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Instructor's Manual with Test Bank to Accompany

Leming and Dickinson's

UNDERSTANDING DYING, DEATH AND BEREAVEMENT

(Sixth Edition)

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PREFACE

The intent of this instructor's manual is to assist you in using *Understanding Dying, Death and Bereavement* (Sixth Edition), in a course on death and dying. Test questions (true-false, multiple-choice, and essay) are included for your assistance in making out examinations. Also included is a list of questions for selected death-related professionals.

In addition to reading assignments and classroom audio-visuals, we suggest the use of speakers for classes on death and dying. A physician and/or a nurse can discuss how they relate to terminally-ill patients. Discussing preventive measures of illness like diet, exercise and daily habits can make for an informative session with a medical doctor. Invite a social worker from a nursing home or hospice to share experiences of working with terminally-ill patients. Contact your local or state American Cancer Society about bringing in a cancer patient to discuss death and dying from a patient's perspective. A clinical psychologist can talk about signs of suicide and how to react to a suicidal person. A nutritionist speaking on cancer and diet can contribute to the class and give practical advice toward better eating habits. Side-effects of medications are a good topic for a pharmacist to present in your class. An insurance agent can discuss various kinds of life insurance. A panel of clergy representing various faiths can relate to dealing with dying, death and bereavement. A coroner can discuss his or her role in the community and can contribute toward a most interesting class session. A funeral director or cemetery superintendent can talk about his or her legal and social responsibilities. Invite a memorial society representative to discuss the goals of this organization. Ask a veterinarian to come to your class to discuss death and pets. A philosopher can speak on medical ethics. An attorney can discuss the importance of having a will and recent legislation on living wills.

We also encourage field trips to enhance classroom activities. Take your class to a local funeral home. Let the students have a question and answer session with the funeral director prior to viewing the casket selection room, the viewing rooms, and the embalming room. Visit local cemeteries to observe epitaphs, dates of deaths, size of monuments for males and females, symbols on gravestones, and the overall neatness (or lack thereof) of cemeteries. If one is nearby, visit a crematory. Ask the students to write a brief reaction paper to each of the field trips to force them to reflect on this experience.

A combination of speakers on specific topics and leaving the classroom for field trips can enhance the classroom discussions and reading materials. In addition, we recommend that you ask students to write their own obituaries stating how, when, and where they died. The students may tell anything they wish about themselves in the obituaries and should include final disposition of the body. When you are discussing children and death, ask the students to recall their own first experience with death. Instruct them to write about their first experience with death, to give their age at the time, relate who or what died, and note anything remembered about that event. Such an exercise is rather revealing about how vivid such an experience was many years ago.

For individual or group term project suggestions, we suggest the following topics as starters:

Children's attitudes toward death (for young children, ask them to draw a picture of death)
Interviews with the elderly about funeral customs when they were young
Religious beliefs as related to death attitudes
Death attitudes of various professional groups (nurses, physicians, funeral directors, teachers, attorneys)
Death themes in classical music
Death themes in the visual arts
Death in literature
Death as depicted in movies
Death on television
Death humor
Attitudes of different age groups toward death
Death education in public schools
Comparison of epitaphs on grave markers in ethnic cemeteries
Sex discrimination in graveyards
Death themes in rock music
Death themes in poetry
Newspaper obituaries in different time periods
Cross-cultural analysis of funeral customs
Current ethical issues about death
Cross-cultural views on suicide
Physician-assisted suicide

Best of luck as you teach your death and dying course.

