

系所別：生死學研究所

科目編號：A1-19-04

科 目：生死學概論

試題紙第\_\_\_\_頁共\_\_\_\_

請就參考書目的內容及個人的理解，回答下列問題（不必抄題，但請務必註明題號）：

\* 第 1 題及第 6 題必答：

1. (此題必答) 根據傅偉勳教授的構想，「現代生死學」又可分為廣狹二義，亦即廣義之現代生死學與狹義之現代生死學，此廣狹二者之內涵為何？以及二者之間的關連性為何？試申論之。(30%)

\* 第 2, 3 兩題中任選一題作答，題號請標明清楚：

2. 在《活出意義來》這本書中，傅朗克(Frankl)提出「存在的空虛」此一概念，請說明其內涵，以及對治及解決之道。(25%)
3. 精神治療有三大維也納學派，有關人性的理論學說與生命價值取向上孰優孰劣，雖屬見仁見智；然而，根據傅偉勳教授的看法，傅朗克(Frankl)的「意義意志(the will to meaning)」之說，有哪些優點，強過其他二個學派，請申論之。(25%)

\* 第 4, 5 兩題中任選一題作答，題號請標明清楚：

4. 自古以來，無論中外，生死問題與宗教探索一直有密不可分的關聯，宗教探索與生死問題之間的關聯性究竟為何？請以傅偉勳所提出「生命的十大層面與價值取向」模型來分析並申論之。(25%)
5. 世界各大宗教皆有面對生命之終極關懷與超克生死之終極目標，請就終極關懷與生死超克之議題，比較世界各大宗教其觀點與主張之異同。(25%)

6. (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%)

Many goals have been established for death education. The list below represents what occurs in the literature from 1977 to the present, however, one must not assume that every course, much less every module, effects these goals. The goals cited are: (1) to remove the taboo aspect of death language; (2) to promote comfortable and intelligent interactions with the dying; (3) to educate children about death so they develop a minimum of death-related anxieties; (4) to understand the dynamics of grief; (5) to understand and be able to interact with a suicidal person; (6) to understand the social structure of dying (the "death system"); and (7) to recognize the variations involved in aspects of death both within and among cultures. In reality, most courses effect no more than an understanding of the definitions of death, the meaning and necessity of palliative care, funerals, the dynamics of grief, and children's awareness of death.