Fundamentals: Issues and Texts

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

About Fundamentals

The Fundamentals program enables students to concentrate on fundamental questions by reading classic texts that articulate and speak to these questions. It seeks to foster precise and thoughtful pursuit of basic questions by means of (1) rigorous training in the interpretation of important texts, supported by (2) extensive training in at least one foreign language, and by (3) the acquisition of the knowledge, approaches, and skills of conventional 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 or classic texts (historical, religious, literary, scientific, political, and philosophical) in which the great writers articulate and examine questions in different and competing ways. These books 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, ministry, government service, business, veterinary medicine, and secondary school teaching. Others have gone on to graduate schools in numerous fields, including classics, English, comparative literature, Slavic, history, philosophy, social thought, theology, religious studies, clinical psychology, political science, development economics, mathematics, film studies, and education.

Faculty

The faculty of the Fundamentals program comprises humanists and social scientists, representing interests and competencies in both the East and the West and scholarship in matters ancient and modern. This diversity and pluralism exists within a common agreement about the primacy of fundamental questions and the centrality of important books 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...
Program Requirements

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

A. Course Work

**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.

1. **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](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).

2. **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.

3. **Foreign Language (1 course).** Students in the program are expected to achieve a level of proficiency in a foreign language sufficient to enable them to study in the original language (other than English) one of the texts on their examination list. Such training ordinarily requires two years of formal language instruction or its equivalent. The third quarter of the second year of the language is counted toward the major. In addition, students are required to take a course where they study a text in that language; the instructor of the course may be asked to provide an evaluation of the student's linguistic proficiency on the basis of this work. Students and instructors should work closely together in determining how the student will demonstrate competency in the language. As the achievement of proficiency may differ vis-à-vis length of study from language to language, it may prove harder for students of some languages to read a text in its entirety even after completing two years of instruction. Any students who believe that their language is so difficult that doing so is unrealistic may petition to have the requirement met by reading a clearly marked-out portion of the text—perhaps a chapter or two, or series of smaller sections. To be considered, the petition must set out a clear plan and must be signed by the instructor of the text in question.

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 the independent study course FNDL 29901 in the quarter in which they write the paper; they are also expected to participate in the Junior Paper Colloquium that takes place in the Winter Quarter. Acceptance of a successful Junior Paper is a prerequisite for admission to the senior year of the program.

C. The Senior Exam

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 developed 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 exam, 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Units</th>
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<tbody>
<tr>
<td></td>
<td>Third quarter of second-year foreign language *</td>
<td>100</td>
</tr>
<tr>
<td>FNLD 29901</td>
<td>Independent Study: Junior Paper</td>
<td>100</td>
</tr>
<tr>
<td>FNLD 29902</td>
<td>Independent Study: Senior Examination</td>
<td>100</td>
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| Total Units | 1500 |

* or credit for the equivalent, determined by petition

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**Grading, Advising, and Honors**

**Grading.** The Junior Paper and Senior Examination (FNLD 29901 and FNLD 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. An overall GPA of 3.5 is necessary to be considered for honors, and special attention is paid to both the Junior Paper and the Senior Exam.

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### Academic Year 2019–20 Courses

**Gateway Course (required for all incoming Fundamentals majors)**

**FNLD 20200. Dostoevsky's Brothers Karamazov. 100 Units.**

We will read and interpret The Brothers Karamazov by Dostoevsky. Among major themes are the relation to God and religion to the larger society and state; the problem of evil; and the nature of sin and how it enters into religious beliefs; human "freedom," and what the word might have meant to Dostoevsky; and love.

**Instructor(s):** S. Meredith

**Terms Offered:** Autumn

**Prerequisite(s):** Required of new Fundamentals majors; open to others with consent of instructor.

**Note(s):** Fundamentals majors get first priority

**Equivalent Course(s):** REES 20200, RLST 28206

**Independent Study (for registering for the Junior Paper and Senior Examination)**

**FNLD 29901. Independent Study: Junior Paper. 100 Units.**

Students who are on campus will be required to attend a series of colloquium meetings in Winter Quarter, but should enroll in the quarter that they will write the Junior Paper. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

**Terms Offered:** Autumn, Winter, Spring

**Prerequisite(s):** Open only to Fundamentals students with consent of faculty supervisor and program chair.

**FNLD 29902. Independent Study: Senior Examination. 100 Units.**

Students should expect to register for this independent study in the Spring of their final year, the quarter in which they will take their Senior Exam. Exceptions to this can only be made with the consent of the program chair. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

**Terms Offered:** Spring

**Prerequisite(s):** Open only to Fundamentals students with consent of faculty supervisor and program chair.

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**Autumn Quarter**

**FNLD 20210. Kant’s Ethics. 100 Units.**

In this course we will read, write, and think about Kant's ethics. After giving careful attention to the arguments in the Second Critique, portions of the Third Critique, the Groundwork of the Metaphysics of Morals, the Metaphysics of Morals, and several other primary texts, we will conclude by working through some contemporary neo-Kantian moral philosophy, paying close attention to work by Christine Korsgaard, David Velleman, Stephen Engstrom, and others. (A) (I)

