

**Course Information**

Date Submitted: 10/27/2014

Current Prefix and Number: PHI - Philosophy , PHI 380 DEATH/DYING/QUAL OF LIFE

Other Course:

Proposed Prefix and Number: PHI 380

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

RECEIVED

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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: ARTS &amp; SCIENCES

b. Department/Division: Philosophy

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Alan Perreiah

Email: pera@uky.edu

Phone: 257-7108

Responsible Faculty ID (if different from Contact)

Name: Brandon Look

Email: look@uky.edu

Phone: 257-3071

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: DEATH, DYING AND THE QUALITY OF LIFE

Proposed Title: Death, Dying and the Quality of Life

c. Current Transcript Title: DEATH/DYING/QUAL OF LIFE

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3 credit hours

Proposed Meeting Patterns

LECTURE: 3 credit hours

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A philosophical and interdisciplinary investigation of a cluster of prominent issues about the meaning of life and death, caring for dying persons, and the quality of life of the terminally ill. Among topics included are: death definitions and criteria; allowing to die vs. killing; euthanasia and suicide; life prolongation, ethics of care of the terminally ill; and rights of the dying.

Proposed Course Description for Bulletin: A philosophical and interdisciplinary investigation of a cluster of prominent issues about the meaning of life and death, caring for dying persons, and the quality of life of the terminally ill. Among topics included are: death definitions and criteria; allowing to die vs. killing; euthanasia and suicide; life prolongation, ethics of care of the terminally ill; and rights of the dying.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: The existing course is being modified to conform to UK CORE specifications.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|LOOK|Brandon C Look|PHI 380 CHANGE Dept Review|20141028

SIGNATURE|ACSI222|Anna C Harmon|PHI 380 CHANGE College Review|20141119

SIGNATURE|JALLISO|Jonathan M Allison|PHI 380 CHANGE UKCEC Expert Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 380 CHANGE UKCEC Review|20150417

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 380 CHANGE Undergrad Council Review|20150417

### Course Change Form

https://myuk.uky.edu/sap/bc/soap/fc?services=

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	3931	PHI380 Leaman Course Review Form.docx
Delete	4882	PHI 380 Leaman.docx

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

Current Prefix and Number:		PHI - Philosophy PHI 380 DEATH/DYING/QUAL OF LIFE	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	PHI 380
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major -- Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 10 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
f. General Information				
a. Submitted by the College of:		ARTS & SCIENCES		Submission Date: 10/27/2014
b. Department/Division:		Philosophy		
c.* Is there a change in "ownership" of the course?				
<input checked="" type="radio"/> Yes <input type="radio"/> No    If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
e.* * Contact Person Name:		Alan Perreiah		Email: pera@uky.edu    Phone: 257-7108
* Responsible Faculty ID (if different from Contact):		Brandon Look		Email: look@uky.edu    Phone: 257-3071
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval    OR		Specific Term: 2
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed change not affect DL delivery.				
b. Full Title:		DEATH, DYING AND THE QUALITY OF LIFE		Proposed Title: * Death, Dying and the Quality of Life
c. Current Transcript Title (if full title is more than 40 characters):		DEATH/DYING/QUAL OF LIFE		
c. Proposed Transcript Title (if full title is more than 40 characters):				
d. Current Cross-listing:		OR		

	<input type="checkbox"/> N/A	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):			
Proposed – REMOVE <sup>3,1</sup> Cross-listing (Prefix & Number):			
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern</b>			
Current:	Lecture 3 credit hours	Laboratory <sup>5</sup>	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain: _____
Proposed: *	Lecture 3 credit hours	Laboratory <sup>5</sup>	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain: _____
<b>f. Current Grading System:</b>		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
<b>g. Current number of credit hours:</b>		3	Proposed number of credit hours:*
<b>h.* Currently, is this course repeatable for additional credit?</b>		<input type="radio"/> Yes <input checked="" type="radio"/> No	
<b>* Proposed to be repeatable for additional credit?</b>		<input type="radio"/> Yes <input checked="" type="radio"/> No	
<b>If YES:</b>	<b>Maximum number of credit hours:</b>		
<b>If YES:</b>	<b>Will this course allow multiple registrations during the same semester?</b>		<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>i. Current Course Description for Bulletin:</b>			
A philosophical and interdisciplinary investigation of a cluster of prominent issues about the meaning of life and death, caring for dying persons, and the quality of life of the terminally ill. Among topics included are: death definitions and criteria; allowing to die vs. killing; euthanasia and suicide; life prolongation, ethics of care of the terminally ill; and rights of the dying.			
<b>* Proposed Course Description for Bulletin:</b>			
A philosophical and interdisciplinary investigation of a cluster of prominent issues about the meaning of life and death, caring for dying persons, and the quality of life of the terminally ill. Among topics included are: death definitions and criteria; allowing to die vs. killing; euthanasia and suicide; life prolongation, ethics of care of the terminally ill; and rights of the dying.			
<b>j. Current Prerequisites, if any:</b>			
<b>* Proposed Prerequisites, if any:</b>			
<b>k. Current Supplementary Teaching Component, if any:</b>			<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both		
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change		
<b>3.</b> Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, enter the off campus address:			
<b>4.*</b> Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No		
If YES, explain and offer brief rationale:			
The existing course is being modified to conform to UK CORE specifications.			
<b>5. Course Relationship to Program(s).</b>			
<b>a.*</b> Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, identify the depts. and/or pgms:			
<b>b.*</b> Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES <sup>2</sup> , list the program(s) here:			
<b>6. Information to be Placed on Syllabus.</b>			
<b>a.</b>	<input type="checkbox"/>	Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establish different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

