

FUNDAMENTALS: ISSUES AND TEXTS

Department Website: <http://fundamentals.uchicago.edu>

ABOUT FUNDAMENTALS

The Fundamentals program enables students to concentrate on questions and issues that intrigue them by reading texts that articulate and speak to these questions. It seeks to foster precise and thoughtful pursuit of these questions by means of (1) rigorous training in the interpretation of texts, supported by (2) extensive training in at least one foreign language, and by (3) the acquisition of the knowledge, approaches, and skills of various disciplines: historical, religious, literary, scientific, political, and philosophical.

RATIONALE

A richly informed question or concern formulated by each student guides the reading of texts. Classic texts are also informed by such questions; for example, Socrates asks: What is virtue? What is the good? What is justice? Aristotle and Cicero explore the relation of civic friendship to society. Freud asks: What is happiness? Can humans be happy? Milton investigates how poetic vocation may be related to political responsibility. Students who are engaged by these questions and others like them, and who find them both basic and urgent, may wish to continue to explore them more thoroughly and deeply within the structure of the program which provides the wherewithal to address them on a high level.

That wherewithal is to be found in the fundamental *texts* (historical, religious, literary, scientific, political, and philosophical) in which the great writers articulate and examine questions in different and competing ways. These books, films, pieces of music, and artworks illuminate the persisting questions and speak to contemporary concerns because they are both the originators and exacting critics of our current opinions. These texts serve as colleagues who challenge us to think that something else might actually be the case than what we already think. The most important questions may, at bottom, be the most contested, and those most susceptible to, and most requiring, sustained, probing engagement.

This program emphasizes the firsthand experience and knowledge of major texts, read and reread and reread again. Because they are difficult and complex, only a small number of such works can be studied. Yet the program proposes that intensively studying a profound work and incorporating it into one's thought and imagination prepares one for reading any important book or reflecting on any important issue. Read rapidly, such books are merely assimilated into preexisting experience and opinions; read intensively, they can transform and deepen experience and thought.

Studying fundamental texts is, by itself, not enough. Even to understand the texts themselves, supporting studies and training are necessary: a solid foundation in at least one foreign language and in disciplines and subject matters pertinent to the main questions of students are essential parts of the major. Students benefit from knowledge of the historical contexts out of which certain problems emerged or in which authors wrote; knowledge of specific subject matters and methods; knowledge of the language in which a text was originally written, as well as an understanding of the shape a given language imparts to a given author; fundamental skills of analysis, gathering evidence, reasoning, and criticism; different approaches and perspectives of conventional disciplines. All these are integral parts of the educational task.

INDIVIDUAL PROGRAM DESIGN

Genuine questions cannot be assigned to a student; they must arise from within. For this reason, a set curriculum is not imposed upon students. Each student's course of study must answer to his or her interests and concerns, and must begin from a distinctive concern. One student may be exercised about questions of science and religion; another about freedom and determinism; another about friendship and conversation; another by prudence, romance, and marriage; a fifth about distributive justice. Through close work with a suitably chosen faculty adviser, a student determines texts, text and author courses, and supporting courses as appropriate to address the student's Fundamentals question. Beginning with a student's questions and interests does not, however, imply an absence of standards or rigor; this program is most demanding.

ACTIVITIES OF GRADUATES

The Fundamentals program serves the purposes of liberal education, regarded as an end in itself, and offers no specific pre-professional training; yet Fundamentals graduates have successfully prepared for careers in the professions and in scholarship. Some are now pursuing work in law, medicine, journalism, government service, business, and education. Others have gone on to graduate school in numerous fields, including classics, comparative literature, English, history, philosophy, social thought, religious studies, psychology, political science, economics, mathematics, biology, and film studies.

FACULTY

The faculty of the Fundamentals program comprises scholars from various disciplines and divisions who represent interests and competencies in matters ancient and modern and expertise in different cultures and traditions. This diversity and pluralism exists within a common agreement about the primacy of fundamental questions and the centrality of important texts and reading them well. The intention is for the students to see and

work with a variety of scholars presenting their approaches to and understanding of books that they love, that they know well, and that are central to their ongoing concerns.

APPLICATION TO THE PROGRAM

Students should apply in Spring Quarter of their first year to enter the program in their second year; the goals and requirements of the program are best met if students spend three years in the major. Students are interviewed and counseled in order to discover whether or not their interests and intellectual commitments would be best served by this program. Admissions are decided on the basis of the application statement, interviews, and previous academic performance.

PROGRAM REQUIREMENTS

The Fundamentals program comprises (a) **13 courses**, (b) the **Junior Paper**, and (c) the **Senior Examination**, for a total of 1500 units.

A. Course Work

1. **Gateway Course (1 course) (Autumn Quarter or Winter Quarter):** This course is specifically designed for the incoming cohort of Fundamentals students and is a mandatory part of the program. It is devoted to the close reading of one or two texts or the works of a single author, chosen because they raise challenging questions and present important and competing answers. Through this course, students will study a variety of ways in which a text can respond to their concerns and can compel consideration of its own questions.
2. **Text/Author Courses (7 courses).** The seven Text/Author courses are devoted to the study of one or two particular texts or the work of a particular author. Text/Author courses are generally cross-listed as FNDL courses in Class Search (<http://registrar.uchicago.edu/classes/>); if a relevant course is not cross-listed, the student should contact the coordinator to see if it can be counted towards the major. In years when the Gateway Course is offered in Autumn Quarter, entering students are required to take at least one Text/Author course in Winter Quarter; in years when the Gateway Course is offered in Winter Quarter, entering students are expected to take at least one Text/Author course in Autumn Quarter.

The Text/Author Courses and the Gateway Course—eight courses total—give each student the opportunity to develop a list of **six texts** that will become the basis of his or her Senior Exam (see below). This list should contain works in the area of the student's primary interest that examine that interest from diverse perspectives. One of the six must be studied in an original language other than English, the same language in which the student establishes competency (any exceptions must be approved by the chair).

3. **Supporting Courses (4 courses).** These are courses that complement the student's program, providing historical context, theoretical and methodological training, or other complements. They do not have to be listed as FNDL to satisfy this requirement, but they must be explicitly identified as supporting courses in consultation with the student's adviser.
4. **Foreign Language (1 course).** The Fundamentals language requirement is designed with the belief that the texts you study in the program should come from diverse cultures and be appreciated in their original languages. In many cases, two years of formal language study will provide enough proficiency to analyze a non-Anglophone text in part or in whole. However, this is not true of all languages or all language learners. In cases where the target language requires more study to reach fluency, a student can prove proficiency through alternative routes. For example, a student could take a course in which the text will be studied in English translation, but agree with the instructor to read the text, in whole or in part, in its original language. In these cases, the instructor must be proficient in that language and be able to certify (in a short email to the Fundamentals coordinator and chair) that the student has engaged deeply with the text in its original language. The student could also study the text in its original language in an Independent Study course. In rare cases, the student could study the text on the student's own and be given a sight-reading exam. The last two options are left to the discretion of the instructor, who need not be a Fundamentals core faculty member. In both cases, the instructor communicates with the program coordinator about proficiency. All students should be prepared to be examined on their non-Anglophone text in their Senior Examination and must demonstrate proficiency therein by citing passages from the original-language text.