Michael R. Leming and George E. Dickinson

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CHAPTER 1

STUDYING DYING, DEATH, AND BEREVEMENT

Chapter Outline

- Current Interest in Death and Dying
  - Why the Increased Interest?
    - The Mystery of Death
    - Terrorism
    - Ethical Issues
    - The Media
  - Death Education
    - Thanatology Classes
    - Thanatology Publications
- Mortality Statistics
  - Death Etiology and Life Expectancy
  - Gender Differences in Mortality Rates
- Approaches to the Study of Dying and Death
  - The Biological Approach
  - The Psychological Approach
  - The Sociological Approach
    - Structural-Functional Theory
    - Conflict Theory
    - Social Exchange Theory
    - Symbolic Interactionist Theory
- Conclusion
- Summary
- Discussion Questions
- Glossary
- Suggested Readings

True-False Questions

1. The interdisciplinary study of dying, death and bereavement is called "thanatology." **True**

2. The American society formally prepares individuals to deal with death and dying on the personal and emotional levels. **False**

3. Death appears to be more abstract for those growing up today than for previous generations. **True**

4. In the early 1940s Hollywood began to produce films around the theme of death when the "good guy" died. **False**

5. Television specials with a theme of death and dying began emerging in the 1970s in the United States. **True**

6. Currently there appears to be almost an obsession, and certainly a fascination, with death-related themes in American movies. **True**

7. "Suicide doctor" in Michigan in the 1990s was Dr. Jack Kevorkian. **True**

8. Students enrolled in college courses in death and dying tend to have less death anxiety at the end of the course than at the beginning. **True**

9. An early text published in 1959 for thanatology was an anthology by psychologist Herman Feifel entitled *The Meaning of Death*. **True**

10. Jessica Mitford's *The American Way of Death* in 1963 was very favorable toward the funeral industry. **False**

11. Conflict theory is concerned with explaining the stability of society. **False**

12. Exchange theory is primarily concerned with the issue of societal maintenance and social equilibrium. **False**

13. The leading cause of death in the United States today is cardiovascular disease. **True**

14. Life expectancy in the United States is greater for males than females. **False**

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15. The conception sex ratio and the sex ratio at birth in the United States favors males over females. **True**

16. Anthropologist Ashley Montagu suggests that women have a superior use of emotions because they are more likely to cry than men. **True**

17. Biological death has remained much the same over the years and so has the manner in which humans experience death. **False**

18. Gerontontophoia is the fear of dying of a debilitating disease. **False**

19. Physical anthropologists who study death-related phenomena have a special interest in the death rituals in different cultures. **False**

20. Sociology is a multi-paradigm science. **True**

21. Symbolic interactionism is an approach stressing the importance of interpretation of others' behavior. **True**

22. A major assumption of social exchange theory is that the profit motive governs social situations. **True**

23. The events of September 11, 2001, have caused our society to become more paranoid. **True**

23. Kubler-Ross' <u>On Death and Dying</u>, published in 1969, sparked a lot of interest in the topic of dying and death. **True**

24. Jessica Mitford's <u>The American Way of Death</u>, published in 1963, played a critical role in changes in the funeral industry. **True**

25. Leading causes of death in 1900 were cardiovascular diseases and cancer. **False**

26. The long-living people on the Black Sea who seem to just keep on living past 100 years of age are the Yanomamo. **False**

Multiple-Choice Questions

1. A communicable disease (such as pneumonia) caused by a number of microorganisms including viruses, fungi, and bacteria are known as:

a. chronic diseases
*b. acute diseases
c. slow death diseases
d. both a and c of the above
e. none of the above

2. The interdisciplinary study of death-related behavior is known as:

a. death etiology
*b. thanatology
c. anthropometry
d. gerontology
e. geriatrics

3. Which was not cited in the text as a reason for the increased interest in the study of dying, death and bereavement?

a. an aura of mystery developed with deaths occurring in institutional settings
b. prolonged life as a result of medical and scientific breakthroughs resulting in numerous ethical issues
*c. large percentages of the population leaving the urban areas and returning to the farm where death is a daily event
d. all of the above were cited

4. Television specials on death and dying first emerged in the:

a. 1940s
b. 1950s
c. 1960s
*d. 1970s
e. 1980s

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5. Published in 1963, this book which was most critical of the funeral industry:

