TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"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."

Semester, Year	WINTER, 2027
Course Title	**DISENFRANCHISED GRIEF**
Course Code	**PAST TH53 1S**
Date **Time** **Delivery Format**	**FIVE FRIDAYS (Jan 22, Feb 5; Feb 26, Mar 12; Apr 2)** From 9:00 AM to 4:00 PM SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on FIVE Fridays from 9am to 4pm.
Instructor Contact Information	**L. KEITH TAYLOR, DMin** Email: ketaylor@tyndale.ca
Office Hours	By appointment only.
Course Materials	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.

I. COURSE DESCRIPTION

This course explores and considers the nature of disenfranchised grief, particularly in situations of profound loss where grief is difficult to express and process. Disenfranchised grief can include suicide, traumatic death and other kinds of grief and loss that can get buried because they are avoided, unacknowledged, or not legitimized. Understanding the language of grief in the healing process will be examined. Included will be training in support group recovery and facilitation.

II. LEARNING OUTCOMES

At the end of the course, students will be able to identify, explain, and appraise:

1. The difference between grief and mourning.
2. The assumptive world and stigmatization using suicide and suicide survivors as our template in understanding disenfranchised grief.
3. The symptomology of grief and the role trauma plays in disenfranchised grief.
4. The current research in the field of bereavement as it relates top disenfranchised grief.
5. The role of emotions play in the grief journey as well as the caregiver.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Boss, Pauline. *Ambiguous Loss: Learning to Live with Unresolved Grief*. Cambridge, MA: Harvard University Press, 1999. (ISBN: 0-647-01738-2)

Brackett, Marc. *Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive.* New York: Celadon Press, 2019. (ISBN:9789-1-250-21284-9)

Brackett, Marc. *Permission to Feel: The Power of Emotional Intelligence to Achieve Well-Being and Success.* New York: Celadon Press, 2020. (ISBN: 978-1-250-21283-2)

Doka. Kenneth J. *Disenfranchised Grief: New Directions, Challenges, and Strategies for Practice.* Champaign, IL: Research Press. 2002. (ISBN:0-87822-427-0)

Wolfelt, Alan D. *Understanding Your Suicide Grief*. Fort Collins, Colorado: Companion Press, 2009. (ISBN: 978-1-879651-58-6)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends STEPBible – 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. ASSIGNMENTS AND GRADING

1. Class Participation-throughout the course. (10% of final grade)

Due to the nature of the course material coupled with recognizing the magnitude and importance of walking with fragile, broken-hearted mourners, preparation and participation be assigned a significant percentage of the final grade.

Participation includes the following components:

a. **Attendance:** You are expected to attend each class and actively participate. Any anticipated late arrivals, necessary absences or early departures are to be cleared with the instructor **in advance.** In the case of an unanticipated absence, the instructor is to be notified in a reasonable, timely fashion. It is **the responsibility of the student** to

download the lecture notes from the class site.

b. **Preparation:** You must come to class having the assigned reading completed. Questions arising from the reading will be a part of class discussion.

c. **Participation:** It is expected every student will participate through dialogue, engaging with the material in hand, asking questions and offering answers, insights and observations. Each student will participate in a manner that respects each class member, their views and opinions as well as establishing a safe environment in which to speak and share. Preparation prior to class will assist in a deeper, more robust conversation and dialogue as well as staying focused on the material in hand.

2. Reading Assignments (30% of final grade)

ALTHOUGH NO PAPER IS REQUIRED FROM THE FOREWARD, PREFACE AND OVERVIEW OF DOKA'S BOOK, STUDENTS WILL FAMILIARIZE THEMSELVES WITH THIS MATERIAL, AS WELL AS THE OTHER 3 BOOKS, IN PREPARATION FOR JAN. 22.

From **Doka, Disenfranchised Grief**, submit a **three to four page** synthesized overview of the assigned chapters (below) including questions and observations you have arising from the readings.

Chapter One: Introduction **DUE: Jan. 29**
Chapter Two: A Closer Look at Doka's Grieving Rules **DUE: Feb. 12**
Chapter Three: Revisiting the Concept of Disenfranchised Grief **DUE: Feb. 12**
Chapter Twenty-One: How We Die: Stigmatized Grief and Disenfranchised Grief **DUE: Mar. 5**

Please Note: Please note: the **expectation** of content for these chapter reviews is not simply quoting Doka but personal interaction with the material. The students should aim to present a balanced review of each chapter. Any author's quote, statement or argument that feels meaningful and important to the students should be explored further through questions and observations with a thoughtful connection to personal experiences.
These assignments relate to Outcomes #2 & 4.