PHI 380

Death, dying and the quality of life

Tutor: Oliver Leaman

TR 11-12.30

Office Hours TR 8-9 and by appointment

CB 336

Tel No 323 2272

**EMAIL ADDRESS:** oliver.leaman@uky.edu

POT 1503

**Course Description:** A philosophical and interdisciplinary investigation of a cluster of prominent issues about the meaning of life and death, caring for dying persons and the quality of life of the terminally ill. Among topics included are: death definitions and criteria; allowing to die vs. killing; euthanasia and suicide; life prolongation, ethics of care of the terminally ill; and rights of the dying.

**Course goals:** The issues of death, dying and the quality of life are connected and it is point of this course to encourage students to explore the links and broaden their conceptual grasp of the issues that arise. An effort is made to locate the discussion within a particular historical and cultural context, and then develop an understanding of the major philosophical controversies that then arise. These will include euthanasia, suicide (assisted and otherwise), abortion, triage, death as a medicalized phenomenon in modern society, murder and warfare. What if anything should make death frightening, what sorts of life are worth continuing and which philosophers have had particularly interesting things to say about death are among the topics to be considered. The links between religion and the course topics will be frequently discussed, including a wide range of religions including all the major world religions. A thorough grounding of moral theory is essential and is part of the course, in particular consequentialism vs. absolutism.

**Course books:**

A brief history of death/Spellman/Reaktion Books

Wellbeing and death/Bradley/Oxford University Press

Useful sources of reference: Supplementary Reading

Ben Bradley, Fred Feldman, and Jens Johansson (eds.), *The Oxford Handbook of Philosophy of Death* (Oxford Handbooks). (New York, NY: Oxford University Press, 2013)

Bowker. *The Meanings of Death* (Cambridge, Cambridge University Press, 1993)

Fred Feldman, *Confrontations with the Reaper: A Philosophical Study of the Nature and Value of Death* (New York: Oxford University Press, 1993)

Glennys Howarth and Oliver Leaman (eds.) *Encyclopedia of Death and Dying*, Routledge

Oliver Leaman, *Evil in Jewish Philosophy* (Cambridge University Press, 1997)



Jeff McMahan, *The Ethics of Killing: Problems at the Margins of Life* (Oxford Ethics Series) (New York: Oxford University Press, 2003)

Assessment:

**(1) Examination 33%**

Unseen beforehand and closed book. The grade on this exam represents the midterm. Sample exam:

PHI 380 Examination October 7, 2014 45 minutes

Answer TWO QUESTIONS ONLY

1. Which account of the afterlife seems most plausible to you?
2. Are we a death denying society? Compare modern society with earlier times.
3. Is there such a thing as dignity in death and if so should we be able to choose it through suicide?
4. What if anything is wrong with killing people and does that mean no-one should be a soldier?
5. Why is how we deal with the dead important?
6. When deciding who is to live and who is to die, should we pay attention to the consequences?
7. What is the significance of disease in the understanding of our attitudes towards death?
8. Discuss the social and ethical consequences of the medicalization of death.

**(2) Essay 33% due in the second half of the course**

About 1500 words is the requirement

Students will select a topic from AskPhilosophers.com and write on it. There is a Death category, but you can select a topic from a different section, provided it has a significant aspect relating to death, dying, and the quality of life or one of the three.

**(3) Presentations 33% Last four sessions of the semester**

Presentations will be a public discussion of a topic your group finds significant in the materials we have been discussing. You will play a part in developing the topic in the presentation and also write about it, and these will form the basis of the assessment. You will receive 50% of the grade based on the public presentation, and everyone in the group will get the same grade. You will receive 50% based on your individual description of the

presentation topic. You will hand this into me on the day of the presentation. 1000 words maximum.

Before the presentation you must tell me what you are thinking of doing and have it approved in writing by a designated date.

Attendance: During the presentations I will be taking a register and anyone not present without an excuse compatible with the UK rules will be penalized one letter grade for a third of the course.

#### Description of the Evaluation Process

Essay 33%

Examination 33%

Presentation 33%

Grade equivalencies: A = 90-100

B = 80-89

C = 70-79

D = 65-69

E = Below 65

Students will get a letter grade for each piece of course work. At the end of the course you will get a final grade which will be an average based on your individual grades. The midterm and final grade will just be a letter, but your actual grade may be more complex. For example, you may get a B but your grade is really B+ or B-, or B/A-. The first letter represents your grade for reporting purposes. The significance of the gradations is that it affects the final grade in that in a borderline case it might bring your final grade up or down.

