

संस्कृत-वेदशका

Elementary Sanskrit

ASIALANG 317/327

Credits:

By the end of the SASLI program (ASIALANG 317/327), you will complete two, four-credit language courses.

Course Designations and Attributes:

General Education

Course Description:

Sanskrit and its precursor Vedic constitute the oldest literary and scholastic traditions to have survived until the modern times. So deep and widespread has been the influence of Sanskrit on the modes and means of knowledge production in the central, southern and southeastern regions of premodern Asia that one needs more than a passing familiarity with Sanskrit to fully comprehend the cultural, literary and philosophical heritage of these regions. Although the rise of new vernacular and regional languages diminished the dominance of Sanskrit in South Asia, these new languages nevertheless continued to share a dialogic relationship with Sanskrit knowledge systems. In recent times, the propagation of supremacist Hindutva ideologies, which zealously promote a delusional, romanticized and orientaling fetish for Sanskrit, has made the study of Classical Sanskrit all the more indispensable for uncovering the history and mindset of past communities and for promoting a realistic, historical and ethical understanding of South Asian past.

Requisites:

None

Meeting Time and Location:

Meeting Time :: 8:30 am–1:00 pm CST, Mon–Fri

Instruction Modality:

This course will meet remotely for synchronous instruction.

Credit Hours:

By the end of the SASLI program, you 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.

Instructor:

Pranav Prakash

Office Hours :: Mon–Thurs: 2:00-3:00 pm, or by appointment

Co-Instructor:

Matthew Nelson

Office Hours :: 3:00–4:00 pm, or by appointment

Course Learning Outcomes:

This fast-paced, intensive course is designed to enable you to acquire basic proficiency in reading, listening, writing and speaking Sanskrit. The grammar lessons of Madhav Deshpande's *Samskṛtasubodhinī* will be supplemented with additional materials and exercises so that you are able to appreciate Sanskrit literary cultures in a rigorous and wholistic manner. In the span of eight weeks, you will be able to gain a level of linguistic competency that one develops after pursuing one of year of Sanskrit Studies in North American universities. On the successful completion of this course, you will be able to read classical Sanskrit texts in the Devanāgarī script, translate those texts into English and discuss the gist of those texts in spoken and written Sanskrit. You will know how to make use of a variety of reference materials pertaining to Sanskrit grammar, lexicography, linguistics and literary cultures. These language skills and tools will amply prepare you to pursue second-year Sanskrit courses in western universities.

Required Textbook:

Deshpande, Madhav.1997. *Samskṛtasubodhinī: A Sanskrit Primer*. Ann Arbor: Center for South & Southeast Asian Studies, University of Michigan. Any reprint.

Dictionaries:

Apte, V.S. 1965. *The Student's Sanskrit-English Dictionary*. Motilal Banarsidass, Delhi. Any reprint.

Weblink: <https://dsal.uchicago.edu/dictionaries/apte/>.

Monier-Williams, M. 1899. *A Sanskrit-English dictionary: Etymologically and Philologically Arranged with Special Reference to Cognate Indo-European Languages*. Oxford University Press, Oxford. Any reprint. Weblink:

<https://www.sanskrit-lexicon.uni-koeln.de/scans/MWScan/2020/web/webtc2/index.php>.

Reference Works:

Goldman, R.P., and S.J.S. Goldman. 2004. *Devavāṇīpraveśikā: An Introduction to the Sanskrit Language*. Third edition. Center for South Asian Studies, University of California, Berkeley.

MacDonell, A. A. 1926. *A Sanskrit Grammar for Students*. Third edition. DK Printworld, New Delhi. Whitney, W. D. 1963. *The Roots, Verb-Forms and Primary Derivatives of the Sanskrit Language*. Motilal Banarsidass, Delhi.

Course Website, Learning Management System & Digital Instructional Tools:

We will use [Canvas](#) to share instructional materials, assignments and exams. Please familiarize yourself with the Canvas website, particular its navigation and submission tools.If your homework involves handwritten assignments or speaking exercises, you will need to upload the images/audio files of your homework on the Canvas.

If there are any Zoom outages, we will switch to Microsoft Teams. When such a situation arises, we will email you with the details of the Microsoft Teams meeting links.

Daily and Weekly Course Schedule:

Our daily meetings (8:30 am–1:00 pm) will be divided into multiples sessions. These sessions will enable us to inculcate a daily routine that is most amenable to language immersion and acquisition. Some sessions are tentative and subject to change; they are marked with double dagger superscript (**) in the table below. We will, of course, keep you abreast of these changes in a timely manner.

