
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)
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)
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)
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)
8. Discuss the introduction of coffined burial. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 7; Core Skills A & B)
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 & 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 & 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)

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

Preparation:

1. Attend class and participate in class discussions.
2. Page 23 (PAD&D)

**Objectives:**

Having completed the assigned readings, attended class and participated in class discussions, 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)
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)

**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 18<sup>th</sup> century. (Course Competencies 1; Gen. Ed. Goals 1 & 7; Core Skills A & B)
3. Distinguish the social character of mourning during the late 17<sup>th</sup> century and throughout the 18<sup>th</sup> 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 18<sup>th</sup> 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 19<sup>th</sup> 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 18<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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  
 17<sup>th</sup> and 18<sup>th</sup> 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. Attend class and participate in class discussions.
2. Chapter 7 (HAFD)

Objectives:

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

1. Evaluate the evolution of coffins in 17<sup>th</sup> and 18<sup>th</sup> Century American Colonies. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & B)
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)
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)
4. Appraise the goals that the coffin and casket makers set for their product in 17<sup>th</sup> and 18<sup>th</sup> Century America. (Course Competencies 3; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
5. Analyze the evolution of stone and metal coffins in 17<sup>th</sup> and 18<sup>th</sup> Century America. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & B)
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 Skill A)
7. Compare and contrast the metallic burial case and the metallic burial casket. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skill A)
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 Skill A)
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)
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)
11. Compare and contrast 19<sup>th</sup> Century grave linings, burial vaults and outside boxes. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skill A)

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

Preparation:

1. Attend class and participate in class discussions.
2. Chapter 9 (HAFD)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, 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)
2. Distinguish the development of the hearse from early Colonial American to 19<sup>th</sup> Century America including the influence of the Civil War. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & B)
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)
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 Skill A)
5. Compare and contrast the ambulance, undertaker's buggy and limousine of the 18<sup>th</sup>, 19<sup>th</sup> and early 20<sup>th</sup> centuries in America. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A)
6. Determine various methods used to transport flowers to the grave in 18<sup>th</sup> and 19<sup>th</sup> Century America. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skill A)
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)

**Unit #10** – Topics:      Late 19<sup>th</sup> Century Funerals  
                                 Rural and Urban Late 19<sup>th</sup> Century America  
                                 First Call  
                                 Rural and Urban Funerals  
                                 Late 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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. Attend class and participate in class discussions.
2. Chapter 11 (HAFD)

Objectives:

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

1. Critique the two basic types of associations that were prevalent in 19<sup>th</sup> Century America. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
2. Evaluate the two significant socio-cultural movements of the late 19<sup>th</sup> century. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
3. Appraise the changing role of the funeral director in late 19<sup>th</sup> Century America. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
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)
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)
6. Analyze the first code of ethics created for funeral directors. (Course Competencies 2 & 5; Gen. Ed. Goals 1, 5, 7 & 9; Core Skills A, B, C & G)
7. Critique the role of the drummer, trade papers and journals and their influence on communication within funeral service in 19<sup>th</sup> Century America. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
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. Attend class and participate in class discussions.
2. pages 181-183 (PAD&D)
3. Chapters 2 & 3 (SFS)

**Objectives:**

Having completed the assigned readings, attended class and participated in class discussions, 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)
2. Analyze the basic elements that create the contemporary American funeral. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
3. Synthesize the social benefits of funerals. (Course Competencies 2; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
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)
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)
6. Compare and contrast cultural universal, ethnocentrism and cultural relativism; and religion, ceremony and symbols. (Gen. Ed. Goals 1; Core Skills A, B & D)
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)
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 & 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 & 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. Attend class and participate in class discussions.
2. pages 118-120 (PAD&D)
3. Chapters 7, 8 & 9 (SFS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, 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)
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)
3. Compare and contrast American funeral rites based on geographic location. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A & B)
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)
5. Critique the influence of religion and government on funeral rites. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A & B)
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)
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 & 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)

**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. Quizzes on assigned readings will be given at the discretion of the instructor.

- Test #1 will cover Units #1 - #3
- Test #2 will cover Units #4 - #6
- Test #3 will cover Units #7 - #10
- Midterm Examination will cover Units #1 - #10
- Test #4 will cover Units #11 - #14
- Final Examination will cover Units #1 - #16

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. In addition, they will submit a paper describing the challenges that they encountered and explain what influenced those challenges. The paper will also include a description of the elements of the code that were relatively easy to construct with an explanation.

The final grade will be determined as follows:

Quizzes/Tests:	30%
Midterm Exam:	20%
Final Exam:	30%
FS Org. Project	10%
Ethics Project	10%

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

## **Reasonable Accommodations for Students with Documented Disabilities**

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609-570-3422 or [urbanb@mccc.edu](mailto:urbanb@mccc.edu).

### **Academic Integrity Statement:**

It is the student's responsibility to attend all of their classes. If they miss a class meeting for any reason, students are 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. It is expected that students be on time for all their classes. If students walk into a class after it has begun, it is expected that they choose a seat close to where they entered the room so that they do not disrupt the class meeting.

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 while someone is speaking, 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.

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.