

Practicing Mortality Art Philosophy And Contemplative Seeing

Bringing together strands of public discourse about valuing personal achievement at the expense of social values and the impacts of global capitalism, mass media, and digital culture on the lives of children, this book challenges the potential of science and business to solve the world's problems without a complementary emphasis on social values. The selection of literary works discussed illustrates the power of literature and human arts to instill such values and foster change. The book offers a valuable foundation for the field of literacy education by providing knowledge about the importance of language and literature that educators can use in their own teaching and advocacy work. The Priority of the Other provides radical reorientation of our most basic ways of making sense of the human condition. By thinking and being Otherwise, he suggests, we can become better attuned to both the world beyond us and the world within.

"In this sequel to his acclaimed *The Call to Teach*, David Hansen revisits the idea of teaching as a calling in light of contemporary prospects in education. He shows why the call to teach walks hand in hand with teaching as the holistic practice of being with students in their interaction with subject matter, one another, and their larger life experience. The book is a sequel, not merely a new edition. thoroughly re-written and re-researched to expand original premise of "*The Call to Teach*."--

A collaborative undertaking between an artist and a philosopher, this monograph attempts to deepen our understanding of 'contemplative seeing' by addressing the works of Plato, Thoreau, Heidegger, and more. The authors explore what it means to 'see' reality and contemplate how viewing reality philosophically and artfully is a form of spirituality. In this way, by developing a new conception of active visual engagement, the authors propose a way of seeing that unites both critical scrutiny and spiritual involvement, as opposed to simple passive reception.

This book considers death and loss within Chinese Medicine and related Taoist models, and offers practical advice and techniques, effective recommendations and appropriate exercises for those working in palliative care, with grieving, frail or dying clients. Grainger examines the different ways that practitioners might encounter death and loss - including working in end-of-life care, with those facing terminal illness, affected by bereavement, suicide or miscarriage - in the context of different ages, religious and cultural backgrounds, and offers a model for teaching. *Working with Death and Loss in Shiatsu Practice* is the go-to text for practitioners wishing to improve their expertise and confidence when working with people at a vulnerable time in a respectful, open-hearted and compassionate manner.

Engaging a broad range of Platonic dialogues, this collection of essays by distinguished scholars in political theory and philosophy explores the relation of Socratic philosophizing to those activities with which it is typically opposed—such as tyranny, sophistry, poetry, and rhetoric. The essays show that the harder one tries to disentangle Socrates' own activity from that of its apparent opposite, the more entangled they become; yet, it is only by taking this entanglement seriously that the distinctive character of Socratic philosophy emerges. The collection sheds new light on the ways in which Plato not only represents philosophy in relation to what it is not, but also makes it "strange" to itself. The writings of Henry David Thoreau (1817-1862) have captivated scholars, activists, and ecologists for more than a century. Less attention has been paid, however, to the author's political philosophy and its influence on American public life. Although Thoreau's doctrine of civil disobedience has long since become a touchstone of world history, the greater part of his political legacy has been overlooked. With a resurgence of interest in recent years, *A Political Companion to Henry David Thoreau* is the first volume focused exclusively on Thoreau's

ethical and political thought. Jack Turner illuminates the unexamined aspects of Thoreau's political life and writings. Combining both new and classic essays, this book offers a fresh and comprehensive understanding of Thoreau's politics, and includes discussions of subjects ranging from his democratic individualism to the political relevance of his intellectual eccentricity. The collection consists of works by sixteen prominent political theorists and includes an extended bibliography on Thoreau's politics. A Political Companion to Henry David Thoreau is a landmark reference for anyone seeking a better understanding of Thoreau's complex political philosophy.

Practicing Mortality Art, Philosophy, and Contemplative Seeing Springer

INNER PEACE—GLOBAL IMPACT describes underlying principles of Tibetan wisdom traditions relevant for successful leadership in the 21st century as well as Tibetan teachers whose entrepreneurial actions were critical to the development of Tibetan Buddhism in the West. With first-person narratives, personal stories, scholarly research, and commentaries by noted social scientists, this book is written for everyone who wants ideas to revitalize leadership. It is rich with vivid pictures of deep personal experience. Long-time Western Tibetan Buddhist practitioners describe how their practice has influenced them in fields as diverse as scientific research, social work, art, dance, and university teaching. The Dalai Lama is seen through the eyes of his long-time friend, eminent author Huston Smith, as well as through the experiences of Thupten Jinpa, his 25-year English translator. Sogyal Rinpoche shares his vision for transforming traditional ways of studying, while Lama Tharchin Rinpoche, a 10th generation Tibetan yogi, reflects on the challenges of teaching in a Western culture where perspectives differ so vastly from those of Tibet. With insights from Tibetan lamas and Western thought leaders including Peter Senge, Bill George, and Margaret Wheatley, this book creates new visions for leadership and the workplace.