3. Response Papers (30% of final grade)

You are required to submit **two** response papers, **five to seven pages** throughout the course. Each paper will consist of the following:

i. **Reflections on personal family of origin dynamics pertaining to death loss.**
While working with the grieving, caregivers bring their own historical family of origin dynamics as well as cultural distinctives. The student will identify family patterns as well as their understanding within the faith community as it pertains to assisting those who mourn.
Due: Mar. 19

ii. **Personal reflections on care for the caregiver.**
This paper will focus on the strategies each student has and will put in place for self-care as they accompany those who mourn. This is especially important in light of the depth of loss brought through disenfranchised grief and the implications for the caregiver.
Due: Mar. 26

These assignments relate to Outcomes # 2 & 5.

4. The Role of Emotions Paper (30% of final grade)
With the use of the material from Dr. Brackett, this paper reflects the defining and understanding emotions play in the lives of those who grieve as well as those who companion alongside. The paper will give attention to helping people identify their own emotions, the influence of feelings and developing practical skills to make sure emotions are healthy and productive. Other areas of exploration will be the role of emotions as information providers and decision-making. These will be explored in the context of personal experience as well as those who are experiencing disenfranchised grief. **(10-12 pages)**
DUE: Apr. 12
This assignment relates to Outcomes # 3 & 5.

PLEASE NOTE: both editions of Brackett's book are acceptable.

PLEASE NOTE: In tabulating the number of pages per paper, do not count the title page nor the bibliography as part of the total.

The grading guidelines are the same as Seminary's Grading System & Scale | Tyndale University.

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Assignment	Due Date	%
Class Participation		10%
Reading Assignments	Various due dates	30 %
Response Papers	Mar 19; Mar 26	30 %
Role of Emotions Paper	Apr 12	30 %
Total Grade		**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to the start of class. Late registrants are responsible for the consequences of partial preparation.

Date	Topic	Reading	Assignment Due
January 22 Class 1	Time will be spent with introductions of instructor and classmates along with an overview of the course and assignment review. Topics covered: defining our terms, the language of disenfranchised grief coupled with the uniqueness of disenfranchised grief as it pertains to cultural and societal norms. A new model of grief will be introduced.	Doka: Forward, Preface, Intro	All reading completed before Class 1. No papers required.
			Doka: Chapter One, Introduction. Due Jan 29
February 5 Class 2	We will explore different styles of grieving along with the connection between trauma and bereavement, the unique challenges of disenfranchised grief as it pertains to our assumptive world and the misconceptions of grief.	Doka: Chapter 2 and 3	
			Two separate papers: **Doka: Chapter Two, A Closer Look at Doka's Grieving Rules** **Doka: Chapter Three, Revisiting the Concept of Disenfranchised Grief.** Due Feb 12
February 26 Class 3	We will, in detail, explore disenfranchised grief using suicide as our template.	Doka: Chapter Twenty-One	
			Doka: Chapter Twenty-One, How We Die: Stigmatized Grief and Disenfranchised Grief.

			Due Mar 5
Reading Week – No Class			
March 12 Class 4	We will explore the direct effect emotions and feelings play for both those who grieve and the caregiver. We will also examine suggested interventions when working with suicide survivors, the use of middle language and the power of story. We will explore: emotions and caregiver, walking with suicide survivors, the use of middle language and the power of story. Special guest speaker: Donna Beek		
			Reflections on Personal Family of Origin Dynamics Pertaining to Death Loss. Due Mar 19
			Personal Reflections on Care for the Caregiver. Due Mar 26
April 2 Class 5	Course review and wrap up, giving attention to care for the caregiver.	Brackett "Permission to Feel"	
			The Role of Emotions. Due Apr 12

V. SELECTED BIBLIOGRAPHY

Attig, Thomas. *The Heart of Grief*. New York: Oxford Pub**.,** 2000.

Bascaramurty, Dakshana. *This is Not the End of Me: Lessons on Living from a Dying Man*. Toronto: McClelland & Stewart Pub., 2020.

