

ELEMENTARY SANSKRIT (LCA LANG 375/6)

SASLI-2017, UW-MADISON

8:30 am-1:00 pm, 474 Van Hise Hall

Instructor's Name: Anil Mundra

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Cell Phone Number:

Office Hours: MTWTh 3pm-4pm, Memorial Union Terrace; and by appointment

Course website: <https://canvas.wisc.edu/>

COURSE DESCRIPTION:

This course is an introduction to the classical written Sanskrit language, with no prior knowledge presumed (except for proficiency in English, the language in which the course will be conducted). Sanskrit was the pre-eminent *lingua franca* throughout South Asia for millenia, and learning it gives you access to what is arguably the longest continuous literary tradition on earth. It is an ancestor of the modern vernacular languages of northern India, and has left its traces further afield throughout Asia, where countless etymologically Sanskritic words can still be discerned. It is a sister tongue of Greek and Latin, and a crucial source of data for understanding the entire Indo-European language family (of which English is a member). The study of Sanskrit therefore enables outstanding insight into a panoply of languages and cultures, and a basis for an expansive array of further investigations. Beyond these reasons, learning Sanskrit is one of the most challenging, rigorous, and potentially rewarding intellectual endeavors one can undertake, and will sharpen your mind.

COURSE OBJECTIVES & OUTCOMES:

This course aims to equip students with the mechanical elements requisite for translating basic classical Sanskrit printed in Devanāgarī script. Some rudimentary recitational and conversational skills will be also developed; this objective is secondary, though, since the modern academic setting and the aims of most students overwhelmingly emphasize textual translation.

Upon successful completion of the term, students should be able to enter a second-year American university course and read texts such as the Mahābhārata with the aid of a dictionary. Therefore, what is normally spread over an academic year will be covered in just eight weeks. In that accelerated period, students will be introduced to Sanskrit phonology, the Devanagari script, standard Roman transliteration, and the coalescence of sounds; learn all the basic morphology of nominal, pronomial, and verbal declension/conjugation paradigms and verbal derivatives; familiarize themselves with common syntactical arrangements and idioms; become able to analyze nominal compounds; and various other basic analytical linguistic competencies. These are the building blocks that will enable reading of the basic narrative and epic texts of classical Sanskrit. Students will further be able to deploy the above knowledge with basic functionality in speaking and writing.

TEXTBOOKS

1. **Required:** Goldman, Robert P. and Sally J. Sutherland. *Devavāṇīpraveśikā: An Introduction to the Sanskrit Language*. 3rd edition.
2. **Recommended:** Macdonell, A.A. *A Sanskrit Grammar for Students*. Any edition.
3. **Dictionaries:**

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- Apte, V.S. *The Student's Sanskrit-English Dictionary: Containing Appendices on Sanskrit Prosody and Important Literary and Geographical Names in the Ancient History of India.*
 - <http://dsal.uchicago.edu/dictionaries/apte/>
- Monier-Williams, Sir Monier. *A Sanskrit-English dictionary, etymologically and philologically arranged, with special reference to cognate Indo-European languages.*
 - <http://www.sanskrit-lexicon.uni-koeln.de/scans/awork/apidev/sample/list-0.2.html>
 - Mobile-friendly display: <http://www.sanskrit-lexicon.uni-koeln.de/scans/MWScan/2014/web/mobile1/index.php>
- Other online dictionaries should be avoided, or used with great caution. Any automated translators are unhelpful and prohibited. Any questions about resources can be discussed with the instructor.

COURSE POLICIES

1. CLASS ETIQUETTE

- Be on time (classes start at 8:30am).
- Turn in your homework on time.
- Participate in discussions and activities.
- Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
- Do not eat or drink anything that creates distracting sounds or smells.
- Do not record the class on video/audio devices without prior approval.
- Do not use social media, email, text, or do anything unrelated to class during class time.

2. ATTENDANCE

It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure. Students with extenuating circumstances must discuss the situation with the instructor and SASLI administration. Absences, other than illness, will be worked out on a case-by-case basis; vacation is not a valid excuse for a student to have an absence. If a student misses class, it is their responsibility to make up the work and to keep up with the other students in the class. SASLI has a written absence, tardiness, and religious observance policy as below.

Tardiness and Absence:

Classes start on time at 8:30AM and go until 1:00PM (with breaks totaling a half hour).