*a. Jessica Mitford's *The American Way of Death*
b. Elizabeth Kubler-Ross' *On Death and Dying*
c. Herman Feifel's *The Meaning of Death*
d. Ernest Becker's *The Denial of Death*
e. none of the above

6. The best-selling single book on death and dying (published in 1969) is:

a. Jessica Mitford's *The American Way of Death*
*b. Elizabeth Kubler-Ross' *On Death and Dying*
c. Herman Feifel's *The Meaning of Death*
d. Ernest Becker's *The Denial of Death*
e. Raymond Moody's *Life After Life*

7. Two professional journals in death and dying today are:

a. *Death Education* and *Death and Life*
b. *Alpha* and *Omega*
*c. *Omega* and *Death Studies*
d. *Thanatology Studies* and *Death and Dying*
e. *Death and Dying* and *Death Studies*

8. Pre- and post-tests of the attitudes of college students enrolled in a course in death and dying revealed:

*a. less death anxiety at the end of the course than at the beginning
b. more death anxiety at the end of the course than at the beginning
c. no change in death anxiety at the end of the course
d. less anxiety at the beginning of the course than at the end
e. both b and d of the above

9. The primary cause of death in the United States today is:

a. accidents
b. old age
*c. cardiovascular disease
d. pneumonia
e. AIDS

10. Which of the following is an example of an acute disease:

*a. pneumonia
b. AIDS
c. cancer
d. arthritis
e. diabetes

11. Most people dying in the U.S. today die:

a. at home
b. on the highways
*c. in a hospital or nursing home
d. on city streets
e. in their sleep at the office

12. Death etiology refers to:

*a. the causes of death
b. a contagious disease
c. a new type of AIDS
d. death with dignity
e. death during the winter months

13. "Suicide physician" in Michigan who assisted with individual deaths in the 1990s was:

a. Michael DeBakey
b. Elisabeth Kubler-Ross
c. Earl Grollman
*d. Jack Kevorkian
e. none of the above

14. A sociological study of death is likely to include:

a. an effort to determine whether certain death-related behavior is moral or ethical.
b. a consideration of how biological organs function to produce death.
c. a consideration of how humans originally became subject to death.
*d. a consideration of how social factors influence biological factors related death.

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15. The ISAS interpretation of death-related behavior emphasizes that

a. use of any given meaning for some item of behavior always has the same consequences.
b. any given behavior pattern always stems from the same biological condition.
c. all individuals experience death in the same way.
*d. the meaning of death may change even though the biological aspects there of do not change.

16. Emphasis upon the organization of the funeral industry and its relationship with other social structures in a society would be important in which of the following conceptual frameworks?

a. social conflict
*b. structural-functional
c. social exchange
d. symbolic interaction

17. Structure-functional theory can be best described as a theory stressing:

a. roles and role expectations
*b. the interaction of parts and the whole
c. the interaction of families in a symbolic manner
d. the independence of societal units

18. Conflict theory

a. emphasizes the undesirability of social change
b. represents an equilibrium theory
*c. is associated with an analysis of disruption and change as being potentially useful
d. none of the above describes conflict theory

19. The premise that reinforcement and mutual benefit are important in sustaining relations is associated with which theory or frame of reference?

a. social conflict
b. structural-functional
*c. social exchange
d. symbolic interaction

20. Which theoretical framework would investigate the following research question: "What are the rewards and costs involved in developing relationships which are inevitably ended by death?"

a. social conflict
b. structural-functional
*c. social exchange
d. symbolic interaction

21. Which theoretical framework would investigate the following research question: "How do funerals help to promote relationships between kinship groups (grandparents, aunts and uncles, cousins, etc.)?"

a. social conflict
*b. structural-functional
c. social exchange
d. symbolic interaction

22. Which theoretical framework would investigate the following research question: "Are adult children who care for their elderly parents more likely to receive a greater share of their parents' inheritance than those children who do not participate in the terminal care?"

a. social conflict
b. structural-functional
*c. social exchange
d. symbolic interaction

23. Which theoretical framework would investigate the following research question: "What are the dysfunctional consequences of parental inheritance bequests for relationships between children?"