B. The Junior Paper

In the Winter or Spring Quarter of their junior year, students write an extended essay called the Junior Paper. This project provides the opportunity for students to originate and formulate a serious inquiry into an important issue arising out of their work and to pursue the inquiry extensively and in depth in a paper of about twenty to twenty-five pages (roughly 8,000 to 10,000 words). At every stage in the preparation of the paper, students work closely with their Fundamentals faculty adviser. Students register in FNDL 29901, the Junior Paper Seminar, in the quarter in which they write the paper. Acceptance of a successful Junior Paper is a prerequisite for admission to the senior year of the program.

C. The Senior Examination

At the end of Week Six in the Spring Quarter of their senior year, students are examined on six texts they have studied in the context of their Text/Author courses and approved independent study courses. Preparation for this examination allows students to review and integrate their full course of study. During a three-day period,

students write two substantial essays on questions designed for them by the associated faculty. The examination has a pedagogical intention, more than a qualifying one; its purpose is to allow students to demonstrate how they have related and integrated their questions, texts, and disciplinary studies. To take the examination, students register in FNDL 29902 in the Spring Quarter (or, with the consent of the chair, in the Autumn or Winter Quarters if there are scheduling issues).

SUMMARY OF REQUIREMENTS

The Gateway Course	100	
Seven Text/Author Courses	700	
Four Supporting Courses	400	
Third quarter of second-year foreign language *	100	
FNDL 29901	Fundamentals Junior Paper Colloquium	100
FNDL 29902	Fundamentals Senior Examination	100
Total Units	1500	

* or credit for the equivalent, determined by petition

GRADING, ADVISING, AND HONORS

Grading. The Junior Paper and Senior Examination (FNDL 29901 and FNDL 29902) are graded Pass/Fail; all other courses within the major must be taken for quality grades. Independent study courses must include a term paper, and students should be prepared to request statements of reference or evaluation from faculty with whom they have worked in this capacity.

Advising. Each student has a faculty adviser who is assigned to the student on the basis of their mutual interests and areas of expertise. The adviser closely monitors the student's choice of texts, courses, and language studies, allowing for the gradual development of a fitting and coherent program. The faculty adviser may also oversee the student's Junior Paper and is responsible for approving the final list of texts for the Senior Exam. In addition, the program coordinator is available for advice and consultation on all aspects of the program.

Honors. Honors are awarded by the Fundamentals faculty to students who have performed with distinction in the program. Special attention is paid to both the Junior Paper and the Senior Exam.

ACADEMIC YEAR 2022–23 COURSES

Gateway Course (required for all incoming Fundamentals majors)

FNDL 23005. Rousseau's Political Thought I. 100 Units.

Jean-Jacques Rousseau was a self-styled "Citizen of Geneva," musical composer, best-selling novelist, paranoiac, botanist, professional solitary, chronic exhibitionist, and likely the most intensively studied political philosopher of all time. He left his mark on the European Enlightenment by engaging in a number of polemics on, among other things, consumerism, inequality, education, morality in art, mass political participation in modern societies, the role of women, and European geopolitics. He is blamed for the Terror in the French Revolution—the supposed result of the excesses of Enlightenment rationalism—and simultaneously worshipped as an icon of anti-modernist Romantic revolt. Thinkers such as Karl Marx and Sigmund Freud found inspiration in his work, while movements as diverse as free love, environmentalism, totalitarianism, and Montessori schooling are attributed to his influence. This two-quarter class will examine his social and political thought through close readings of a number of his works, including but not limited to the three discourses, *The Social Contract*, *Émile*, *Julie*, or the *New Heloise*, and his constitutional projects for Corsica and Poland.

Instructor(s): P. Cheney

Prerequisite(s): Ideal for students who have already taken Classics of Social & Political Thought; Power, Identity, Resistance; or Self, Culture, & Society.

Note(s): The first quarter of this course serves as the Gateway Course for Fundamentals. This is a two-quarter course that may be taken in part or whole, though for the best experience taking Parts I and II is highly recommended.

Equivalent Course(s): HIST 22311

The Junior Paper and Senior Examination

FNDL 29901. Fundamentals Junior Paper Colloquium. 100 Units.

Fundamentals students are required to register for and attend the Junior Paper Colloquium in Winter of their third year. This seminar provides structure and feedback during the Junior Paper writing process. Graded on a pass/fail basis, but unfinished Junior Papers will result in an "incomplete" grade. Occasionally also offered in Spring if a significant number of students successfully petition to write the Junior Paper that quarter.

Instructor(s): Blaize Gervais Terms Offered: Spring Winter. Typically offered in Winter, occasionally offered in other quarters if multiple students are approved to write the JP late.

Prerequisite(s): Open only to third-year Fundamentals students.

FNDL 29902. Fundamentals Senior Examination. 100 Units.

Fundamentals students are required to register for this seminar in the quarter in which they will take their Senior Exam, typically in Spring. Exceptions to this can only be made with the consent of the program chair. This course does not have a set meeting time but is instead intended to create time in students' schedules to prepare for the exam. This course must be taken for a Pass/Fail grade.

Terms Offered: Autumn Spring Winter. Typically offered in Spring. Occasionally may be taken in Autumn or Winter for students taking their exams early.

Prerequisite(s): Open to fourth-year Fundamentals students.

AUTUMN QUARTER COURSES

FNDL 21300. James Joyce: Ulysses. 100 Units.

This course considers themes that include the problems of exile, homelessness, and nationality; the mysteries of paternity and maternity; the meaning of the Return; Joyce's epistemology and his use of dream, fantasy, and hallucinations; and Joyce's experimentation with and use of language.

Terms Offered: Autumn

Equivalent Course(s): ENGL 21301

FNDL 21411. The Art of Michelangelo. 100 Units.

The focus of this course will be Michelangelo's sculpture, painting and architecture while making use of his writings and his extensive body of drawings to understand his artistic personality, creative processes, theories of art, and his intellectual and spiritual biography, including his changing attitudes towards Neoplatonism, Christianity and politics. Our structure will be chronological starting with his juvenilia of the 1490s in Florence at the court of Lorenzo the Magnificent through his death in Rome in 1564 as an old man who was simultaneously the deity of art and a lonely, troubled, repentant Christian. Beyond close examination of the works themselves, among the themes that will receive attention for the ways they bear upon his art are Michelangelo's fraught relationship with patrons; his changing attitude towards religion, especially his engagement with the Catholic Reform; his sexuality and how it might bear on the representation of gender in his art and poetry; his "official" biographies during Michelangelo's lifetime and complex, ambivalent, reception over the centuries; new ideas about Michelangelo that have emerged from the restoration and scientific imaging of many of his works. At the same time, the course will be an introduction of students with little or no background in art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical and reception.

Instructor(s): C. Cohen Terms Offered: Autumn

Note(s): This course meets the general education requirement in the arts.

Equivalent Course(s): GNSE 17612, ARTH 17612

FNDL 21805. Introduction to Marx. 100 Units.

