

Bellevue College

SOC: 260 Death & Dying

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Spring '17 Term: April 3 – June 16

Email

Web

Scout Coaching

COURSE DESCRIPTION: This course acquaints you with applied sociological concepts and perspectives as you become aware of and explore the realm of death in U.S. society. We will critically engage what it means to engage “Death and the Sociological Imagination” as we explore the socio-historical meaning of death over the past couple of centuries and how Death itself has become a booming industry in the United States. Through lecture, film and other media, as well as assigned readings, this course will take you on an exploration of the many dimensions of the social space of death and dying. We will make broad use of history, social



psychology, and cultural studies as they intersect with the field of sociology to better understand the many complexities of death and dying in our social landscape today. By the end of this course, I hope to have all of you thinking critically about death and dying, including the way political, social, religious, and cultural history has shaped death. We will also investigate how and why things work the way they do today and who we are regarding the way we imagine the space of death in our social worlds. You will be asked, over the course of the term, to confront the things you take for granted. Everyday occurrences will be challenged and thought through critically. Imagine yourself as Neo from “The Matrix” when he decides to take the Red Pill or Alice when she decides to explore the rabbit hole. Both must deal with what’s at the end of their adventures. What will *you* find at the end of *this* adventure?

A NOTE ABOUT COURSE CONTENT: In this class, we examine just about every aspect of the social world, we talk about, read, and watch provocative material. When we explore controversial topics, they will always be framed within an academic context. Keep in mind that when you find yourself in a space outside of your comfort zone, it's an opportunity for learning. You may be confronted with a subject matter that is difficult

to watch, see, discuss, or listen to. Please note that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

READING REQUIREMENTS:

- *Stiff: The Curious Lives of Human Cadavers* by Mary Roach
- Course Reader. All readings will be uploaded to our Canvas site
- Any *current* Dictionary of the English Language
- Handouts and articles. All handouts (syllabus included) are available on Canvas. *It is your responsibility to download and print all required material for yourself.*

STRONGLY RECOMMENDED:

- Any current Sociology Dictionary
- Any writing guide to help you in your quest for mastering college-level writing.
- Purdue College's **resources for college students**.

STUDENTS WITH DISABILITIES: If you have medical information to share with me in the event of an emergency, please contact me via email. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a disability, please see me immediately so I can also refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their **website**.

EXPLORE THE LMC! The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least once a week, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425) 564-6161, or by **email**.

LMC Research Guide **Main Library Media Center** **For article databases**

LEARNING AND COURSE OUTCOMES: Upon your dedicated participation and completion of this course, you will demonstrate:



- 1) A general understanding of basic concepts most widely used in sociology today, including the recent move toward cultural studies.
- 2) A historically critical idea of death and dying as related to society and community.
- 3) A general knowledge and comprehension of how social, political, and cultural perspectives of death are played out, and how some folks perceive those experiences.

- 4) A general understanding of death and dying representations for various groups in historical and contemporary analyses of culture in the United States. Also, we will explore the way in which these representations play out in popular culture texts.
- 5) A close inspection of The Business of Death in contemporary U.S. culture.

GENERAL RULES & EXPECTATIONS:

