

University of Wisconsin-Madison

Course Syllabus

Spring 2025 Asian 308/History 308/Relig St 308

Introduction to Buddhism



Footprints of the Four Buddhas Celebrated by Humans and Non-humans
Wat Phra Buddhapada, Chiang Mai, Thailand
Courtesy of Charlie Lew

4 credits, Level: Intermediate,

Breadth: Humanities or Social Science, L&S Credit

Requisites: Sophomore standing

Course attributes: 50% Graduate Coursework
Requirement

Learning Coaches and Your Thinking Partners

Lecturer: Napakadol “Ik” Kittisenee (He/Him)
5114 Humanities Building (See Door’s Poster)

Office Hours: **W** 1:30 pm. – 3:30 pm.
(in-person) or in-person/online meeting by
appointment kittisenee@wisc.edu

Teaching Assistant (TA): Brandon Thierry
(He/Him) **4271** Humanities Building
Office Hours: **R** 2:30 pm. – 4:30 pm.
(in-person) or in-person/online meeting by
appointment bthierry@wisc.edu

Time and Place

Lectures: MW 4:00 pm. - 5:15 pm. **2650** Humanities Building

Discussion Sections:

Section 302 R 9:55 am. - 10:45 am. **2631** Humanities Building

Section 303 R 11:00 am. - 11:50 am. **2625** Humanities Building

Section 304 R 1:20 pm. - 2:10 pm. **2631** Humanities Building

Section 307 F 12:05 pm. - 12:55 pm. **2111** Humanities Building

Communication

Lecture's Content and Other Course Assignments: Contact **Ik** kittisenee@wisc.edu

Attendance, Absence, and Weekly Discussion Posts: Contact **Brandon** bthierry@wisc.edu

****Golden Rule for Communication**** Both of us are graduate students. As we join this course, we learn from you as much as you learn from us. We see ourselves as your learning coaches and thinking partners. Thus, please do not hesitate to “communicate” if you encounter any difficulties or challenges in attending lectures or discussion sections. Lectures related matters should be directed to Ik while the discussion section related matters should be directed to Brandon. This is to make clear about the division of labor. Do keep in mind that we are here to help you grow both academically and professionally, and also ultimately to nurture you to become a compassionate and thoughtful person. The level of respect you offer to Ik should be equal to how you treat your TA.

Since mindfulness, compassion, and interbeing—I am because you are—are the key issues we learn from Buddhism in this course, the communication between the learning coaches and students as well as among the students themselves should be aligned with the ethical ideas we learn. We all thereby strive to practice communication with care, respect, and wisdom.

I aim to reply to your emails within 24 hours on weekdays. Do not expect a response after 5pm or during the weekends. If you have not received a response from me in two business days, please send a follow-up. I cannot guarantee a response in the 12 hours before an assignment is due, so please plan ahead. If your concern is complicated or not time-sensitive, coming to office hours or scheduling an appointment is ideal.

Canvas Site:

<https://canvas.wisc.edu/courses/467522>

Course Description

This course introduces Global Buddhism, showing how this rich and complex religious tradition has travelled across time and geographical spaces. Starting from the Axial Age when many traditions around the Globe like Confucianism, Daoism, Hinduism, and Jainism shared common ethical enquiries to make sense of their existential crisis, the course further explores Buddhism in the wake of Mercantilism, Colonialism, Second World War, Cold War, Globalization, and in contemporary fast-paced global and ecological disruptions. Alongside this historical survey of Global Buddhism, this course offers the understanding of the key Buddhist ethical ideas and practices to cast Buddhism not only as a religious philosophy but also as a lived and living

tradition. Moreover, this course will shed light on the under-recognized history of Buddhism in the Heartland of America where UW-Madison has particularly played a vital role in the history of Global Buddhism. By so doing, this course will provide a visit to Memorial Library and Chazen Art Museum to uncover the Hidden Gems of the rare Buddhist materials and collections in relation to the history of Global Buddhism.

