1.) DATE: April 2, 2010  
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: ASB  Number: 253  Title: Death and Dying in Cross-Cultural Perspective  Credits: 3

CROSS LISTED WITH: Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number: 

Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number: 

4.) COMMUNITY COLLEGE INITIATOR: SHEREEN LERNER  PHONE: 480-461-7306
FAX: 480-461-7812

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:
- The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
Core Areas: Select core area...  
Awareness Areas: Global Awareness (G)

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
- Course Description
- Course Syllabus
- Criteria Checklist for the area
- Table of Contents from the textbook required and/or list or required readings/books
- Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
- DECASBprefix
- Elective

Current General Studies designation(s):
- [ ] SPRING

Effective date: [ ] Course Equivalency Guide

Is this a multi-section course?  [ ] yes  [ ] no

Is it governed by a common syllabus?  [ ] yes  [ ] no

Chair/Director: SHEREEN LERNER  Chair/Director Signature: SHEREEN LERNER

AGSC Action:  Date action taken:  [ ] Approved  [ ] Disapproved

Effective Date:
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tr>
<td></td>
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<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td>2. Course must be one or more of following types (check all which may apply):</td>
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<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
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<td>b. Contemporary non-English language courses that have a significant cultural component.</td>
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<td>c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.</td>
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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1</td>
<td>Course topics:&lt;br&gt;1. Understanding culture from an anthropological perspective&lt;br&gt;2. Conceptualization of Death from cross-cultural perspective-how is death perceived in various societies?&lt;br&gt;4. Death, religion, and the afterlife in various cultures.&lt;br&gt;5. Souls, Ghosts, and Ancestors&lt;br&gt;9. Death and Dying Case Studies&lt;br&gt;10. Mortuary rituals in various cultures.&lt;br&gt;14. Societies views of death and dying.</td>
<td>Sections 1, 2, 4, 10, 11, 14 specifically address an understanding of the contemporary world outside the U.S. Case studies in all sections address non-U.S. cultures. Understanding the different viewpoints of death from a cross-cultural perspective provides insight into cultures and their worldview. Case studies are provided in sections 5, 6, 7, and 8. Questions posed in the course: 1.- how do you think culture influences a society’s view of death and dying? 2-What are different interpretations of the various models regarding the stages and perceptions of death? 4-What are the psychological and social functions of religion in different societies? 6-How does the belief in a soul, or ghost, or ancestor worship help a society cope with death? 9-consider the different ways in which people treat their dead. Why are there differences? How do these differences reflect their culture and belief systems? What similarities do you see? 10. What is the difference between how our society perceives death and that of other societies?</td>
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</table>
The course examines a number of different cultures and their perspectives on death and dying, including how religion fits into these viewpoints. Mourning, death rituals, views of afterlife are included. Case studies of various societies are used to explain core concepts.

<table>
<thead>
<tr>
<th>Question</th>
<th>Society(s)</th>
<th>Notes</th>
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<tr>
<td>5. Azande of Africa-how is witchcraft and death linked?</td>
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<td>8. Tibetan Buddhism-what is the difference between the two common meditations on death in Tibetan tradition?</td>
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<td>8. In Hinduism, how is &quot;death in the midst of life&quot; a literal notion?</td>
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<td>8-Australian Aborigines-what are the different trajectories and fates of souls?</td>
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<td>9- How do Sikh view death?</td>
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<td>9- In Nigeria, what is the difference between dying and death?</td>
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<td>9-What are some special problems faced by a Nigerian widow?</td>
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<td>9- How are traditional African customs combined with Christianity and Islam?</td>
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<td>10-For the Japanese, what does it mean to have continued life of the deceased?</td>
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<td>10- In Brazil what is the difference between private and public mourning?</td>
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<td>11-For the Adaman Islanders, how does the weeping rite affect social solidarity in society?</td>
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Official Course Description: MCCCD Approval: 12-14-04

ASB253 2005 Spring - 9999

Death and Dying Across Cultures

Responses to death and dying in cultures around the world. Explanations for particular cultural responses to death and dying. Examples drawn from ancient and contemporary cultures.

