University of Wisconsin-Madison

Advanced Sanskrit, ASIALANG 517 and ASIALANG 527

Credits
By the end of the SASLI program, you will complete two, four-credit language courses.

Course Designations and Attributes
General Education

Course Description
The Sanskrit language occupied a prestige position as the primary medium for premodern South Asia's most erudite knowledge systems: grammar, epistemology & ontology, hermeneutics, philosophy of language, law and aesthetics. As the primary vehicle for premodern South Asia's practical knowledge formations too, from architecture and mathematics to astronomy and medicine, the importance of studying Sanskrit to help unravel the intellectual achievements of premodern humanity cannot be overstated. Used extensively by Brāhmaṇas, Buddhists, Jains, Śaivas and Vaiṣṇavas, Sanskrit has an intimate relationship with all of South Asia's major religious traditions. Like the Gaṅgā herself, Sanskrit has steadily flowed across South Asia through the ages, shaping the landscape along the way.

This intensive reading course in Advanced Sanskrit will ground students within the contours of the Sanskrit logosphere, from its textual traditions and literary genres to the ideas articulated therein. In doing so, this course will provide students with a set of core skills necessary to conduct graduate-level research, the ultimate goal of Sanskrit language study in our academy (for more on this, see below under: 'Course Learning Outcomes').

In this course we will read the following Sanskrit texts:

1. Chapter Three from Māgha's master poem, the *Śiśupālavadha*, together with Vallabhadeva's commentary, the *Sandehaviṣauṣadhi*, and Mallinātha commentary, the *Sarvaṅkaṣā*.
2. Mukulabhaṭṭa's *Abhidhāvṛttamātṛkā*.
3. Śabara's *Bhāṣya* ad Mīmāṃsāsūtras 1.1.2-5 and 2.1.1-4.
4. Vasubandhu's *Viṃśikā*, and the Chapter on Inference for Oneself (*svārthānumānapariccheda*) from Dharmakīrti's *Nyāyabindu* together with Dharmottara's commentary thereupon, the *Ṭīkā*.

For the first four weeks of class, we will read no. 1 in the morning sessions and no. 2 in the afternoon sessions. For the second four weeks of class, we will read no. 3 in the morning sessions and no. 4 in the afternoon sessions. The pairing of No. 1 and 2 will allow students to simultaneously study the complementary domains of high court poetry and aesthetic theory. The commentaries on the *Śiśupālavadha* will introduce students to the style and register of scholastic prose, while serving as a platform for forays into Pāṇinian grammar (Vyākaraṇa), tropology, and metrics. Reading Mukulabhaṭṭa's *Abhidhāvṛttamātṛkā* will train students to follow the logic of larger units of discourse (i.e., arguments spanning multiple paragraphs), while introducing students to a theory of indirect signification.
The pairing of No. 3 and 4 will introduce students to reading from the interconnected worlds of Brahmanical and Buddhist philosophy. Śabara's *Bhāṣya* ad 1.1.2-5 will introduce students to Mīmāṃsā's realist philosophy and defense of the Veda's authority, and Śabara's *Bhāṣya* ad 2.1.1-4 will orient students to his hermeneutic enterprise via his model of the archetypal Vedic injunction and theory of *bhāvanā* ('causal action'). Vasubandhu's *Viṃśikā* will introduce students to the foundations of Buddhist idealism, and finally, Dharmakīrti's *Nyāyabindu* and Dharmottara's *Ṭīkā* will introduce students to a theory of Buddhist logic.

Requisites
Two semesters of Elementary Sanskrit and two semesters of Intermediate Sanskrit at the university level, or the equivalent, as determined by the instructor.

Meeting Time and Location
8:30-1:00pm CST, M-F

Instructional Modality

This course will meet remotely for synchronous instruction.