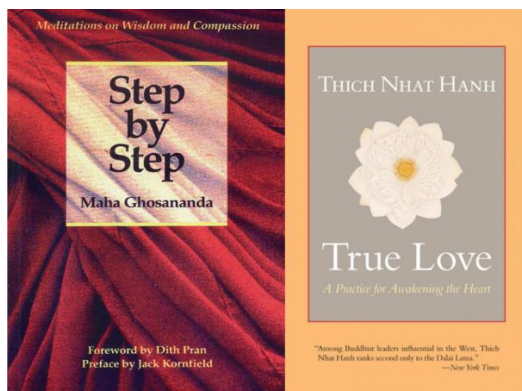
Approaches

The question that arises from presenting Global Buddhism is how to represent Buddhist experiences and practices which vary across the globe. In this scenario, the major and/or dominant traditions have always been prioritized; smaller traditions have often been set aside. This is a point where we can make a difference. In this course, I honor smaller Buddhist traditions as equally important as the mainstream ones, and I incorporate those traditions as an integral part of getting access to the foundational understanding of Global Buddhism.

Love is another approach/theme to Introduction to Buddhism in this semester. We currently are in the midst of natural calamity, significant climate change, wars, violence, partitions, dispossessions, economic crisis, on-going pandemics as well as everyday social injustices and structural violence. We are committed to employ love, compassion, and wisdom in co-existing and building this learning community as reflected on the course readers: the two major works on Buddhist peace activism which stem from individual change and practice.

Journey is the last approach we take for Introduction to Buddhism. In religious studies, journey often refers to the meaning more than physical travel for it denotes the life trajectories of an individual. Particularly for Buddhism, journey stands at the center of its ethics ranging from the notion of *samsara* (endless cycle of birth/suffering) to the understanding of the final destination which is *nirvana* (total extinction of defilements; the end of *samsara*). Journey in this course also refers to *Journey to the West*, a classical Buddhist literature which creates a lasting impact on Buddhist culture and popular media around the globe.

Course Readers



Ghosananda, Maha. *Step by Step: Meditations on Wisdom and Compassion*. Berkeley, Calif.: Parallax Press, 1992.

(available as a hardcopy at Memorial Library and as a digital copy on Canvas, with granted permission by Parallax Press)

Nhất Hạnh, Thích. *True Love: A Practice for Awakening the Heart*. Boston: Shambhala, 2004.

(available as hardcopy at Memorial Library and as a digital copy on UW library website)

Learning Outcomes

- ∞ Students gain a basic understanding of Buddhist ethical ideas and lived practices.
- ∞ Students understand the nexus of global connection and historical forces in shaping and reshaping Buddhist histories.
- ∞ Students are able to think critically, creatively, and mindfully about the influences of Buddhism on popular cultures and media, and also to see Buddhism in relation to the contemporary phenomena.
- ∞ Learning coaches and thinking partners are able to engage with students in a meaningful study environment.

Workload

Karma in Buddhism means action and that can be translated into your participation and engagement with this course. Regular attendance, both in lectures and discussion sections, are required to ensure you can catch up with the course's rich and complicated content. Weekly lectures take 2.5 hours. (75 minutes each lecture) while discussion takes 50 minutes. In addition to regular attendance and participation, you are expected to spend approximately 8 – 8.5 hours reading/listening/watching weekly materials and posting your responses on Canvas Discussion board.

Learning Assessment (100%)

15% Attendance and Participation in Lectures

Attendance and participation in lectures are required to ensure that you can follow the complicated lessons. You may have up to two absences from the lecture over the course of the semester. **Please email Brandon Thierry (bthierry@wisc.edu) in advance** if you do plan to use one of those absences. In case you fail to contact Brandon ahead of time or miss beyond the two absences, you will be asked to write a 500-word reflection on the assigned readings in

connection to the lecture. It is also your responsibility to connect with another student for the notes in order to complete your reflection assignment and not risk falling behind.

15% Attendance and Participation in Discussion Sections

Attendance and participation in Discussion Sections are required to ensure that you can follow the complicated lessons. You may have up to two absences from the discussion section over the course of the semester. **Please email Brandon Thierry (bthierry@wisc.edu) in advance** if you do plan to use one of those absences. In case you fail to contact Brandon ahead of time or miss beyond the two absences, you will be asked to write a 500-word reflection on the assigned readings in connection to the lecture. It is also your responsibility to connect with another student for the notes in order to complete your reflection assignment and not risk falling behind.

10% Canvas Discussion Posts (**Before Noon on Monday of the following week**)

You are required to post on TWO discussion threads a week. The due is by Monday Noon of the following week. The threads will be closed for comments afterwards. Most of the Discussion threads will be related to the lectures. This allows you to engage in class conversation beyond our lecture hall.