*a. social conflict
b. structural-functional
c. social exchange
d. symbolic interaction

24. The long-living people on the Black Sea who typically live past the age of 100 are the :

a. Yanomamo
b. Kapauku Papuans
*c. Abkhasians
d. Ik

25. The ISAS paradigm for doing research in the social sciences, especially sociology, is the shorthand formula for :

a. structural functionalism
b. conflict perspective
c. social exchange

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*d. symbolic interactionism

26. The sex ratio is :

*a. the number of males per 100 females
b. the number of females per 100 males
c. the number of males per 1000 females
d. the number of females per 1000 males

Essay Questions

1. Discuss why women outlive men in the United States and most countries of the world. In the few countries where men outlive women, what is the primary cause for this?

2. Compare and contrast the relative advantages and disadvantages of dying from acute and chronic diseases. What effects do each of these causes have on the abilities of families to cope with the death of a family member?

3. Why did death "come out of the closet in the 1970s? What events related to the "thanatology movement" helped change the American awareness of dying and death?

4. What is the "all-American way to die?" Contrast this way of death with the way most Americans die today.

5. Contrast the causes of death in the United States today with those in 1900. Why have the main causes of death shifted since the beginning of the 20th century?

6. Cite examples to show how the mass media has increased its emphasis on death and dying in the United States today.

7. Discuss the differences between biological and symbolic death.

8. Why do sociologists need different theoretical paradigms? Why is one not enough?

9. Compare and contrast the structural-functional and conflict orientations for research on death-related behavior.

10. Compare and contrast the symbolic interactionist and exchange orientations for research on death-related behavior.

11. Vernon states that each act of dying has three interconnected characteristics: shared, symboled, and situated. How does this relate to his statement that more dies than a biological body?

12. Discuss why females outlive men in the United States and most countries of the world. In the few countries where men outlive women, what is the primary cause for this?

13. Why did death "come out of the closet in the 1970s? What events related to the "thanatology movement" helped change the American awareness of dying and death?

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CHAPTER 2

THE AMERICAN EXPERIENCE OF DEATH

Chapter Outline

Defining Death
- International Definitions
- American Definitions

The Meaning of Dying and Death
- The Social Meaning
  - Deriving Meaning from the Audience
  - Deriving Meaning from the Situation
  - Death as a Lost Relationship
  - Creating and Changing Death-Related Meanings
- The Philosophical Meaning

The American Experience of Death
- Living Death
- The Dying of Death (1830-1945)
- The Resurrection of Death (1945 to the Present)

Contemporary Attitudes toward Death
- Denying Death
- Fearing Death
  - Content of Death Fears
  - Death Fears, Gender, and Age
  - Relieving Death Anxiety Through Religion

Contemplating One's Own Death
Conclusion
Summary
Discussion Questions
Glossary
Suggested Readings

True-False Questions

1. Eighty percent of current deaths in the United States occur in institutional settings--hospitals and nursing homes. **True**

2. According to the United Nations' definition of death, a death cannot occur until a live birth has taken place. **True**

3. The Harvard definition of death defines death in terms of respiration and heart functioning. **False**

4. Ultimately, all deaths are brain deaths. **True**

5. The death of an individual is a personal, not a social experience. **False**

6. When a person dies, many "person" or role occupants die. **True**

7. Using euphemisms for death suggests that the United States is a death-denying society. **True**

8. According to Leming and Dickinson, the fear of the unknown and the fate of the body are the two areas of greatest anxiety for most persons. **False**