Prerequisites: None.

MCCCD Official Course Competencies:

1. Identify key anthropological concepts related to culture, religion and world view. (I)
2. Describe death rites in diverse cultures within the United States. (II)
3. Gain a historical perspective of the burial perspective and funeral rites from various cultures around the world. (II)
4. Explain the role of the shaman and priest in sickness, healing, and aging. (III)
5. Identify the importance of world view and beliefs as determinants of approaches to death and dying. (IV)
6. Describe the legal aspects of death and ethical bias. (V)
7. Describe the dying process and moment of death from a cross-cultural perspective. (VI)
8. Explain concepts of loss, grief, and healing cross-culturally. (VII)
9. Describe funeral content and form cross-culturally. (VIII)
10. Explain concepts of death as societal regulators. (IX)

MCCCD Official Course Outline:

I. Death: An Anthropological Perspective
   A. Cultural concepts
   B. Emic and etic approaches
   C. Death from an anthropological perspective
   D. Characterization of American dying, grief, funeral rites, and burial practices

II. History of Approaches to Death
   A. Historical perspective of Western dying, grief, funeral rites, and burial practices
   B. Historical perspective of other cultures’ (e.g., Egypt, China, Greece) approaches to burial practices and funeral rites

III. Cross Cultural Perspectives on Sickness, Healing, and Aging
   A. Shamanism: curing through spiritual means
   B. Practitioners and their worldview
   C. Shamanism: therapies in relation to worldview
   D. Examples from cultures around the world

IV. World Views and Beliefs about the Soul as Determinants of Approaches to Death
   A. Death as a microcosm of worldview (examples from cultures around the world)
V. Legal Aspects of Death and Their Ethical Bias
   A. Suicide: psychological, preventionist, existential, subjetivist, social, and symbolic interactionist theory:
   B. Legal issues related to assisted suicide/euthanasia
   C. Worldview of suicide
   D. Profiles and causes of suicide in the Eastern vs. Western World

VI. Worldview: The Dying Process and the Moment of Death
   A. Near-death experiences: definition
   B. Explanations of near-death experiences
   C. The soul's journey to the afterlife: the shaman as part of the process

VII. Loss, Grief, and Healing-Culturally
   A. Philosophy and origins of grief
   B. Bereavement
   C. Mourning
   D. Healing

VIII. Funeral Content and Form Cross-Culturally
   A. Universals in funeral content: color, music, sexuality
   B. Fertility symbols
   C. Variations in funerals as a function of worldview and concepts of death--examples from around the world
   D. The soul's journey to the afterlife

IX. Concepts of Death as a Regulator of Social, Political, and Demographic-Ecological Order
   A. Death, myth, warfare, and population control
   B. Death and territory
   C. Death and social-political order

Go to Description  Go to top of Competencies  Go to top of Outline
Course Description and Rationale
Death is a universal aspect of the human condition, but is viewed and coped with in different ways in different societies. This course introduces the student to some of the responses to dying and death that are found in other cultures such as those in Asia, the Pacific, Africa, pre-colonial North and South America, and others. Additionally, various reasons for the particular responses are examined. These reasons include death as a microcosm of worldview, death as related to beliefs about the supernatural, and the social and ecological contexts of death. Both theoretical and more compassionate, emic approaches are taken to these topics. Emotional dynamics of the dying and grieving processes relative to world views on the human condition are also presented. (SB/HU, G)

Required Text
Additional readings will be assigned.

Coursework and Grades
The Assignments area of Blackboard will have all readings, activities, and videos that are required. There are no optional assignments in the course. There will be opportunities for extra-credit.