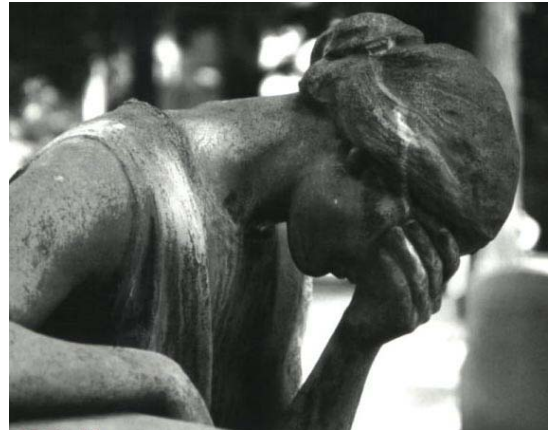
- Check into our online classroom no less than *four times per week* (yes – I do keep track!). This means you log on and surf around the site. No need to check in with me on this one. Make this class work for you on your own time. We're on the Honor System with your presence in class.
- Complete readings and homework assignments **on time**. I do not check whether you complete your readings; again, this is on the honor system. You do need to read your required material to complete homework assignments.
- Late homework assignments **are accepted**, but **late exams are not**. Understand that this is *set in stone*. Take it seriously.
 - Late homework is docked 10% for every day the work is late, including Saturdays and Sundays, except for Discussion Boards (see special note, below).
 - Special Note on Discussion Boards:
 1. Initial Posts are due on Thursdays by midnight.
 2. You are required to respond to the **Initial Posts** of at least two colleagues in your Main DBs. These responses are due Sundays by midnight (you may respond to people anytime between Thursdays and Sundays).
 3. To have an opportunity to receive full credit for Main DBs, you must complete the Initial Post *and* Responses. Initial Posts only receive half-credit. Responses-only receive zero credit. Take care to note this. However, to receive credit for Main Discussions, you have to participate in the discussion during the week of the discussion. In other words, when it's active. Think of it this way: if we were in a brick and mortar classroom and you arrived to participate in the discussion a week later, nobody would be there, correct? Same deal here.
 4. If you are late on your DBs, I deduct based on your Initial Posts.
- I expect that your behavior in our classroom is respectful. Continued disrespectful behavior in my class will result in your grade lowering. Please keep your postings to discussion boards (DBs) thoughtful and polite. One-on-one conversations should be taken offline, so our DBs don't get clogged. If you find at any point that you are uncomfortable with anything posted to a DB, please email me right away. Be wary of soapboxing in this class; you may be tempted to present your opinion and editorialize, but refrain from doing this.

Remember: Falling behind can be hazardous to your health!

COURSE REQUIREMENTS: In this course, you will be completing assigned readings, participating in discussion board assignments, and completing short homework assignments. The work you do for this class will keep you critically engaged with the world around you from a sociological perspective. There is a Final Exam and a Midterm Exam. Expect to be writing every week. The key to this course is your thoughtful reflection on course material.

COURSE REQUIREMENTS:

Attendance and Participation*:	100 points
Annotated Bibliographies (10):	100 points
Key Terms Assignments (5):	100 points
Flex Your Head Assignments (5):	125 points
Main Discussion Boards (3):	150 points
Course Exams (2):	300 points
TOTAL:	875 points



The Fine Print:

*Participation points accrue with various short assignments in the Discussion Area, such as your Introductory DB. These are labeled **PARTICIPATION DBs**. The Main DB assignments are labeled **MAIN DBs**.*

All assignments have corresponding general directions, uploaded in our Handouts Area of the course. You can find the rubrics in the individual assignments in Canvas.

Attendance & Participation: Check in often, stay engaged, provoke energetic and polite discussion, listen/read/comprehend actively, work respectfully with your colleagues in class, take copious notes from your readings, look up words you don't understand, ask questions, and think critically about the world around you. Make use of the Q&A Board as well.

Annotated Bibliographies: These assignments demonstrate to me that you've done the reading. You will turn in two-to-three paragraph submissions highlighting key points for each reading assignment. *Do not submit bulleted lists.* Use the individuated instructions for each AB because sometimes you may be focusing on one or two readings or media items.

Key Terms Assignments: You are expected to understand certain terms used in this course and our academic field in general. For these assignments, you will demonstrate your understanding by following exercises laid out for you in the Key Terms accompanying Prezi or PowerPoint presentations. Remember this important note about your KT assignments: you *must do the reading*. To do well on these assignments,

reading the articles and watching the films all the way through is vital to your success. Be aware that some of these require a few days, or even a week, of preparatory work.

Flex Your Head Assignments: These short assignments provide an opportunity to put your learning to use as you explore the world around you using the themes and theories we examine in this course. Be aware that some of these require a few days, or even a week, of preparatory work.

