

# INTERMEDIATE SANSKRIT (VIRTUAL)

SASLI-2020, UW-MADISON

Synchronous Classes MTWThF 9:30am – 11:30am CST

**Instructor:** Varun Khanna

**Office Hours:** By Appointment

**Credit Hours:** ASIALANG417 (4.0 credits), ASIALANG427 (4.0 credits)

The credit hours for this course is met by an equivalent of academic year credits of “One hour (i.e. 50 minutes) of classroom or direct faculty/instructor and a minimum of two hours of out of class student work each over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.” Students will meet with the instructor for a total of 78 hours of synchronous class and 78 hours of asynchronous class (calculated as 4 hours a day, 5 days a week) over an 8-week period.

## COURSE DESCRIPTION:

This is an intermediate level course for Sanskrit. Sanskrit is the transregional, transcultural language of erudition in Ancient and Premodern South Asia. Its historical importance cannot be overstated in terms of both linguistic and cultural impact. Its systematic linguistic codification gave birth to the field of linguistics today and its rich diversity of expression led to its use as the language par excellence for the development of a wide range of fields including philosophy, grammar, art, ritual, mythology, statecraft, warfare, amorous play, prosody, aesthetics, drama, and much more.

This course will be an intensive reading course diving deeply into a variety of genres of Sanskrit to enable students to be able to read different styles of Sanskrit comfortably. It will also include a spoken component to engage with the language more naturally and to enhance students’ fluency and comfort with reading.

## COURSE OBJECTIVES & OUTCOMES:

The Intermediate Sanskrit language program aims to develop the basic grammatical knowledge that a student gained at the elementary level to more complex forms and to expand the reading ability of a student to a wide variety of genres. To add to this, the Intermediate Sanskrit program will introduce a spoken Sanskrit component for students to have a more natural engagement with the language, which is a helpful tool for fluency in reading. At the end of the course a student will be able to:

- Read with proficiency in a variety of styles and genres including epic (*itihāsa*), myth (*purāṇa*), poetry (*kāvya*), narrative (*kathā*), and scripture (Upaniṣad).
- Identify and interpret higher level grammatical forms including derivative nouns (*taddhita*), compounds (*samāsa*), non-finite forms (*kṛdanta*), and secondary conjugations (*sanādyanta*).
- Produce written Sanskrit sentences with the use of higher level grammatical forms.

- Produce spoken Sanskrit sentences and communicate in a rudimentary way without the help of a dictionary.

**Pre-Requisites:** Two semesters of Elementary Sanskrit. A student should have completed any introductory Sanskrit primer before coming to this class.

**Required Textbook & Materials:** There will be a packet handed out at the beginning of the course. Other than that, there will be grammar handouts throughout the course.

**Reference and Suggested texts and materials:** I recommend using Apte, Monier Williams, and spokensanskrit.org online Sanskrit dictionaries as you work. We will have a short workshop near the beginning of the course on how to use these materials.

**Online resources used in the course:**

- **Links to online dictionaries** ○ Monier Williams: <https://www.sanskrit-lexicon.unikoeln.de/monier/> ○ Apte: <https://dsalsrv04.uchicago.edu/dictionaries/apte/> ○ <http://spokensanskrit.org/>

**Recommended programs and fonts for typing**

- Devanāgarī: [https://www.lexilogos.com/keyboard/sanskrit\\_devanagari.htm](https://www.lexilogos.com/keyboard/sanskrit_devanagari.htm)
- Latin: [https://www.lexilogos.com/keyboard/sanskrit\\_latin.htm](https://www.lexilogos.com/keyboard/sanskrit_latin.htm)

## COURSE POLICIES

### 1. CLASS ETIQUETTE

- Be on time (classes start at 9:30am CST)
- 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.
- Show your group members the same courtesy that you would give to the professor. Inform them of group meetings or activities that you will have to leave early or miss.
- Do not text during synchronous class time

### 2. ATTENDANCE

It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure. Synchronous classes start on time at 9:30AM CST and go until 11:30AM.

## **Tardiness and Absence Policies:**

### **Absence:**

- 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.

### **Things to note:**

- 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/third/fifth semester course prohibits students moving to the second/fourth/sixth 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.
- Emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham.

### **Tardiness:**

- Arriving to class on time is important for successful participation in the SASLI program. Being late to class is disruptive and disrespectful to one's instructor(s) and classmates and could result in a marked absence or grade deduction.

## **3. CELL PHONES**

Students should turn off their cell phone ringers during class.