Final grades for the course will be assigned on the basis of the following:

Tests- up to 100 points each
Short Papers (5)-20-40 points each
Each Set of Video Questions-10 points each
Discussion Posts: 3-5 points each
Additional activities: 5-10 points each

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Class Preparation, Attendance, and Policies
Students are expected to read the materials assigned for each class BEFORE coming to class on Wednesday. Class lectures and activities will cover some of the material in the readings, but the time in class will complement the topic. Students are expected to attend the weekly lecture and participate in online discussions as noted in the website.

All information given out in class and discussion sections is testable, and is the responsibility of the student, whether the student attends or does not attend these meetings. All written assignments are due on the day assigned in the syllabus. *Late work will be accepted up to one*
week following the due date with an automatic fifty percent reduction in point total.

CLASS SCHEDULE
This schedule is subject to change or revision, as needed. Necessary revisions will be announced in class or on course materials with fair prior notice.

I. Introduction to course; anthropology and culture
Readings: What is culture?
http://anthro.palomar.edu/culture/culture_1.htm
http://anthro.palomar.edu/culture/culture_2.htm

Online Video: What is anthropology? http://www.youtube.com/watch?v=BhCruPBvSjQ

Post on Discussion Board: Based on the definition of culture, how do you think culture influences a society’s view of death and dying?

DUE FEB. 3—SHORT PAPER 1: Bodies and Context assignment, including video
http://video.google.com/videoplay?docid=-565091013091032641&ei=BvpLS5miDoH0qwOtmujIDg&q=iceman+video&hl=en&v=3#

II. Conceptualizations of Death
Readings: Chapters 2, 3, and 4
Chapter 2: The Terror of Death
Chapter 3: Symbolic Immortality
Chapter 4: The Hour of our Death

As you read, consider the following:
1. Which of the arguments discussed by Becker seems most valid?
2. What is your opinion of the various views of immortality discussed by Lifton and Olson?
3. What are the different models of death discussed by Aries? Do you identify with any of these models?

Post on Discussion Board: What is your reaction to the interpretations of the various models regarding the stages and perceptions of death?

III. Ancient Views of Death
In your readings, consider the following: Why do you think humans developed the need for burial practices? How do these practices reflect their belief systems? What are some similarities and differences that you note? You will answer these questions on the discussion board.

Post on Discussion Board: Why do you think humans developed the need for burial practices? How do these practices reflect their belief systems? What are some similarities and differences that you note?

Egypt:
As you read the web sites, consider the following:

1. What is the Egyptian view of the soul?
2. What are some of the key elements of the Egyptian funerary texts? What was their purpose?
3. What are some of the most important elements of the Roman views of death and how did those relate to their burial practices?
4. What did the Greeks believe with regard to death and how did that belief relate to their funerary practices?
5. The Inca had a belief in the duality of death-biological and social. How did this affect their lives?
6. Do you see any similarities in past views of death and views of today?

8. Tollund Man:
9. Video clip: http://www.youtube.com/watch?v=5CQE4c8UJkM&feature=related
11. Investigate the body of Tollund Man and note some of the things that were learned from scientific study of the body. What did you learn?
13. What is some of the evidence for violence in the bogs?
14. Describe some of the things that have been learned about the following:
   15. Elling Woman
   16. Grauballe Man
   17. Koelbjerg Woman
   18. Yde girl
   19. Examples of Clothing
   20. Haraldskaer Woman

DUE FEB. 17- SHORT PAPER 2- Based on your understanding of anthropology and culture, how does your religion and cultural background influence your views of death and afterlife? What has helped shape your views of death (e.g., family, religion, popular culture, science)? Discuss your views of death, dying, and afterlife. 2 -3 PAGES. USE EXAMPLES AND DOCUMENT SOURCES

IV. Death, Religion, and Afterlife
Readings:
Chapter 1: Magic, Science, and Religion
Religion: http://anthro.palomar.edu/religion/rel_1.htm
As you complete your readings, consider the following:
1. What are the psychological and social functions of religion?
2. What are rituals in religion?
3. How does the concept of afterlife and anthropomorphizing help societies adjust to death?
4. What are the various types of afterlife defined by Kastenbaum?
5. What is your view of afterlife?