The stoics lived a long time ago, but they had some startling insights into the human condition - insights which endure to this day. The philosophical tradition, founded in Athens by Zeno of Citium in 301 BC, endured as an active movement for almost 500 years, and contributions from dazzling minds such as Cicero, Seneca and Marcus Aurelius helped create a body of thought with an extraordinary goal - to provide a rational, healthy way of living in harmony with the nature of the universe and in respect of our relationships with each other. In many ways a precursor to Cognitive Behavioural Therapy (CBT), Stoicism provides an armamentarium of strategies and techniques for developing psychological resilience, while celebrating all in life which is beautiful and important. By learning what stoicism is, you can revolutionise your life and learn how to seize the day, live happily and be a better person. This simple, empowering book shows how to use this ancient wisdom to make practical, positive changes to your life. Using thought-provoking case studies, highlighting key ideas and things to remember and providing tools for self-assessment, it demonstrates that Stoicism is a proven, profound pathway to happiness.

Art as yoga and meditation for artists, contemplative practitioners, art educators, and art therapists. Drawing upon his

personal experience as a practitioner-researcher, visual artist, and cancer survivor, Michael A. Franklin offers a rich and thought-provoking guide to art as contemplative practice. His firsthand experience and original artwork complement this extensive discussion by consulting various practice traditions including yoga, rasa and darshan experiences, imaginal intelligence, and the contemplative instincts of select early twentieth-century artists. From this synthesis, Franklin suggests that we treat art as a form of yoga and meditation with the potential to awaken deeper insight into the fundamental nature of the Self. Exercises and rubrics are included that offer accessible instruction for any artist, meditation or yoga practitioner, art educator, or art therapist. “This is a thoroughly groundbreaking work that demonstrates how art can be a contemplative way of being and pathway to the Self. It reveals the creative, imaginal side of our humanity to be a sacred ground from which grows the wholeness of both the individual practitioner and the larger community.” — Fran Grace, University of Redlands “One of the book’s notable features is the author’s honesty, candor, and openness in discussing the healing benefits of contemplative creativity in his own experience.” — William K. Mahony, Davidson College “The book’s breadth of experiments and useful images in art therapy and meditative traditions is its greatest strength.” — Cliff Edwards, Virginia Commonwealth University

In this original and illuminating work, the reader is invited to approach philosophy as an activity that can instruct, delight, and move. On this view, philosophy can be seen as a key to human education, a mastery of humane letters, and a part of the republic of the liberal arts. Embracing this approach to philosophy, Verene argues, involves moving beyond modern philosophy's analytical encounter with experience, one that emphasizes argument and criticism at the expense of the Socratic search for self-knowledge. Relying on insights from Vico and Hegel, Verene introduces a new sense of reason, one that sees the True as the whole and that connects reason to the ancient sense of speculation. Reflection and criticism are given their due, but the reorientation of philosophy toward the speculative grasp of the whole of things allows memory, imagination, and dialectical ingenuity to take on philosophical form. In the end, this work shows how speculation, symbolic form, metaphor, poetry, and rhetoric are natural parts of philosophical thinking.

Global processes are transforming educational policy around the world in complex ways, with different implications for different local arenas. Over the last two decades, a global neoliberal policy paradigm has emerged, placing the teacher at its centre. Two well-known examples are the OECD report on education and training policy, ‘Teachers Matter’, and the McKinsey & Company report entitled ‘How the World’s Best-Performing School Systems Come Out on Top’. It now seems more important than ever to highlight some alternatives that might contribute to a broader understanding of the meaning of being a teacher. In a time of standardised performance and accountability, this special issue raises critical questions about the space for teachers’ agency and teachers as curriculum agents. The different articles from some of

our most distinguished researchers in the field provide essential perspectives on the question of where, when and how teachers matter. Our interest is not primarily to understand the scope of teachers' agency but rather to understand what becomes important for teachers in their everyday activities, such as teaching students, handling educational norms and rules, working in a local as well as a global society etc. A common theme throughout the articles is that teachers matter in spaces where they can act as moral subjects in their profession in the present, drawing on collective and individual experiences of the past whilst imagining a desired future. This book was originally published as a special issue of the *Journal of Curriculum Studies*.

