

## University of Wisconsin-Madison

### Intermediate Sanskrit (third & fourth semester), AsiaLang 417 & 427

#### Credits

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

#### Course Designations and Attributes

General Education

#### Course Description

Intermediate Sanskrit is a reading class. The course seeks to reinforce and internalize the grammar learned in Elementary Sanskrit through the study of texts. Its ultimate goal is to help students gain confidence as readers and interpreters of the language.

In the first semester, students will read across several literary genres, including epic (*itihāsa*), fantastical tales (*kathā*), legal treatises (*dharmasāstra*), and royal inscriptions (*śāsana*). In the second semester, the focus will shift to Sanskrit courtly poetry (*kāvya*) and exegetical literature. Over the course of the final four weeks, students will read excerpts from four of Sanskrit's canonical *mahākāvya*s (long-poems). In addition to reading these texts and becoming familiar with their poetic conventions, they will also learn how to read and engage with the vast corpus of commentarial literature that exists on these texts.

#### Requisites

Students must have successfully completed Elementary Sanskrit at their home institutions prior to this course.

#### Meeting Time and Location

8:30-1:00pm CST, M-F

#### Instructional Modality

This course will meet remotely for synchronous instruction.

#### Specify How Credit Hours are Met by the Course

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.

#### Regular and Substantive Student-Instructor Interaction

Intermediate Sanskrit will be held in a synchronous manner this summer and we will meet online five days a week for four hours each day (Monday-Tuesday-Wednesday-Thursday-Friday from 8:30 am to 1:00 pm, CST). There will also be a “coffee break” from 10:30 to 11. I ask that during the class students have their cameras on and be ready to participate. In addition to class-time, I will hold daily office hours from 1:15-2:15 pm (CST). I am happy to discuss any questions you might have about the material covered in class, or other Sanskrit topics that may interest you. We will spend the majority of our daily meetings reading texts together. We will go around the “classroom” and everyone will take a turn reading. During this time, I will provide each reader with feedback on their translations. My goal is to help students become careful and precise readers of the language. I will work with each person individually, both in class and in office hours, to overcome any difficulties that they may be confronted with.

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#### Instructor

##### Instructor Title and Name

Timothy Lorndale

##### Instructor Availability

Office hours will be conducted remotely for one hour each day from 1:15-2:15 pm (CST), or by appointment.

#### Course Learning Outcomes

After completing this course, students will:

- Have the skills needed to join the advanced Sanskrit class at their home institutions.
- Become careful and confident readers of texts composed in Classical Sanskrit.
- Be familiar with the conventions of a wide variety of textual genres.
- Be comfortable using a Sanskrit-English dictionary.
- Be able to read and engage with the large corpus of exegetical literature available in Sanskrit. • Be ready to undertake research using Sanskrit sources at the graduate (as well as advanced undergraduate) level.

## Grading

Participation & preparation: 30%

Weekly Tests: 20%

First semester exam: 25%

Second semester exam: 25%

A	AB	B	BC	C	D	F
100-90%	89-83%	82-74%	73-67%	66-61%	60-55%	54-0%

\*The final grades will not be curved.

\*Participation is most important aspect of this class. I expect students to arrive every morning prepared to read.

## Course Website, Learning Management System & Digital Instructional Tools

### Required Textbook, Software & Other Course Materials

#### Required Materials:

- The course pack will be made available on the CANVAS
- Tubb, Gary A. and Emery R. Boose. *Scholastic Sanskrit: A Manual for Students*. New York: The American Institute for Buddhist Studies at Columbia University in the City of New York, 2007. **[I will provide you with excerpts from this manual because it is out of print.]**
- Sanskrit-English dictionary
  - Students must have a **paper copy** of either (1) V.S. Apte's *The Practical Sanskrit-English Dictionary*, or (2) Monier Monier-Williams' *A Sanskrit-English Dictionary*.

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- Pens, pencils, and paper (I highly recommend using these "analog" tools instead of their digital counterparts)

#### Suggested Reference Grammars:

- Goldman, Robert P. and Sally Sutherland Goldman. *Devavāṇīpraveśikā: An Introduction to the Sanskrit Language*. Berkeley: UC Berkeley, Center for South & Southeast Asian studies, 1999. (Third edition only) ○ Deshpande or Ruppel's grammars are also acceptable.
- Kale, M.R. *A Higher Sanskrit Grammar*. Delhi: Motilal Banarsidass Publishers, 2016. (Any edition is fine) • Whitney, William Dwight. *Sanskrit Grammar*. Delhi: Motilal Banarsidass Publishers, 2008. (Any edition is fine)

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

Each class we will read for around three hours. **Therefore, the homework everyday is to prepare the appropriate amount of text for the next class.** As we will be covering a lot of ground this summer, I highly recommend working together as a

group. The calendar below should provide a rough estimate of the pace at which we will move.