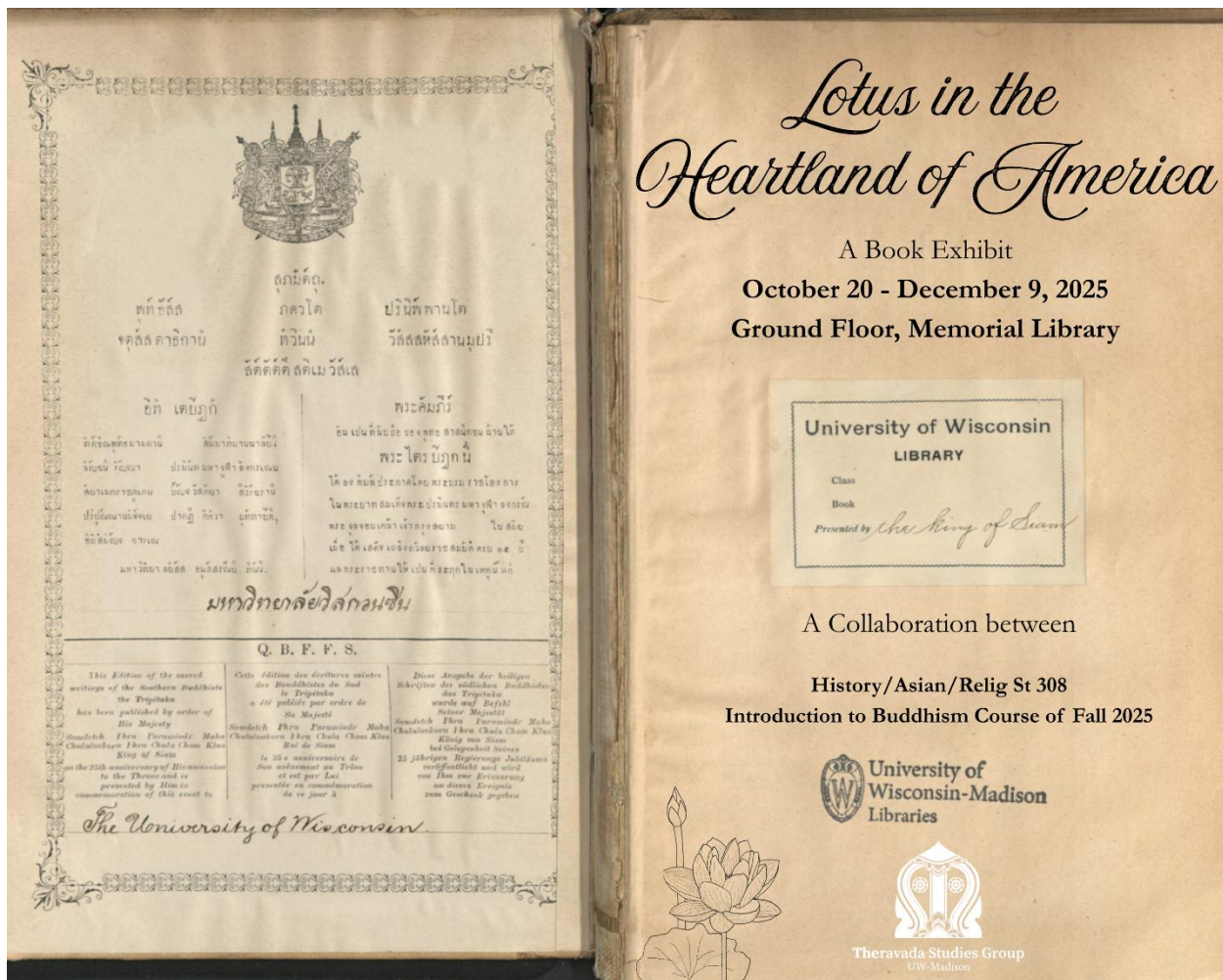
15% Journey to the West Essay (**Due on Canvas by 11:59 pm of October 31, 2025**)

This reflective essay asks you to critically and creatively analyze two films: *The Monkey King 2* and *Xuanzang*, and also makes a dialogue with at least one of the Buddhist primary sources we read in class. The length of this reflective essay is 2,000 – 2,250 words (Font: Times New Roman 12 pts, double-spaced). This assignment will appear as an academic writing with the intro, body, and conclusion, also with appropriate amounts of quotes and references (Chicago style, 16th edition). This essay should be well-organized with a clear thesis statement at the opening statement and showing the topic sentence in each paragraph. The detailed rubrics of this assignment will be posted on Canvas.