9. For most persons the process of dying causes less concern than the event of death. **False**

10. In thanatology, "death fear" and "death anxiety" are used synonymously. **True**

11. Death anxiety is a multidimensional concept. **True**

12. It is only in recent years that we have been able to scientifically determine the real meaning of death. **False**

13. The meaning of death is socially determined by human beings rather than determined biologically. **True**

14. In all likelihood, the meaning of death may change in the future as it has in the past. **True**

15. Cryonics suggests a denial of death. **True**

16. According to Radcliffe-Brown, religion provides individuals with a sense of comfort and anxiety relief. **False**
17. Death is inherently fearful--all people fear death by nature. **False**

18. Malinowski viewed religion as the "great anxiety reliever." **True**

19. The empirical research by Michael Leming supported Homans' theorizing on the

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relationship between religion and death anxiety. **True**

20. People tend to fear the process of dying more than the event of death. **True**

21. Between 1600 and 1830, death was a living part of the American experience. **True**

22. Like modern thanatologists, Puritans felt an awareness of death could improve the quality of life. **True**

23. Puritans encouraged each other to fear death. **True**

24. At the time of death the family usually sent for a medical doctor to care for the corpse. **False**

25. It was customary for Puritans to embalm the body before the burial. **False**

26. Puritans were more likely to pray for the soul of the deceased than they were for the comfort of the bereaved. **False**

27. At the beginning of the twentieth century, the funeral industry attempted to keep death out of sight and out of mind. **True**

28. Middle-class Americans in the late nineteenth century wished to experience death with order. **True**

29. The "ideology of separate spheres" in the late nineteenth century contributed to more open discussion of death in American society. **False**

30. During the Victorian era in American society, grievers were encouraged to express their emotions in response to the death of a loved one. **False**

31. Scientific naturalism contributed to the hope that physical immortality might be a possibility for future Americans. **True**

32. The threat of "megadeath" war inherently calls into question the possibility of all forms of immortality. **True**

33. Death was "resurrected" in America after World War I--the first truly global war. **False**

34. Perhaps the most accurate way to determine death is via brain death, using an EEG. **True**

35. The case of Terri Schiavo in Florida in 2004-2005 illustrates the importance of an advanced directive. **True**

36. The Living Death period of the history of death was from 1830 to 1945. **False**

37. Basically, the United States is a death-denying society, according to your text. **True**

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Multiple-Choice Questions

1. The Harvard definition of death refers to:

a. no heartbeat
b. no longer breathing
*c. brain stops functioning
d. both a and b of the above
e. none of the above

2. Most people dying in the U.S. today die:

a. at home
b. on the highways
*c. in a hospital or nursing home
d. on city streets
e. in their sleep at the office

3. The centralist theory of the diagnosis of death:

a. was the prominent view in the 14th century.
b. proposed that the entire body and every organ and cell possessed the life force.
*c. has been resurrected by the modern theory of brain death
d. both a and b are correct
e. none of the above

4. The President's Commission for the study of Biomedical and Behavioral Research to study ethical and legal implications regarding death definitions was established by President:

a. Carter
b. Clinton
c. Eisenhower
d. Bush
*e. Reagan

5. Which is <u>not</u> evidence that the United States is a death-denying society?

a. euphemisms are used for death
b. a taboo on death conversation
c. cryonics
*d. having life insurance
e. calling in a professional to handle the body

6. According to Leming and Dickinson, which of the following is true.

a. people who have weak religious commitments are most likely to fear death.
b. people who have strong religious commitments are most likely to fear death.
*c. people who have moderate religious commitments are most likely to fear death.
d. none of the above has been demonstrated by empirical research.

7. Which of the following is <u>true</u>?

a. according to Radcliffe-Brown, religion provides individuals with a sense of comfort and anxiety relief.
b. with regards to dying, what a person believes has more of an influence than how deeply he/she believes it.
c. George Homans disagreed with both Malinowski and Radcliffe-Brown, arguing that death anxiety is highest for both the very religious and the non-believer.
*d. the empirical research by Michael Leming supported Homans' theorizing on the relationship between religion and death anxiety.
e. all of the above.