I expect students to come to class each day with full translations of the assigned material done to the best of their abilities. Everyone is encouraged to bring in any questions that may come up in the course of their preparation. Do not worry, making mistakes and having questions is part of the learning process!

## Exams, Quizzes, Papers & Other Major Graded Work

### Weekly Tests

There will be a test every Friday (12:00-1 pm). Students will be asked to translate and analyze the grammar of several passages selected from the materials covered that week. These tests are closed book and I will trust everyone not to use a dictionary. I will distribute the test via email and students will have one hour to complete it. They may either type or handwrite their tests.

### Exams

This course will have exams at the end of each semester. The first semester exam will take place in class on **July 9**, and the second semester on **August 6**.

The first semester exam tests the students' abilities to read across several literary genres (epic, narrative, *dharmaśāstra*, and inscription). Students will translate and write brief grammatical commentaries on several verses from each work. In addition to the in-class exam, they will turn in a polished translation of around 20 verses (or, 10 verses for undergraduates) from either the *Mahābhārata*, *Vetālapañcaviṃśatikā*, or *Manusmṛti*. I will work individually with each student to choose an excerpt that interests them.

For the second semester exam, students will write a commentary in Sanskrit on several excerpts chosen from the *Buddhacarita*, *Kumārasambhava*, *Raghuvamśa*, and *Kirātārjunīya*. Following the commentarial style of Mallinātha, they must explain the syntax, provide glosses, and comment on the grammar. In addition to the test, they will submit a polished translation of around 20 verses (or, 10 verses for undergraduates) from either the *Buddhacarita*, *Kumārasambhava*, or *Raghuvamśa*. I will work individually with each student to choose an excerpt that interests them.

The translation projects will be submitted via email.

## 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.

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## Daily Schedule

8:30-10:30	Reading session 1
10:30-11	Coffee break
11-12	Reading session 2
12:00-1:00	Learning modules/Test

## Learning Modules

For the final hour of each class, there will be a special learning module. In the first semester (June 14-July 9), we will review various topics in Sanskrit grammar on Monday; learn the basics of Sanskrit prosody and how to recite the various meters on Tuesday; recite important nominal paradigms from memory on Wednesday; and review for the weekly test on Thursday. In the second semester (July 12-August 6), we will have an introduction to traditional Sanskrit grammar (*vyākaraṇa*) and commentarial literature on Monday; and practice sight-reading on Wednesday with the *Cārvāka* section from Mādhava's *Sarvadarśanasāṅgraha* (a philosophical doxography from the Vijayanagara court).

	Semester one (June 14-July 9)	Semester two (July 12 – August 6)
Monday	Grammar review	Topics in traditional grammar & commentarial styles
Tuesday	Prosody	Prosody
Wednesday	Paradigm recitation	Sight-reading: <i>Sarvadarśanasanġraha</i>
Thursday	Test review	Test review
Friday	Test	Test

## Weekly Schedule

### Semester One (June 14-July 9)

Week One (June 14-18): *Mahābhārata* (Arjuna and the Kirāta; *MBh* 3.37-41)

Week Two (June 21-25): The *Vetālapañcaviṃśatikā* of Somadeva Bhaṭṭa (Stories 2, 5, 6, & 23; 11<sup>th</sup> c. CE)

Week Three (June 28-July 2): *Manusmṛti* (*Pañcama* 'dhyāya; Laws about Food, Death, and Women) Week

Four (July 6-9): Sanskrit Epigraphy (Inscriptions from the Hunnic Wars; 5<sup>th</sup>/6<sup>th</sup> c. CE)

### Semester Two (July 12–August 6): Sanskrit Poetry and Exegetical Literature

Week Five (July 12-16): Aśvaghōṣa's *Buddhacarita* (*Sargas* 3 & 14; 1<sup>st</sup> c. CE)

Week Six (July 19-23): Kālidāsa's *Raghuvamśa* with Mallinātha's *Saṅjīvinī* (*Sarga* 8, Aja's Lament; 4<sup>th</sup>/5<sup>th</sup> c. CE)