Course Credit Hours
By the end of the SASLI program, students will complete two four-credit language courses. According to the federal Carnegie definition of a credit hour, one credit is the learning that takes place in *at least* 45 hours of learning activities, which include time in lectures or class meetings, in person or online, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Regular and Substantive Student-Instructor Interaction
This course will satisfy the regular and substantive student-instructor interaction requirement via daily classroom hours consisting primarily of reading advanced Sanskrit texts as a group in online synchronous format. This online synchronous modality aims to replicate the in-person classroom environment by giving all students an equal opportunity to lead all activities, and by using a physical whiteboard to answer questions and give illustrations. We will read Sanskrit texts together, going around the group one-by-one, with ample opportunity for questions and group discussion after each student's turn. This course will facilitate substantial peer-to-peer interactions in the classroom too. Students will receive detailed individualized feedback on regular homework assignments and in-class evaluations, and classroom time will frequently be dedicated to subsequent group discussions of homework and exams. The instructor will regularly post and/or email updates and supplementary materials. Flexible daily office hours will allow students a venue for their further learning needs to be addressed individually.

Instructor

Patrick T. Cummins
Doctoral Candidate in the Department of Asian Studies, Cornell University

Instructor Availability
Flexible office hours will be conducted remotely for one hour each day.

Course Learning Outcomes

The goal of this intensive course on Advanced Sanskrit is to have students develop the skills necessary for conducting graduate-level research on original Sanskrit sources. To this end, in Advanced Sanskrit students will read substantially from to a wide range of literary genres and interconnected textual traditions including high court poetry (*mahākāvya*) and literary commentary, Sanskrit poetics (Kāvyālaṅkāra/Alaṅkāraśāstra), scriptural hermeneutics (Mīmāṃsā) and the Buddhist epistemological tradition.
Students will be introduced to the methodology of reading intertextually early in the course, and this modality will be maintained in Sanskrit readings thereafter. For example, when reading Māgha's poem, the *Śiśupālavadha*, the instructor will provide select verses from Bhāravi's earlier poem, the *Kirātārjunīya*, in both Sanskrit and English translation, to reveal the interplay between the poets and to facilitate a deeper understanding of Māgha's source materials and objectives.
Students will also be instructed on how to utilize resources from the digital humanities in reading Sanskrit texts: navigating digital repositories of searchable e-texts (e.g. GRETIL and SARIT); searching prosopographical

databases (e.g. PANDiT); and using bio-bibliographic databases for specific textual traditions (e.g. EAST). These skills will be integrated into both classroom readings and homework assignments.
In the second half of the course, students will receive instruction on textual criticism by way of reading Śabara's *Bhāṣya* ad Mīmāṃsāsūtras 2.1.1-4 with Prof. Kei Kataoka's 2004 critical edition thereupon. In doing so, students will learn how to utilize a critical apparatus and how to make judgements and selections of the strongest readings. Textual criticism will also be discussed in all prior Sanskrit readings (we will frequently be required to fix the print editions!), but the use of a critical apparatus will be introduced via Śabara on 2.1.1-4.
The course will also consolidate the language-learning modalities of Elementary and Intermediate Sanskrit, from spoken Sanskrit to grammar review and metrical analysis, with the goal of deep internalization of the foundations. Students will come out of this intensive course with the ability to sight-read scholastic prose, to follow the logic of arguments spanning multiple paragraphs, and with strategies for how to understand ideas implicit in the texts.

Grading

Your grade will consist of:
1. Attendance, participation and preparation: 30%
2. Quizzes and assignments: 20%
3. Weekly tests: 20%
4. Final exams: 30%

Grade Scale:
1. A (90-100%)
2. AB (83-89%)
3. B (74-82%)
4. BC (67-73%)
5. C (61-66%)
6. D (55-60%)
7. F (54 or lower)

- Grades will not be curved.
- As SASLI's intensive summer language program covers a full year of academic language study, students will receive two grades corresponding to the two semesters of study (after each four-week period).