Boss, Pauline. *Ambiguous Loss: Learning to Live with Unresolved Grief*. Cambridge, MA: Harvard University Press, 1999.

Brackett, Marc. *Permission To Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive.* New York: Celadon Books, 2019.

_____, *Permission to Feel: The Power of Emotional Intelligence to Achieve Well-Being and Success.* New York: Celadon Press, 2020. (ISBN: 978-1-250-21283-2)

Brown, Brene. *Dare to Lead: Brave Work, Tough Conversations.* Whole Hearts. New York: Guilford Press, 2018.

Devine, Megan. *It's Ok That You're Not Ok*. Bolder, CO: Sounds True, 2017.

Doka, Kenneth J. *Living with Grief after Sudden Loss: Suicide, Homicide, Accident, Heart Attack. Stroke.* Washington: Hospice Foundation of America, 1996.

_____, ed. *Disenfranchised Grief: New Directions, Challenges, and Strategies for Practise.* Champaign, IL: Research Press, 2002.

Fenske, Theodore F. *Keeping Faith in Medicine*. Grimsby: Ezra Press, 2020.

Gilbert, Roberta M. *The Eight Concepts of Bowen Theory*. Leading Systems, 2004.

Grollman, Earl. *Suicide: Prevention, Intervention, Postvention.* Boston: Beacone Press. 1988.

Hsu, Albert Y. *Grieving a Suicide: A Loved One's Search for Comfort, Answers, and Hope.* Downers Grove, IL: IVP Books, 2002.

Johnston, Jerry. *Why They Die*. Burlington: Crossroads Christian Comm., 2012.

Jordan. John R. and John L. McIntosh, eds. *Grief after Suicide: Understanding the Consequences and Caring for the Survivors.* New York: Routhledge. 2010.

Knoll, Herb. *The Widower's Journey*. Charleston: Create Space Press, 2017.

Lerner, Harriet. *Fear and Other Uninvited Guests*. New York: Harper & Row, 2004.

Lisson, Lisa. *Resilience: Navigating Life, Loss, and the Road to Success.* Toronto: ECW Press, 2017.

Marlow, Tanya. *Those Who Wait: Finding God in Disappointment, Doubt and Delay.* U.K.: Malcolm Down Publishing, 2017.

Martin, Terry L. & Kenneth J. Doka. *Men Don't Cry…Women Do*. New York: Routledge Taylor Group, 2000.

Neimeyer, Robert A. *Grief and Bereavement in Contemporary Society: Bridging Research and Practise*. New York: Routledge. 2021.

Pearlman, L. Anne & Theresa A. Rando. *Bereavement: A Practitioner's Guide*. New York: The Guilford Press, 2014.

Quinnett, Paul G. *Suicide: The Forever Decision*. New York: Crossroad Pub., 1993.

Ross, Elizabeth-Kubler and David Kessler. *Life Lessons: Two Experts on Death and Dying Teach Us About the Mysteries of Life and Living*. New York: Simon & Schuster, 2014.

Smith, Harold Ivan. *A Long-Shadowed Grief: Suicide and Its Aftermath.* Cambridge, MA: Cowley Pub, 2007.

Wolfelt, Alan D. *Living In the Shadows of the Ghosts of Grief: Step into the Light.* Fort Collins: Companion Press, 2007.

_____. *Reframing PTSD as Traumatic Grief: How Caregivers can Companion Traumatized Grievers through Catch-Up Mourning.* Fort Collins: Companion Press, 2014.

_____. *The PTSD Solution: The Truth About Your Symptoms and How to Heal.* Fort Collins: Companion Press, 2015.

_____. *The Wilderness of Suicide Grief: Finding Your Way.* Fort Collins: Companion Press, 2010.

_____. *Understanding Your Grief: Ten Essential Touchstones for Finding Hope and Healing Your Heart.* Fort Collins: Companion Press, 2021.

_____. *Understanding Your Suicide Grief: Ten Essential Touchstones for Finding Hope and Healing Your Heart.* Fort Collins: Companion Press, 2009.

Wolterstorff, Nicholas. *Lament for a Son*. New York: Eerdmans Press, 1987.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Academic Integrity and Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students may use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students may use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students may not use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students may not use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in

the submitted assignment.
For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

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

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are
insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.