Week Seven (July 26-30): Kālidāsa's *Kumārasambhava* with Mallinātha's *Saṅjīvinī* (*Sarga* 3, Rati's Lament)

Week Eight (August 2-6): Bhāravi's *Kirātārjunīya* with Mallinātha's *Ghaṅṭāpatha* (*Sarga* 18; The Wrestling Match and Arjuna's *Śivastuti*; 6<sup>th</sup>/7<sup>th</sup> c. CE)

### **\*Important dates to include on your syllabus calendar:**

- Monday 7/5, no class (July 4<sup>th</sup> holiday)
- Tuesday 7/27, All-SASLI Program, 1:30pm CST
- There will be a weekly test every Friday from 12-1

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- June 18<sup>th</sup>, June 25<sup>th</sup>, July 2<sup>nd</sup>, July 16<sup>th</sup>, July 23<sup>rd</sup>, and July 30<sup>th</sup>.
- The first and second semester exams will be held on July 9<sup>th</sup> and August 6<sup>th</sup>, respectively • The translation projects will be due the same day as the in-class exams.
- Students must meet with me at least one week prior to the exam in order to determine which passage they wish to translate.

## Sample Grid: Weekly Schedule (Plan)

**Week One: *Mahābhārata*: Arjuna and the Kirāta (*MBh* 3.37-41)**

	<b>In-class readings</b> 8:30-10:30 & 11-12	<b>Learning Modules:</b> 12:00-1:00	<b>Homework</b>
June 14 [Monday]	*Class introductions *Syllabus *MBh 3.37.1-22	Grammar review: the present system of verb tenses	Read MBh 3.37.23-41 & 3.38.26-45
June 15 [Tuesday]	MBh 3.37.23-41 & 3.38.26-45	Sanskrit prosody: <i>anuṣṭubh</i> *Memorize verse 1 from Bāṇa's <i>Harṣacarita</i> or verse 1 from Kālidāsa's <i>Raghuvamśa</i> .	Read MBh 3.39.1-30 & 3.40.1-7
June 16 [Wednesday]	MBh 3.39.1-30 & 3.40.1-7	Paradigm recitation: a/ā stems, i/ī-stems, u-stem, and s-stem nouns.	Read MBh 3.40.8-46
June 17 [Thursday]	MBh 3.40.8-46	Test review	Read MBh 3.40.47-60 & 3.41.1-23
June 18 [Friday]	MBh 3.40.47-60 & 3.41.1-23	MBh test	Read <i>Vetāla</i> ° 2.1-42

**Week Two: The *Vetālapañcaviṃśatikā* of Somadeva (Stories 2, 5, 6, & 23)**

	<b>In-class readings</b> 8:30-10:30 & 11-12	<b>Learning Modules:</b> 12:00-1:00	<b>Homework</b>
June 21 [Monday]	*Introduction to the <i>Vetāla</i> ° tradition <i>Vetāla</i> ° 2.1-42	Grammar review: the aorist ( <i>luṅ</i> )	Read <i>Vetāla</i> ° 5.1-40
June 22 [Tuesday]	<i>Vetāla</i> ° 5.1-40	Sanskrit prosody: <i>upajāti</i> *Memorize verse 46 from Bhartṛhari's <i>Nītiśataka</i>	Read <i>Vetāla</i> ° 5.40-50; 6.1-30
June 23 [Wednesday]	<i>Vetāla</i> ° 5.40-50; 6.1-30	Paradigm recitation: <i>an</i> -stem, <i>in</i> -stem, <i>ant</i> -stem & other consonant-final stems.	Read <i>Vetāla</i> ° 6.31-54; 23.1-16
June 24 [Thursday]	<i>Vetāla</i> ° 6.31-54 & 23.1-16	Test review	Read <i>Vetāla</i> ° 23.17-48
June 25 [Friday]	<i>Vetāla</i> ° 23.17-48	<i>Vetāla</i> ° test	Read <i>Manu</i> ° 5.1-33

**Course Policies**

**Attendance**

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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](#).

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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

The best way to succeed in this course is merely to be willing to participate. It is important that students dedicate several hours after class to prepare for the next day's session. As noted above, I encourage students to work collaboratively on their homework.

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](#)

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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

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For detailed information, please see [conduct.students.wisc.edu/academic-misconduct/](https://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>