

Fact Sheet Assignment for *The Postmortal*

Instructions: Create a list of thoughts or facts as they relate to one or more of the following topics. This could be a brainstorming activity in which you create two different sides for each case. The aim is to start the conversation about the controversial philosophical topics that the book presents. These fact sheets can then serve as an informational base to frame the public debate in conjunction with the author's visit.**

Some sample topics:

1. If you knew that you were never going to age, would you still get married?*
2. If you were in charge of a country, would you make the cure for aging available to everyone?*
3. Are there any reasons that a person would be restricted from 'the cure,' ex. disability, criminal conduct, low grades in math etc.
4. Hypothesize that the cure is relatively cheap to research and manufacture. What should it cost? In other words would you price it in such a way as to restrict its' use?
5. If the cure for aging were available now, would you get it?*
6. If the cure for aging were available now, should the death penalty replace life sentences?*
7. If the cure for aging were available now, should it be given to military personnel to build stronger armed forces?*
8. If you knew that you were never going to age, would you make a different career choice than the one you have or are planning now?
9. If the cure were available to everyone, would you make recycling and conservation a requirement with strict penalties?*
10. Since not as many people are dying how would you restrict the population and/or create an environment that is sustainable for a growing population?
11. If people are virtually immortal how do you think that would influence religious views? Would religion have as much importance in this society?*
12. Would 'the cure' influence people's morality in any way? Would they become better or worse from some moral standpoint?*
13. How would the economy differ after 'the cure'?*

These topics are meant as possible guidelines and can be altered or amended as you see fit for your course. They can also be used as short essay topics in addition to being used as preparation for a debate.

*starred topics will be argued at the public debate in October

**If you would like your students' fact sheets to be used in the public debate in October, please send completed fact sheets to: sara.clark@tri-c.edu; kevin.kondik@tri-c.edu; or tyler.olsen@tri-c.edu by Friday, October 16th. Also, please let us know if you are interested in serving as a facilitator for the debates.