Course Website, Learning Management System & Digital Instructional Tools

Further information about the university's relevant learning management system can be found via the following links to:

   i) *Canvas*

   ii) *Zoom*

Required Course Materials

1. The instructor will provide soft copies of all Sanskrit texts that we will read in this course, and the instructor will provide additional handouts on an ad hoc basis.
2. Abhyankar, Kashinath Vasudev and J.M. Shukla. *A Dictionary of Sanskrit Grammar*. Baroda, Oriental Institute: Gaekwad's Oriental Series no. 134, 1961.
3. Apte, Vaman Shivram. *The Practical Sanskrit-English Dictionary: Compact Edition*. Delhi: Motilal Banarsidass, 2007.
4. Apte, Vaman Shivram. *The Student's English-Sanskrit Dictionary.* Delhi: Motilal Banarsidass, 1960.

5. Tubb, Gary and Emery Boose. *Scholastic Sanskrit: A Manual for Students.* New York: Columbia University Press, 2013.

No. 2-5 are available in the public domain and the instructor will provide soft copies (pdf files). No. 2 is an essential resource for students to navigate Pāṇinian grammar, which we will encounter with frequency beginning with the literary commentaries on Māgha's *Śiśupālavadha*. No. 3 is the required dictionary for our in-class Sanskrit readings. No. 3 has been reprinted many times and students may use any edition, so long as it is the *Compact Edition* and not the *Abridged Edition* (the *Compact Edition* is physically smaller, whereas the *Abridged Edition* has fewer entries). Students are encouraged to use a hard copy of Apte's Sanskrit-English dictionary (to promote familiarity with the character-order of the alpha-syllabary), but the dictionary is also available in a digital version at: http://dsal.uchicago.edu/dictionaries/apte. Students may also use Monier-Williams' Sanskrit-English Dictionary. A digital version is available at: https://www.sanskrit-lexicon.uni-koeln.de/scans/MWScan/2020/web/index.php. Please note that no. 3 and no. 4 are *not* the same: no. 3 is a Sanskrit-English Dictionary (for our readings of Sanskrit texts), whereas no. 4 is an English-Sanskrit Dictionary (for our spoken Sanskrit sessions). Non-academic lexicographical resources such as spokensanskrit.org are not to be used in lieu of Apte or Monier-Williams' dictionaries for textual readings. Students are also strongly discouraged from using such non-academic lexicographical resources for our spoken Sanskrit sessions, due to frequent listings of neologisms unattested in the classical corpus. No. 5 is the essential resource for learning to read Sanskrit scholastic prose, and will be referenced

with frequency. Student are encouraged to self-study no. 5 in the manner of a primer, and some homework assignments will be based on reading chapters from no. 5.

The course presupposes that students have a Sanskrit primer from Elementary Sanskrit, either Deshpande's *Saṃskṛtasubodhinī* or Goldman's *Devavāṇīpraveśikā*, or preferably both. The instructor will provide soft copies of these primers if students do not already have hard copies of both.

Students are also encouraged to purchase the following optional titles:

1. Bushwell, Robert E. Jr. and Donald S. Lopez Jr. *The Princeton Dictionary of Buddhism*. Princeton and Oxford: Princeton University Press, 2014.
2. Gerow, Edwin. *A Glossary of Indian Figures of Speech*. The Hague: Mouton & Co. N.V., 1971. 3. Ranade, H.G. *Illustrated Dictionary of Vedic Rituals*. New Delhi: Indira Gandhi National Centre for the Arts, 2006.

No. 1 is an important resource for the technical terminology of Buddhist philosophy which we will encounter to some degree in reading Vasubandhu's *Viṃśikā* and Dharmottara's *Nyāyabinduṭīkā*; certain terms are not listed in their technical sense in either Apte or Monier-Williams' Dictionaries. No. 2 is a useful resource for tropes/poetic ornaments (*alaṅkāra*s) which we will encounter in Māgha's *Śiśupālavadha*, and esp. in Mallinātha's commentary thereupon. No. 3 will prove very useful for reading scriptural hermeneutics (Mīmāṃsā) by way of orienting students to the Vedic rituals in the background.

These titles are listed as optional because these resources will only occasionally provide answers to questions that cannot be answered via the required course resources. If students are on a budget, there is zero requirement to purchase these materials, they are simply recommendations.

