

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	CULTURAL AND GENDER DYNAMICS IN GRIEF, DEATH AND DYING PAST TH54
Date and Time	MAY 9 – 13, 2022 MONDAY – FRIDAY 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
Instructor	ROBERT G PATTERSON, D.Min. Email: rpatterson2@tyndale.ca
Class Information	The classes will be livestreamed May 9 – 13, 2022 9:00 AM– 4:00 PM. Office Hours: Meetings and discussions live streamed or by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Explores the ways in which gender and culture dynamics influence one’s understanding and expression of suffering and grief as well as the process of recovery from loss. Consideration will be given to mourning traditions of different cultures and the need for self-awareness, sensitivity and understanding of various culture and gender dynamics. Effective helping strategies for caring for dying and bereaved persons from diverse backgrounds will be considered.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Identify the expression of grief as impacted by gender and culture.
- Describe the ethical issues to be faced when caring for those who grieve from different cultural and religious traditions.
- Examine one’s personal assumptions, biases, attitudes and reactions to suffering, death and dying.
- Apply practices that will enable one to grieve their losses and grow through the process of adversity and death.
- Demonstrate competence to engage with grieving individuals in a positive, confident and caring approach in light of the good news of Jesus Christ.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Moll, Rob. (2010). [*The Art of Dying: Living Fully Into the Life to Come*](#). Downers Grove, IL: InterVarsity Press. ISBN: 9780830837366

Parkes, C., Laungani, P. and Young, W. (1997). [*Death and Bereavement Across Cultures*](#). London: Routledge. ISBN: 9780415131377

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have

committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. Reflection Paper: Due on May 30, 2022, 30% of final grade

Read Rob Moll’s *The Art of Dying: Living Fully Into the Life to Come*. The book is specific, direct and intensive in its coverage of end-of-life issues: family relationships, spiritual preparedness, end-of-life wishes with family, setting up a context for the ‘good death’, and being present with the dying. Write a 7 - 10 page double spaced paper that explores what you would consider the key elements of a “dying well”.

2. Website Review: Due on June 27, 2022; 20% of final grade

Provide a careful and thorough examination of the grief support website: <https://griefstories.org>. Evaluate critically the relative strengths and weaknesses of this web resource. Do not merely summarize, but rather seek to express the elements of the website that you find the most personally helpful as you consider grief care. Explain your cognitive, affective, behavioural and valuational (meaning to you) responses to the website. The review should be 5-6 pages in length, double-spaced.

3. Essay: Due on July 11, 2022; 50% of final grade

Describe an experience of loss, grief, and death that has been of significance to you. Give a detailed outline of the grief experience. Relate the contents of the paper to course textbooks, lectures, and consult with at least five academic articles.

Length: Reports should be approximately 10 - 12 typed, double spaced pages in length. Follow the outline provided below with the understanding that the questions are suggestive, not prescriptive. In other words, include each of the four sections, but you do not need to answer all the questions in each section.

Select and Narrate an Experience (What happened?) – Two page

- The best learning and most fruitful reflections are sparked by the selection of an experience that caused puzzlement, uncertainty, self-doubt, value conflict, dilemma, or dissonance between one’s expressed and operative theology. Therefore, a messy situation may make the most fruitful case study.
- Briefly narrate the experience. Describe what happened (not what you felt or what should have happened) answering the basic questions of “who, what, when, where, and how.”

- Narrow the focus by identifying one segment of the experience that represents a key issue concerning your response to the grief experience.
- Describe how you specifically responded at the time (provide a short verbatim or summary). What were you thinking and feeling as you went through this experience?
- Describe the response of others.

Analyze the Experience - Three pages

- What key issues do you see as being significant in this situation (e.g. interpersonal dynamics, social forces, cultural issues, gender issues, value conflicts, assumptions, attitudes, theological differences, personality concerns, miscommunication, etc.).
- In what manner did I respond to this grief instrumentally? Who has modeled instrumental grieving for you, explain?
- In what manner did I respond to this grief intuitively? Who has modeled intuitive grieving for you, explain?
- Did this grief experience bring to light an underlying issue?
- How does this grief experience challenge your personal values, convictions, and faith tradition?
- You might even want to think about how you decided to write the narrative – did you use a narrative chronological or thematic approach? Why?
- What was done well? What were the areas that were not addressed well?