Philosophy is the quest for a life that is fully alive. Drawing on the insights of philosophers through the ages, *The Way of Philosophy* clarifies what it means to live life intensely. It exposes the shallowness of conventional wisdom by asking such questions as -Can science know everything? -Should we do it if it feels good? -Is beauty in the eye of the beholder? -Is life about creating ourselves? -Is love supposed to be selfless? -Can we ignore death? -If God exists, why is he hiding? Philosophers invite us to go down deep and live a life in light of truth, goodness, and beauty. If we tread this path, we can discover for ourselves the hidden source of the philosophical life in the unending wellspring of wonder.

In *The Teaching Self: Contemplative Practices, Pedagogy, and Research in Education*, a rich collection of voices from diverse settings illustrates the ways in which first-person experiences with contemplative practices lay a foundation for contemplative pedagogy and research in teacher education. Contemplative practice depends on cultivating an understanding of oneself, as well as one's relationship and interdependence of others and the world, and it is this precept that guides the focus of these portraits of practice. The teaching self of the scholar benefits from reflective and authentic engagement and a commitment to equity and ethical action. Several authors examine the direct and indirect influence contemplative practices have on their students as future educators. All of the authors in this book share first-hand experiences with contemplative practices that honor, support, and deepen awareness of the teaching self by exploring the journey of identifying as a contemplative educator.

A wide-ranging consideration of the emerging field of contemplative education. Contemplative approaches to higher education have been gaining in popularity and application across a wide range of disciplines. Spurring conferences, a growing body of literature, and several academic programs or centers, these approaches promise to contribute significantly to higher education in the years to come. This volume provides an overview of the current landscape of contemplative instruction, pedagogy, philosophy, and curriculum from the perspectives of leading researchers and scholar-practitioners. Contributors come from a variety of disciplines, including education, management and leadership studies, humanities, social sciences, the arts, and information science. Drawing on diverse contexts, the essays reveal

the applicability of contemplative studies as a watershed field, capable of informing, enriching, and sustaining the many disciplines and instructional contexts that comprise higher education. Chapters discuss the theoretical aspects of the field; the details, experiences, and challenges of contemplative approaches; and the hopes and concerns for the future of this field.

Through an examination of three wooden boat workshops on the East coast of the United States, this volume explores how craftspeople interpret their tools and materials during work, and how such perception fits into a holistic conception of practical skill. The author bases his findings on first-person fieldwork as a boat builder's apprentice, during which he recorded his changing sensory experience as he learned the basics of the trade. The book reveals how experience in the workshop allows craftspeople to draw new meaning from their senses, constituting meaningful objects through perception that are invisible to the casual observer. Ultimately, the author argues that this kind of perceptual understanding demonstrates a fundamental mode of human cognition, an intelligence frequently overlooked within contemporary education. Tom Martin received his PhD from Oxford University, UK, in 2019. His current research continues to investigate the sensory aspects of practical understanding, while also considering the humanistic potential of craft learning within and beyond the paradigm of liberal education.

Self-care involves taking action to support, protect or maintain wellbeing. Relationships have a significant influence on these acts of self-care and one's sense of wellbeing. Relationships are fundamental to individual meaning-making and crucial to the world of academia. In this edited collection, authors navigate how they view relationships as a crucial part of their wellbeing and acts of self-care, exploring the "I", "We", and "Us" at the centre of self-care and wellbeing embodiment. Each chapter unpacks this idea in varying ways that demonstrate that relationships are a fundamental element of both work and personal life and how they intersect with wellbeing. The authors present critical discussion through visual narratives, lived experiences, and strategies that highlight how relationships, seeking social support, scaffolding opportunities to learn with and from each other, and changes in practise become acts of self-care individually and collectively. There has arguably never been a more important time to raise awareness of self-care and wellbeing as central to the nature of work in higher education. *Healthy Relationships in Higher Education: Promoting Wellbeing Across Academia* highlights new ways of working in higher education that disrupt current tensions that neglect wellbeing and will be of interest to anyone working in this environment.