This introduction to Marx's thought will divide into three parts: in the first, we will consider Marx's theory of history; in the second, his account of capitalism; and in third, his conception of the state. (A)

Instructor(s): A. Ford Terms Offered: Autumn

Equivalent Course(s): PHIL 21423

FNDL 22001. Foucault and The History of Sexuality. 100 Units.

This course centers on a close reading of the first volume of Michel Foucault's "The History of Sexuality", with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.

Instructor(s): A. Davidson Terms Offered: Autumn

Prerequisite(s): One prior philosophy course is strongly recommended.

Equivalent Course(s): KNOW 27002, GNSE 23100, RLST 24800, CMLT 25001, HIPS 24300, PHIL 24800

FNDL 22314. Philo of Alexandria. 100 Units.

In this course we will read the Greek text of Philo's *de opificio mundi*, with other brief excerpts here and there in the Philonic corpus. Our aim will be to use this treatise to elucidate the thought and character of one of the most prolific theological writers of the first century. We will seek to understand Philo as a Greek author and the nature and origins of his style, Philo as a proponent of middle Platonism, and Philo as a Jew in the context of Alexandrian Judaism. We will also examine his use of the allegorical method as an exegetical tool, and its implications for pagan, Jewish and early Christian approaches to sacred texts.

Instructor(s): David Martinez Terms Offered: Autumn

Prerequisite(s): At least 2 years of Greek.

Equivalent Course(s): BIBL 44500, RLST 23314, GREK 34600, GREK 24600

FNDL 22316. Seneca and European Drama. 100 Units.

Readings include tragedies of Seneca the Younger along with their classical Greek precedents and their early modern English, French, German, Italian, and Spanish successors. Students taking this course as a Latin course will read at least one tragedy of Seneca in the original. Students taking it as a Comparative Literature course will read at least one non-English tragedy in the original language. Students taking it as a Classical Civilization or Fundamentals course may read all the plays in English translation.

Instructor(s): D. Wray Terms Offered: Autumn
 Equivalent Course(s): CMLT 24022, LATN 24022, LATN 34022

FNDL 23508. Pascal's Pensees in Context. 100 Units.

This course will center on a close reading of significant parts of Blaise Pascal's *Pensées*, a famous set of meditations on knowledge, faith, and human nature, culminating in his famous "wager" for Christian religious faith. In the first half of the course, we will begin by providing some intellectual context, with selections from Montaigne's essays ("That to philosophize is to learn how to die," "Of physiognomy," and excerpts from "Apology for Raymond Sebond") and Descartes's *Discourse on Method* (Parts 1-4). We will also briefly consider the writings of Pascal's sister Jacqueline ("On the Mystery of the Death of our Lord Jesus Christ") together with Pascal's "Memorial" to understand Pascal's own religious conversion, followed by a discussion of his "Discussion with Monsieur Saucy" and "The Art of Persuasion" to contrast his method in philosophy with that of Descartes. The second half of the course will then be devoted to a close reading of selections from the *Pensées*, chosen to emphasize the themes most important for a proper critical understanding of the wager argument.

Instructor(s): M. Kremer Terms Offered: Spring

Prerequisite(s): Open to students who have been admitted to the Paris Humanities Program. This course will be taught at the Paris Humanities Program.

Equivalent Course(s): PHIL 23508

FNDL 24419. Kafka: Acrobatics of Reading. 100 Units.

In a universe determined by power such as Kafka's - patriarchal, legal, governmental, colonial power, but also physical constraints such as gravity and entropy - everything depends on one's ability or inability to perform. Against such determination, Kafka's texts work as exercises in self-empowerment and -disempowerment, acts that constitute their power to perform through their very performance. Taking Kafka's short prose as a test case, the course investigates the relationship between two things: First, the acrobatics performed in and by the texts that not only feature a cast of tightrope walkers, hunger artists, bucket riders, and other performers, but can more generally be read as a series of kinetic experiments involving plot, description, imagery, sound, and grammar. Second, the acrobatics it takes us, the audience, to engage these texts-demanding a similar artistry of performance that includes casting highly flexible, improbable, and often risky readerly strategies in response. From the short prose, the course broadens its focus to include the longer texts and the diary, as well as excerpts from the fragments *Amerika*, *The Trial*, and *The Castle*. Readings and discussion in English.

Instructor(s): Florian Klingner Terms Offered: Autumn

Equivalent Course(s): CMLT 24419, GRMN 24419

FNDL 24905. Darwin's "On the Origin of Species" and "The Descent of Man" 100 Units.

This lecture-discussion course will focus on a close reading of Darwin's two classic texts. An initial class or two will explore the state of biology prior to Darwin's *Beagle* voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin's several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment. The year 2019 was the 210th anniversary of Darwin's birth and the 160th anniversary of the publication of *On the Origin of Species*. (B) (IV)

Instructor(s): R. Richards Terms Offered: Autumn

Note(s): Assignments: several short papers and one long paper.

Equivalent Course(s): CHSS 38400, PHIL 33015, HIST 34905, PHIL 23015, HIST 24905, HIPS 24901

FNDL 25103. Xenophon's Education of Cyrus. 100 Units.

This seminar is intended as an introductory reading of one of the classic treatments of political leadership, Xenophon's *The Education of Cyrus*. Themes will include the qualities and motives of a successful leader or ruler, especially in acquiring and expanding rule, relations between rulers and ruled, Xenophon's portrayals of Cyrus and other characters in the book, the relation between political and military leadership and more broadly between politics and war, the tension between empire and freedom, Cyrus's bi-cultural education and multinational rule, the roles of morality, religion, and love in politics, and differences between constitutional or legitimate and tyrannical or despotic rule. We will consider Xenophon's art of writing and the literary character of the book. Open to undergraduates with instructor consent.

Instructor(s): Nathan Tarcov Terms Offered: Autumn

Prerequisite(s): Open to undergraduates with instructor consent.

Equivalent Course(s): PLSC 31719, SCTH 31719

FNDL 25306. Deconstruction and Religion. 100 Units.

In this seminar we will carefully consider selected works by French philosopher Jacques Derrida. We will address the emergence of religious themes in his early work and reconsider the relation between deconstruction and theology as divergent modes of discourse. We will then examine the roles of messianism, belief, and confession in his later work.

Instructor(s): Ryan Coyne Terms Offered: Autumn

Note(s): This course meets the CS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 23112, DVPR 50112, THEO 50112

FNDL 26102. Chris Marker. 100 Units.

Chris Marker (1921-2012) is one of the most influential and important filmmakers to emerge in the post-war era in France, yet he remains relatively unknown to a wider audience. Marker's multifaceted work encompasses writing, photography, filmmaking, videography, gallery installation, television, and digital multimedia. He directed over 60 films and is known foremost for his "essay films," a hybrid of documentary and personal reflection, which he invigorated if not invented with films like *Lettre de Sibérie* (Letter from Siberia, 1958) or *Sans Soleil* (Sunless, 1983). His most famous film, *La Jetée* (1962), his only (science) fiction film made up almost entirely of black-and-white still photographs, was the inspiration for Terry Gilliam's *12 Monkeys* (1995). In 1990, he created his first multi-media installation, *Zapping Zone*, and in 1997 he experimented with the format of the CD-Rom to create a multi-layered, multimedia memoir (*Immemory*). In 2008, he continued his venture into digital spaces with *Ouvroir*, realized on the platform of *Second Life*. Marker was a passionate traveler who documented the journeys he took, the people he met, and revolutionary upheavals at home and afar. We will follow Marker's travels through time, space, and media, during which we will also encounter artists with whom he crossed paths, with whom he collaborated, or who were inspired by his work.