Reflect on the Experience - Three pages

- What key theological themes does this experience evoke or challenge?
- What Biblical principles or stories seem applicable in this context?
- Are there lingering issues and what are they?
- What learning and insights from your theological studies or from your personal faith experiences are relevant?
- What do the textbooks have to offer?
- Reflect on your feelings and thoughts – why did you react this way?
- Examine the response of the different key players – what about their actions or reactions made it easier or harder for the change to occur?

Assess Your Learning – Two Page

- What does this grief situation reveal about the nature of change?
- How might things have been done differently?
- How might things be done differently moving forward?
- What insights have surfaced from your reflection that you can take with you into a similar situation in the future?
- How has this experience challenged and/or affirmed your personal beliefs and theological convictions?
- What have you learned about yourself and your identity as a ministering person?

- How will this change your behaviour, or your philosophy and practice of grief care as you move forward?
- What practical steps will you need to take as a result

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignments	Value	Due Date
1. Paper on <i>The Art of Dying: Living Fully Into the Life to Come</i>	30%	May 30, 2022
2. Review of Grief Stories website	20%	June 27, 2022
3. Case study	50%	July 11, 2022
Total	100%	

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

<u>Date</u>	<u>Topic</u>
May 9	
AM	Introduction Class orientation
PM	Thanatology basics, background, history Grief and Gender
May 10	
AM	Grief and Gender continued
PM	Grief and socialization
May 11	
AM	Manifestation of grief

PM	Models of Grief Intuitive and Instrumental grief responses Grief Pattern Inventory
May 12	
AM	Grief and culture, Western grief issues
PM	Grieving and belief systems
May 13	
	Grief and Culture continues A glimpse at grieving in Asian cultures Conclusion

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Alford, John & Catlin, George. (1993). The role of culture in grief. *The Journal of Social Psychology*, 133(2), 173-84.

Aries, Philippe. (1976). *The Hour of Our Death*. New York: Bantom.

Burton, Laurel., & Tarlos-Benka, Judy. (1997). Grief-Driven Ethical Decision-Making. *Journal of Religion and Health*, 36(4), 333-343. Retrieved from www.jstor.org/stable/27511175

Castle, Jason. & Phillips, William. (2003). Grief rituals: Aspects that facilitate adjustment to bereavement. *Journal of Loss & Trauma*, 8(1), 41-71.

Corr, Charles A., Donna M. Corr, and Kenneth J. Doka. (2019). *Death & Dying, Life & Living*. Boston, MA: Cengage.

Crunk, Elizabeth. Burke, Laurie., & Robinson, Mike. (2017). Complicated grief: An evolving theoretical landscape. *Journal of Counseling & Development*, 95(2), 226-233.

Doughty, Caitlin. (2015). *Smoke gets in your eyes and other lessons from the crematory*. New York: Northcott.

Dresser, Norine & Wasserman, Freda. (2010). *Saying goodbye to someone you love: Your emotional journey through end-of-life and grief*. New York: Demos Medical Publishing.

Frank, Arthur W. (2013). *The wounded storyteller*. Chicago: The University of Chicago Press.