The essays collected here in honor of Marx Wartofsky's sixty-fifth birthday are a celebration of his rich contribution to philosophy over the past four decades and a testimony to the wide influence he has had on thinkers with quite various approaches of their own. His diverse philosophical interests and main themes have ranged from constructivism and realism in the philosophy of science to practices of representation and the creation of artifacts in aesthetics; and from the development of human cognition and the historicity of modes of knowing to the construction of norms in the context of concrete social critique. Or again, in the history of philosophy, his work spans historical approaches to Hegel, Feuerbach, and Marx, as well as contemporary implications of their work; and in applied philosophy, problems of education, medicine, and new technologies. Marx's philosophical theorizing moves

from the highest levels of abstraction to the most concrete concern with the everyday and with contemporary social and political reality. And perhaps most notably, it is acutely sensitive to the importance of historical development and social practice. As a student of John Herman Randall, Jr. and Ernest Nagel at Columbia, Marx developed an exemplary background in both the history of philosophy and systematic philosophy and subsequently combined this with a wide acquaintance with analytic philosophy. He is at once aware of the requirements of system and of the need for rigorous and careful detailed argument.

Boaz Hagin carries out a philosophical examination of the issue of death as it is represented and problematized in Hollywood cinema of the classical era (1920s-1950s) and in later mainstream films, looking at four major genres: the Western, the gangster film, melodrama and the war film.

Contemplative pedagogy is a way for instructors to: empower students to integrate their own experience into the theoretical material they are being taught in order to deepen their understanding; help students to develop sophisticated problem-solving skills; support students' sense of connection to and compassion for others; and engender inquiries into students' most profound questions. Contemplative practices are used in just about every discipline—from physics to economics to history—and are found in every type of institution. Each year more and more faculty, education reformers, and leaders of teaching and learning centers seek out best practices in contemplative teaching, and now can find them here, brought to you by two of the foremost leaders and innovators on the subject. This book presents background information and ideas for the practical application of contemplative practices across the academic curriculum from the physical sciences to the humanities and arts. Examples of contemplative techniques included in the book are mindfulness, meditation, yoga, deep listening, contemplative reading and writing, and pilgrimage, including site visits and field trips.

A call to advance integrative teaching and learning in higher education. From Parker Palmer, best-selling author of *The Courage to Teach*, and Arthur Zajonc, professor of physics at Amherst College and director of the academic program of the Center for Contemplative Mind in Society, comes this call to revisit the roots and reclaim the vision of higher education. *The Heart of Higher Education* proposes an approach to teaching and learning that honors the whole human being—mind, heart, and spirit—an essential integration if we hope to address the complex issues of our time. The book offers a rich interplay of analysis, theory, and proposals for action from two educators and writers who have contributed to developing the field of integrative education over the past few decades. Presents Parker Palmer's powerful response to critics of holistic learning and Arthur Zajonc's elucidation of the relationship between science, the humanities, and the contemplative traditions Explores ways to take steps toward making colleges and universities places that awaken the deepest potential in students, faculty, and staff Offers a practical approach to fostering renewal in higher education through collegiality and conversation *The Heart of Higher Education* is for all who are new to the field of holistic education, all who want to deepen their understanding of its challenges, and all who want to practice and promote this vital approach to teaching and learning on their campuses.

This highly sensitive and beautifully written book looks closely at the way contemporary Western artists negotiate death, both as

personal experience and in the wider community. Townsend discusses but moves beyond the 'spectacle of death' in work by artists such as Damien Hirst to see how mortality - in particular the experience of other people's death - brings us face to face with profound ethical and even political issues. He looks at personal responses to death in the work of artists as varied as Francis Bacon, Tracey Emin and Derek Jarman, whose film 'Blue' is discussed here in depth. Exploring the last body of work by the the Kentucky-based photographer Ralph Eugene Meatyard, and Jewish American installation artist Shimon Attie's powerful memorial work for the community of Aberfan, Townsend considers death in light of the injunction to 'love they neighbour'.