15% Newspaper Article about the Special Exhibition: Lotus in the Heartland of America (**Due on Canvas by 11:59 pm of November 26, 2025**)

This assignment allows you to express your appreciation of the Hidden Gems of Buddhist collections at UW's Memorial Library special exhibition titled, Lotus in the Heartland of America. The style of this writing is a newspaper article. The language of this writing should appear persuasive. The length of this writing is 800 – 1500 words (Font: Times New Roman 12 pts, single-spaced). This writing should include 2 – 3 appealing photographs.

The detailed rubrics of this assignment will be posted on Canvas.



Lotus in the Heartland of America: A Book Exhibit

October 20 - December 25, 2025 at Ground Floor of Memorial Library

A collaboration of History/Asian/Relig St 308: Introduction to Buddhism course of Fall 2025, Memorial Library, and Theravada Studies Group UW-Madison

Lotus in the Heartland of America exhibits hidden gems from the exceptional Buddhist collections of UW-Madison's Memorial Library. The Midwest or "Heartland of America" is well known for its indigenous roots, European immigrants, dairy products, and a long history with Christianity. However, little is known about how this region contributed meaningfully to inter-faith dialogues marked by its participation in the Parliament of the World's Religions at Chicago in 1893 and its holding of the first printed Buddhist canon in the world, donated to the University of Wisconsin by the King of Siam in 1895 and kept quietly preserved in a locked room ever since. This single example of a hidden gem supplements the fact that the University of Wisconsin was the first educational institution in North America to establish a doctoral program in Buddhist Studies in the 1960s. Hence, **Lotus in the Heartland of America** will reveal these hidden

gems—demonstrating how Memorial Library and the University of Wisconsin writ large have played a vital role in the Global History of Buddhism.

10% Journey of Love Conversation (Week 15 or earlier during Ik's Office Hours)

This Journey of Love Conversation ensures that everyone has a check-in meeting with Ik for a 10-minute conversation before you leave this course. It is a chance to meaningfully check your understanding of the course particularly for our approaches of love and journey. During the exam, I may ask you a contemplative question regarding how you understand the course readers: Maha Ghosananda's *Step by Step* and Thich Nhat Hanh's *True Love*. You are absolutely welcome to bring with you these two books if that would boost your confidence when answering the question. An example of the question is, *How can True Love be obtained Step by Step?* Do not freak out about this meeting/conversation as it is essentially a casual conversation. As long as you finish reading these two books, your good karma will yield an impressive result.

20% Final Project (Due on Canvas by 11:59 pm of Dec 10, 2025)

As you notice, the other assignments are about academic or semi-academic writings. The final project provides you an opportunity to come up with a creative expression. You may select any particular story or lecture theme about the Introduction to Buddhism for the final project. Stories about people, places, objects, monuments, rituals, and memories are particularly welcome. The following are the options for your final project.

- Vlog/Short film/Documentary/Anime (10 mins. length, professionally edited)
- A Collection of Poems (15 pages minimum) plus a 500-word summary of your overall ideas
- Magazine (20 pages minimum)
- Children's Book (20 pages minimum)
- Academic Essay (10 pages minimum, double-spaced, 12 pts font, Times New Roman, excluding bibliography-Chicago style, 16th edition)

Students should discuss the ideas of their final project with the instructor at least 4 weeks prior to the deadline.

The detailed rubrics of each category will be posted on Canvas.

Late Work Policy

The ultimate goal of higher education is to help students grow intellectually, mentally, and professionally. Good discipline is a part of this learning process. Late submission is subject to minus 1% per day. Submissions later than the 3rd day after the deadline will not be accepted.

A Statement of Generative AI

This course encourages the exercise of full capacity of human being towards self-reliance and liberation. The use of artificial intelligence (AI) tools and applications (including, but not limited to, Copilot, DALL-E, and others) for course assignments and assessments does not support the learning objectives of this course and is prohibited. Using them in any way for this course is a violation of the course's expectations and will be addressed through UW–Madison's academic misconduct policy, specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.

Additional Resources

- 1) The History Lab
 - Assistance from History Department grad students in improving your history papers
 - Website also provides many helpful writing guides on a range of topics related to writing history papers. <https://history.wisc.edu/thehistorylab.html>
- 2) The Writing Center
 - Workshops, writers' groups, and one-on-one assistance to improve writing. <https://writing.wisc.edu/>
- 3) McBurney Resource Center
 - Help with necessary accommodations in testing, classroom, etc. <https://mcburney.wisc.edu/>

Extra Credits

100% Attendance and Participation in both lectures and discussion sections earn a top up of 1% at the end of the semester. On-time submission of all assignments also results in a round-up of 1% at the end of the course. There will be two separate missions to earn extra credits (0.5% each) during semester, so please stay tuned!