Instructor(s): Dominique Bluher Terms Offered: Autumn

Equivalent Course(s): ARTV 20032, CMST 26303, MAAD 13303, CMST 36303

FNDL 27601. Lucretius. 100 Units.

We will read selections of Lucretius' magisterial account of a universe composed of atoms. The focus of our inquiry is: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections include Lucretius' vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.

Instructor(s): David Wray Terms Offered: Autumn. This course will not be offered 2022-23 will be offered 2025-26.

Equivalent Course(s): LATN 22100, LATN 32100

FNDL 28290. Samuel Richardson's Clarissa. 100 Units.

This course will examine the very long and possibly-very probably-the greatest novel in the English language. We'll consider the effect of Richardson's decision to conduct his novel as a series of letters, and we'll pay particular attention to his extraordinary effectiveness in creating complexity in a fairly simple plot and in tracking an ever-expanding cast of characters. The Penguin edition we'll be using comes to 1499 pages, and they are over-sized pages. This is a course for committed readers! (1650-1830 ; 18th/19th)

Instructor(s): Frances Ferguson Terms Offered: Autumn

Equivalent Course(s): ENGL 38290, ENGL 28290

FNDL 28401. Pasolini. 100 Units.

This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informa di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolio"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salò".

Instructor(s): Armando Maggi Terms Offered: Autumn

Note(s): Taught in English.

Equivalent Course(s): CMST 23500, ITAL 28400, GNSE 38600, GNSE 28600, ITAL 38400, CMST 33500

WINTER QUARTER COURSES**FNDL 21603. Machiavelli and Machiavellism. 100 Units.**

This course is a comprehensive introduction to Machiavelli's *The Prince* in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright ("The Mandrake"), fiction writer ("Belfagor," "The Golden Ass"), and historian ("Discourses," "Florentine Histories"). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guicciardini, Botero, Boccacini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.

Instructor(s): Rocco Rubini Terms Offered: Winter

Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.

Equivalent Course(s): CMLT 25801, CMLT 35801, ITAL 33001, ITAL 23000

FNDL 23907. Gandhi and His Critics. 100 Units.

The moral and political writings of M.K. Gandhi constitute one of the most influential archives of ethics in the twentieth century. For a man so devoted to periodic vows of silence and withdrawal, he nevertheless left over ninety volumes of public speeches, personal correspondence, and published essays. A modernist arrayed against the brutalities of modernity, Gandhi's thought encompassed concepts of sovereignty, the state, self and society, religion, civilization, and force. His insistence on cultivating technologies of the self as a response to both colonial and intimate violence was inspired by an eclectic range of source material. Generations of critical thinkers from around the world, including Black, feminist, Communist, and Dalit political activists, engaged with his ideas. This course explores several themes in Gandhi's ethical thought and the responses they have generated.

Instructor(s): Anand Venkatkrishnan Terms Offered: Winter

Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 23907, HREL 33907, CRES 23907, RETH 33907

FNDL 25002. Plato's Symposium. 100 Units.

The seminar is devoted to close readings and extended discussions of Plato's *Symposium*. We will explore the views on Eros presented in the various speeches comprising the dialogue, among them: love's relationship to physical beauty and human desire; its potential for prompting heroic action and forging moral education; its significance for the soul and place in the cosmos. We will also analyze the literary aspects of the work (plot, action, allegory); the dialogue's historical setting (democratic Athens beset by domestic conspiracies and engaged in an apocalyptic war); its implications for political philosophy; and the function of a symposium in classical Athens. We will devote several sessions at the end of term to major interpretations of the dialogue.

Instructor(s): D. Kasimis, J. McCormick Terms Offered: Winter
Equivalent Course(s): PLSC 35807, PLSC 25807

FNDL 25307. Milton and Blake: Conceptions of the Christian Epic. 100 Units.

Milton wrote *Paradise Lost* to capture in epic form the essence of Christianity; Blake wrote *Jerusalem* to correct Milton's mistakes. We'll read them together to get in on the debate.

Instructor(s): Richard Rosengarten Terms Offered: Winter
Equivalent Course(s): RLST 26401, ENGL 36401, RLVC 36401, ENGL 26411

FNDL 25315. Goethe: Literature, Science, Philosophy. 100 Units.

This lecture-discussion course will examine Johann Wolfgang von Goethe's intellectual development, from the time he wrote *Sorrows of Young Werther* through the final states of *Faust*. Along the way, we will read a selection of Goethe's plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we will discuss Goethe's coming to terms with Kant (especially the latter's third Critique) and his adoption of Schelling's transcendental idealism. The theme uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in "the eternal feminine." (B) (IV)

Instructor(s): R. Richards Terms Offered: Winter

Note(s): German would be helpful, but it is not required. Assignments: four papers (5–8 pages each).

Equivalent Course(s): PHIL 20610, HIST 25304, CHSS 31202, HIST 35304, GRMN 35304, GRMN 25304, KNOW 31302, PHIL 30610, HIPS 26701

FNDL 25502. Simone de Beauvoir as Philosopher. 100 Units.

This class will survey the philosophical work of twentieth-century Existentialist thinker Simone de Beauvoir. Best known as the author of the landmark second-wave feminist book, *The Second Sex*, de Beauvoir wrote extensively on topics in ethics, politics, and phenomenology. She also published several novels, one of which (*The Mandarins*) won the prestigious Prix Goncourt. Even so, the vast majority of de Beauvoir's work is rarely studied in either France or the United States. Our goal in this class will be to take de Beauvoir seriously as one of the most important philosophical thinkers of the twentieth century. We will aim to understand her intellectual program holistically, with emphasis on the way in which her Existentialist concerns informed her work in literature and feminism. Works to be read include *The Ethics of Ambiguity*, *The Second Sex*, *The Mandarins*, *Memoirs of a Post-Kantian Daughter*, and selected essays. Classes and readings will be in English; background knowledge of post-Kantian European philosophy is helpful but not necessary.

Instructor(s): ELIZA LITTLE Terms Offered: Winter

Equivalent Course(s): SCTH 20679

FNDL 25822. Topics in EALC: Themes in Traditional Chinese Thought. 100 Units.

An introduction to ideas and ways of thinking in traditional China, and to some extent East Asia more broadly. This year, we will focus on ideas of *qi* ("breath," "vital energy," "psycho-physical stuff"), and related ideas about the human place in the cosmos, from their earliest appearance through their use in Neo-Confucian thought."

Instructor(s): P. Copp Terms Offered: Winter

Equivalent Course(s): EALC 10717

FNDL 25911. bell hooks and Cornel West: Education for Resistance. 100 Units.