This book provides higher education faculty and administrators a scholarly resource on the most salient aspects and emerging trends in creative learning in higher education today. International contributors explore ways to foster creativity in any student, regardless of academic discipline or demographic characteristics and demonstrate that creativity is a skill all students can and should learn. Chapters analyzes how different countries and cultures implement creative learning, exploring issues of instruction, assessment, and ultimately how these practices are transforming learning. This important book helps higher education professionals understand and cultivate creative learning across disciplines in any college and university setting.

Heidegger, Ethics and the Practice of Ontology presents an important new examination of ethics and ontology in Heidegger. There remains a basic conviction throughout Heidegger's thought that the event by which Being is given or disclosed is somehow 'prior' to our relation to the many beings we meet in our everyday lives. This priority makes it possible to talk about Being 'as such'. It also sanctions the relegation of ethics to a secondary position with respect to ontology. However, Heidegger's acknowledgement that ontology itself must remain intimately bound to concrete existence problematizes the priority accorded to the ontological dimension. David Webb takes this bond as a key point of reference and goes on to develop critical perspectives that open up from within Heidegger's own thought, particularly in relation to Heidegger's debt to Aristotelian physics and ethics. Webb examines the theme of continuity and its role in the constitution of the 'as such' in Heidegger's ontology and argues that to address ontology is to engage in an ethical practice and vice versa.

A poem is often read as a set of formal, technical, and conventional devices that generate meaning or affect. However, Lucy Alford suggests that poetic language might be better understood as an instrument for tuning and refining the attention. Identifying a crucial link between poetic form and the forming of attention, Alford offers a new terminology for how poetic attention works and how attention becomes a subject and object of poetry. *Forms of Poetic Attention* combines close readings of a wide variety of poems with research in the philosophy, aesthetics, and psychology of attention. Drawing on the work of a wide variety of poets such as T. S. Eliot, Wallace Stevens, Frank O'Hara, Anne Carson, Theresa Hak Kyung Cha, Harryette Mullen, Al-Khans?', Rainer Maria Rilke, Arthur Rimbaud, and Claudia Rankine, Alford defines and locates the particular forms of attention poems both require and produce. She theorizes the

process of attention-making—its objects, its coordinates, its variables—while introducing a broad set of interpretive tools into the field of literary studies. *Forms of Poetic Attention* makes the original claim that attention is poetry's primary medium, and that the forms of attention demanded by a poem can train, hone, and refine our capacities for perception and judgment, on and off the page.

Vol. 2 is dedicated to the use of Kierkegaard by later Danish writers. Almost from the beginning Kierkegaard's works were standard reading for these authors. Danish novelists and critics from the Modern Breakthrough movement in the 1870s were among the first to make extensive use of his writings. These included the theoretical leader of the movement, the critic Georg Brandes, who wrote an entire book on Kierkegaard, and the novelists Jens Peter Jacobsen and Henrik Pontoppidan

What is our role in creating healthy organizations and a healthy world? This book fosters a unique dialogue on the interconnections between leadership, sustainability, the long-term viability of the planet, and organizational development. Together, these areas of research and action can contribute to creating a healthy society.

This book brings together top scholars from various backgrounds to explore methodologies for studying ritual and Catholicism. The essays focus on particular aspects of ritual within Catholic practice, such as liturgy and performance and healing rituals.

This book is a study of relativism as a dominant intellectual preoccupation of our time. Relativism asks how we are to find a way out of intractable differences of perspectives and disagreements in various domains. Standards of truth, rationality, and ethical right and wrong vary greatly and there are no universal criteria for adjudicating between them. In considering this problem, relativism suggests that what is true or right can only be determined within variable contexts of assessment. This book brings together articles published in the *International Journal of Philosophical Studies* over a period of 17 years, as well as in a Special Issue of the journal published in 2004. The chapters in Section I discuss some of the main forms of relativism. Section II sheds light on the different motivations for relativism, assessing their strengths and weaknesses. Section III provides a detailed examination of the vexed question of whether Ludwig Wittgenstein, in his later work, supported relativism. The varied responses to this important question shed light on the issues discussed in Sections I and II. This collection is a lively and engaging resource for scholars interested in the crucial impact relativism has had on the way we think about the meaning of truth, and what is right and wrong. The chapters in this book were originally published in the *International Journal of Philosophical Studies*.