Grade Scale

A=93-100

AB=88-92

B=83-87

BC=78-82

C=70-77

D=60-69

F=<60

Honors Credit

Please identify yourself to Ik after class or in office hours. Students taking the course for Honors credit will need to write need to add 800 – 1,000 words for *Journey to the West Essay* and *Newspaper Article about the Special Exhibition: Lotus in the Heartland of America*. Moreover, there will be an Oral Exit Exam in addition to Journey of Love Conversation. This oral exam will examine the students' understanding of the overall course content.

Senior Auditors

We welcome senior auditors in this class. Since this class is interactive in style and depends on engagement with assigned texts, you will get much more out of the class if you plan to read and discuss the course material. In past years, senior auditors have often found it enjoyable to form their own discussion section and meet outside of class to discuss readings and other course assignments.

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform the faculty instructor of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

Religious Observances

Please notify your TA (Brandon Thierry: bthierry@wisc.edu) in advance if you need to miss class due to participation in religious holidays.

Diversity and Inclusion Statement

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background,

experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

UW-Madison Land Acknowledgement

The University of Wisconsin–Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation.

Today, UW–Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

Academic Standards and Grading Policy

This class will adhere strictly to prevailing academic standards, UW regulations, and civil law regarding plagiarism, fair use of other people’s intellectual property, and cheating on class assignments. Please ask if you have any questions about what constitutes fair use or proper behavior. The basic rules are to do your own work, respect the work of others -- whether that of a classmate or a published author -- and do not attempt to take unfair advantage of your classmates as you complete the assignments for this class. Any suspected violations of academic standards will be promptly investigated. Confirmed offenses will result in a failing grade for the course and will be reported to the Office of Student Assistance and Support.

A Mantra for Success in This Course and Beyond

I am sharing with you a “Mantra for Success” in this course and beyond. This is based on a Buddhist advice on education, so I first learned this "Mantra" from my teachers in the primary school.

This Mantra recites: **SU, CI, PU, LI** (Yes, only 4 syllables and you pronounce them with the Pali sound).

1. SU is abbreviated from Suta (“listen”)

In this course, beyond listening to the lectures, you will learn so much more from reading the voices hidden in the texts, the weekly readings, the movies, and most importantly your friends'

voices both in the discussion section and on the Canvas discussion board. I always learn new things when reading your comments as well.

2. CI is abbreviated from Cinta (“think”)

You gain insights when you THINK WITH/ALONG/AGAINST your readings, lectures, and discussions.

3. PU is abbreviated from Pucchā (“ask”)

The more you read and listen, the more questions arise. That evokes your curiosity to find out a satisfying answer and to push your learning forward. I am always touched by many fascinating questions your classmates ask me. So don't hesitate to ask if you are curious. I love questions!

4. LI is abbreviated from Likhita (“write”)

A significant learning experience is when you take notes from the lectures. In that very moment of listening to the lectures, you process what you take in and transcribe it onto your “personal archives”. I keep my notes from decades ago and often revisit them. These personal archives always surprise you for how they become the “memorabilia”--an object of remembrance you would hold dear for the years to come. And more significantly, writing on Canvas discussion threads provides us with a mutual understanding as well as an exchange of knowledge. In this course, sharing your thought earns your “credits”. In Buddhism, sharing knowledge and particularly sharing Dhamma or the understanding of Dhamma earn considerable “merit”. Also, often when you write, you allow yourself to verbalize or articulate what you think you understand.

This Mantra, as I have explained, might keep you busy but it will certainly bring about your scores and merit.



A painting inspired by Mahā Janaka, a Jataka (previous birth of the Buddha) which represents “perseverance”

Source: Bhumibol Adulyadej, King of Thailand. *Rūang Phra Mahāchanok = The Story of Mahājanaka*. Nonthaburi :Bōrisat ‘Amarin Phrinting ‘Ān Phaplitthiching Čhamkat (Mahāchon), 2011.

“As long as I am still alive, I will never give up swimming across this dangerous ocean.

Even if I failed in this daunting mission, I would never regret that I tried my best.

No matter how far and difficult this journey might take,

as long as I keep swimming, one day I will reach the shore.”