A Outstanding, excellent work; exceptional performance with strong evidence of original thinking, good organization, meticulous concern for documented evidence, and obvious capacity to analyze, synthesize, evaluate, discern, justify, and elaborate; frequent evidence of both verbal eloquence and perceptive insight in written expression; demonstrated grasp of subject matter and its implications. Gives evidence of an extensive and detailed knowledge base.

B Good, competent work; evidence of some original thinking, careful organization; satisfactory critical and analytical capacity; reasonably error-free expository written expression, with clear, focused thesis and well-supported, documented, relevant arguments; good problem-solving ability; reasonably good grasp of subject matter but an occasional lack of depth of discernment; evidence of reasonable familiarity with course subject matter, both concepts and key issues. Exhibits a serious, responsible engagement with the course content.

C Adequate, reasonably satisfactory work; fair performance but infrequent evidence of original thinking or the capacity to analyze, synthesize, or evaluate course material; undue reliance on rote memory; difficulty in applying knowledge in unfamiliar contexts; limited problem-solving ability; fairly clear but quite uninspiring written expression with occasional problems in syntax; weak in provision of documented, illustrative, or descriptive evidence; satisfactory grasp of basic elements of the course but frequent lapses in detailed understanding. More than satisfies the minimum requirements of the course.

D Minimally acceptable work; relatively weak performance with little evidence of original thinking or ability to analyze or synthesize course material; nominal or weak problem-solving ability; written expression frequently exhibits difficulty in articulating a central thesis or sustaining a coherent argument; ideas are trite or juvenile, without discernible development. Shows inadequate grasp of some basic elements of the course.

Failing grades Inadequate work; poor performance that indicates a lack of understanding or misunderstanding of essential subject matter; easily distracted by the irrelevant; written expression is poorly organized, often incoherent, with plenty of errors. Shows little evidence of even basic competency in the course content or skills.

#### Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

#### Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**According to Senate policy, students with excused absences have one week to contact the instructor regarding the make-up of missed graded work.**

Academic Accommodation Due to Disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the

Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Academic Integrity:** You are expected to adhere to the university's policy on academic integrity. Fabrication, plagiarism, cheating and other violations of the code will not be tolerated in this course. When you are using other people's ideas to make a point, you must give the source credit through proper attribution. Merely cutting and pasting Web site information into your assignment without attribution is wrong and a resulting charge of plagiarism can result in a failing final grade for the course.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online: <http://www.uky.edu/StudentAffairs/Code/> and <http://www.uky.edu/Ombud/Plagiarism.pdf>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Program of Classes (subject to change)

Lectures and student activities:

Introduction to the course

Brief History of Death Chapter 1: Rituals

Chapter 2: Death and religions in the West

Chapter 3: Death and religions in the East

Chapter 4: Disease

Chapter 5: Death denial and modern society

Introduction to death and philosophy: utilitarianism

Introduction to death and philosophy: moral absolutism

Introduction to death and philosophy: medical ethics and rational decision making

Ethics of suicide and assisted death

Murder and warfare

Examination in class, unseen and closed book

Dealing with dead bodies/representations of death

Death and the afterlife, religious perspectives 1 Abrahamic religions

Death and the afterlife, religious perspectives 11 Asian religions

Quality of life: definitions and developments

Halloween

Plato

Spinoza

"Before I die I want to .....". The bucket list issue

Death and music

Death and art

Essay due in class/Presentation preparation

Presentation preparation

Presentation

Presentation

Presentation

## Presentation

1. Activities that enable the students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation:

From the syllabus: all the items of assessment contribute to this. The examination tests the students' ability to write about the comparative strengths of different theoretical positions. The essay does the same and enables them to investigate the topic at some length. The presentation helps students develop the ability to present their ideas in public and organize their work in combination with their colleagues as part of a group.

2. Activities that enable the students to demonstrate their ability to differentiate and evaluate various theoretical positions in the area.

From the syllabus: all the items of assessment contribute to this. Students will be required throughout to demonstrate their ability to identify and assess a range of theoretical strategies and plausible solutions to the sorts of conceptual difficulties that arise within the topics they consider.

3. Activities that enable the students to demonstrate their ability to link the discussion of appropriate attitudes to death, dying and the quality of life to both philosophical theory and a particular social and cultural context.

From the syllabus: the particular combination of theory and practice in the curriculum, where the students are asked to examine particular historical periods and then discuss the theoretical issues which arise within that context.

4. Activities that enable the students to demonstrate their ability to demonstrate disciplinary literacy

From the syllabus: all the items of assessment contribute to this, assisting the students in acquiring a range of ways of dealing with the varied topics of the course using appropriate theoretical techniques.

5. Assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some relevant text.

The essay does this and is designed to allow students to carry out a sustained argument on a particular issue, one that they themselves will select. It will oblige them to put together themselves the resources they will require to deal with the text and examine its wider ramifications.

The presentation with its accompanying written component will also contribute to this aim.