

**Lingnan University**  
**Department of Philosophy**

<b>Course Title</b>	: Life and Death
<b>Course Code</b>	: PHI3222
<b>Recommended Study Year</b>	: 3 <sup>rd</sup> or 4 <sup>th</sup> Year
<b>No. of Credits/Term</b>	: 3
<b>Mode of Tuition</b>	: Lecture and tutorial
<b>Class Contact Hours</b>	: 2 hours Lecture/week; 1 hour Tutorial/week
<b>Category in Major Programme</b>	: Programme Elective - Ethics and Practical Philosophy Profile
<b>Prerequisite(s)</b>	: N/A
<b>Co-requisite(s)</b>	: N/A
<b>Exclusion(s)</b>	: N/A
<b>Exemption Requirement(s)</b>	: N/A

### **Brief Course Description**

Life is a learning process of facing death. In this perspective, death constitutes a significant, if not the whole meaning of life. This idea is shared by different schools of thought both East and West. In this course, students will study the meaning of death from philosophical as well as from religious standpoints. Though it is not likely that we can understand death intellectually, it is hoped that we can learn how much weight we should give to it in our lives, what sense it can contribute to the meaning of life, and how we should face it and deal with it.

### **Aims**

This course aims at:

1. providing knowledge of the psychological process of a dying person.
2. introducing various approaches to thinking about death.
3. examining the relationship between life and death.
4. stimulating students to reflect on the meaning of life.

### **Learning Outcomes**

At the end of the course, students are expected:

1. to have a reflection on issues related to life and death;
2. to be able to respond to the question "What does death mean to him/her?"
3. to have an understanding of the common psychological response of a dying person;
4. to be aware of the relevancy of death to life.

### **Indicative Content**

1. Thanatology, Study of Life and Death, Death Education
2. Psychological Approach to Understanding Death  
The Observation by Kubler-Ross
3. Fear of Death
  - a. Psychological Causes
  - b. Existential Cause
  - c. Transcending the Fear of Death
4. Bereavement
5. After Life
6. Euthanasia
7. The Meaning of Life and Death
  - a. Victor Frankl's searching for meaning
  - b. Khristnamurti's teaching

## Teaching Method

Lecture, tutorial, experiential activities, e.g. hospice visit, film screening and discussion

## Measurement of Learning Outcomes

Assessment will be based on the performance in tutorials, report on activities, exercise, term paper and a take-home examination.

1. Students will discuss on assigned topic in the tutorials. They are expected to be able to reflect deeply on the issues related to life and death. They are encouraged to draw on sources from their own experiences in supporting their views. LO 1; LO 2
2. Students will write a term paper. They are expected to be able to integrate what they have learned in class in order to apprehend concrete situations. LO1; LO2; LO3
3. Students will write a report on the activities such as hospice visit. They are expected to express their feeling as well as reflections upon what they have observed during the visit. LO3
4. Examination will assess students' depth of reflection on different aspects of life and death. LO1; LO2; LO3
5. A survey by questionnaire with simple questions will be conducted both at the beginning and in the end of the course. It will show the changes (if any) of students' attitude towards life and death and their perception of the relationship between these two.

## Assessment

Continuous Assessment 60%:

1. Term paper 30%
2. Activities, report, assignments 30%

Attendance 10%

Final Examination 30%

## Required Readings

- E. 雲格爾，林克譯，《死論》，香港，三聯，1996。
- 傅偉勳：《死亡的尊嚴與生命的尊嚴》，台北，正中，1993。
- 林綺雲編，《生死學》，台北：洪葉文化，2000。
- 段德智，《死亡哲學》，台北：洪葉文化，1994。
- 克里希那穆提，《生與死》，廖世德譯，台北：方智，1995。
- 尉遲淦(編)，《生死學概論》，台北：五南，2000。
- 丹尼爾·卡拉漢，張至璋譯，《生命中的懸夢》，台北：正中，1999。
- Feifel, Herman (Ed) *New Meanings of Death*, New York: McGraw-Hill Inc.
- Bowker, John, 《死亡的意義》，商戈令譯，台北：正中，1994。
- Frankl, Victor E., *Men's Search for Meaning*, New York: Pocket Books, 1963.
- Kubler-Ross, Elisabeth, *On Death and Dying*, London: Taristock Publications, 1970.
- 黃慧英（編撰），《訪問死亡》，香港：進一步，2006。
- 黃慧英，《向終點敬禮》，香港：青春文化，2012。
- Bowker, John（著），商戈令譯，《死亡的意義》，台北：正中，1994。
- 伊莉莎白·庫伯勒·羅斯&大衛·凱思樂（著），張美惠譯，《當綠葉緩緩落下》，台北：張老師文化，2006。
- 布雷克·諾爾，帕蜜拉·D·布萊爾（著），馬勵譯，《我還沒準備說再見》，台北：橡樹林，2012。
- Moody, R.A., 長安譯，《來生》，台北：方智，1991。
- 凱思林·辛（著），《好走》，彭榮邦、廖婉如譯，台北：心靈工坊，2010。

## Supplementary Readings

- 庫伯勒·羅斯著，李永平譯，《天使走過人間》，台北：天下遠見，1998。
- 鮑比以著，邱瑞鑾譯，《潛水鐘與蝴蝶》，台北：時報，1998。
- 索甲仁波切著，鄭振煌譯，《西藏生死書》，台北：張老師，1996。

Albom, M. 著，白裕承譯，《最後14堂星期二的課》，台北：大塊文化，1998。  
Bedard, J. 著，洪儀真譯，《當我還有七天可活》，台北：藍瓶子，2000。  
余德慧，《生死無盡》，台北：張老師，1998。  
伊利莎白·庫伯勒·羅斯著，林瑞堂譯，《你可以更靠近我》，台北：張老師，2000。  
許爾文·努蘭著，揚慕華譯，《死亡的臉》，台北：時報文化，1995。  
Picardie, R. 著，周靈芝譯，《在我道別之前》，台北：大塊文化，2000。  
約瑟夫·夏普著，林宏濤譯，《體會死亡》，台北：米娜貝爾，1999。  
Levine, Stephen. *Meetings at the Edge*, Doubleday: Anchor Books, 1984.  
Levine, Stephen. *Who Dies?* New York: Anchor Books, 1982. 《生死之歌》，北京：東方出版社，1998。  
茱蒂絲·利弗著，斯文穎譯，《學會說再見》，台北：城邦，2002。  
托爾斯泰等著，徐進夫譯，《死的況味》，台北：志文出版社。  
雷蒙穆迪，孫慶餘譯，《揭開死亡之謎》，台北，求精，1977。

### **Important Notes**

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>