Mahā Janaka

Schedule

****Note**** Please finish reading/watching assignments before attending the lectures as well as joining the discussion section.

Part 1: Buddhist Ethics and Practices

Module 1: Orientation

Lecture 1 (Sep 3, 2025) Course Orientation

Lecture 2 (Sep 8, 2025) Languages of Buddhism

Reading Assignment:

- A.K. Warder “Pali Pronunciation”
- Edward Perry “Sanskrit Pronunciation”
- Chinese Pinyin Pronunciation

Module 2: No Mud, No Lotus

Lecture 3 (Sep 10, 2025) Axial Age and the Common Existential Question

Lecture 4 (Sep 15, 2025) Karma, Samsara, and Nonlinear Historical Thinking

Reading assignment:

- Excerpts from Daodejing, translated by Freeman with notes
- Excerpts from the Therīgāthā (read only the English translations on every other page):
“Paṭācārā,” pp. 55-59; “Kisā-Gotamī,” pp. 88-91. From: *Poems of Early Buddhist Nuns (Therigatha)*, trans., C.A.F. Rhys Davids and K.R. Norman

- Excerpts from the Therīgāthā: “Patachara,” pp. 66-67; “Kisagotami,” pp. 110-115. From: *Therigatha: Poems of the First Buddhist Women*, translated by Charles Hallisey
- Dhammacakkappavattana-sutta, pp. 17-20, translated by Rewata Dhamma. From: *The First Discourse of the Buddha: Turning the Wheel of Dhamma*
- “Conditioned Genesis, pp. 115-125, Buddhadasa Bhikkhu, translated by Donald K. Swearer. From: *Me and Mine: Selected Essays of Bhikkhu Buddhadasa*, edited by Donald K. Swearer

Module 3: Lives of the Buddhas

Lecture 5 (Sep 17, 2025) Buddha and Buddha-nature

Lecture 6 (Sep 22, 2025) Many Vessels, One Destination

Reading Assignment:

- The Story of Gotama Buddha
- Luang Pu Dulaya 'Dun' Atulo. *Citta is Buddha*, translated by Darawan Denudom. 2010.
- Chia, Jack Meng-That. “Neither Mahāyāna Nor Theravāda: Ashin Jinarakkhita and the Indonesian Buddhayāna Movement.” *History of Religions* 58, no. 1 (August 2018): 24–63.

Module 4: Taking Refuge in the Triple Gems

Lecture 7 (Sep 24, 2025) The Power of Individual Transformation

Lecture 8 (Sep 29, 2025) On Critical Boredom: Samvega

Reading assignment:

- “Aradana and Saranasila: Invitation, Refuges and Precepts,” excerpted from a *Thai chanting manual*
- “Saranattayam” [The Three Refuges], trans. Bhikkhu Nanamoli, pp. 101-104 in *Buddhist Scriptures*, ed., Donald S. Lopez
- MN 86 PTS: M ii 97 *Angulimala Sutta: About Angulimala* translated from the Pali by Thanissaro Bhikkhu
- Dhammapada Verse 150. The Body Is a City of Bones

Module 5: Ascetics, Monastics, and Lay

Lecture 9 (Oct 1, 2025) Buddhist Precepts and Ordination

Lecture 10 (Oct 6, 2025) Lay Life

Reading Assignment:

- Excerpts from *Forest Recollections*, Kamala Tiyanich, Ch. 3 “Facing Fear,” pp. 79-105

Watching Assignment:

- Diary of a Nun's Abundant Kitchen - NHK Documentary

Module 6: Wisdom and Skillful Means

Lecture 11 (Oct 8, 2025) Everyday Language, Dhamma Language (Film Screening in Class)

Lecture 12 (Oct 13, 2025) On Bodhisattvas

Reading assignment:

- “Everyday Language and Dhamma Language,” pp. 126-140, Buddhadasa Bhikkhu, translated by Donald K. Swearer. From: *Me and Mine: Selected Essays of Bhikkhu Buddhadasa*, edited by Donald K. Swearer.
- “A Modern Sermon on Merit Making,” pp. 399-401, Buddhādāsa Bhikkhu, translated by Donald K. Swearer. From: *Buddhism in Practice*, edited by Donald S. Lopez, Jr.
- Excerpts from *The Vows of Bodhisattva Samantabhadra Sutra* translated by Upasika Chihmann

Watching Assignment:

- *Journey to the West: Invitation to World Literature* (2010)