Tardiness: Being late to class results in a 20% deduction from your attendance grade for that day. SASLI administration asks to be notified if students are late more than 3 times during the program, and may call you in to discuss why punctuality has become difficult.

Absence: An unexcused absence is any absence with no prior approval from the instructor, and is required to be reported to the SASLI admin office. Unanticipated medical/other emergencies may require additional documentation and approval from admin office in order to be considered "excused." No attendance credit is given on the day of an unexcused absence. SASLI administration asks to be notified after the 2nd unexcused absence. According to SASLI policy,

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more than two absences of any sort—excused or not—are not allowed. Once a student has a 3rd absence, the SASLI administration will discuss how to proceed.

3. COMPUTERS AND CELL PHONES

All course documents will be put on the course site (<https://canvas.wisc.edu/>); many of them will also be handed out in hard copy in class. It is partly a matter of student preference whether to use their computers in class or not; note, however, that handwriting Devanagari will be a significant portion of the work, especially toward the beginning of the course.

If computers prove to be a distraction in class, the instructor will reserve the right to ask that they be put away. Students should of course silence all cell phones and other devices during class, and only use their computers at designated times for class purposes. Distraction by devices will affect the Attention grade.

4. CONSISTENT INDEPENDENT WORK

Students should exercise great discipline both inside and outside of class in order to keep abreast of the lessons, and plan to spend at least 4 hours studying and preparing outside of class for each class session. Since Sanskrit is a heavily inflected language, simply recognizing a word usually requires a large base of grammatical knowledge. It is imperative to memorize these forms, because it is not practicable to rely entirely on reference grammars while translating; it is traditionally said that knowledge should be *kanṭha-stha*, “in the throat,” and not merely *grantha-stha*, “in books”. Grammars should be kept on hand to settle questions, but being able to formulate the questions in the first place requires identifying a narrow range of translation possibilities. Different methods of memorization and learning will work best for different individuals; I will be happy to provide suggestions on study methods and help students further navigate the particular challenges that they encounter.

Reading and writing homework will be given every day of class, and it will be presumed that students have completed these assignments before coming to the following class; we will not be able to repeat everything in the book during our limited class time, and we will instead focus on reinforcing and elaborating the essential points and resolving problems that arise for students.

5. IMPORTANT DATES

- **Tuesday, July 4** (Independence Day): No class—but note that we still have class Monday, July 3!
- **Thursday, July 27**, 1pm (after class): SASLI-wide presentations in B10 Ingraham—more details to follow.
- **Friday, July 14** (in class): Midterm Exam
- **Friday, August 11** (in class): Final exam

6. CLASSROOM ATMOSPHERE

- SASLI is committed to creating a diverse and welcoming learning environment for all students, and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of

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race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed unacceptable in class, and will be addressed by the instructor and/or referred to the SASLI administration.

- Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun.
- All students are expected to participate in class discussion. There are personality differences in how vocal and assertive people are; this is fine, does not necessarily reflect intellectual engagement, and should not affect one's grade. Partly to equalize this, however, students can expect to be cold-called for answers. Please discuss with me if this provokes undue anxiety.

7. CLASS FORMAT:

- The Canvas site will be utilized for communication, assignment file sharing, and grade tracking. Be sure that you receive Canvas emails and notifications in case I need to contact you.
- The class will begin each day by handing in homework and handing back the previous corrected homework, which we will then go over and address any common mistakes. We will take some time to answer any lingering questions.
- We will sometimes further warm up and review the material introduced in the previous class and practiced in the homework, by way of an ungraded set of written exercises. Students will then discuss and revise the answers to their warm-up exercises in small groups.
- New topics will be introduced through interactive lectures using the textbook and other materials. We will attempt to facilitate discovery of Sanskrit's systematic features, and students will be asked and encouraged to volunteer answers verbally to instructional questions. Along the way, students will complete ungraded written exercises practicing the new material introduced, and afterwards have a chance to ask further questions that arise.
- We will sometimes wrap up with another in-class exercise/group activity.
- Questions and helpful comments are always allowed, signaled by raising hands, and no Sanskrit question is bad.
- We will take a few refreshment breaks each day at transitional moments in the class session. Students are always allowed to step out of class briefly as needed, but are encouraged to try to wait for the breaks if convenient so as not to miss any material.
- Homework will be assigned at the end of each class, to be turned in at the start of the following class.
- There will be one or two graded quizzes per week, which will incorporate course material cumulatively but emphasize more recently studied topics. There will be a midterm and final exam. See more detail in section 7 below.

