

Elementary Sanskrit
South Asia Summer Language Institute (SASLI) 2019
University of Wisconsin - Madison
ASIALANG 317 (1st Semester) & ASIALANG 327 (2nd Semester)

Instructor

Aaron Sherraden
aaron.sherraden@gmail.com

Office | MSC B560
Office Hours | 2:00-3:00p at
Lakeview Lounge in Memorial
Union



Class Time & Location

8:30 am - 1:00 pm | M-F
Van Vleck B223

Faculty Assistant

Dhruv Raj Nagar
drnagar@wisc.edu
Office | MSC B560
Office Hours | 3:30-4:30p at
Colectivo Coffee on State St.

Course Description & Objectives:

This course will introduce you to the Sanskrit language, primarily in its written form. The breadth of Sanskrit literature's versatility provides students with access to a wide range of some of the world's oldest intellectual traditions. As one of the Indo-European language family's earlier languages, it has extensive connections not only to many of India's modern vernaculars, but also to Greek, Latin, and even English.

This is an extremely fast-paced course covering an academic year's worth of content in just eight short weeks. During this time, you will gain a firm grasp of Sanskrit grammar and a solid understanding of how to approach reading, especially in Devanagari script, but also in standard Roman transliteration. In the final portion of the course, we will read a portion of the *Mahābhārata*. As we progress through the weeks, we will also cover useful techniques for translation and methods for using Sanskrit resources like grammars, dictionaries, and verb indexes. Upon completion of this course, you will be prepared to enter Second Year Sanskrit as it is taught in most American universities.

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 record the class on video/audio devices without prior approval.
- Laptops are permitted, but only for class-related purposes
- Cell phone use is not permitted during class time.

Attendance Policy:

It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure. One day of SASLI instruction is approximately equal to an entire week of instruction during a normal academic year. That being the case, your full attendance at SASLI is integral to a positive language-learning experience for you and for your fellow students. Classes start on time at 8:30a and go until 1:00p with a half-hour break at approximately 11:00a. The absence policy is as follows:

- One absence per semester is permissible.
- Two absences in a semester will result in a grade deduction for that semester.
- Three or more absences in a semester will result in automatic failure of the course.

Other noteworthy attendance issues:

- Absences on days of exams, projects, presentations, etc. will lead to failure of that coursework. There will be no make-ups of exams, projects, presentations, etc. due to absence.
- Failure of the first semester course prohibits students moving to the second semester course, and will result in dismissal from the program without refund.
- Contact hours for federal grants require that the SASLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.
- Pre-program requests for absences will not be granted.
- Arriving to class on time is important for successful participation in the SASLI program. Being late to class is disruptive and disrespectful to your instructors and classmates, and could result in a marked absence or grade deduction.

Emergency circumstances for absences can be addressed to the SASLI Academic Director, Lalita du Perron, at lalita.duperron@wisc.edu.

Tests and Quizzes:

Daily quizzes will be about 15 minutes long and will cover one or two recently-learned grammatical features and perhaps a small passage for translation. These quizzes will be graded on a pass/fail model. If your grade on the quizzes is below 60%, you may be asked to take it again. You will have one chance to improve a failed quiz to a passing quiz. Mondays will begin with a more substantial test covering all the material from the week before. These Monday tests will be given a letter grade out of 100 points.

Exams:

Each 4-week session will end with a Final Exam, which will include all the material covered in the course by the time of the exam (i.e., the second Final Exam at the end of the second session may cover material as far back as the beginning of the first week of SASLI classes).

Homework:

There will be homework every night. In general, homework will be graded for completion, but we will go over it in detail in class. **Your preparedness and participation in all homework discussions will figure significantly into your participation grade.** Because homework preparation is integral to class discussion, there will be no credit given for late assignments unless you have made special arrangements with me ahead of time.