Post on discussion board: based on your readings and the lecture, and your own belief system, what is your view of afterlife? Be sure to include a reaction to the reading and lecture material. Also respond to at least one other post regarding an alternative view.

Quiz One.

V. Souls, Ghosts, Ancestors
Readings:
Chapter 10-Witchcraft, Oracles, and Magic among the Azande
Ghosts pdf
As you read the articles, consider the following:
1. What are some of the types of ghosts and how have views of ghosts changed?
2. What are some examples of the soul; how are the various examples similar/different to each other? What causes the differences?
3. What are some examples of ancestor worship?
4. To what extent are souls, ghosts, and ancestors still a part of today’s cultures?

Video: Living in tombs-Filipino-Manila:

DUE MARCH 3: SHORT PAPER 3: How do you think the media, through the news, movies, books, and television, have influenced views on the death and the afterlife (think about vampires, zombies, ghosts, mummies, etc.). 2 -3 PAGES. USE EXAMPLES AND DOCUMENT SOURCES.

VI. Souls, Ghosts, Ancestors continued

Post on discussion board: How does the belief in a soul, or ghost, or ancestor worship help a society cope with death? Do you believe in any of these concepts-explain your views.

VII. Death and Dying Chapter 6, 7, 8-China, France, Cheyenne, Indonesia
Readings:
6-Death Omens in a Breton Memorate
7-Meaning of Death in Northern Cheyenne Culture
8-Kinds of Death and the House
PDF- Chinese Beliefs
VIII. Death and Dying Case Studies: Dani of New Guinea, Tibet, Australia
Tibetan Buddhist Tradition: http://www.buddhanet.net/deathtib.htm
How do the nine-round meditations help one cope with death?
What is the difference between the two common meditations on death in Tibetan tradition?
How does death relate to the four elements (earth, water, fire, and air)?
What happens for the first 21 days after a person dies?

PDF-Hinduism
How is “death in the midst of life” a literal notion?
What is the difference between ritual knowledge and ritual action?
What is the final sacrificial fire ritual?
Upon what does afterlife depend?
What is reincarnation?
What happens at death from the Hindu standpoint?
What happens to the soul upon death?
Is there a belief in an afterlife?
What happens to someone as they approach death?
Are Hindus cremated?

PDF-Australian Aborigine-Dreamtime
How many souls do aboriginal people have?
What are the different trajectories and fates of the souls?
What is “sorry business” and what elements have been sustained to help people adjust to death?

Dani of New Guinea—Check out these web sites:

Why is warfare important to the Dani?

Quiz 2: chapters 6, 7, 8, 10-pdf readings, conceptualizations of death souls, ghosts, ancestors

IX. Death and Dying Case Studies
The readings will include Africa, Sikhism, Dani funeral video.

Congo video: http://www.youtube.com/watch?v=0g-McZiZIfs

As you read, consider the different ways in which people treat their dead. Why are there differences? How do these differences reflect their culture and belief systems? What similarities do you see?

Sikh Funeral Practices:
http://sikhism.about.com/od/sikhfuneralcustoms/tp/Sikh_funeral.htm

Sikh Questions:
How do the Sikh view death?
What do the Sikh do with the ashes of a cremated person?
What is the Sidharan Paath and why is it important for a funeral?
Why is it important to sing hymns at a funeral?

As you read about African examples of death and dying, consider the following questions:
Nigeria:
1. What is the difference between dying and death?
2. How do people in Western societies prepare for death and why is it difficult for people in Nigeria (and other non-Western societies) to prepare for death in this same way?
3. What are the top three prevailing causes of death in Africa, and what could be the problem with this UN statistics?
4. In order to appreciate the cultural interpretation of dying and death in any society, explain why it is important to understand the prevailing religious and legal practices in that society.
5. What is the special problem faced by the Nigerian widow and how can this problem be alleviated?
6. What is disenfranchised grief?