Cornel West and bell hooks are two of the most influential philosophers and cultural critics of the past half-century. Their writings—including their co-authored book—address pressing questions about politics, religion, race, education, film, and gender. In different ways, they each find resources for hope, love, and liberation in an unjust social order. In this course, we will read selections from their writings over the last forty years alongside the authors who influenced their thinking (including Du Bois, Freire, Morrison, King, and Baldwin). We will pay special attention to how hooks and West communicate to popular audiences, how they engage religious traditions (their own and others'), and the role of dialogue in their thought and practice. The goal of the course is not just to think about hooks and West, but to think with them about ethics, writing, American culture, and the aims of education. No prior familiarity with either author is required.

Instructor(s): Russell Johnson Terms Offered: Winter

Equivalent Course(s): GNSE 25910, CRES 22910, RLST 25910

FNDL 26100. Les Misérables. 100 Units.

In this course we read "Les Misérables" and discuss the work's message, structure, and aesthetic vision. We will be particularly attentive to Victor Hugo's role as an observer of nineteenth-century French society as well as an actor in the political life of his times.

Instructor(s): Robert Morrissey

Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.

Equivalent Course(s): FREN 36103, SCTH 38230, FREN 26103

FNDL 26801. Diderot, philosophe du paradoxe. 100 Units.

In many ways Denis Diderot is the emblem of the French Enlightenment in all its seriousness. He is deeply committed to the cause of rationality, especially in its relation to the ordering of knowledge as a means of producing knowledge. But for all his adherence to the cause of the philosophes, Diderot is the most elusive and self-mocking of them all. His novels turn the world on its head. His rationality is haunted by a mad derision that makes him the most complex, the most elusive, and perhaps the most delightful of all the philosophes. His novels are hilarious, his art criticism profoundly innovative, his philosophy deeply revolutionary, his libertinage scandalous. We will read some of the major works of this master of both rational proof and mystification. Readings may include articles of the Encyclopédie, La Lettre sur les aveugles à l'usage de ceux qui voient, Jacques le Fataliste, Les Bijoux indiscrets, Le Rêve de d'Alembert, La Religieuse.

Instructor(s): Robert Morrissey Terms Offered: Winter

Prerequisite(s): For undergrads, FREN 20500, 20503 or a literature course taught in French.

Note(s): Readings, discussion and written work in French, but exceptions for written work in English are possible.

Equivalent Course(s): FREN 26800, FREN 36800

FNDL 27001. Aeschylus' Oresteia. 100 Units.

Each poet who competed in the tragic festivals at Athens produced three tragedies and a satyr play; the four plays could be-and most often were-independent works of art, but Aeschylus wrote a number as coherent programs. The satyr play of the Oresteia-entitled Proteus-is lost, but the tragic trilogy is intact, and has good claims to be the most important Greek poetic work after Homer. This course will focus on the themes and issues which run through this grand structure and unify it-the questions, the partial answers, the insoluble dilemmas, of morality, politics, and theology.

Instructor(s): Jamie Redfield Terms Offered: Winter

Prerequisite(s): None

FNDL 27517. Metaphysics, Morbidity, & Modernity: Mann's The Magic Mountain. 100 Units.

Our main task in this course is to explore in detail one of the most significant novels of the twentieth century, Thomas Mann's The Magic Mountain. But this novel is also a window onto the entirety of modern European thought, and it provides, at the same time, a telling perspective of the crisis of European culture prior to and following on World War I. It is, in Thomas Mann's formulation, a time-novel: a novel about its time, but also a novel about human being in time. For anyone interested in the configuration of European intellectual life in the nineteenth and twentieth centuries, Mann's great (and challenging) novel is indispensable reading. Lectures will relate Mann's novel to its great European counterparts (e.g., Proust, Joyce, Musil), to the traditions of European thought from Voltaire to Georg Lukacs, from Schopenhauer to Heidegger, from Marx to Max Weber.

Instructor(s): David Wellbery Terms Offered: Winter

Equivalent Course(s): GRMN 27517, CMLT 27517, SIGN 26086

FNDL 28202. Introduction to the New Testament: Texts and Contexts of Interpretation. 100 Units.

An immersion in the texts of the New Testament with the following goals: 1. through careful reading to come to know well some representative pieces of this literature; 2. to gain useful knowledge of the historical, geographical, social, religious, cultural and political contexts of these texts and the events they relate; 3. to learn the major literary genres represented in the canon ("gospels," "acts," "letters," and "apocalypses") and strategies for reading them; 4. to comprehend the various theological visions and cultural worldviews to which these texts give expression; 5. to situate oneself and one's prevailing questions about this material in the history of research, and to reflect on the goals, contexts and methods of interpretation; 6. to become intelligent and critical "consumers" of biblical scholarship as it appears in academic and popular media; 7. to raise questions for further study.

Instructor(s): Margaret Mitchell Terms Offered: Winter

Prerequisite(s): Interest in this literature, and willingness to enter into conversation with like-minded and non-like-minded others on the texts and the issues involved in their interpretation.

Note(s): This course meets the HS Committee distribution requirement for Divinity students. This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): BIBL 32500, RLST 12000, MDVL 12500

SPRING QUARTER COURSES**FNDL 20700. Aquinas: On God, Being and Evil. 100 Units.**

This course considers sections from Saint Thomas Aquinas's Summa Theologica. Among the topics considered are God's existence; the relationship between God and Being; and human nature.

Instructor(s): S. Meredith Terms Offered: Spring
Equivalent Course(s): CLCV 23712, RLST 23605, MDVL 20700

FNDL 21204. Roman Novel. 100 Units.

Latin reading will focus on Book 8 of the Aeneid together with selected passages from other books (especially 1, 6, 10, and 12). The remainder of the epic will be read in translation. Topics will include the representation of Augustus, civil war, vengeance and clemency, and whether the poem envisages Rome's refoundation under the new leader as leading to a more secure future.

Instructor(s): M. Lowrie Terms Offered: Spring
Equivalent Course(s): LATN 21200, LATN 31200

FNDL 21219. Philosophical Prose: Cicero, Tusculan Disputations. 100 Units.

Several months after the death of his beloved daughter and just two years before his own death, Cicero composed a dialog with an imaginary interlocutor arguing that death, pain, grief, and other perturbations were an unimportant part of the big picture. A reading of this famous contribution-all of it in English, selections in Latin-to the genre of consolation literature affords an opportunity to weigh his many examples and his arguments for ourselves.

Instructor(s): Staff Terms Offered: Spring. Will be offered 2022-23
Prerequisite(s): Latin 20300 or equivalent.
Note(s): This course will not be offered 2022-23 will be offered 2025-26.
Equivalent Course(s): LATN 31219, LATN 21219

FNDL 21221. Don Quixote. 100 Units.

The course will provide a close reading of Cervantes' "Don Quijote" and discuss its links with Renaissance art and Early Modern narrative genres. On the one hand, "Don Quijote" can be viewed in terms of prose fiction, from the ancient Greek romances to the medieval books of knights errant and the Renaissance pastoral novels. On the other hand, "Don Quijote" exhibits a desire for Italy through the utilization of Renaissance art. Beneath the dusty roads of La Mancha and within Don Quijote's chivalric fantasies, the careful reader will come to appreciate glimpses of images with Italian designs.