Grading:

This course is divided into two 4-week sessions. Each of these sessions is worth 4 credit-hours. As such, there will be a final examination and final letter grade at the end of each 4-week session. The breakdown in grading for each session is as follows:

Participation — 30%

Daily quizzes and weekly tests — 30%

Homework — 10%

Final Examination — 30%

Grading Scale:

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

Required textbooks:

Text: *Devavāṇīpraveśikā: An Introduction to the Sanskrit Language*

Authors: Robert P. Goldman & Sally J. Sutherland Goldman

Publication: Center for South Asia Studies, University of California, Berkeley (3rd Edition, reprinted with corrections, 2004)

ISBN: 0-944613-40-3

(Strongly) Recommended textbooks:

1. **Text:** *A Sanskrit Reader: Text, Vocabulary and Notes*

Author: Charles Rockwell Lanman

Publication: Motilal Banarsidass, Delhi (1996, reprinted 2010)

ISBN: 978-81-208-1363-2

2. **Text:** *Ṣaṃskṛtasubodhinī: A Sanskrit Primer*

Author: Madhav M. Deshpande

Publication: Centers for South and Southeast Asian Studies, University of Michigan (2007)

ISBN: 0-89148-078-1

3. **Text:** *The Roots, Verb-Forms and Primary Derivatives of the Sanskrit Language*

Author: William Dwight Whitney

Publication: Motilal Banarsidass, Delhi (1963, reprinted 2016)

ISBN: 978-81-208-0485-2

A Note on Dictionaries:

Most of the materials we use for this course contain Sanskrit-English glossaries. A dictionary is therefore not required. Nevertheless, familiarity with how to use Sanskrit dictionaries is extremely important for anyone intending to pursue further studies in Sanskrit and we will be discussing them at various points throughout this summer session. I will bring my own copies to class whenever the need arises. However, you are strongly encouraged to acquire one or both of these Sanskrit dictionaries for your own collection:

Text: *A Sanskrit-English Dictionary: Etymologically and Philologically Arranged with Special Reference to Cognate Indo-European Languages*

Author: Sir Monier Monier-Williams

Publication: Oxford University Press, Oxford (1899, any later reprint is fine)

Note: The online version of this dictionary can be found at <<http://www.sanskrit-lexicon.uni-koeln.de/monier/>>

Text: *The Practical Sanskrit-English Dictionary Containing Appendices on Sanskrit Prosody, Important Literary and Geographical Names of Ancient India*

Author: V.S. (Vaman Shivram) Apte

Publication: Motilal Banarsidass, Delhi (1965, any later reprint is fine)

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;
- 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.

Academic Integrity:

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be

forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <studentconduct.wiscweb.wisc.edu/academic-integrity/>

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/>>

“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 faculty [me] 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.”

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
- 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:

<<https://mcburney.wisc.edu/mcburneyconnect/>>

Health and Support:

University Health Services:

You are all considered UW-Madison students for the summer, and so you have access to all student services, including those relating to physical and mental well-being. Issues tend to arise in small, intensive classes, and some students find that the pace and intensity of the summer

classes can be mentally or even emotionally difficult. You are encouraged to take good care of yourself, and take advantages of the resources available should any issues arise.

University Health Services: <<https://www.uhs.wisc.edu/>> or 608-265-5600

University Mental Health Services: <<https://www.uhs.wisc.edu/mental-health/>>

24-Hour Mental Health Crisis Services: 608-265-5600 (option 9)

LGBTQ Support:

The Gender & Sexuality Campus Center is a fantastic resource for LGBTQ students on campus.

Visit them in person at the Red Gym or online at <<https://lgbt.wisc.edu/>>.

Dean of Students:

The Dean of Students' office can provide you with support and resources for a variety of problems; their main reason for existing is to promote student well-being. They are located at 70 Bascom Hall, 500 Lincoln Drive and can be contacted at 608-263-5700 or

<dean@studentlife.wisc.edu>. Their website is <<https://students.wisc.edu/doso/>>

Diversity and Inclusion:

- 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. <<https://diversity.wisc.edu/>>
- UW 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 race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed unacceptable in this class.
- Class rosters are provided to me with the student's legal name. I will gladly honor your request to address you by an alternate name or pronoun.

Important Dates:

- Thursday, July 4th: NO CLASS (Independence Day)
- Friday, July 12th: Final Exam (1st Session)
- Tuesday, July 30th: All-SASLI Program (after classes; approximately 2 hrs)
- Friday, August 9th: Final Exam (2nd Session)

Instructor Office Hours:

Both Dhruv and I will be available for office hours every weekday. The time and location of these are as listed at the top of this syllabus unless stated otherwise. If you are unable to come to office hours during the listed times, you can email either of us to set something up.