8. ASSIGNMENTS, ASSESSMENTS, AND GRADING

Learning will happen by showing up, paying attention, giving the work your best shot, and correcting mistakes. Course requirements are apportioned accordingly, with most of the assignments and assessments geared toward engaging your effort in a low-stakes way and giving constructive feedback. Each of the following categories of activity account for one-fifth (20%) of your grade.

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- **Attendance and Attention**

Absences and tardiness will certainly affect your learning and almost as certainly affect your grade, as outlined in the policy above in §2.

Inattention will also obviously affect your learning. Engaging in activities unrelated to the course during class time will result in a loss of participation credit for that day.

- **In-Class Exercises**

Written and spoken exercises will be done several times during each class, and will be graded for completeness, not correctness. If you miss class, you will be given the exercises via Canvas and are responsible for turning them in by the next class you attend, with no loss of credit.

- **Homework**

Homework will be given every day, and will also be graded for degree of completeness, not correctness. Incomplete work will receive the proportional percentage of credit. The credit given to late homework will be cut in half for each day of lateness (and rounded down – so no credit will be given for work that is more than 3 days late.)

- **Quizzes**

Quizzes will be given several times per week, and will be graded for completeness *and* correctness. Each quiz will come with its own grading rubric to designate the amount of credit assigned on each part. Quizzes will be cumulative, potentially including all material covered up to that point, but focusing on more recent topics.

- **Exams**

There will be a midterm exam and a final exam, administered in class at the end of weeks 4 and 8 respectively. Both will include all material covered up to that point.

Since this course counts for two semesters of Sanskrit, you will correspondingly receive two final grades: one for the first half of the course (weeks 1-4) through the midterm exam, and one for the second half (weeks 5-8).

9. GRADING SCALE

This is the official grading scale of University of Wisconsin’s Department of Asian Languages and Cultures:

| | | | | | | |
|--------|-------|-------|-------|-------|-------|------------|
| 92-100 | 87-91 | 82-86 | 77-81 | 70-76 | 60-69 | 59 or less |
| A | AB | B | BC | C | D | F |

10. STUDENT CODE OF CONDUCT

The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available at <https://www.students.wisc.edu/doso/academic-integrity/>. It outlines the rules and regulations regarding your student rights and responsibilities while a student at the University of Wisconsin-Madison. It states that “Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;

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- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Please see the website listed above for further information.

11. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center:

The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with disabilities. If you need any disability accommodations you need to register with the McBurney Center. The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with disabilities. For a list of the services provided, please visit the website: <http://www.mcburney.wisc.edu/services/>

Rights and Responsibilities

Students with disabilities have the right to:

- Full and equal participation in the services and activities of the University of Wisconsin-Madison
- Reasonable accommodations, academic adjustments and/or auxiliary aids and services
- Privacy and to not have confidential information freely disseminated throughout the campus
- Limit access to confidential records. In doing so, however, students recognize that implementing accommodations may become more difficult
- Information readily available in accessible formats

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities
- Identify as an individual with a disability when an accommodation is needed and to seek information, counsel and assistance as necessary
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs and activities
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services, or requesting barrier removal

The University, through faculty and staff, has the right to:

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis;

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- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities;
- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and/or auxiliary aids and services;
- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations (particularly instructional accommodations);
- Deny a request for accommodations, academic adjustments or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, academic adjustments and/or auxiliary aids and services;
- Refuse unreasonable accommodations, academic adjustments or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the university.

The University has the responsibility to:

- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law

Contact information for the McBurney Disability Resource Center:

702 W Johnson Street, Suite 2104

Madison, WI, 53715

phone: 608-263-2741

text: 608-225-7956

fax: 608-265-2998

12. HEALTH AND SUPPORT

University Health Services (UHS) provides both physical and mental health support, generally at low or no cost to students. They are located at 333 East Campus Mall, <https://www.uhs.wisc.edu>, 608-265-5600.