African Religions:
1. How are life and death viewed in African religions?
2. What is the African concept of death?
3. Why are death rites important?
4. What do people do with the dead body to remove it from its home and why?
5. What is the African belief in reincarnation and how is it different from Hinduism?
6. What are some examples of African burial and mourning customs?
7. Why do people shave their hair when someone dies?
8. How are traditional customs combined with Christianity and Islam in Africa?

Questions for Discussion

1. What is the difference between dying and death? 2. How do people in Western societies prepare for death and why is it difficult for people in Nigeria (and other non-Western societies) to prepare for death in this same way? 3. What are the top three prevailing causes of death in Africa, and what could be the problem with this UN statistics? 4. In order to appreciate the cultural interpretation of dying and death in any society, explain why it is important to understand the prevailing religious and legal practices in that society. 5. What is the special problem faced by the Nigerian widow and how can this problem be alleviated?

X. Death/Mortuary Rituals- Chapters 17, 18, 20: Asia, Indonesia, India, South America, New Guinea, Japan

Video: Yanomamo death ritual.

17- A Contribution to the Study of the Collective Representation of Death
What is the difference between how our society perceives death and that of other societies?
What is the distinction in practice between the body, the soul, and the living within the intermediary period?
What are the differences between embalmment, mumification, cremation, and endocannibalism?
Is death considered an instantaneous act? Explain.
Why do some groups not proclaim an immediate successor to chief or leader?
What are the three objects of the final ceremony? Explain each.
Why is death looked upon as a transitory state?
How is the final burial a collective affair?

18-The Rites of Passage
Why is mourning an important practice?
What is the difference between public and private mourning?
What are some examples of the transitional period of funeral rites?
How are children treated if they die before being incorporated into society?
What happens to people for whom funeral rites are not performed?
How do the rites of rebirth prevent the deceased from dying again each day?
What is the fate of those who commit suicide?

19-The Phase of Negated Death
For the Japanese, what does it mean to have continued life of the deceased?
What are the steps in the Japanese funeral process?
What does the 'resurrection' mean for the Japanese?
What happens during the transportation of the deceased?
Why is the bathing ceremony important?
What is the most important obligation of a guest at the wake and why is it important?
Why do families stay with the deceased through the night?

DUE APRIL 7: Short paper: Compare the mortuary rituals from three religions. What patterns do you find that cross-over religious beliefs? What is distinct in each of the three religions? Jewish, Islam, Buddhism, Hinduism, Sikhism, Christianity, Shona, others of your choice. 2 -3 PAGES. USE EXAMPLES AND DOCUMENT SOURCES.

XI. Mortuary Ritual/Grief and Mourning-Brazil, Thailand, Amish
Chapters 13, 16

Chapter 13-Adaman Islanders
1. What is ceremonial weeping?
2. Why are the rites important?
3. What is the difference between weeping and embrace?
4. What happens when the period of mourning for the dead person is over?
5. How does the weeping rite affect social solidarity in society?

Chapter 16-Death without weeping
1. How is grief a product of culture?
2. Why do so many babies die in Brazil?
3. What is the difference between natural and "magical" deaths?
4. When babies die, why is crying considered detrimental?
5. What does the mother feel at the loss of a baby? 16-Death Without Weeping

Amish
1. What is the Amish focus with regard to the funeral and their religious ceremonies?
2. Why are the funeral ceremonies simple affairs?

Grief and Mourning in Cross-Cultural Perspective
1. How is grief instinctive?
2. How is grief cultural?
3. How do people come to terms with death through grief and mourning?
4. What is the difference between the constructivist model and attachment theory? Explain each.
5. What are narratives?
6. What is the difference between an individualistic society and one that is collective with regard to how they respond to grief?
7. How do Japanese view grief?
8. What does it mean to "police grief" and what are some examples?
9. How do people continue to have bonds with the dead?