The University of Wisconsin-Madison campus provides students with technology guidelines and recommendations for instruction. Students should consult these resources prior to the start of the semester.

Homework & Other Assignments

- Homework assignments are to be submitted on Canvas as one consolidated pdf file by the assignment deadline.
- Students can provide either typed or handwritten homework assignments (instructor feedback will be typed).

- Extensions on assignments will be provided on an individual basis: due to the intensive, fast-paced nature of the course, students are strongly discouraged from seeking extensions.

Exams, Quizzes, & Other Evaluations

Assessments for Advanced Sanskrit will include:
a) Quizzes every Thursday at 8:30am CST. Quizzes in Advanced Sanskrit will typically take the format of translating brief passages from previous days' readings, unassisted by dictionaries or primers (i.e., *closed book*), to encourage students to re-read, internalize and follow the logic of larger units of complex texts covered in class and to develop sight-reading abilities. As the summer progresses, depending on student progress, we may do sight-reading quizzes of unseen passages in scholastic prose.
It is unlikely that quizzes will be on grammar to review less-frequently-encountered grammatical elements of Sanskrit such as the aorist, the desiderative, the frequentative, etc., however depending on student needs, this may happen on rare occasion in the first semester.
Quizzes will also, with some frequency, require students to also memorize Sanskrit select verses and/or analyze metrical verse.
b) Medium-sized homework assignments due on Fridays, and occasionally smaller homework assignments due on Wednesdays. Homework assignments will include:
i) Annotated translations of Sanskrit texts.

ii) Compositions in written Sanskrit, primarily in prose, but perhaps advancing to simple metrical verse depending on how the first few assignments go.

iii) Assignments based on new reading skills introduced in the course, such as navigating digital repositories of searchable e-texts (e.g. GRETIL or SARIT), reading intertextually and using critical editions.

Five weekly exams and three final exams. The exam schedule is:

1. Week 2, Monday, 8:30-9:15am, weekly exam #1
2. Week 3, Monday, 8:30-9:15am, weekly exam #2
3. Week 4, Monday, 8:30-9:30am, final exam #1
4. Week 5, Monday, 8:30-9:15am, weekly exam #3
5. Week 6, Monday, 8:30-9:30am, final exam #2
6. Week 7, Monday, 8:30-9:15am, weekly exam #4
7. Week 8, Monday, 8:30-9:15am, weekly exam #5
8. Week 8, Friday, 8:30-9:30am, final exam #3

- Any given exam may or may not be open book. The specific format will be announced on a case-by case basis well in advance of each exam.
- Please note that *closed book* includes all digital/soft resources, not simply hard copies of dictionaries and grammars.
- If a student is to be absent from an exam due to illness/religious observance/etc., they must notify the instructor in advance, and an alternative exam is to be taken at the earliest possible occasion during flexible office hours. Due to the course's intensive nature, to prevent students from falling behind, missing exams is strongly discouraged.

Campus Spaces for Virtual Learning

Dedicated on-campus spaces with high-speed internet are available for students attending this course from Madison to reserve for any exam/quiz taken during the semester. Computers can also be requested.

Weekly Schedule

Important dates:

- Monday 7/5, no class (July 4th holiday)

- Tuesday 7/27, All-SASLI Program, 1:30pm CST

- For dates of quizzes, exams, and any other major course submission deadlines, please consult: "Exams, Quizzes & Other Evaluations" above.

- For the schedule of Sanskrit texts we will read in this course, please consult: "Course Description" above.

Weekly Lesson Plans for Week One and Two:

June 14 (Week One, Mon.)	
8:30-9:15am	Preliminary matters: discussion of syllabus and course structure.
9:15-10:00am	- Introduction to Māgha's *Śiśupālavadha* and its literary commentaries. - We will begin reading from Chapter 3 vs. 1 together with *both* literary commentaries.