Instructor(s): Frederick de Armas Terms Offered: Spring
Note(s): Taught in English. Students seeking Spanish credit will read the text in the original and use Spanish for the course assignments.
Equivalent Course(s): CMLT 38101, SPAN 34202, CMLT 28101, SPAN 24202

FNDL 21714. Boccaccio's Decameron. 100 Units.

One of the most important and influential works of the middle ages-and a lot funnier than the "Divine Comedy." Written in the midst of the social disruption caused by the Black Death (1348), the "Decameron" may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's "Decameron" form a structural masterpiece that anticipates the Renaissance epics, Chaucer's "Canterbury Tales," and the modern short story. Students will be encouraged to further explore in individual projects the many topics raised by the text, including (and in addition to the themes mentioned above) magic, the visual arts, mercantile culture, travel and discovery, and new religious practices.

Instructor(s): H. Justin Steinberg Terms Offered: Spring
Note(s): Taught in English.
Equivalent Course(s): ITAL 23502, ITAL 33502

FNDL 22204. Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings. 100 Units.

Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Petrarch and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the papacy's entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation. Writing assignments focus on higher level writing skills, with a creative writing component linked to our in-class role-played reenactment of a Renaissance papal election (LARP). First-year students and non-History majors welcome.

Instructor(s): A. Palmer Terms Offered: Spring
Prerequisite(s): Graduate students by consent only; register for the course as HIST 90000 Reading and Research: History.
Note(s): Assignments: short papers, alternative projects.
Equivalent Course(s): KNOW 12203, HIST 12203, MDVL 12203, ITAL 16000, CLCV 22216, SIGN 26034, RLST 22203

FNDL 22207. Lu Xun: Foundational Texts of Modern Chinese Literature. 100 Units.

Lu Xun (1881-1936) is widely considered the greatest writer of twentieth-century China. Poet, satirist, and a compassionate advocate for social reform, he set the tone for modern Chinese writing and continues to be referenced ubiquitously in Chinese culture today, to the extent that one cannot be said to understand modern China if one does not know Lu Xun. This course is a reading of his short stories, essays, and poetry. In particular, we emphasize his use of literature for social reform and study his writing in conjunction with issues that shaped

modern Chinese society: women and gender; nationalism; children and education; biology and evolution; and the relationship between literature and revolution. No knowledge of Chinese is required.

Instructor(s): Y. Ji Terms Offered: Spring

Equivalent Course(s): EALC 27015

FNDL 23419. Richard Wagner's Ring of the Nibelung in Performance. 100 Units.

This seminar, open to undergraduates and beginning graduate students, serves as a critical introduction to and intensive exploration of Richard Wagner's 19th century tetralogy. In addition to critical readings (e.g., by Wagner, Adorno, Nietzsche, Badiou, Dahlhaus, et al.) and screenings of a host of productions, we will travel downtown to Lyric Opera to attend performances of the Ring cycle in David Pountney's new production. Our discussions of the Chicago production will be supplemented by conversations with members of the Lyric Opera production team, including Anthony Freud, Lyric Opera's General Director. No previous knowledge is required although a curiosity about opera, German culture, media history, and/or theater & performance studies will be essential.

Instructor(s): David Levin Terms Offered: Spring

Equivalent Course(s): MUSI 32520, CMST 32119, CMST 22119, MUSI 24520, GRMN 23419, GRMN 33419

FNDL 23599. Christian and Anti-Christian: Kierkegaard and Nietzsche on Religion and Morality. 100 Units.

This course explores two radically different assessments of religion and morality, one by the Protestant thinker Søren Kierkegaard, and the other by an arch-critic of religion and morality, Friedrich Nietzsche. The course will focus on their assessments of Christian faith and its relation to morality and the human good. Both thinkers wrote in complex and confusing styles: Kierkegaard used pseudonyms; Nietzsche wrote in aphorisms. In order to explore their styles of writing and their critiques of religion and morality we will read Kierkegaard's *Fear and Trembling* as well as Nietzsche's *On the Genealogy of Morals*. The general aim of the course, then, is to explore two seminal minds in the development of Western thought with the question in mind of their possible contribution to current theological and ethical thinking.

Instructor(s): William Schweiker Terms Offered: Spring

Equivalent Course(s): RETH 33599, RLST 23599, THEO 33599

FNDL 23810. Memory and Identity in French Literature: Proust to the Present. 100 Units.

This introductory-level course takes as its point of departure Marcel Proust's conceptualization of memory as the foundation both for the self and for literature. For Proust, literary style conveys the singularity of an individual vision while rescuing experience from the contingencies of time. Literature, identity, and memory are inseparable. Later writers will follow Proust's lead in defining literature as an art of memory; but they develop this art in different ways, whether by inventing new forms of life-writing or attempting to revive, via fiction, a lived connection to history. How does memory serve as the foundation of individual or collective identities? How does fiction imagine and give form to memory, and how does literature serve as a medium for cultural memory? How do literary works register the intermittence of memory, its failings and distortions, its fragility as well as its attachment to bodies and places? We will tackle these questions through close analysis of a range of texts. In addition to Proust, authors studied may include Yourcenar, Perce, Modiano, Roubaud, and Ernaux.

Instructor(s): Alison James

Note(s): Taught in English, with a weekly or biweekly session in French for those seeking FREN credit.

Equivalent Course(s): SIGN 26047, FREN 23810

FNDL 24311. Introduction to Wittgenstein. 100 Units.

This course is an introduction to the central ideas of Wittgenstein--in philosophy of language, philosophy of mathematics and logic, philosophy of mind, epistemology, philosophy of religion, metaphilosophy, and other areas of the subject. We will attempt to understand, and to evaluate, these ideas. As part of this attempt, we will explore Wittgenstein's relation to various others figures--among them Hume, Schopenhauer, Frege, and the logical positivists. (B)

Instructor(s): B. Callard Terms Offered: Spring

Equivalent Course(s): PHIL 20119

FNDL 24805. Heidegger's Being and Time. 100 Units.

This course will provide a close reading of Martin Heidegger's *Being and Time* (1927) in translation. Our reading will be supplemented by portions of Heidegger's early lectures and seminars, as well as readings drawn figures such as Aristotle, Augustine, Kant, Nietzsche, Husserl. Themes to be discussed include: time, history, finitude, hermeneutics, and phenomenology.

Instructor(s): Ryan Coyne Terms Offered: Spring

Note(s): This course meets the CS Committee distribution requirement for Divinity students.

Equivalent Course(s): DVPR 31801, RLST 24801, THEO 31801

FNDL 25308. Black Theology: Hopkins Versus Cone. 100 Units.

Black Theology of Liberation, an indigenous USA discipline and movement, began on July 31, 1966 and spread nationally and internationally when James H. Cone published his first book in March 1969. Since that time, a second generation has emerged. In this course, we will create a debate between the second generation (represented by Dwight N. Hopkins) and the first generation (represented by James H. Cone). We will look at the political, economic, cultural, gender, and sexual orientation parts of this debate.