Consider the differences in ways we grieve and mourn those who have died. What similarities and differences do you see? Why do we need to express our grief?

Congo video: [http://www.youtube.com/watch?v=0g-McZiZIfs](http://www.youtube.com/watch?v=0g-McZiZIfs)

Trobiand Islanders: [http://video.google.com/videoplay?docid=-6122282051844041830&ei=9gxMS5KgDJ-GqQPhfZXgBA&q=mortuary+rituals&hl=en#](http://video.google.com/videoplay?docid=-6122282051844041830&ei=9gxMS5KgDJ-GqQPhfZXgBA&q=mortuary+rituals&hl=en#)

XII. Oceania and Guam
QUIZ 3-online- Chapters 13, 16, 17, 18, 20 and other readings-multiple choice, short answer

XIII. Remembrance and Regeneration: Canadian Native Americans, Australia, Africa
22-The Nineteenth-Century Tlingit Potlatch: A New Perspective
Death Dances pdf

XIV. Death and Dying: societies views on death- Japan, North America
Chapter 9, 23
9-Displacing Suffering: The Reconstruction of Death in North America and Japan
23-Dead Bodies Animate the Study of Politics
Day of the Dead
Brain Death
Class Discussion
Research any one of the following issues, bring to class 2 pages on the topic and be prepared to share: Kervorkian, medical euthanasia, death penalty, how is death defined. You will turn in your work following the discussion.

FINAL PAPER: Based on what you have learned over the course of the semester, how have your views on death changed or how have they not changed and why? Cite examples. Due May 5.

XV. Death and Politics-
Reading:
Definitions of Death
Euthanasia
Suicide Types
How death imitates life: Cultural influences on conceptions of death and dying


5/12- FINAL EXAM-Chapters 9, 22, 23 and other readings
ASB53: Reading and Film List

Film List

Egyptian Mummies, Tales from the Egyptian Crypts, Greystone Productions
Egyptian Deities and Oracles, Time-Life Series
Appeasing God-2nd Burials in Taiwan, National Geographic Video Shorts
The Perfect Corps, Smithsonian, 2007
Death Cult of the Incas-History Channel
The Dani of New Guinea, National Geographic
Congo Funeral Rites, National Geographic Video Shorts
Trobriand Islanders Funeral Rites, National Geographic Video Shorts
Ghana Witches, National Geographic Video Shorts
Living in Tombs-Filipino Manila, National Geographic Video Shorts
Mummified Child Sacrifice, National Geographic Video Shorts

Readings

What is culture?
http://anthro.palomar.edu/culture/culture_1.htm
http://anthro.palomar.edu/culture/culture_2.htm

Conceptualizations of Death:
Chapter 2: The Terror of Death
Chapter 3: Symbolic Immortality
Chapter 4: The Hour of our Death

Ancient Views of Death:
Egypt:
http://www.egyptologyonline.com/the_afterlife.htm
http://www.egyptologyonline.com/funerary_texts.htm
Ancient Roman Views of Death-pdf
Roman Burial Practices:
http://ancienthistory.about.com/od/deathafterlife/a/RomanBurial.htm
Death, Burial, and the Afterlife in Ancient Greece:
http://www.metmuseum.org/TOAH/hd/dbag/hd_dbag.htm
Incan Religion-pdf

Death, Religion, and Afterlife
Chapter 1: Magic, Science, and Religion
Religion: http://anthro.palomar.edu/religion/rel_1.htm
Afterlife in Cross-Cultural Perspective by Peter Bertha-pdf
Immortality by Robert Kastenbaum-pdf

Death and Dying:
Chapter 6-Death Omens in a Breton Memorate
Chapter 7-Meaning of Death in Northern Cheyenne Culture
Chapter 8-Kinds of Death and the House
PDF- Chinese Beliefs

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A Cross-Cultural Reader

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