10:00am-10:30am	Discussion of: 1. Core poetic ornaments (handout will be provided before class). 2. Tubb and Boose's *Scholastic Sanskrit*, Chs. 12 and 15 (pp. 172-85, 205-223) and homework based thereupon (due Thurs. June 17th at 8:30am).
10:30-11:00am	Break.
11:00-12:40pm	Introduction to Mukulabhaṭṭa's *Abhidhāvṛttamātṛkā.* - We will start reading the text on p. 3 (i.e. from the beginning).
12:40-1:00pm	Getting to know each other (community building) via spoken Sanskrit.

June 15 (Week One, Tues.)	
8:30-10:10am	Group reading of Māgha's *Śiśupālavadha* Ch. 3 together with both literary commentaries.
10:10-10:30am	- Discussion of metrical analysis (Appendix I in Apte's Sanskrit English Dictionary). - Practicum on metrical pronunciation from *Śiśupālavadha* Ch. 3 (audio file/youtube link will be provided on the previous day).
10:30-11:00am	Break.
11:00-1:00pm	Group reading of Mukulabhaṭṭa's *Abhidhāvṛttamātṛkā.*

June 16 (Week One, Wed.)	
8:30-10:10am	Group reading of Māgha's *Śiśupālavadha* Ch. 3 together with both literary commentaries.
10:10am-10:30am	- Discussion and practicum on how to use GRETIL, a digital repository of searchable Sanskrit e-texts.
10:30-11:00am	Break.
11:00-1:00pm	Group reading of Mukulabhaṭṭa's *Abhidhāvṛttamātṛkā.*

June 17 (Week One, Thurs.) *Homework Assignment #1 due at 8:30am CST	
8:30-10:30am	Group reading of *Śiśupālavadha* Ch 3 together with literary commentaries.
10:30-11:00am	Break
11:00-12:40pm	Group reading of *Abhidhāvṛttamātṛkā*

12:40-1:00pm	Spoken Sanskrit with an eye to reviewing finite verbal conjugations (instruction will be provided on the previous day).

June 18 (Week One, Fri.)	
8:30-10:30am	Group reading of *Śiśupālavadha* Ch 3 together with both literary commentaries.
10:30-11:00am	Break
11:00-12:15pm	Read *Abhidhāvṛttamātṛkā*
12:15-1:00pm	- Comprehensive (and interactive!) review of Sanskrit texts read in Week One, with an eye to Exam #1 on Monday June 20th. - Discussion of how to prepare for following Monday's spoken Sanskrit session.

June 21 (Week Two, Mon.)	
8:30-9:15am	Exam #1
9:15-10:30am	Group reading of *Śiśupālavadha* Ch 3 together with both literary commentaries.
10:30-11:00am	Break
11:00-12:30pm	Group reading of *Abhidhāvṛttamātṛkā*
12:30-1:00pm	Spoken Sanskrit (each student can discuss their research interests with their peers for 5 mins)

June 22 (Week Two, Tues.)	
8:30-10:30am	Group reading of *Śiśupālavadha* Ch 3 together with both literary commentaries.
10:10-10:30am	Discussion of Homework #2 (due Fri. June 24nd at 8:30am): using GRETIL to trace inter-textual references from in-class texts and annotated translations thereof.
10:30-11:00am	Break
11:00-1:00pm	Group reading of *Abhidhāvṛttamātṛkā.*

June 23 (Week Two, Wed.)	

8:30-10:30am	Group reading of *Śiśupālavadha* Ch 3 together with both literary commentaries.
10:30-11:00am	Break
11:00-12:45pm	Group reading of *Abhidhāvṛttamātṛkā.*
12:45-1:00pm	Touching base & community building via spoken Sanskrit

June 24 (Week Two, Thurs.)	
8:30-8:50am	Quiz #1: closed book quiz. Students will translate a short passage from course readings on previous three days (potential passages will be identified by instructor on previous day).
8:50-10:30am	Group reading of *Śiśupālavadha* Ch 3 together with both literary commentaries.
10:30-11:00am	Break
11:00-12:45pm	Group reading of *Abhidhāvṛttamātṛkā.*
12:45-1:00pm	Touching base & community building via spoken Sanskrit

June 25 (Week Two, Fri.) *Homework #2 due at 8:30am CST	
8:30-8:50am	Quiz #2 returned and discussed.
8:50-10:30am	Group reading of *Śiśupālavadha* Ch 3 together with both literary commentaries.
10:30-11:00am	Break

11:00-12:15pm	Group reading of *Abhidhāvṛttamātṛkā.*
12:15-1:00pm	Comprehensive and interactive review of Sanskrit texts read in Week Two, with an eye to Exam #2 on Monday June 27th.