## **4. 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.

## 5. ASSESSMENT

- **Homework and Class Participation:** This course is primarily about learning to translate Sanskrit. In class, you will be asked to present translations that you would have prepared the night before for homework. Hence, you are required to complete your homework and participate in class in order to succeed in this course. There will also be weekly skits to be prepared during the week and presented every Monday at the end of the day, which will be included as part of class participation.
- **Quizzes:** You will have regular short quizzes assessing grammar concepts in order to review and refresh concepts you learned in elementary Sanskrit. This is essential for me to understand what the difficult points are for you so that we can focus on them during the course.
- **Class Projects:** Two class projects will be announced in the first week. The first will be an annotated translation project to be submitted at the end of the fourth week, and the second will be a documentary project to be submitted at the end of the eighth week.
- **Final Exam:** The final exams are scheduled on Friday, July 10 and Friday, August 7. The format of these exams will be announced in class.

## 6. GRADING SYSTEM

Homework and Independent Work	40%
Quizzes	20%
Class Projects	25%
Final Examination	15%

## 7. GRADING SCALE

A (Excellent)	90-100
AB (Intermediate Grade)	83-89
B (Good)	74-82
BC (Intermediate Grade)	67-73
C (Fair)	61-66
D (Poor)	55-60
F (Failure)	54 or less

## 8. CLASS FORMAT

This class will be divided into three broad categories:

- Spoken Sanskrit
- Reading, translating, and presenting Sanskrit
- Reviews and discussions about grammatical concepts

Students will be expected to participate in the first two categories and will be quizzed regularly on the third. Since this is a reading-intensive course, our class will be graded most heavily on having done the reading and participation in class. There will also be weekly skits (*nāṭaka*) that will be performed by the students every Monday at the end of class. These will be graded on a can-do basis. Hence, it is imperative that every student participate in them.

## 9. STUDENT CODE OF CONDUCT

The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

<https://www.students.wisc.edu/doso/academic-integrity/>

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.

## 10. CLASSROOM ATMOSPHERE

- Every class is comprised of students from a variety of backgrounds. Additionally, each student learns best in a different style and at a different pace. Just like any other subject from art to zoology, some students have an aptitude for language learning (or certain aspects of it) and some find it more challenging. Some have more difficulty reading than speaking, and vice-versa. These differences do not necessarily reflect on a student’s commitment, effort, intelligence, or worthiness. Although it can be difficult during the prolonged contact of an intensive language program, **all students are expected to respect each other’s learning needs and abilities at all times.** Disrespect will not be tolerated.

- 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 class/on the online forum. • Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or pronoun.

## 11. UNIVERSITY POLICIES

### **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;
- 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, through faculty and staff, 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/>

## **Student Health/ Resource Centers:**

**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 wellbeing. They are located in Bascom Hall and can be contacted at 608-2635700. Their website is <https://students.wisc.edu/doso/>.

## **Weekly Schedule:**

A weekly plan for every week will be uploaded on canvas every Friday.

## Weekly Schedule (Plan)

Date	Quiz	Topic	HW (due next day)
Mon, June 15	N/A	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Review laṭ, loṭ, lañ, vidhiliñ verbal forms for thematic classes</li> <li>• Review laṭ, loṭ, lañ, vidhiliñ verbal forms for athematic classes</li> <li>• Introduce Annotated Translation Project</li> <li>• Spoken Sanskrit</li> </ul>	N/A
Tue, June 16	Laṭ, loṭ, lañ, vidhiliñ	<ul style="list-style-type: none"> <li>• Spoken Sanskrit</li> <li>• Review <i>a-</i>, <i>i-</i>, <i>u-</i>, <i>t-</i>, and <i>-in-</i>ending masculine nouns</li> <li>• Review <i>ā-</i>, <i>ī-</i>, <i>ū-</i>, and <i>i-</i>ending feminine nouns</li> <li>• Review <i>idāgama</i></li> <li>• Review luṭ, lṛṭ, and lṛñ</li> </ul>	N/A
Wed, June 17	Masculine and feminine nouns, luṭ, lṛṭ, lṛñ	<ul style="list-style-type: none"> <li>• Spoken Sanskrit</li> <li>• Review/Discussion on liṭ</li> <li>• Review neuter nouns</li> <li>• Review <i>-vant-</i>ending nouns</li> <li>• Online resources overview</li> <li>• Intro to <i>Buddhacarita</i></li> </ul>	Read and translate <i>Buddhacarita</i> verses 8-12
Thu, June 18	Liṭ, neuter nouns, <i>vant</i> -ending nouns	<ul style="list-style-type: none"> <li>• Spoken Sanskrit</li> <li>• Review/Discussion on <i>samāsa</i></li> <li>• Read <i>Buddhacarita</i> verses 8-24</li> </ul>	Read and translate <i>Buddhacarita</i> verses 13-17
Fri, June 19	<i>samāsa</i>	<ul style="list-style-type: none"> <li>• Spoken Sanskrit</li> <li>• Review/Discussion on participles and <i>kṛt</i>-suffixes</li> <li>• Read <i>Buddhacarita</i> verses 41-61</li> <li>• Introduce Documentary Project</li> </ul>	Read and translate <i>Buddhacarita</i> verses 18-22