Main Discussion Board Assignments: The work done in the Discussion Board area will have you engage course material and work closely together. You are expected to participate in these assignments to generate critical discussion amongst one another. Be aware that some of these require a few days, or even a week, of preparatory work. Make sure you look ahead at your homework! This method of learning gets you going socially! These assignments are always due on Thursdays and Sundays (your initial post goes up Thursday, and your responses to one another are due by midnight on Sundays). Your DBs are graded on two things: your original post and your responses (at least two of them) to colleagues of yours in the class. You must do both to earn full credit.



Participation Discussion Board Assignments: These are meant to support you throughout the course. They are required, and the grades get folded into your overall Participation Grade.

Midterm and Final: Your Exams cover everything up through the week they're scheduled; the midterm is made up of short-answer questions. The Final Exam is also a series of short answer questions. Your responses should be clear and concise. You will never be asked a question out of "left field". Questions are based on all of our course material. Point distribution info will be on the exams.

For all of your written work: Submit proofread work **only**. Work not proofread will be returned *once* for a rewrite, expected to be handed in within 48 hours. If you need help with your writing, please make use of the following student support services:

- Academic Success Center
- Academic Tutoring Center
- TRiO Student Support Services
- Writing Lab @ BC

Required Writing Guidelines (emphasis on *required*):

- **You must follow the required writing guidelines in the syllabus. Not doing so will result in your grade lowering by 5 points per item.**
- Twelve-point sized Times font, *double-spaced*. Single spaced assignments will be docked points.
- 1" margins all around
- APA Citations where appropriate – credit must be given even where any *ideas* presented in the paper are not your own (see notes below about avoiding plagiarism)
- Title pages and bibliographies *are not counted* as pages due
- Student information is at the top left of the page, single spaced
- There are no extra spaces between paragraphs.
- Paragraphs contain no less than four sentences.
- Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.'
- Avoid the universal "we", "our", "us" – ask yourself: Can I speak for everyone? If you cannot, do not write it. Avoid phrasing such as "nowadays..." and "since the beginning of time." Be accurate. Know what you're writing and why.
- *Do not ever use* Wikipedia, CliffNotes, or other such encyclopedic references or online dictionaries. Wikipedia is not peer-reviewed and therefore unreliable. Do your research. If you're going to research online (which is encouraged and totally legit), make sure you understand what you're seeking. Do a deep dive into the internet to find your stuff.
- Be sure that no more than 20% of your papers are outside sources. You must be providing your analysis while you draw from material presented to you in class.

Your written work is evaluated on:

1) Content

- a. You are expected to fulfill the entire assignment. Doing the minimum amount of work expected will likely get you a passing grade, but not an outstanding one. You're expected to go the extra mile.
- b. Fully developing your argument(s) and making use of examples and evidence to support your argument(s).
- c. The flow of thought throughout the paper, with strong analyses and conclusions, should be consistent throughout your writing. I add points to your final grade for continued improvement.

2) Writing Style

- a. Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling or are an ESL student, please let me know! I'm happy to work with you and point you in the right direction.**
- b. Your demonstrated clarity of thought.
- c. Good organization and attention to detail.
- d. The clear and present persuasiveness of your argument/s.

- e. Your ability to be creative, thoughtful, and clever. Make it an interesting read.
- f. PROOFREAD your work. Please do a spell/grammar check before you hand it in. Read it out loud to yourself, too! It helps.
- g. Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different way of presenting your research and ideas. ☺

Preventing Plagiarism: Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her words and doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

Grading:

Please use the following rubric to help explain the grade you're given for a given assignment. I offer comments on all of your written work and general comments on the Discussion Boards – sometimes more, sometimes less. Please read my comments and do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *always* open.

90-100 = A. "A" work shows me you're engaged with all course material by utilizing quotes and ideas. It is writing *completely free* from grammar and spelling errors, demonstrating your command not only of the English language but of the form and flow of a solid piece of written work. I also like to see/read/hear your "writing voice." That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be "fleshed out" and not just a series of statements, in other words.



