

# Death and Dying

PHIL 225 – Fall 2019, CLE A203/TWF, 9:30 – 10:30

## Provisional Draft.

This outline gives students a sense of what the course involves, but is not the final, *official* outline.

All of us will die at some point in the future. But this fact can seem quite dark and unsettling, leading many of us to experience fear if we reflect on it enough. But what does it mean to die, and is being dead really a bad thing? The philosophy of death and dying urges us to think critically about our assumptions and ideas around these topics. In this course, we will explore the nature of death and dying and whether they are bad; the ethics and politics of human attempts to resist death and to become dead; the ethics and politics of medically assisted death; and how we cope with others' deaths.

<b>Instructor</b>	Dr. Katie Stockdale (katiestockdale@uvic.ca)
<b>Office Hours</b>	CLE B312, Tuesdays & Wednesdays, 10:30 – 11:30 and by appointment.
<b>Communication</b>	You are welcome to visit me in office hours to chat about the course or philosophy any time. If you cannot make my office hours, email me to request an appointment. My pronouns are she/her; please feel free to let me know your name/pronoun preferences as well.
<b>Website</b>	<a href="http://coursespaces.uvic.ca">http://coursespaces.uvic.ca</a>
<b>Readings</b>	All required readings are available on the course website.

### Evaluation:

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<b>Grading Scale<sup>1</sup></b>	A (Superior performance)	A+: 90-100; A: 85-89; A-: 80-84	
	B (Good performance)	B+: 77-79; B: 73-76; B-: 70-72	
	C (Adequate performance)	C+: 65-69; C: 60-64	
	D (Minimal performance)	50-59	
	F (Inadequate performance)	0-49	
<b>Assignments<sup>2</sup></b>	Participation	10%	Throughout the course.
	Reflections (x2)	30%	October 1 & 18 (tentative).
	Midterm	15%	October 29 (tentative).
	Essay	20%	November 19 (tentative).
	Final Exam	25%	TBD.

**Lateness** All students have one and only one free extension, for up to 5 days following the due date. Students do not need to request to use their free extension; just write "FREE EXTENSION" at the top of your assignment. All other late work will receive a penalty of 3 points per day for up to 1 week after which the assignment receives a 0. Late work (without the free extension) will not receive feedback.

**Missed Exams** I will not reschedule make-up exams without documentation of a medical emergency. Please make sure you wait to find out your final exam schedule *before* finalizing travel plans over the holidays.

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<sup>1</sup> For further detail, see <https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/grading.html>.

<sup>2</sup> Detailed instructions for all assignments will be posted on the course website.

**Accessibility**

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

**Technology**

Some of you may require the use of technology in the classroom, so laptops are permitted. However, cell phones should be off. Students who use cell phones in the classroom will be called out and asked to put them away.

**Academic Integrity**

Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution

Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student

Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension.

It is your responsibility to understand the University's policy on academic integrity.<sup>3</sup>



*Territory Acknowledgement:* The University of Victoria is committed to acknowledging and respecting the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territory the University stands and whose historical relationships with the land continue to this day. For information about support for Indigenous students and efforts to foster reconciliation, please visit the Office of Indigenous Academic & Community Engagement.

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<sup>3</sup> For more information, see <http://web.uvic.ca/calendar2012/FACS/UnIn/UARe/PoAcI.html>.

Course schedule: (Complete the readings *prior* to coming to class!)<sup>4</sup>

Sept. 4	<b>Introduction</b>	Welcome to the course!
Sept. 6	<b>What is Death?</b>	Arthur Caplan, "Death: An Evolving, Normative Concept"
Sept. 10	<b>Is Death Bad?</b>	Epicurus, <i>Letter to Menoeceus</i>
Sept. 18		Thomas Nagel, "Death"
Sept. 20		Lori Gruen, "Death as a Social Harm" (53-61)
Sept. 24		Gruen, Continued
Sept. 25		Vine Deloria, "Death and Religion"
Sept. 27		Deloria, Continued
Oct. 1	<b>Approaching &amp; Resisting Death</b>	<i>Last chance to submit Reflection # 1.</i> Ezekiel J. Emanuel, "Why I Hope to Die at 75"
Oct. 2		Martha Nussbaum, "Our Bodies, Ourselves: Aging, Stigma, and Disgust"
Oct. 4		Nussbaum, Continued
Oct. 8		No readings. Case study in life extension research
Oct. 9		Christopher Wareham, "How Can Life-Extending Treatments be Available for All?"
Oct. 11	<b>The Duty to Die</b>	John Hardwig, "Is There a Duty to Die?"
Oct. 15		Hardwig, Continued
Oct. 16		Margaret Battin, "Global Life Expectancies and International Justice: A Reemergence of the Duty to Die?"
Oct. 18		<i>Last chance to submit Reflection # 2.</i> Battin, Continued
Oct. 22	<b>Facilitating &amp; Preventing Death in Medical Practice</b>	James Rachels, "Active and Passive Euthanasia"
Oct. 23		Documentary, <i>Road to Mercy</i> – a film by Nadine Pequenezza
Oct. 25		Midterm exam review.
Oct. 29		<i>In-class midterm exam.</i>
Oct. 30		Margaret Battin, "The Irony of Supporting Physician-Assisted Suicide: A Personal Account"
Nov. 1		Jukka Varelius, "Mental Illness, Lack of Autonomy, and Physician-Assisted Death"
Nov. 5		Varelius, Continued
Nov. 6		Norah Martin, "Preserving Trust, Maintaining Care, and Saving Lives: Competing Feminist Values in Suicide Prevention"
Nov. 8		Martin, Continued
Nov. 12 & 14		READING BREAK (!!)
Nov. 15		In-class writing workshop.
Nov. 19	<b>Who Should Die?</b>	Govind Persad et al, "Principles for Allocation of Scarce Medical Interventions" <i>Essay due, 11:59pm to CourseSpaces.</i>
Nov. 20		Persad et al, Continued
Nov. 22	<b>Grappling with Death</b>	Lori Gruen, "Death as a Social Harm" (61-65)
Nov. 26		Robert Solomon, "On Grief and Gratitude"
Nov. 27		Solomon, Continued
Nov. 29		Kathleen Higgins, "Love and Death"
Dec. 3		Higgins, Continued
Dec. 4		Exam Review. ( <i>Final exam date/time TBD.</i> )

<sup>4</sup> This is a tentative schedule. Readings and dates may change.