

Intermediate Sanskrit

SASLI Summer, 2013

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Objectives

In this course I will teach students how to read and analyze a set range of Sanskrit texts with the help of standard dictionaries and grammars. To this end we will read selections of narrative verse, exegetic prose, poetry (काव्य), and commentaries in conjunction with regular lessons in Sanskrit grammar. Emphasis will be placed on mastering paradigms, expanding vocabulary, and accurately analyzing sentences. In addition, I will begin to introduce students to the terminology and methods of the Sanskrit grammarians, a necessity for fully engaging in the Sanskrit literary tradition. In short, I hope by the end of the summer to have provided the tools needed to approach more advanced texts in or out of the classroom.

During the first four weeks students will learn about the available secondary resources for reading Sanskrit and how to use them effectively. This will be a gradual process as we transition from Lanman's annotated reader to the plain text of the रामायण. In particular, I will demonstrate how to use the Sanskrit-English dictionaries by Monier-Williams and Apte, including electronic versions. Students will also be made aware of the many grammars and other reference works available which will facilitate identifying new or forgotten forms. The second four weeks will be spent putting these skills into practice and, in addition, learning how to read basic glosses, especially of compounds. We will use *Scholastic Sanskrit for Students* by Tubb and Boose as a handbook.

Primary Texts

We will read selections from the following texts. How much we read of each text will depend on the speed of the class. Unless otherwise specified, photocopies and pdf's of the text will be provided.

Narrative Verse

- नलोपाख्यानम् from Lanman's *A Sanskrit Reader*, pp. 1-16.
- कथासरित्सागरः *ibid.*, pp. 45-56.
- Selections from the सुन्दरकाण्डम् of the रामायणम् .

Exegetic Prose

- Śaṅkarācārya's उद्घातः (Introduction) to the भगवद्गीता.
- Select verses from the भगवद्गीता with Śaṅkara's भाष्यम् (Commentary).

Poetry

- Select verses from Bhartṛhari's त्रिशतकम् .
- 3rd सर्गः of Kālidāsa's कुमारसम्भवः with Mallinātha's संजीविनी.

Grammar Lessons

Grammar lessons will be taught each morning for approximately 45 minutes, Monday through Thursday. Students will be given a set of short review readings in preparation for each lesson and a short assignment due the following day. A list of topics and the accompanying readings will be handed out each Friday for the following week (excepting of course the first week). There will be a quiz each Friday, except when there is an exam, based on the material covered that week.

The purpose of these lessons will be to reinforce and expand upon the numerous paradigms and syntactic constructions learned in first year Sanskrit. As we move into exegetic prose and commentarial Sanskrit, the lessons will focus more on the understanding and translation of specific syntactic constructions. Meter will also be treated in some detail when we begin to read poetry.

Exams and Grading

A student's grade will be based on the sum total of his or her performance in the classroom as well as on written exams and quizzes. For class preparation students should prepare the assigned text as thoroughly as possible; this includes looking up unfamiliar words and forms as well as making sense of larger syntactic units. Please do not use translations as they are only detrimental to the learning process. Interlinear or marginal glosses are forbidden on the text itself. More than two unexcused absences will detract from a student's Class Preparation grade.

In addition to the grammar quizzes there will also be an exam at the end of weeks 4 and 8. Each exam will be limited to the text read during the four preceding weeks, but grammatical inquiries will be cumulative.

Grades will be calculated as follows:

- Written Homework - 10%
- Class Preparation - 25%
- Quizzes - 25%
- Final Exams - 40%

Daily Schedule:

8:30 am - 9:30 am Grammar Lesson / Review and Quiz

9:30 am - 10:30 am Reading Section I

10:30 am - 11:30 am Break

11:30 am - 1:00 pm Reading Section II

Office Hours

3 pm - 5 pm in Memorial Library, room 479

Office hours will be held every weekday 3 pm - 5 pm in Memorial Library, room 479 unless otherwise announced. Students may contact me by email throughout the remainder of the day, and I will respond promptly. Emails sent after 10 pm, however, are not guaranteed a response till the following morning.

Required Books*

1. *A Sanskrit Grammar for Students* by Arthur A. Macdonell, 3rd Edition.
2. *The Roots, Verb-Forms and Primary Derivatives of the Sanskrit Language* by William Dwight Whitney.
3. *A Sanskrit Reader* by Charles Rockwell Lanman.
4. *Scholastic Sanskrit: A Manual for Students* by Gary A. Tubb and Emery R. Boose

*See attached bibliography for full bibliographic details as well as other useful reference works. Where available, links are provided for electronic versions.

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 are in need of any of the services provided by the Center, please feel free to contact the McBurney Center staff directly. For a list of the services provided, please visit the website [here](http://www.mcburney.wisc.edu/services/) (http://www.mcburney.wisc.edu/services/).

Student Code of Conduct

The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available [here](http://students.wisc.edu/doso/acadintegrity.html) (http://students.wisc.edu/doso/acadintegrity.html). This document 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;
- 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.