Module 7: Buddhist Epistemes

Lecture 13 (Oct 15, 2025) Several Types of Wisdom

Lecture 14 (Oct 20, 2025) Buddhist Magic and Higher Knowledge

Reading Assignment:

- Excerpts from *The Holy Teachings of Vimalakīrti: A Mahāyāna Scripture*, trans. Robert A. F. Thurman:-

-Chapter 1 “Purification of the Buddha-Field,” pp. 10-19. (Note that this section illustrates the visual aspects of the “Buddha-Field,” which directly relates to the composition of the caves at

Dunhuang we will be viewing this week. This section introduces the ideas of multiple realities overlapping in the same space, and how they are accessible through (or access of which produces) the Dhamma-eye).

-Chapter 2 “Inconceivable Skill in Liberative Technique,” pp. 20-23

-Chapter 3 “The Disciples’ Reluctance to Visit Vimalakīrti,” pp. 24-27

-Chapter 5 “The Consolation of the Invalid,” pp. 42-49

Recommended Watching:

Cinetic Rights Management LLC. *Brainwave : Vimalakirti Sutra*. [Place of publication not identified] : Cinetic Rights Management LLC., 2011.

Module 8: Buddhist Cosmos

Lecture 15 (Oct 22, 2025) Of Human and Non-human Worlds

Required Watching: Janet Gyatso’s Being with Animals: Buddhist Resources

Lecture 16 (Oct 27, 2025) Interbeing

Film Screening: "A Cloud Never Dies" biographical documentary of Zen Master Thich Nhat Hanh narrated by Peter Coyote

Reading Assignment:

• “Please Call Me by My True Names,” p. 72-73, “Interbeing” p. 150, and “Interrelationship,” p. 154, Thich Nhat Hanh. From: *Call Me By My True Names: The Collected Poems of Thich Nhat Hanh*.

Recommended Reading:

Kittisenee, Napakadol, 'Preserving the Forests and Walks for Peace in Cambodia', in Courtney Bruntz, and Brooke Schedneck (eds), *The Oxford Handbook of Lived Buddhism* (online edn, Oxford Academic, 22 Feb. 2024), <https://doi.org/10.1093/oxfordhb/9780197658697.013.31>

Module 9: Meditation

Lecture 17 (Oct 29, 2025) Paths to Purification

Watching Assignment:

- Spring, Summer, Fall, Winter... and Spring
- The Dhamma Brothers

Recommend Reading:

Kittisenee, Napakadol. "Buddhist Meditation," Gillson, Gwendolyn (ed). *The Essential Guide to Buddhism*. 1 ed. New York: Bloomsbury Academic, 2024.

***Journey to the West Essay Due on Canvas**

by 11:59 pm of October 31, 2025*

Module 10: Liberation

Lecture 18 (Nov 3, 2025) Gender and the Paths to Awakening

Lecture 19 (Nov 5, 2025) Nirvana

Reading Assignment:

- Excerpts from Forest Recollections, Kamala Tiyanich, Ch. 5 "Battling Sexual Desire," pp. 127-142
- Craig, Ralph H., III. "Chapter 5: Wildest Dream," *Dancing in My Dreams : a Spiritual Biography of Tina Turner*. Grand Rapids, Michigan :William B. Eerdmans Publishing Company, 2023, 143 – 188.
- Sn 1.8 PTS: Sn 143-152 Karaniya Metta Sutta: The Buddha's Words on Loving-Kindness translated from the Pali by The Amaravati Sangha
- Excerpts from Heart Sutra, New Translation by Plum Village

Remark: You should set up a scheduled consultation with Ik (kittisenee@wisc.edu) regarding your final project this week at the latest.

Part 2: Global Buddhism

Module 11: Buddhism and Colonial Legacy

Lecture 20 (Nov 10, 2025) The lecture today will be held inside the Memorial Library as we will make a visit to the rare Buddhist manuscript collections of UW, with an orientation by Larry Ashmun, the Southeast Asian and Buddhist collections bibliographer. **Meet at Room: 126 of the Memorial Library.**

Lecture 21 (Nov 12, 2025) Buddhist Diplomacy

Reading Assignment:

- Tansen Sen, “Travel Records of Buddhist Monks”
- Jana Igunma “Henry Alabasters Catalogue of Siamese manuscripts”
- A Letter from Hermann Oldenberg to King Chulalongkorn of Siam in 1903, National Archives of Thailand

Remark: The Discussion Sections this week (Nov 13-14, 2025) will be replaced by a visit to UW Chazen Art Museum at your regular class time. Please arrive at the museum lobby as early as you can so you can store your coats and backpacks in the designated cloakroom, as required by the museum’s regulations for visitors. This is to ensure that we have sufficient time before the start of the museum tour.