Instructor(s): Dwight Hopkins Terms Offered: Spring

Equivalent Course(s): AMER 23111, RLST 23111, GLST 23111, CRES 23111

FNDL 25311. Pale Fire. 100 Units.

This course is an intensive reading of *Pale Fire* by Nabokov.

Instructor(s): M. Sternstein

Equivalent Course(s): ENGL 22817, GNSE 39610, GNSE 29610, REES 20020, REES 30020

FNDL 25805. Popol Vuh, Epic of the Americas. 100 Units.

One of the oldest and grandest stories of world creation in the native Americas, the Mayan Popol Vuh has been called "the Bible of America." It tells a story of cosmological origins and continued historical change, spanning mythic, classic, colonial, and contemporary times. In this class, we'll read this full work closely (in multiple translations, while engaging its original K'iche' Mayan language), attending to the important way in which its structure relates myth and history, or foundations and change. In this light, we'll examine its mirroring in Genesis, *Odyssey*, *Beowulf*, Ovid's *Metamorphoses*, and Diné Bahane' to consider how epics struggle with a simultaneity of origins and historiography. In highlighting this tension between cosmos and politics, we'll examine contemporary adaptations of the Popol Vuh by Miguel Ángel Asturias, Ernesto Cardenal, Diego Rivera, Dennis Tedlock, Humberto Ak'ab'al, Xpetra Ermandex, Patricia Amlin, Gregory Nava, and Werner Herzog. As we cast the Guatemalan Popol Vuh as a contemporary work of hemispheric American literature (with North American, Latin American, Latinx, and Indigenous literary engagement), we will take into account the intellectual contribution of Central America and the diaspora of Central Americans in the U.S. today. As a capstone, we will visit the original manuscript of the Popol Vuh held at the Newberry Library in Chicago, thinking about how this story of world creation implicates us to this day. (Poetry, Fiction)

Instructor(s): Edgar Garcia Terms Offered: Spring

Prerequisite(s): Note: students who cross-list from RLL will read Spanish-language texts in their original Spanish

Equivalent Course(s): ENGL 25805, LACS 25805

FNDL 25876. Virginia Woolf's The Waves. 100 Units.

We will read Virginia Woolf's *The Waves* for its visionary portrayal of social life in an expanded sense that embraces ancestors and nonhuman actors. Close reading of *The Waves* will be the primary task, but we will also look at theorists of ancestrality, intersubjectivity, and the public sphere for additional insight (Hans Ruin, Alfred Schutz, Bruno Latour). We will also briefly compare Woolf's project in *The Waves* with works of single consciousness fiction - Woolf's own *Mrs. Dalloway* and *Flush*, James Joyce's *Ulysses* - and engage with Woolf's critical thinking in her letters, lectures, and *The Common Reader*.

Instructor(s): Mark Payne Terms Offered: Spring

FNDL 26800. Walter Benjamin and Urban Space. 100 Units.

In reading a number of Benjamin's works on urban space, urban planning, and the city in ruins, we discuss, and anticipate, problems of the urban "subject," or "architectural subject": territorialization and deterritorialization, being and non-being, decay and dwelling in decay. These dilemmas are taken up in the main with close readings of Benjamin's texts on urban space and dwelling such as Benjamin's "Central Park," *Moscow Diary*, and selections from *Passagen-Werk* (*The Arcades Project*). In addition, we are invested in the repercussions of these confrontations in contemporary discourses on eco-urbanism, ruin porn, and post-human architecture, such as are available in Deleuze and Guattari's *A Thousand Plateaus*, Vogel's *Thinking Like a Mall*, and Harman's *Architecture and Objects*.

Instructor(s): M. Sternstein

Equivalent Course(s): REES 26800, ARCH 26800

FNDL 27002. Reading Augustine's Confessions. 100 Units.

This course will carry out a close reading of Augustine's *Confessions*. We will study the work not only as a spiritual autobiography—a common approach—but also as a philosophical argument against various alternatives to Christian faith and practice in the late fourth century. With this bifocal approach in place, we'll examine how *Confessions* interrogates the quality of human love, fear, hatred, and regret; moral responsibilities to ourselves and others; the (anxious) awareness that we are limited in body and time; and how to craft an honest narrative of self-understanding. We will ask, Is religion a source of psychic health, or an obstacle to it? What sorts of problems is religion meant to cure? What problems do religious beliefs create? How does religion bear on the self's loves, its past, its mortality, its doubts? Along the way we'll ask whether it is possible to want to do evil, whether it is possible to love or grieve too much, what it means to be a friend—and how Augustine's answers to these questions presuppose a wider account of the order of the cosmos.

Instructor(s): Richard B. Miller Terms Offered: Spring. FNDL agreed to let RLST be parent of this new course

Equivalent Course(s): RLST 25102, MDVL 25102

FNDL 27003. Philosophy and Comedy: Leo Strauss's "Socrates and Aristophanes" 100 Units.

Leo Strauss's *Socrates and Aristophanes* (1966) discusses not only the most important and most influential of all comedies, *The Clouds*, but also all the other comedies by Aristophanes that have come down to us. The book is the only writing of Strauss's that deals with the whole corpus of a philosopher or poet. And it is the most intense and most demanding interpretation of Aristophanes a philosopher has presented up to now. In *Socrates and Aristophanes* Strauss carries on a dialogue with Aristophanes on the wisdom of the poet, on the just and unjust speech, on philosophy and politics, on the diversity of human natures, and on an *œuvre* that asks the question: *quid est deus? what is a god?*

Instructor(s): Heinrich Meier Terms Offered: Spring. Course will be taught Spring 2022.

Prerequisite(s): Open to undergraduates with instructor consent.

Note(s): The seminar will take place on Monday/Wednesday, 10:30 a.m. – 1:20 p.m.*, during the first five weeks of the term (March 28 – April 27, 2022).

Equivalent Course(s): CLAS 37521, PLSC 37324, SCTH 37324, PHIL 37324

FNDL 27603. Greek Oratory. 100 Units.

Aeschines and Demosthenes. These two orators were fierce rivals in Athens; the luck of textual transmission allows us to read both of them smearing the other, and to explore what apparently passed for valid argument in the Athenian lawcourts. Demosthenes produced his finest work in attacking Aeschines; in this class we will explore both men's writings in depth.

Terms Offered: Spring. Topic: Aeschines and Demosthenes

Prerequisite(s): Two years or more of Greek.

Note(s): This course will not be offered 2022-23 will be offered 2025-26.

Equivalent Course(s): GREK 21900, GREK 31900

FNDL 27804. Dostoevsky's Demons/ Бесы Достоевского 100 Units.

In this course we will be reading closely and discussing the controversial novel by Fyodor Dostoevsky, *Demons* (Бесы, 1871-72) about political tension and terrorism in late nineteenth century Russia. Based on the historical incident of the "Nechaev cell," a group that killed one of their own members as an act of political provocation, the novel gives a broad picture of the socio-political landscape, ideas about human agency in society, and the sensibilities of different social groups and classes in the late nineteenth century, and offers a philosophical meditation on the nature of political evil. We will read and discuss the novel in Russian. The final paper can be written in Russian or English.

