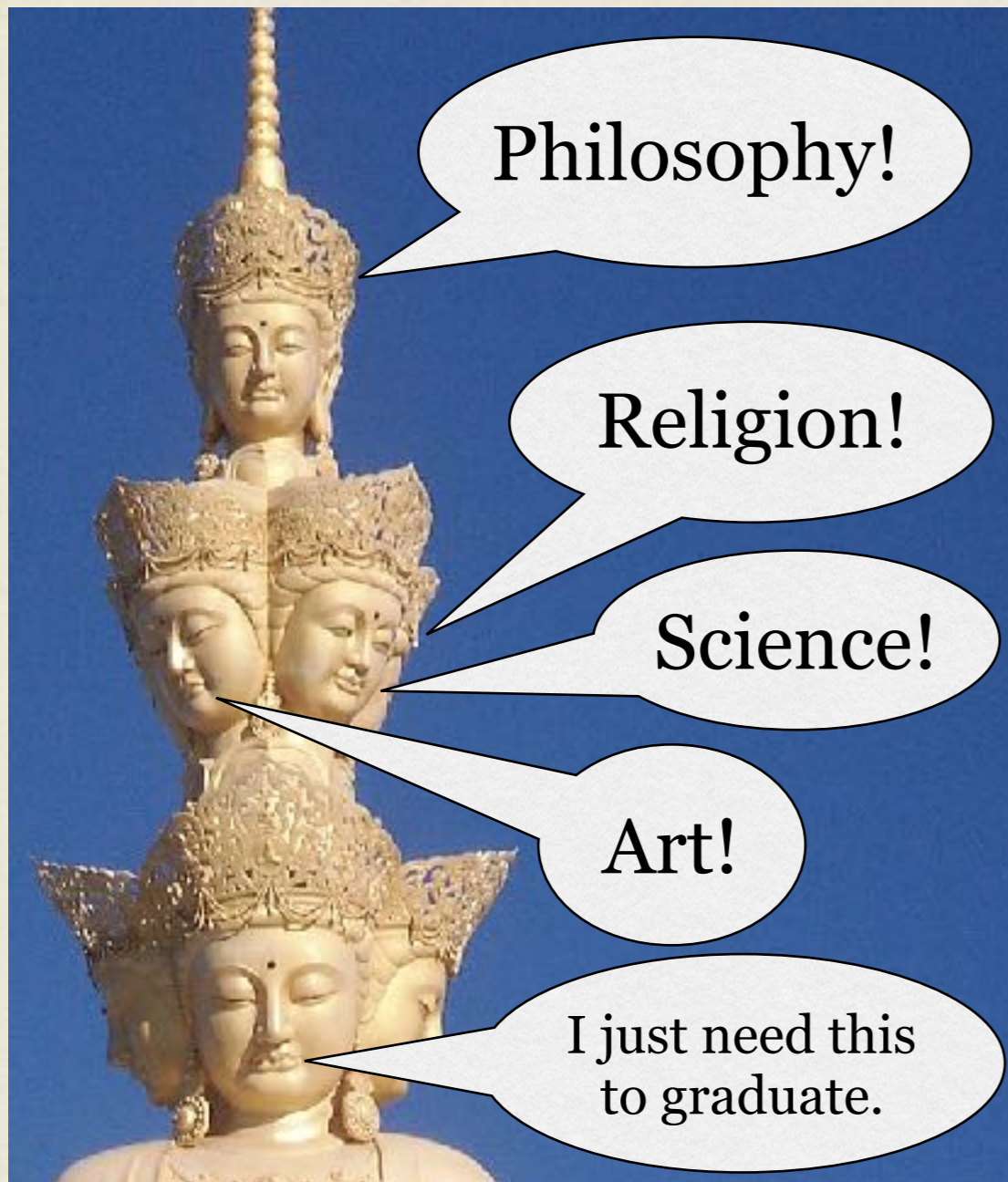


NOT ONE, NOT TWO:
THE CHALLENGE OF TEACHING
BUDDHISM IN CROSS-LISTED COURSES

James McRae

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CROSS-LISTED COURSES



Pūxián Bodhisattva Statue at Mount Éméi
(image courtesy of Wikimedia Commons)

- Tier III Interdisciplinary Course at Westminster College
- PHL/REL 334: Philosophy and Religious Studies Cross-Listed Course
- Differences in Methodology and Content

REVISED TEXTS

Old Texts	New Texts
<i>Siderits' Buddhism as Philosophy</i>	<i>Harvey's An Introduction to Buddhism</i>
<i>Keown's Buddhist Ethics: A Very Short Introduction</i>	<i>Keown's Buddhist Ethics: A Very Short Introduction</i>
<i>Austin's Zen and the Brain</i>	<i>Austin's Selfless Insight</i>
(N/A)	<i>Karetzky's Making Sense of Buddhist Art & Architecture</i>

TYPICAL CLASS

- Interactive lecture (about 20 minutes)
- Art and architecture (about 10 minutes)
- Discussion (about 20 minutes)
- Epiphany (time permitting)

SAMPLE READING QUESTIONS

- Keown's *Buddhist Ethics*, Chapters 1 & 2:
 - What role does morality play in the Eightfold Path?
 - How does one acquire karma? What role does intentionality play?
 - What are the precepts? Are these absolute moral principles or guidelines for the cultivation of moral character?
 - What is the Mahayana doctrine of "skillful means"? How is this related to consequentialism and virtue ethics?
 - Does Buddhism contain normative ethics, descriptive ethics, and metaethics?
 - What are the four styles of Buddhist ethics that Keown describes?

ASSIGNMENTS

1. **One Midterm Essay** (20% of final grade): 5 pages long, can be rewritten, drafts optional
2. **One Final Essay** (50% of final grade): 10-15 pages long, includes separate topic and outline/bibliography assignments, drafts optional, “writing sample quality”
3. **One Class Presentation** (15% of final grade)
4. **Attendance and Participation** (15% of final grade)

APA EASTERN 2019

- Society for Teaching Comparative Philosophy Panel, “How to Point to the Moon: Teaching Undergraduates about Buddhism”
 - Mark Wells: “Who’s Afraid of Teaching Asian Philosophy?”
 - Lara Mitias: “Teaching Buddhism through Mindfulness”
 - Robert H. Scott: “Teaching Buddhism in a Comparative Philosophy of Religion Course”
 - James McRae: “Not One, Not Two: The Challenge of Teaching Buddhism in Cross-Listed Courses”