दैनिक अध्ययन | Dainika-Adhyayana | Daily Routine

Session 1	8:30–8:45 am	पुनरावृत्ति	Punarāvṛtti	Review of the topics previously covered
Session 2	8:45–9:00 am	स्वाध्याय	Svādhyāya	Self-evaluatory daily quizzes
Session 3	9:00–10:00 am	व्याकरण	Vyākaraṇa	Grammar lessons
Session 4	10:00–10:30 am	श्रुतबोध	Śrutabodha**	Listening skills

विराम | Viśrāma | Break | 10:30–11:00 am

Session 5	11:00–11:15 am	सुभाषित	Subhāṣita	Chanting popular Sanskrit ślokas
Session 6	11:15–11:45 am	शब्दसामुदाय	Śabdasaṁarthya	Vocabulary and etymology
Session 7	11:45–12:30 pm	ग्रन्थपाठ	Granthapāṭha**	Reading
Session 8	12:30–1:00 pm	संभाषण / दैनिक लेखन	Sambhāṣaṇa / Pratidina-lekhana**	Conversational Sanskrit / Diary-writing

Our daily grammar lessons will follow the order of topics introduced by Madhav Deshpande in *Samṣkṛtasubodhinī*. The outline of our weekly grammar lessons is provided below.

Outline of Weekly Grammar Lessons from Samṣkṛtasubodhinī

Semester 1		Semester 2	
Week 1	Lessons 1–5	Week 5	Lessons 23–31
Week 2	Lessons 6–10	Week 6	Lessons 32–37

Week 3	Lessons 11–16		Week 7	Lessons 38–44
Week 4	Lessons 17–22		Week 8	Revision

Please note that although our lessons will follow the general outline of *Samskrtasubodhinī*, we will be introducing a host of topics, ideas and concepts that are outside the ambit of that textbook. So, please don't skip the grammar lessons with the assumption that the textbook will cover everything we discuss in the class.

Grading and Important Dates:

<i>Criteria</i>	<i>Percent of Final Grade</i>	<i>Grade Distribution and Description</i>
Attendance and Participation	25	Attendance (20) + Participation (5)
Quizzes and Weekly Exams	25	Weekly Exams (25)
Homework and Daily Journals	20	Homework (15) + Daily Journals (5)
Final Examination	30	

Attendance and Participation: This part of your grade is dependent on how punctual, attentive and interactive you have been in the class. Please do not be late for the class. With regards to absences, please consult the course policies below. Note that the participation grade will be based on your involvement in the classroom activities, your participation in daily quizzes (more details below) and your timely completion of homework each week.

Quizzes and Weekly Exams: We will have self-evaluatory review quizzes almost every day of the week (Tuesdays to Fridays). These daily review quizzes will help you recollect what you learnt a day before and prepare you for the weekly exam. Please note that while your participation grade will be based on whether you have written the daily quiz, whatever points you score in these daily quizzes will not at all contribute to your final grades. These daily quizzes are intended to help you recollect what you have learned in the previous lessons and prepare you better for the weekly exams. The final grades will be based on the scores of your weekly exams that will take place on the first day of each week. If your grade on the weekly quizzes is below 60%, you may be asked to take it again.

Final Exam: 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 (the second final exam at the end of the second semester may cover material as far back as the first week of SASLI). Exams will be take-home with a written and an oral component.

Homework and Daily Journals: There will be homework every evening. Most, but not all, homework will be graded. You will have the opportunity to discuss it and receive extensive feedback during synchronous class. You will be required to write daily journals five days a week. These journals should be based on the new vocabulary you have

learned in the class. The journals must be handwritten with a pencil or pen. There will be no credit for late assignments. All homework and daily journals must be submitted by **7:30 am** of the following day.

Important Dates:

First Semester		
June 14	Monday	Classes Begin
July 5	Monday	July 4 th Holiday
July 9	Friday	First Semester Exam
Second Semester		
July 12	Monday	Second Semester begins
July 27	Tuesday	All-SASLI Program, 1:30 CST
August 6	Friday	Second Semester Exam

Grading Scale:

Excellent		Good		Fair		Needs Improvement	
A+	97–100	B+	87–89	C+	77–79	D+	67–69
A	93–96	B	83–86	C	73–76	D	63–66
A–	90–92	B–	80–82	C–	70–72	D–	60–62
						Fail	Below 60

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 educational 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:

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>