Instructor(s): Olga Solovieva Terms Offered: Spring

Equivalent Course(s): REES 27804, CMLT 27804

FNDL 28332. Dostoevsky's Demons (1871-72) 100 Units.

In this course we will be reading closely and discussing the controversial novel by Fyodor Dostoevsky, *Demons* (Бесы, 1871-72) about political tension and terrorism in late nineteenth century Russia. Based on the historical incident of the "Nechaev cell," a group that killed one of their own members as an act of political provocation, the novel gives a broad picture of the socio-political landscape, ideas about human agency in society, and the sensibilities of different social groups and classes in the late nineteenth century, and offers a philosophical meditation on the nature of political evil. We will read and discuss the novel in Russian. The final paper can be written in Russian or English. Taught in Russian.

Instructor(s): O. Solovieva Terms Offered: Spring

FNDL 28653. Dostoevsky's Humiliated and Insulted (1861) 100 Units.

This course will be focused on the close reading of Dostoevsky's mid-career novel *Humiliated and Insulted* (Униженные и оскорбленные, 1861). This novel was one of the first publications by Dostoevsky after his Siberian exile. We will read and discuss the novel in Russian. We will explore Dostoevsky's philosophical, religious, and political views, as they are manifested through his design of the plot and characters. Near-native competence in Russian is required.

Instructor(s): Olga Solovieva Terms Offered: Spring

Note(s): To be offered Tuesdays 6:30-9:30 p.m.

Equivalent Course(s): CMLT 28653, REES 28653

POSSIBLE SUPPORTING COURSES

Supporting Courses are intended to provide further methodological training, historical context, and conceptual frameworks to enrich the student's engagement with the texts, topics, and ideas relevant to his or her project; the selection of such courses will therefore vary considerably from person to person. The list below is a selection of what Fundamentals students might consider as their Supporting Courses, but it is by no means an exhaustive or prescriptive list. Students are encouraged to make a habit of reading the catalogs of other relevant departments and to comb through Class Search (<https://coursesearch.uchicago.edu/>) to locate courses that speak to their interests. The program coordinator and the student's advisers are also valuable resources to consult when planning out the academic year.

ANTH 20003	Reading Race	100
ANTH 20009	Embodiment: Governance, Resistance, Ethics	100
ANTH 20701	Introduction to African Civilization I	100
ANTH 20702	Introduction to African Civilization II	100
ANTH 20703	Introduction to African Civilization III	100
ANTH 21015	Media, Culture & Society	100
ANTH 21107	Anthropological Theory	100
ANTH 21333	The Lived Body: Anthropology, Materiality, Meaningful Practice	100
ANTH 22129	The Vocation of a Scientist	100
ANTH 23101	Introduction to Latin American Civilization I	100
ANTH 23102	Introduction to Latin American Civilization II	100

ANTH 23103	Introduction to Latin American Civilization III	100
ANTH 24101	Introduction to the Civilizations of South Asia I	100
ANTH 24102	Introduction to the Civilizations of South Asia II	100
ANTH 24105	Rethinking the Middle East	100
ANTH 24307	Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences	100
ANTH 24312	Body & Soul: The Anthropology of Religion, Health, & Healing	100
ANTH 24315	Culture, Mental Health, and Psychiatry	100
ANTH 24316	Thinking Psychoanalytically: From the Sciences to the Arts	100
ANTH 24345	Anthropology and 'The Good Life': Ethics, Morality, Well-Being	100
ARTH 10100	Introduction to Art	100
ARTH 18000	Photography and Film	100
CLCV 21500	Medieval Book: History, Typology, Function	100
CLCV 22117	Fate and Duty: European Tragedy from Aeschylus to Brecht	100
CMST 10100	Introduction to Film Analysis	100
CMST 14502	Cinema and Poetry: The Modern City	100
CMST 24414	Soviet Science Fiction	100
CMST 27205	Film Aesthetics	100
EALC 10600	Topics in EALC: Ghosts & the Fantastic in Literature and Film	100
EALC 10704	Topics in EALC: The Modern Short Story in East Asia	100
EALC 24626	Japanese Cultures of the Cold War: Literature, Film, Music	100
EALC 26800	Korean Literature, Foreign Criticism	100
ENGL 10400	Introduction to Poetry	100
ENGL 10600	Introduction to Drama	100
ENGL 10706	Introduction to Fiction	100
ENGL 12300	Poetry And Being	100
ENGL 15107	Some Versions of Apocalypse	100
ENGL 21102	Introduction to Postcolonial Literature and Theory	100
ENGL 23413	Introduction to Literary Theory	100
ENGL 23808	Sonnets from Wyatt to Yeats and Beyond	100
ENGL 26300	The Literature of Disgust, Rabelais to Nausea	100
FREN 21719	Histoire, Superstitions et Croyances dans le roman francophone des XXe et XXIe siècles	100
FREN 21903	Introduction à la littérature française III: Littérature à l'Age des Révolutions	100
GNSE 10310	Theories of Gender and Sexuality	100
GRMN 27717	Opera in the Age of Its Mechanical Reproducibility	100
HIST 25425	Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet	100
HIST 26129	Paris Noir: African American Refuge in the City of Light	100
HIST 27705	Introduction to Black Chicago, 1893 to 2010	100
ITAL 22560	Poetic Postures of the Twentieth Century	100
ITAL 29600	The Worlds of Harlequin: Commedia Dell'arte	100
NEHC 20215	Babylon and the Origins of Knowledge	100
NEHC 20504	Introduction to the Hebrew Bible	100
NEHC 20630	Introduction to Islamic Philosophy	100
NEHC 20745	A Social History of the Poet in the Arab and Islamic World	100
PHIL 20000	Introduction to Philosophy of Science	100
PHIL 21002	Human Rights: Philosophical Foundations	100
PHIL 21600	Introduction to Political Philosophy	100
PHIL 21620	The Problem of Evil	100
PHIL 21834	Self-Creation as a Literary and Philosophical Problem	100
PHIL 22209	Philosophies of Environmentalism and Sustainability	100
PHIL 23000	Introduction to Metaphysics and Epistemology	100
PHIL 23205	Introduction to Phenomenology	100

PHIL 25000	History of Philosophy I: Ancient Philosophy	100
PHIL 26000	History of Philosophy II: Medieval and Early Modern Philosophy	100
PHIL 27000	History of Philosophy III: Kant and the 19th Century	100
PHIL 29411	Consequentialism from Bentham to Singer	100
PLSC 21802	Global Justice and the Politics of Empire	100
PLSC 22700	Happiness	100
PLSC 23313	Democracy and Equality	100
PLSC 26152	A Right to Belong	100
PLSC 26615	Democracy's Life and Death	100
PLSC 28620	The Intelligible Self	100
PLSC 28701	Introduction to Political Theory	100
PLSC 28800	Introduction to Constitutional Law	100
PSYC 23000	Cultural Psychology	100
PSYC 23860	Beyond Good and Evil: The Psychology of Morality	100
PSYC 24055	The Psychological Foundations of Wisdom	100
PSYC 25901	Psychology for Citizens	100
REES 22008	The Fact of the Prague Spring: 1949-1989	100
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