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13. COURSE PLAN

(subject to change)

Week 1

| Day | Topic | HW: For the following day, read the sections of Goldman, do the exercises, and start to memorize the paradigms listed | Quiz? |
|--------------------|------------------------------|---|-------|
| Monday, June 19 | Introduction & Phonology | Ch. 1, all exercises; Ch. 2.0-2 | |
| Tuesday, June 20 | Script (<i>Devanāgarī</i>) | Ch. 2, exercises B & C; memorize and copy alphabet by hand | |
| Wednesday, June 21 | Script, cont. | Ch. 2, exercises A & D; memorize alphabet | ॐ |
| Thursday, June 22 | Sandhi of Vowels | Ch. 3.0-21, exercises A.1-2; review vowel sandhi | |
| Friday, June 23 | Sandhi of Consonants | Ch. 3.22-61, exercises A.3-4; review consonant sandhi | |

Week 2

| Day | Topic | HW: For the following day, read the sections of Goldman, do the exercises, and start to memorize the paradigms listed | Quiz? |
|--------------------|---|---|-------|
| Monday, June 26 | Basic syntax: Verbs and their Conjugations | Ch. 4.0-23; exercise handout; memorize verbs √vad and √bhāṣ (p.55) | ॐ |
| Tuesday, June 27 | Basic syntax: Nouns and their Cases (<i>Vibhakti</i>) | Ch. 4.24-44; exercise handout; memorize verb √as (p.57) and nouns <i>puruṣa {m}</i> and <i>pustaka {n}</i> (pp.62-3) | |
| Wednesday, June 28 | Pronouns (<i>Sarvanāma</i>) | Ch. 45-47, all exercises; mem. pronouns <i>aham</i> & <i>tvam</i> (pp.72-73) | |
| Thursday, June 29 | More Nouns and Cases; Demonstrative Pronouns | Ch. 5, ex. A-C; mem. nouns <i>kanyā {f}</i> (p. 80) and demonstrative pronouns <i>tat</i> in all three genders (pp.83-84) | ॐ |
| Friday, June 30 | Nouns -i and -u; Interrogative Pronouns & Clauses | Ch. 6, ex. A-D; mem. nouns <i>muni {m}</i> , <i>gati {f}</i> , <i>śatru {m}</i> , & <i>madhu {n}</i> (pp.91-94) | |

Week 3

| Day | Topic | HW: For the following day, read the sections of Goldman, do the exercises, and start to memorize the paradigms listed | Quiz? |
|-------------------|--|---|-------|
| Monday, July 3 | Nouns -ī; Verb Classes | Ch. 7, ex. A-C; mem. noun <i>devī {f}</i> and verb √kr {P and A} | ॐ |
| Tuesday, July 4 | NO CLASS | INDEPENDENCE DAY | |
| Wednesday, July 5 | Nouns -an; Verbal Imperfect (<i>Lañ</i>) & Prefixes(<i>Upasarga</i>) | Ch. 8, ex. A-C; mem. nouns <i>ātman {m}</i> & <i>karman {n}</i> (p.139-40) and verbs √bhū {P} & √man {A} in the imperfect tense (p.143) | |
| Thursday, July 6 | Nouns -as; Passive Verbs | Ch.9, ex. A-B; mem. nouns <i>tapas {n}</i> (p.157) & <i>cakṣus {n}</i> (p.159) | ॐ |
| Friday, July 7 | Nouns -r; Past Passive Part. | Ch. 10, ex. A-B; mem. <i>pitṛ {m}</i> , <i>mātṛ {f}</i> , <i>karṭṛ {m}</i> , & <i>dātṛ {f}</i> (pp.175-6) | |

Week 4

| Day | Topic | HW: For the following day, read the sections of Goldman, do the exercises, and start to memorize the paradigms listed | Quiz? |
|--------------------|--|---|-------|
| Monday, July 10 | Nouns in -[m/v]ant, Past Active Part. & Gerund | Ch. 11.0-8, ex. B, & handout; mem. <i>bhagavanti</i> in all genders (pp.191-192) | ॐ |
| Tuesday, July 11 | Imperative (<i>Lot</i>) Verbs | Ch. 11.9-18, ex. A, C, & D, mem. <i>mahat</i> in {m} (p.192) | |
| Wednesday, July 12 | Nouns in -in, Compounds | Ch. 12.0-15, ex. C & D; mem. <i>yogin {m}</i> (pp. 207-208) | ॐ |
| Thursday, July 13 | More Compounds | <i>Review for Midterm Exam</i> | |
| Friday, July 14 | <i>Midterm Exam</i> | Ch. 12.16-18, ex. A & B; Ch. 13.16 | |

Following weeks will be added later; please download updates from Canvas site.