- Guinther, Paul., Segal, Daniel. (2003). Gender differences in emotional processing among bereaved older adults. *Journal of Loss & Trauma*, 8(1), 15-33.
- Heath, Yvonne. (2015). *Love your life to death: How to plan and prepare for end of life so you can live life fully now*. Canada: Marquis Publishing.
- Hemer, Susan. (2010). Grief as social experience: Death and bereavement in Iihir, Papua New Guinea¹. *The Australian Journal of Anthropology*, 21(3), 281-297.
- Kalanithi, Paul. (2016). *When Breath Becomes Air*. New York: Random House.
- Kellehear, Allan. (2002). Grief and loss: Past, present and future. *Medical Journal of Australia*, 177(4), 176-177.
- Kwon, Soo-Young. (2006). Grief ministry as homecoming: Framing death from a Korean-American perspective. *Pastoral Psychology*, 54(4), 313-324. doi:10.1007/s11089-005-0002-1
- Lawrence, Elizabeth., Jeglic, Elizabeth., Matthews, Laura., & Pepper, Carolyn. (2006). Gender differences in grief reactions following the death of a parent. *Omega - Journal of Death and Dying*, 52(4), 323-337.
- Leone Fowler, Shannon. (2017). *Traveling with Ghosts*. New York: Simon & Schuster.
- Lewis, Clive Staples. (2009). *The Problem of Pain*. New York: Harper.
- Lopez, Sandra. (2011). Culture as an influencing factor in adolescent grief and bereavement. *Prevention Researcher*, 18(3), 10-13.
- McCreight, Bernadette. (2004). A grief ignored: Narratives of pregnancy loss from a male perspective. *Sociology of Health & Illness*, 26(3), 326-350.
- Miller, Eric. (2015). Evaluations of hypothetical bereavement and grief: The influence of loss recency, loss type and gender. *International Journal of Psychology: Journal International De Psychologie*, 50(1), 60-3. doi:10.1002/ijop.12080
- Northcott, Herbert.C., & Wilson, Donna.M. (2017). *Dying and death in Canada* (3rd ed.) Toronto: University of Toronto Press.
- Nuland, Sherwin B. (1995). *How We Die*. New York: Vintage.

- Penman, Emma., Breen, Lauren., Hewitt, Lauren., & Prigerson, Holly. (2014). Public attitudes about normal and pathological grief. *Death Studies, 38*(8), 510-516.
- Rosenstein, Donald L. & Yopp, Justin M. (2018). *The Group: Seven widowed fathers reimagine life*. New York: Oxford University Press.
- Rubinstein, Gidi. (2004). Locus of control and helplessness: Gender differences among bereaved parents. *Death Studies, 28*(3), 211-223.
- Sandburg, Sheryl, & Grant, Adam. (2017). *Option B: Facing Adversity, Building Resilience, and Finding Joy*. New York: Knopf Doubleday Publishing Group.
- Schonfeld, Davis., Quackenbush, Mike., & Demaria, Thomas. (2015). Grief across cultures: Awareness for schools. *Nasn School Nurse (print), 30*(6), 350-2.
- Stelzer, Eva-Maria., Atkinson, Ciara., O'Connor, Mary F., & Croft, Alyssa. (2019). Gender differences in grief narrative construction: A myth or reality? *European Journal of Psychotraumatology, 10*(1),
- Stroebe, Margaret., & Schut, Hank. (1998). Culture and grief. *Bereavement Care, 17*(1).
- Swinton, John and Richard Payne. (2009). *Living Well and Dying Faithfully*. Grand Rapids: Eerdmans.
- Tarakeshwar, Nalini., Hansen, Nathan., Kochman, Arlene., & Sikkema, Kathleen. (2005). Gender, ethnicity and spiritual coping among bereaved hiv-positive individuals. *Mental Health, Religion & Culture, 8*(2), 109-125.
- Versalle, Alexis. & McDowell, Eugene. (2005). The attitudes of men and women concerning gender differences in grief. *Omega - Journal of Death and Dying, 50*(1), 53-67.
- Walter, Tony. (2010). Grief and culture. *Bereavement Care, 29*(2), 5-9.
- Walter, Tony. (2010). Grief and culture: A checklist. *Bereavement Care, 29*(2), 5-9.
- Winkel, Heidemarie. (2001). A postmodern culture of grief? On individualization of mourning in Germany. *Mortality, 6*(1), 65-79.
- Woodward, Kathleen. (1992). Grief-work in contemporary American cultural criticism. *Discourse, 15*(2), 94-112.