

請就參考書目的內容及個人理解，回答下列問題（不必抄題，但請務必註明題號）：

※第1題及第5題必答：

1. (此題必答)根據傅偉勳教授在《死亡的尊嚴與生命的尊嚴》一書中的觀察及論述，現代社會特有之根本的死亡問題有哪些？換言之，生活在e世紀的現代人所面臨之根本的死亡問題，及其相關議題有哪些？試申論之。(30%)

※第2~4題任選二題作答，題號請標明清楚：

2. 在現代社會中，涉及法律層面的生死問題有哪些？而這些不同的生死問題與法律之間的交涉及關聯程度又如何？試申論之。(25%)
3. 1969年，美國著名的精神醫學暨死亡學專家 Dr. Elizabeth Kübler-Ross (伊莉莎白·庫布樂·羅絲醫生)出版了她的名著：*On Death and Dying*《論死亡與臨終》，她在書中首次提出劃時代的「臨終五階段模型」論，也是首次對於死亡心理與死亡現象進行有系統的探索研究與論述，而且開啟了現代社會的死亡自覺運動。然而，此一「臨終五階段模型」之建構有其時空背景之侷限，且已歷經三十餘年，其間不斷地被質疑與挑戰。針對此一「臨終五階段模型」論，有哪些觀點與立論須要加以修正？試申論之。(25%)
4. 在人類歷史上，傳染病一直是人類的大敵，其中名列第一的就是「鼠疫 (bubonic plague)」，又稱「黑死病 (Black Death)」，曾在十四世紀(1347~1351 C.E.)流行於歐洲，造成歐陸將近三分之一人口的死亡，但是卻也促使了西方醫療的改進與現代化。自去(2002)年十一月起，在中國大陸、越南、香港等地，爆發了「嚴重急性呼吸道症候群」(Severe Acute Respiratory Syndrome, 簡稱：SARS)，被喻為「現代黑死病」，目前已經蔓延到全球五大洲近三十個國家，感染人數及死亡人數一直持續增加中，而且似乎還無法找到解決之方，不但造成社會大眾心理的恐慌，也嚴重打擊全球的商業經濟活動(特別是航空旅遊等相關事業)。請問：中世紀的黑死病對現代西方醫學有何影響？而在SARS出現之後，你對現代的醫療科技與體系有何反思與評論？試申論之。(25%)
5. (此題必答)以下是一段有關死亡教育(death education)的論述，請在閱讀後說明其大意，並根據其內容加以討論。(20%)

The term "death education" has many meanings, but three seem basic. (1) In analogy to many specific forms of education such as medical education, death education has the sense of "preparation for death." The *Tibetan Book of the Dead*, the Hebrew-Christian Bible have, to a greater or lesser degree, the purpose of preparing the person for death and death-related issues. (2) The second meaning of death education is education for those decisions affected by actual or possible death. The practice of medicine and nursing; law; religious ministry; counseling; military; police; fire-fighting; and funeral direction are all affected by the possibility of preventing or causing death, and by the consequences of a death. The training of practitioners in these careers would be incomplete if it did not include serious discussion of the definitions of death and of the personal, moral, legal, and economic issues involved in the death-related decisions made by these professionals. (3) The third meaning of death education refers to a course or part of a course focusing on the meaning of death, attitudes toward death, and ways of coping with death. The death education curriculum has a cognitive aspect that includes the development of a body of knowledge and an affective aspect that includes changes in attitudes and values.