80-89 = B. The “B” tells me you’re doing very good work. You may have a couple of grammar issues, but your work is still tidy, and the writing is still strong. You have a firm grasp on the themes in the course, but you may not be as well-versed in the readings and media and/or lecture material as you could be. I should see that you’re being challenged and that you’re struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

70-79 = C. “C” work means that you’re not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you’re not thinking as critically as I would like you to. You write the bare minimum of the length requirement. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

60-69 = D. Ah, the “D.” “D” is for “Don’t be Discouraged.” I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are, please see me immediately. “D” work is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is the little-to-no integration of material, and you’re not responding to the questions raised in the assignment. Demonstrated an understanding of the course materials is not presented clearly, or at all. (NOTE: A “D” and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

A: 94-100

A-: 90-93

B+: 87-89

B: 84-86

B-: 80-83

C+: 77-79

C: 74-76

C-: 70-73

D+: 67-69

D: 64-66

D-: 60-63

F: 59 and below

COURSE OUTLINE AND SCHEDULE:

PLEASE DO NOT WORK AHEAD MORE THAN ONE WEEK

Week One: April 3

Readings:

- **Prezi Presentation** (located in Modules and embedded in your Assignment for this week)

Recommended Reading:

- *Death, Dying, and Bereavement: Contemporary Perspectives, Institutions, and Practices* edited by Stillion and Attig.

Assignments:

- Participation DB I – Introductions. Due Sunday, 4/9
- Participation DB II – Sociological Imagination & Death. Due Sunday, 4/9
- Annotated Bibliography I: “Prezi Presentation”. Due Sunday, 4/9

Quote of the Week: “Death is one of two things. Either it is annihilation, and the dead have no consciousness of anything; or, as we are told, it is a change: a migration of the soul from one place to another.” – Socrates, Philosopher (469 – 399 BC)

Week Two: April 10

Readings:

- Parker, B., Schneider, M., & Winter, L. (2007). Imagining the Alternatives to Life-Prolonging Treatments: Elders’ Beliefs about The Dying Experience. *Death Studies*, 31: 619-631.

Film:

- **“Facing Death”. Frontline.** 2010.
- **“Flight from Death: The Quest for Immortality”.** 2003.

Assignments:

- Key Terms I Due Sunday, 4/16
 - The Sociological Imagination & Death
 - Collective Identity
 - Disciplinary Approaches to Death
 - Death Anxiety
- Annotated Bibliography II: “Imagining the Alternatives to Life” by Schneider & Winter”. Due Sunday, 4/16

Quote of the Week: “Without deviation from the norm, progress is not possible.” - Frank Zappa, Musician, Writer, Poet (1940 – 1993)

Week Three: April 17

Readings:

- Thomson, Graeme. (2008). The Art of Dying. *The Chronicle of Higher Education*, Vol. 55 Issue 12, pB16-B17
- Tomer, A. & Wong P. (2011). Beyond Terror and Denial: The Positive Psychology of Death Acceptance. *Death Studies*, 35, 99-106.
- Sutler-Cohen, Sara C. (2011). “Plans are pointless. Staying alive is as good as it gets.” Zombie Sociology and the Politics of Survival. *Zombies Are Us: Essays on the Humanity of the Walking Dead*. Moreman, C. and Rushton, C., eds. McFarland & Co.

Assignments:

- Key Terms II, due Sunday 4/23
- Flex Your Head Assignment I, due Sunday 4/23

- Annotated Bibliography III: “Plans Are Pointless” by Sutler-Cohen, due Sunday 4/23

Quote of the Week: “All human actions have one or more of these seven causes: chance, nature, compulsions, habit, reason, passion, desire.” - Aristotle, Philosopher (384 – 322 BC)

Week Four: April 24

Please note, the next two weeks deal with suicide. The films we’re going to watch can be very challenging to watch. If you have any difficulties discussing or studying suicide, please let me know. These are very well done films; they are incredibly thoughtful and quite beautiful.

Reading:

- Kitanaka, Junko. (2008). Diagnosing Suicides of Resolve: Psychiatric Practice in Contemporary Japan. *Culture, Medicine, & Psychiatry*, Vol. 32 Issue 2, p152-176.