General Class Format:

- Most days will begin with a quiz or (in the case of Mondays) a test.
- After the test/quiz, I will return any outstanding materials to be graded and we will discuss any lingering questions.
- After returning outstanding materials we will go over the previous night's homework in close detail as needed.
- The homework review will be followed by a grammar lecture based on Goldmans' *Devavāṇīpraveśikā*.
- Some days will have one or more activities either after the grammar lecture, or as part of the grammar lecture.
- When we have a solid enough base in Sanskrit grammar and vocabulary, we will also look at some passages from Sanskrit literature at large that make use of recently learned grammatical features.

Course Schedule

Week 1	Lesson	Assignments	Quizzes/Tests
June 17	Introduction, Phonology, and Devanāgarī Script	Read: Ch. 1-2 HW: Write alphabet in order	N/A
June 18	Script Review, Conjuncts, and Pronunciation	Read: Ch. 3.0-21 HW: 2.B-C	Quiz
June 19	External <i>sandhi</i> Part I: Vowel <i>sandhi</i> (<i>svara-sandhi</i>)	Read: Ch. 3.22-56 HW: 3.A.1-2	Quiz
June 20	External <i>sandhi</i> Part II: Consonant <i>sandhi</i> (<i>vyañjana-sandhi</i>)	Read: Ch. 3.57-61 HW: 3.A.3	Quiz
June 21	Internal <i>sandhi</i> & <i>sandhi</i> Review	Read: Ch. 4.0-24, 4.47 HW: 3.A.4, 3.B	Quiz

Week 2	Lesson	Assignments	Quizzes/Tests
June 24	Introduction to Sanskrit Verbs	Read: Ch. 4.25-44, Ch. 5.0-4 HW: Verb worksheet	Test
June 25	Sanskrit Nouns and Cases ending in <i>a/ā</i>	Read: Ch. 4.45-46, 5.5-8 HW: Grammar worksheet	Quiz
June 26	Sanskrit Pronouns (<i>sarvanāman</i>): <i>aham, tvam, sa, tat, sā</i>	Read: Ch. 6.0-2, 7.0-1 HW: 4.B, 5.B	Quiz
June 27	Sanskrit Nouns ending in <i>i/ī</i> and <i>u</i>	Read: Ch. 6.3-21 HW: 5.A, C	Quiz
June 28	Interrogatives, Clauses, Indeclinables	No Readings HW: 6.A-B, D	Quiz

Week 3	Lesson	Assignments	Quizzes/Tests
July 1	Verb Classes (<i>gaṇa</i>)	Read: Ch. 7.2-38 HW: 7.A-C	Test
July 2	Review & Verb Classes continued	Read: Ch. 8 HW: <i>gaṇa</i> practice	Quiz
July 3	Imperfect Verb Tense (<i>lañ</i>) and - <i>an</i> -ending Nouns	Read: Ch. 9 HW: 8.A-C	Quiz
July 4	***	NO CLASS Independence Day	***
July 5	Passive Forms and - <i>as</i> -ending Nouns	Read: Ch. 10 HW: 9.A-B	Quiz

Week 4	Lesson	Assignments	Quizzes/Tests
July 8	Past Passive Participles (PPPs) and - <i>ṛ</i> -ending Nouns	Read: Ch. 11 HW: 10.A-B	Test
July 9	Gerunds, Imperative (<i>lot</i>), and - <i>ant</i> -ending Words	Read: Ch. 12 HW: 11.A-D	Quiz
July 10	Compounds (<i>samāsa</i>) and - <i>in</i> -ending Nouns	Read: Ch. 13.4-16 HW: 12.A-E	Quiz
July 11	<i>Samāsa</i> continued (<i>bahuvrīhi</i> and <i>dvigu</i>)	HW: Review for Final	N/A
July 12	***	Final Exam Read: Ch. 13.0-3, Ch. 14	***