8. The middle class in the late 19th century achieved "death with order" by

a. making sure that the death of loved ones occurred in full view of the family
b. the middle class felt that they could not achieve "death with order"
*c. creating separate sphere ideology-men's work away from the home, women's work from men's, specialists (medical, clerical, etc.)
d. preparing funeral arrangements far in advance

9. Death was "resurrected" after 1945, why?

*a. the atomic age brought about the possible annihilation of the entire human race
b. the losses of millions of soldiers in WWII "brought death home" for the world
c. people began to fear death more because of the increase in infant death
d. because society began to look inward for answers, death as a topic naturally evolved

10. The Puritans encouraged each other to _____ death.

a. look forward to
b. think about
c. be anxious toward
*d. fear

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11. Which of the following statements is false concerning death-related behavior of the Puritans?

a. Puritans felt an awareness of death that could improve the quality of life.
b. Puritans encouraged each other to fear death.
*c. It was customary for Puritans to embalm the body before the burial.
d. The Puritans felt that death was a living part of the American experience.

15. Which of the following statements is false?

a. In most areas of America, a basically "Puritan Way of Death" persisted until the nineteenth century.
*b. The "ideology of separate spheres" contributed to more open discussion of death in American society.
c. At the turn of the twentieth century, the funeral industry attempted to keep death out of sight and out of mind.
d. Middle-class Americans wished to experience death with order.

16. Which of the following statements is false concerning death-related behavior of Americans during the Victorian period of history?

*a. Grievers were encouraged to express their emotions in response to the death of a loved one.
b. A more elaborate funeral ritual involving "therapeutic self indulgence" was encouraged.
c. Mourning clothes were worn as one method for extending the period of lamentation.
d. none of the above

17. During the Dying of Death Period (1830 - 1945), which did not occur?

a. landscaped rural cemeteries
b. life insurance
*c. fall of the middle class
d. professional funeral organizations

18. The case in Florida in 2004-2005 of Terri Schiavo illustrates the importance of:

*a. advanced directive
b. A will
c. dying without a will
d. stem-cell research

Essay Questions

1. Discuss the differences between biological and symbolic death.

2. What arguments can you offer to reject the following premise: In death, biology is primary, meaning is peripheral?

3. Each act of dying has three interconnected characteristics: shared, symboled, and situated. How does this relate to the statement that more dies than a biological body?

4. Discuss the implications of the following quote: "Even though it is but one biological body which dies, many 'role holes' or vacancies are left with the death of that one person."

5. In making decisions about death meaning, how does the treatment of the dying patient affect that patient's understanding of death and his or her role in the dying process?

6. What are some of the meanings of "Not Dying?"

7. Refute or support this statement: the United States is a death-denying society.

8. What factors have contributed to the American avoidance of death and dying?

9. How has the definition of death changed over the years? What complications has this created for the American way of dying?

10. Compare and contrast the relative advantages and disadvantages of dying from acute and chronic diseases. What effects do each of these causes have on the abilities of families to cope with the death of a family member?

11. What is the "all-American way to die?" Contrast this way of death with the way most Americans die today.

12. Contrast the causes of death in the United States today with those in 1900. Why have the main causes of death shifted since the beginning of the 20th century?

13. Write a brief essay on putting a price on human life. Include in your discussion why a monetary value seems of importance in today's way of life.

14. Cite examples to show how the mass media has increased its emphasis on death and dying in the United States today.

15. What types of death fears are the most salient for Americans? How might you explain why these fears are more intense than other fears?

16. Why is death in the United States viewed as fearful?

17. What effect did the dropping of the atom bomb have on American death conceptions?

18. What do you think should have happened in the Terri Schiavo case in Florida in 2005? Should she have been allowed to live or was the action taken appropriate?

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