Film:

- **Aokigahara: Suicide Forest**. Vice, 2011.

Assignments:

- Main Discussion Board I, initial response due Thursday 4/27, Responses by Sunday 4/30
- Flex Your Head Assignment II, due Sunday 4/30
- Annotated Bibliography IV: “Diagnosing Suicides”, due Sunday 4/30

Quote of the Week: “I leave you my portrait so that you will have my presence all the days and nights that I am away from you.” - Frida Kahlo, Activist, Poet, Painter, Sculptor (1907 – 1954)

Week Five: May 1

Assignments:

- Midterm Examination due Sunday, May 7th. The Exam will open at 8:00 am, PST on Friday, 5/5 and will be available for you until 11:59, Sunday the 7th. The Exam should take no more than two hours but isn’t timed, so as to accommodate anyone needing extra time. It is an open book and open note exam. Use your Key Terms assignments as your study guides.

Week Six: May 8

Reading:

- [American Foundation for Suicide Prevention landing page](#) – explore the page wherever it takes you. For my money, the stats page is the most interesting.
- **Controversy over “The Bridge”**
- ***STIFF: The Curious Lives of Human Cadavers***
 - Introduction, pg. 9
 - A Head is a Terrible Thing to Waste: Practicing surgery on the dead, pg. 19
 - Crimes of Anatomy: Body snatching and other sordid tales from the dawn of human dissection, pg. 37

Film:

- The Bridge

Recommended Film:

- Bridgend

Assignments:

- Main Discussion Board II, initial response due Thursday 5/11, Responses by Sunday 5/14
- Flex Your Head Assignment III, due Sunday 5/14
- Annotated Bibliography V "The Bridge", due Sunday 5/14

Quote of the Week: "Of course you don't die. Nobody dies. Death doesn't exist. You only reach a new level of vision, a new realm of consciousness, a new unknown world."
- Henry Miller, Novelist (1891 – 1980)

Week Seven: May 15

Readings:

- Lynch, T. (2004). Funerals-R-Us: From Funeral Home to Mega-Industry. *Generations*, 28 (2), 11-14.
- [Infinity Burial Project Blog: The Infinity Mushroom](#)
- *STIFF*:
 - Life After Death: On human decay and what can be done about it, pg. 61
 - Dead Man Driving: Human crash test dummies and the ghastly, necessary science of impact tolerance, pg. 87

Videos:

- The Undertaking. Frontline. Watch the full program.
- Penn & Teller, "Bullshit". Death, Inc.

Assignments:

- Key Terms Assignment III, due Sunday 5/21
- Annotated Bibliography VI: *STIFF*, both chapters. Please turn in two separate ABs, but in the same document. Due Sunday 5/21

Quote of the week: "You think you're so clever and classless and free." - John Lennon, Musician, Activist, Poet (1940 – 1980)

Week Eight: May 22

Readings:

- Gibson, M. (2007). Death and mourning in technologically mediated culture. *Health Sociology Review*, 16(5), 415-424.
- *STIFF*:
 - Beyond the Black Box: When the bodies of the passengers must tell the story of a crash, pg. 113
 - The Cadaver Who Joined the Army: The sticky ethics of bullets and bombs, pg. 131

Review Website:

- DeadSocial

Assignments:

- Flex Your Head Assignment IV, due Sunday 5/28
- Key Terms Assignment IV, due Sunday 5/28
- Annotated Bibliography VII "Death and mourning in technologically mediated culture", due Sunday 5/28

Quote of the Week: "Health nuts are going to feel stupid someday, lying in hospitals dying of nothing." - Redd Foxx, Comedian, Artist, Writer, Actor, Activist (1922 - 1991)

Week Nine: May 30

Memorial Day, May 29. No classes. Campus closed.

