

Intermediate Sanskrit I • SRK 2200 • Fall 2016

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The purpose of this course is the further development skills in reading, understanding, and translating Sanskrit texts. Students will also further refine their understanding of Sanskrit grammar, particularly as it is used in core texts of the Sanskrit literary tradition. Another goal is to gain a better understanding of the breath of Sanskrit literature, especially in Hindu, Buddhist and Jain scriptural texts, Sanskrit commentaries on scriptural texts, poetry and poetics, philosophical and theological Sanskrit, and epic Sanskrit. In addition to reading Sanskrit texts we will continue grammatical study through the examination of Sanskrit textbooks and central concepts in Pāṇini's grammatical tradition.

Required Books

- Tubb, Gary, and Emery Boose. 2007. *Scholastic Sanskrit: a handbook for students*. American Institute of Buddhist Studies.
- Deshpande, M. 1997. *Saṃskṛtasubodhinī: Sanskrit primer*. Center for South & Southeast Asian St., Uni of Michigan.

Helpful Books

- Whitney, William Dwight. 1945 [1885]. *The roots, verb-forms, and primary derivatives of the Sanskrit language. A supplement to his Sanskrit grammar*. New Haven: American Oriental Society. Originally published by Breitkopf & Härtel: Leipzig.
- Goldman, R P., and Sally Sutherland. 2002. *Devavāṇīpraveśikā: An Introduction to the Sanskrit Language*. Berkeley: Centers for South and Southeast Asia Studies.

Helpful Websites

- William Dwight Whitney's Sanskrit Grammar: http://en.wikisource.org/wiki/Sanskrit_Grammar
- UBC Sanskrit Learning Tools: <http://www.ubcsanskrit.ca>
- Sanskrit Pronunciation: http://www.loyno.edu/~tccahill/skt_sound_files.html
- Sanskrit-English Dictionary: <http://www.sanskrit-lexicon.uni-koeln.de/mwquery/>
- Sanskrit-English Dictionary: <http://www.andhrabharati.com/dictionary/sanskrit/index.php>
- Little Red Book: <http://littleredbook.vedicsociety.org.in>

Grading

Grading scale: A: 100–93; A–: 92–90; B+: 89–87; B: 86–83; B–: 82–80; C+: 79–77; C: 76–73; C–: 72–70; D+: 69–67; D: 66–63; D–: 62–60; E: 59 or below. More info: <https://www.isis.ufl.edu/minusgrades.html>

(1) Attendance and Participation: 40%

As in any language course, the student's active participation is a critical part of the learning process. Examples of active participation include (but are not limited to): coming to class prepared to answer questions regarding homework assignments and readings, presenting translations (either verbally or by writing on the board), verse recitation, and contributing to in-class group activities. As your presence is required for active participation, both attendance and tardiness affect your participation grade (see Attendance and Tardiness below).

(2) Quizzes: 20%

Unless otherwise indicated, I will conduct a quiz once per fothing on Thursday at the beginning of class. The quiz will always be based on the current weekly readings. A quiz cannot be made up by a student that missed it due to an unexcused absence or tardiness. These quizzes, in total, will comprise 20% of your grade. I will drop the lowest quiz grades.

(3) Midterm Exam: 20%, and (4) Final Exam: 20%

The midterm exam is worth 20% of your grade. The exam will consist of providing conjugation and declension paradigms for previously learned verbs and nouns, defining vocabulary words, grammatical identification exercises, and Sanskrit-to-English reading and translation exercises based largely on the text book. The final exam is worth 25% of your grade and will be structured like the midterm exam (only longer). As this is a language course and retention is extremely important, the final exam will be cumulative. The last week of class will be devoted to review and questions in order to help you better prepare for the exam.

Attendance and Tardiness: Attendance is mandatory, and you are expected to come to each class session prepared by having read the required readings and/or completed the homework assignment prior to class. This is not a courtesy on your part; it is a requirement for the course that comprises the core of your participation grade. Students are also expected to arrive to class on time. That is, students should be ready to begin class at the appointed time. Tardiness is not only disrespectful to your instructor and fellow students, it also adversely affects your participation grade. Lastly, if students are in the process of taking a quiz, tardy students must remain outside of class until the other students finish the quiz. Make-ups and/or late assignments will only be allowed/accepted if valid excuses for missed classes are submitted in writing and in a timely manner, along with pertinent documentation (such as note from a doctor). Written excuses for planned absences (such as participation in athletic events or religious observances, for example) must be submitted in advance. Under no circumstances will a student be permitted to pass the course after missing eight hours of class (unexcused). For more on UF's attendance policy visit: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

Netiquette: Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. See Netiquette Document at teach.ufl.edu

Academic Honesty, Students with Disabilities: <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty>. Students are expected to familiarize themselves with the guidelines detailed at the above sites and adhere to them. Any student with a disability must register with the office of the Dean of Students: <http://accessibility.ufl.edu/>. For issues with technical difficulties for E-learning, please contact the UF Help Desk at: learning-support@ufl.edu, (352) 392-HELP - select option 2, <https://lss.at.ufl.edu/help.shtml>

Disclaimer: This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

– Tentative Schedule –

We will read primary source material in Sanskrit, spending 1-2 weeks on each text, and we will mix this study with continued grammatical study from Desphande, Tubb and Boose, and Goldman, supplemented with traditional grammars of Pāṇini and others.

SANSKRIT TEXTS

1. *Bhagavadgītā*, Ch.12, with commentaries for reference
 - Kaśināthaśāstrī Agase, editor. 1901. Ānandāśrama-saṃskṛta-granthāvalī. Granthāṅga no.45.
2. *Bṛhadāraṇyakopaniṣad* (selections III-VI)
 - Hans Henrich Hock. 2007. *An Early Upanṣadic Reader, with notes, glossary, and an appendix of related Vedic texts.*
3. Puruṣasūkta (*Rgveda* 10.90.1-16) and Nāsādīyasūkta (*Rgveda* 10.129.1-7)
 - *Rig Veda: A metrically restored text with an introduction and notes.* Edited by B van Nooten and G Holland. 1994. Harvard Oriental Series.
4. *Bodhicaryāvatāra* by Śāntideva, Ch.1: Bodhicitānuśaṃsa
 - Digital Sanskrit Buddhist Canon, <http://www.dsbcproject.org/node/6804>
5. The Story of Nala and Damayantī.
 - Walter Harding Maurer. Appendix I. *The Sanskrit Language.* Routledge.
6. *Agnipurāṇa*, Gāyātrīnirvarṇam, Ch.216
 - Edited by Shirmanmaharshi Vedavyas. Gurumandal Series No.XVII. 1957.
7. The Mānava-dhārmaçāstra (selection XXVIII.)
 - Chales Rockwell Lanman. 1884. *A Sanskrit Reader: with vocabular and notes.* Boston: Ginn, Heath & Company.
8. *Mūlamadhyamakakārikā* of Nāgārjuna, Ch.18, Analysis of Self
 - Edited by Louis de la Vallée Poussin. St. Pétersbourg, 1903.