Module 12: East Meets West

Lecture 22 (Nov 17, 2025) The World's Parliament of Religions (Chicago, 1893) and The World Fellowship of Buddhists (Sri Lanka, 1950)

Lecture 23 (Nov 19, 2025) Hidden Buddhist Collections at Chazen Art Museum

Module 13: Buddhism in the Post-independence and the Cold War

Lecture 24 (Nov 24, 2025) Invited Guest Lecture: TBA

No Lecture (Nov 26, 2025)

Newspaper Article of the Special Exhibition: Lotus in the Heartland of America Due on Canvas by 11:59 pm. of Nov 26, 2025

Reading Assignment:

- Nhất Hạnh, Thích and Dinh Mai Vo. *The Path of Return Continues the Journey*. [New York]: Hoa Binh Press, 1972.
- Swenson, Sara A., "The Life and Legacies of Thích Nhất Hạnh." *Journal of Vietnamese Studies* 19 (1): 2024, 1–8.
- bell hooks, “Building a Community of Love: bell hooks and Thich Nhat Hanh,” *Lion’s Roar*, 20 January 2025.

Thanksgiving recess Nov 27-30, 2025

Module 14: Buddhism and Diasporas

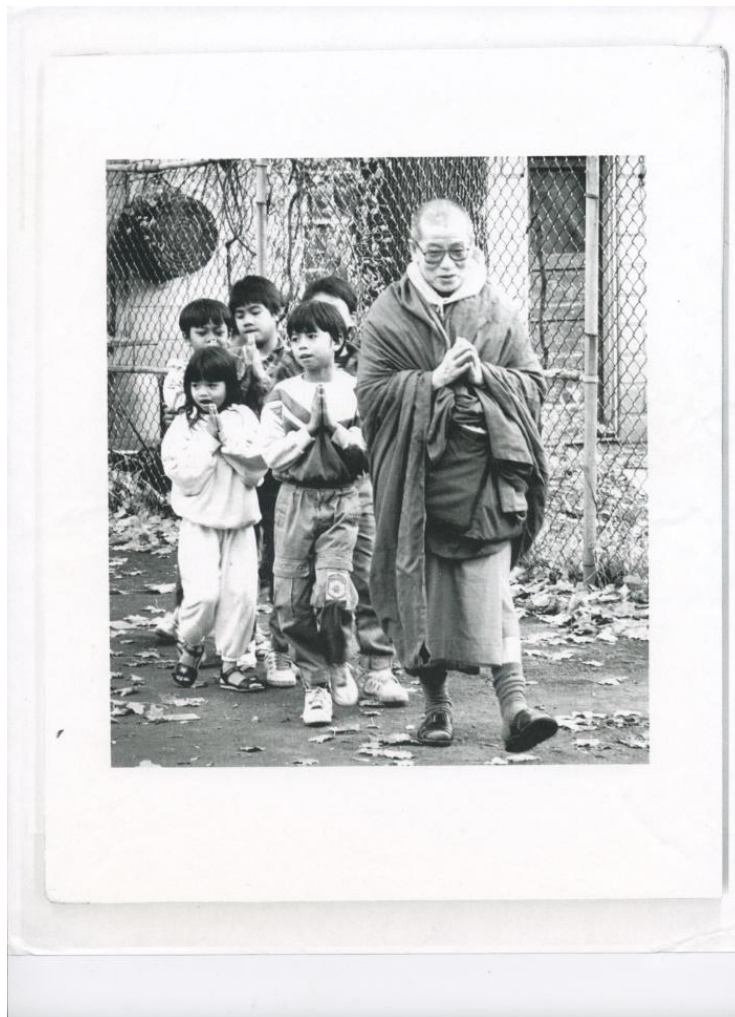
Lecture 25 (December 1, 2025) In-person Guest Lecture: TBA

Lecture 26 (December 3, 2025) **Final Debriefing**

Dec 8 and Dec 10, 2025

Journey of Love Conversation Venue: 5114 Humanities

Final Project Due on Canvas by 11:59 pm. of Dec 10, 2025



Maha Ghosananda (1913 – 2007) leading a walking meditation
Courtesy of Amy Lee Sanford