Course Policies

Attendance

Per SASLI policy, students are expected to **attend class every day** during the semester given the intensive structure of the program.
- 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.

Additional Notes:
- Absences on days of exams, projects, presentations etc. will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, 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.

- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Sarah Beckham at the beginning of the semester.

- If you are absent due to an illness, you are required to meet with the SASLI Academic Director, Sarah Beckham. You will also be required to submit necessary documentation.

Any emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham.

Absences due to Religious Observances:
SASLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The instructor will make reasonable accommodations to schedule make-ups before or after the regularly scheduled requirements.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educationl interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about privacy of student records and the usage of audio-recorded lectures.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability

requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Succeed in This Course

Student success will primarily come from hard work, however organizational skills and leading a balanced lifestyle also underpin academic success. While the intensive and fast-paced nature of this course will require students to study almost every day for two months straight, organizational skills can help prevent one from becoming overwhelmed (e.g., by allocating a fixed amount of study time per day to preparation for each in-class activity). Likewise, students are encouraged to make a concerted effort to do things other than study (e.g., outdoor activities), and get away from study and a computer screen when they can. It is not a good idea to study/do homework immediately after class! Take a break first. Recognizing burnout and acknowledging it is important: we are not machines, and none of you are expected to work non-stop. If on occasion you are not fully prepared for classroom readings, that is perfectly okay. Printing out the Sanskrit texts, rather than looking at a screen, can help reduce ocular strain. Ergonomics is important (e.g. standing in front of a computer at times, not just sitting for 4.5 hours straight). Likewise, taking study breaks for 10 minutes after every 50 minutes or reading can help students recharge: we are not wired to read intensively for prolonged periods of time.

We will discuss strategies for completing assignments and studying for exams in class.

Students may find the following campus resources helpful in aiding their success in the SASLI program:

University Health Services (UHS) is the UW-Madison student health center with a mission "to enhance learning and student success by promoting, protecting, and restoring the health and well-being". Please visit their website: https://www.uhs.wisc.edu/ to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services**: 608-265-5600 (option 9)
- **After-hours Nurse Line**: 608-265-5600 (option 1)

UHS also has a site dedicated to remote services (https://www.uhs.wisc.edu/remotehealth/). Note that some services offered at UHS are limited to in-state students only.

LGBTQ+ Support : The Gender & Sexuality Campus Center (https://lgbt.wisc.edu/) is a fantastic resource for LGBTQ+ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: https://lgbt.wisc.edu/support/navigate-campus/

Dean of Students: The Dean of Students' office can provide you with support and resources for a variety of concerns; their main objective is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is https://students.wisc.edu/doso/.

Some additional campus resources are:

- Undergraduate Academic Advising and Career Services
- Office of the Registrar
- Office of Student Financial Aid

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final course evaluations. Typed course evaluations will not be

released to instructors until after grades have been posted.

Students' Rules, Rights & Responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison Badger Pledge (for Madison-based students)

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & 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. https://diversity.wisc.edu/

UW-Madison 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 instructors with the student's legal name. We will gladly honor your request to **address you by an alternate name and your selected pronouns.**

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating,

fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Common examples of academic misconduct include:
- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course • submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course • using online language translation tools contrary to the rules of the course
    - knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

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 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. (See: McBurney Disability Resource Center)

Academic Calendar & Religious Observances

See: https://secfac.wisc.edu/academic-calendar/#religious-observances