Week 5	Lesson	Assignments	Quizzes/Tests
July 15	<i>Samāsa</i> continued (<i>dvandva</i> and <i>avyayībhāva</i>), Infinitive and Optative Verbs (<i>vidhi liṅ</i>)	Read: Ch. 15 HW: 14.A-C	N/A
July 16	Present Participles	Read: Ch. 16 HW: Translate reading on pp. 268-69, 15.D-E	Quiz
July 17	Future Forms and Gerundives	Read: Ch. 17 HW: 16.A-C	Quiz
July 18	Perfect Tense (<i>liṅ</i>)	Read: Ch. 18 HW: Translate reading on pp. 307-8, 17.D, F	Quiz
July 19	Secondary Conjugations and Denominatives	Read: Ch. 19 HW: Translate reading on pp. 337-38, 18.D, review for Monday test	Quiz

Week 6	Lesson	Assignments	Quizzes/Tests
July 22	Aorists, More Pronouns, Numbers	Read: Ch. 20 HW: Translate reading on pp. 360-61, 19.D-E	Test
July 23	Nominal Derivation	Read: Ch. 21 HW: Translate reading on pp. 395-96	Quiz
July 24	Additional Declensions	Read: N/A HW: Translate reading on pp. 411-412	Quiz
July 25	Grammar Review	Read: N/A HW: Grammar review worksheet	Quiz
July 26	Using Sanskrit Resources, Getting Ready to Read	Read: N/A HW: Translate वानर-मकर-कथा on Deshpande p. 395 (provide grammatical analysis for every word in paragraph 2)	Quiz

Week 7	Lesson	Assignments	Quizzes/Tests
July 29	How to Read What You Don't Know	HW: Nala I 1-10	Test
July 30	In Class Reading (Nala I 11-20)	HW: Nala I 21-32	N/A
July 31	In Class Reading (Nala II 1-10)	HW: Nala II 11-20	Quiz
Aug 1	In Class Reading (Nala II 21-30)	HW: Nala III 1-10	N/A
Aug 2	In Class Reading (Nala III 11-20)	HW: Nala III 21-IV 5	Quiz

Week 8	Lesson	Assignments	Quizzes/Tests
Aug 5	In Class Reading (Nala IV 6-15)	HW: Nala IV 16-25	Test
Aug 6	In Class Reading (Nala IV 26-V 10)	HW: Nala V 11-20	N/A
Aug 7	In Class Reading (Nala V 21-35)	HW: Nala V 36-46	Quiz
Aug 8	Review	HW: Prepare for Final	N/A
Aug 9	***	Final Exam	***

Sample Lesson Plan (Week 2)

June 24 (Week 2, Monday)	
8:30-9:00	Monday Test 1
9:00-9:30	Homework review
9:30-10:30	Lecture: Introduction to Sanskrit verbs
10:30-11:00	Break
11:00-12:00	Lecture: Thematic verbs in present indicative (लट्)
12:00-1:00	Activity: Verb ending identification

June 25 (Week 2, Tuesday)	
8:30-8:45	Quiz: Present indicative w/ thematic verbs
8:45-9:30	Homework review
9:30-10:30	Lecture: <i>Vibhakti</i> (case) endings in <i>a</i> & <i>ā</i>
10:30-11:00	Break
11:00-12:30	Lecture: Uses of each <i>vibhakti</i>
12:30-1:00	Activity: <i>Vibhakti</i> verse

June 26 (Week 2, Wednesday)	
8:30-8:45	Quiz: Present indicative w/ thematic verbs (2)
8:45-9:30	Homework review
9:30-10:30	Lecture: Particles & Pronouns
10:30-11:00	Break
11:00-12:00	Lecture: Particles & Pronouns (continued)
12:00-1:00	Activity: Translate Goldman 4.A in class

June 27 (Week 2, Thursday)

8:30-8:45	Quiz: <i>a-</i> and <i>ā-</i> ending nouns
8:45-9:30	Homework review
9:30-10:30	Lecture: Nouns ending in <i>i</i> , <i>ī</i> and <i>u</i>
10:30-11:00	Break
11:00-12:00	Activity 1: Paradigm Jeopardy
12:00-1:00	Activity 2: Sanskrit Madlib

June 28 (Week 2, Friday)

8:30-8:45	Quiz:
8:45-9:30	Homework review
9:30-10:30	Lecture: Interrogatives and asking questions
10:30-11:00	Break
11:00-12:00	Lecture: Relative-correlative sentences
12:00-1:00	Activity: Translate <i>Bhagavad-Gītā</i> 6.30