

**Grading Rubric for Personal Identity Assessment, PHIL 214—Dr. Kirby**

Students will demonstrate what they have learned about the metaphysical and moral implications surrounding the philosophical problem of personal identity as it appears in the modern film, *Warm Bodies* (2013).

Personal identity deals with philosophical questions that arise about ourselves by virtue of our being people (or, as lawyers and philosophers like to say, *persons*). This contrasts with questions about ourselves that arise by virtue of our being living things, conscious beings, material objects, or the like. Many of these questions occur to nearly all of us now and again: What am I? When did I begin? What will happen to me when I die? ...Personal identity has been discussed since the origins of Western philosophy, and most major figures have had something to say about it.<sup>1</sup>

In the exercise, students will be asked to define the theoretical characteristics of personal identity, identify/evaluate how these shape moral consideration in ethics and politics, and consider the challenge to personal identity/moral consideration posed by zombie films and Hannah Arendt’s concept of “the banality of evil. The students will be asked to respond to the following two prompts:

1. How does the movie "Warm Bodies" challenge our everyday notions of personhood and moral consideration?
2. How does it relate to Hannah Arendt's notion of the "banality of evil," discussed in the Housel article?

Objective	Excellent response [4-5 pts awarded]	Competent response [2-3 pts]	Response needs work [0-1 pts]
Students will define the theoretical characteristics of the personal identity problem & identify how these shape moral consideration in ethics and politics.  [Question #1]	The student clearly and accurately defines the problem of personal identity. The student correctly identifies and explains how these ideas frame the issue of moral consideration in ethics and politics.	The student identifies most of the salient features of the problem, but leaves some features either unexplained or explained vaguely.	The student fails to define any salient features of the problem or does so only confusedly or is unclear of how the theory is framed by the positions in question.
Student will offer a relevant evaluation/critique of the positions in question using the film and Arendt’s work.  [Question #2]	Students frame and explain a relevant and detailed criticism of the issue using both the film and Arendt’s concept.	Students frame but do not explain their criticism; criticism is irrelevant or weak.	Students are unable to suggest any criticism.

Students were awarded 0-5 points for each question based on the quality of the response. Highest possible score was 10 points.

**RESULTS: 27/30 TOTAL SUBMISSIONS – AVG.=8.1; HIGH=10; LOW=7.5; 3 STUDENTS RECEIVED 0 PTS**

<sup>1</sup> Olson, Eric T., "Personal Identity", *The Stanford Encyclopedia of Philosophy* (Spring 2016 Edition), Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/spr2016/entries/identity-personal/>>.