Readings:

- Ironstone-Catterall, P. (2004). When Isaak Was Gone: An Auto-Ethnographic Meditation on Mourning a Toddler. *Omega: Journal of Death & Dying*, 50(1), 1-21.
- Kaufman, K.R., & Kaufman, N.D. (2005). Childhood Mourning: Prospective Case Analysis of Multiple Losses. *Death Studies*, 29(3), 237-249.
- **STIFF:**
 - Holy Cadaver: the crucifixion experiments, pg. 157
 - How to Know if You're Dead: Beating-heart cadavers, live burial, and the scientific search for the soul, pg. 167

Assignments:

- Key Terms Assignment V, due Sunday 6/4
- Flex Your Head Assignment V, due Sunday 6/4
- Annotated Bibliography VIII, **STIFF**, both chapters. Please turn in two separate ABs, but in the same document. Due Sunday 6/4

Quote of the Week: "I know it is coming, and I do not fear it because I believe there is nothing on the other side of death to fear. I hope to be spared as much pain as possible on the approach path. I was perfectly content before I was born, and I think of death as the same state. I am grateful for the gifts of intelligence, love, wonder and laughter. You can't say it wasn't interesting. My lifetime's memories are what I have brought home from the trip. I will require them for eternity no more than that little souvenir of the Eiffel Tower I brought home from Paris." - Roger Ebert, *American Journalist, Screenwriter, Film Critic, Television and Radio Personality* (1942 - 2013)

Week Ten: June 5

Film:

- Tim Wilson, **Griefwalker**, 2008. National Film Board of Canada.
- **STIFF:**
 - Just A Head: Decapitation, reanimation, and the human head transplants, pg. 199
 - Eat Me: Medicinal cannibalism and the case of the human dumplings, pg. 221
- [Kittawat Unarrom: "Body Bakery"](#)

Assignments:

- Main Discussion Board III, initial response due Thursday 6/8. Responses due Sunday 6/11.

- Annotated Bibliography IX: *STIFF*, both chapters. Please turn in two separate ABs, but in the same document. Due Sunday 6/11

Quote of the Week: “A man who won't die for something is not fit to live.” – Reverend Dr. Martin Luther King, Jr., Community Leader, Minister, Activist, Writer, Intellectual, Religious Thinker (1929 – 1968)

Week Eleven: June 12

Readings:

- *STIFF*:
 - Out of the Fire, Into the Compost Bin: And other new ways to end up, pg. 251
 - Remains of the Author: Will she or won't she?, pg. 281

Assignments:

- Participation DB, Quarter Reflection, due Tuesday 6/13
- Annotated Bibliography X, due Tuesday 6/13

Quote of the Week: “Death is no more than passing from one room into another. But there's a difference for me, you know. Because in that other room I shall be able to see.” – Helen Keller, Activist, Poet, Writer, Community Leader (1880 – 1968)

Finals Week: June 14-16

Final Exam will be open from 8 am 6/15 through 11:59 pm 6/17

The exam will time out after four hours. Do not start the exam unless you intend to finish it during your chosen period.

Quote of the Week: “If you're losing your soul and you know it, then you've still got a soul left to lose.” – Charles “Hank” Bukowski, Poet, Novelist (1920 – 1994)

ABOUT THE INSTRUCTOR:

I am a professor here at Bellevue College part-time (I was FT here from 2006-2013 and also served as Dean of the Social Science Division) as well as at Colorado State University-Global. I'm a **Career Coach** and focus on career transitions and advising for college, grad, and post-grad students as well as “recovering academics” (if you've read this far, you can ask me about this in the Internet Café. I'm a freelance editor and indexer, a published writer and poet, a roller-skater, artist, and researcher. I received my Ph.D. in Sociology (with an emphasis in American Studies) from UC Santa Cruz in 2005, my first MA in Sociology from Humboldt State University in 2000, my second MA in Sociology from UCSC in 2003, my BA in Sociology and Journalism from Mills College in '97, and my AA in English and Creative Writing from Vista Community College in '95. This is my eleventh year teaching at BC. I am currently working on two research projects. One that deals with heavy metal and social class and another that looks at death, dying, and bereavement. I frequently travel for conferences as well.

Let's have a wonderful term!