This book is interdisciplinary in focus and centers on enlarging teachers' understanding of how reading and writing can change lives and how the language arts can contribute significantly to and change educational processes in the twenty-

first century. Implicit in its argument is that although the emphasis on science and math is crucial to education in the digital age, it remains vitally important to keep reading and writing, language and story, at the heart of the educational process. This is particularly true in a democratic society because shaping stories through human language can enhance the quality of our lives, and teach us something important about what it means to be human and vulnerable. In this sense, stories allow for self-reflection and an increased opportunity to enhance and understand emotional intelligence and human community. -- Book Description from website.

Positive Art Therapy Theory and Practice outlines a clear, systematic approach for combining positive psychology with art therapy's capacity to mobilize client strengths; induce engagement, flow and positive emotions; transform perceptions; build healing relationships and empowering narratives; and illuminate life purpose and meaning. Woven throughout are clinical illustrations, state-of-the-art research, discussion questions, and reflections on how therapists can apply this approach to their work with clients, and their personal and professional development. The book also includes a comprehensive list of more than 80 positive art therapy directives, a robust glossary, and lists of strengths and values. Written in an inviting and amusing style, this manual is both entertaining and practical—an invaluable tool for any practitioner looking to apply the most current theory and research on positive psychology and art therapy to their clinical practice.

This book lays the foundation for a fresh interpretation of art-making and the therapeutic process by re-examining the concept of poiesis. The authors clarify the methodology and theory of practice with a focus on intermodal therapy, crystallization theory and polyaesthetics, and give guidance on the didactics of acquiring practical skills.

The Evidence-Based Practice Manual was developed as an all-inclusive and comprehensive practical desktop resource. It includes 104 original chapters, each specially written by the most prominent and experienced medical, public health, psychology, social work, criminal justice, and public policy practitioners, researchers, and professors in the United States and Canada. This book is specifically designed with practitioners in mind, providing at-a-glance overviews and direct application chapters. This is the only interdisciplinary volume available for locating and applying evidence-based assessment measures, treatment plans, and interventions. Particular attention has been given to providing practice guidelines and exemplars of evidence-based practice and practice-based research. The Evidence-Based Practice Manual emphasizes and summarizes key elements, issues, concepts, and how-to approaches in the development and application of evidence-based practice. Discussions include program evaluation, quality and operational improvement strategies, research grant applications, validating measurement tools, and utilizing statistical procedures. Concise summaries of the substantive evidence gained from methodologically rigorous quantitative and qualitative research

provide make this is an accessible resource for a broad range of practitioners facing the mandate of evidence-based practice in the health and human services.

Analyzing seventeenth-century images of the dead Christ produced by Gregorio Fern?ez, author Ilenia Col?endoza investigates how and why the artist and his patrons manipulated these images in connection with the religious literature of the time to produce striking images that moved the faithful to devotion. In so doing, she contributes new findings to the topic of Spanish sacred sculpture. The author re-examines these sculptures not only in the context of a larger sculptural group but also as independent sculptures that were intended as powerful aids to contemplation and devotion as was prescribed by the writings of San Juan de la Cruz and Luis de Granada. Combining study of the sculptural works with that of liturgical sources, she reveals the connection between the written word and the sculpted work of art. Through this interdisciplinary approach, the author links Fern?ez's sculptural program with the strategic objectives of major patrons of the period, such as the Duke of Lerma and King Philip III of Spain, both fervent defenders of the Catholic faith.

Professionals from a range of disciplines discuss issues of the artist's original intent, the effect of the art market, ways to cope with rapidly evolving media technologies, and fine art as popular culture.

Baroque Visual Rhetoric probes the Baroque s combination of style and message and the methodological basis on which the critical art historian comes to establish that meaning."

Political Theory on Death and Dying provides a comprehensive, encyclopedic review that compiles and curates the latest scholarship, research, and debates on the political and social implications of death and dying. Adopting an easy-to-follow chronological and multi-disciplinary approach on 45 canonical figures and thinkers, leading scholars from a diverse range of fields, including political science, philosophy, and English, discuss each thinker's ethical and philosophical accounts on mortality and death. Each chapter focuses on a single established figure in political philosophy, as well as religious and literary thinkers, covering classical to contemporary thought on death. Through this approach, the chapters are designed to stand alone, allowing the reader to study every entry in isolation and with greater depth, as well as trace how thinkers are influenced by their predecessors. A key contribution to the field, Political Theory on Death and Dying provides an excellent overview for students and researchers who study philosophy of death, the history of political thought, and political philosophy.

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