**Instructor(s):** C. Vogler

**Terms Offered:** Autumn

**Equivalent Course(s):** PHIL 30210, PHIL 20210
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FNDL 21404. Shakespeare II: Tragedies and Romances. 100 Units.
This course explores mainly major plays representing the genres of tragedy and romance; most (but not all) date from the latter half of Shakespeare’s career. After having examined how Shakespeare develops and deepens the conventions of tragedy in Hamlet, Othello, Macbeth, King Lear, and Antony and Cleopatra, we will turn our attention to how he complicates and even subverts these conventions in The Winter’s Tale and The Tempest. Throughout, we will treat the plays as literary texts, performance prompts, and historical documents. Section attendance is required. This course is part of the College Course Cluster, The Renaissance. (Pre-1650, Drama)
Instructor(s): Timothy Harrison Terms Offered: Autumn
Equivalent Course(s): TAPS 28406, ENGL 16600

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 (“Bellator,” “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, Boccaccini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.
Instructor(s): R. Rubini Terms Offered: Autumn
Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.
Equivalent Course(s): CMLT 25801, ITAL 23000, CMLT 35801, ITAL 33001

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): FREN 24801, CMLT 25001, PHIL 24800, KNOW 27002, HIPS 24300, GNSE 23100

FNDL 22901. Dracula: History and Legend. 100 Units.
Since the publication of Bram Stoker’s novel “Dracula” in 1897, his story of a vampire from Transylvania has often been linked to the history of Vlad III Dracula, also known as Vlad the Impaler or Vlad Tepes (died 1476 or 1477). Vlad earned a reputation as a bloodthirsty and cruel warrior (even during his own lifetime) as he fought to rule along the dangerous political and military frontier between the Hungarians and the Ottoman Turks. His savage reputation is the reason why he has been identified as the inspiration for the cold-blooded vampire count, but there is much more to the stories of both the historical and the fictional Dracula. In this course, we will examine the life and career of Vlad III Dracula, setting him in the context of the world of fifteenth-century Christian-Muslim interactions in Eastern Europe, before turning to the later Dracula legend as depicted in Stoker’s novel and subsequent films. Throughout the course, we will examine the ways in which Transylvania and neighboring regions have straddled the divide between East and West, Christian Europe and mysterious/violent “other” in both history and popular culture. Open to all undergraduates.
Instructor(s): J. Lyon Terms Offered: Autumn
Note(s): History Gateways are introductory courses meant to appeal to first- through third-year students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): HIST 11901

FNDL 23915. Plato’s Republic. 100 Units.
This course is devoted to reading and discussion of Plato’s Republic and some secondary work with attention to justice in the city and the soul, war and warriors, psychology, education, theology, poetry, gender, eros, and cities in speech and actually existing cities. (A)
Instructor(s): N. Tarcov
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): PLSC 33915, CLAS 33915, PLSC 23915, CLCV 23915

FNDL 24001. James Joyce: Ulysses. 100 Units.
This course takes students through Joyce’s novel and exposes them to various recent critical approaches, with some excursions also into materials contemporary to Ulysses that can be placed in dialogue with the novel.
Instructor(s): L. Ruddick Terms Offered: Spring
Equivalent Course(s): ENGL 24000

FNDL 24406. Heidegger’s Being and Time Division I. 100 Units.
We propose a cursive reading of the section I of the masterpiece of Heidegger Being and Time looking for the very connection, as our very leading question, between the idea of being in general and the discovery of the being of human being named by Heidegger - Dasein.
Instructor(s): R. Moati Terms Offered: Autumn
Equivalent Course(s): PHIL 24400
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, 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, or 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 America, The Trial, and The Castle. Readings and discussion in English.
Instructor(s): Florian Klinger Terms Offered: Autumn
Equivalent Course(s): GRMN 24419

FNDL 26206. Gramsci. 100 Units.
In this course we read selections from Antonio Gramsci's Letters and Prison Notebooks side by side with their sources. Gramsci's influential interpretations of the Italian Renaissance, Risorgimento, and Fascism are reviewed testi alla mano with the aim of reassessing some major turning points in Italian intellectual history. Readings and notions introduced include, for the Renaissance, Petrarch (the cosmopolitan intellectual), Savonarola (the disarmed prophet), Machiavelli (the modern prince), and Guicciardini (the particular); for Italy's long Risorgimento, Vico (living philology), Cuoco (passive revolution), Manzoni (questione della lingua), Gioberti (clericalism), and De Sanctis (the Man of Guicciardini); and Croce (the anti-Crocio and Pirandello (theater and national-popular literature), for Italy's twentieth century.
Instructor(s): R. Rubini Terms Offered: Autumn
Equivalent Course(s): CMLT 26002, CMLT 36002, ITAL 36000, ITAL 26000

FNDL 27800. Kant: Critique of Pure Reason. 100 Units.
This will be a careful reading of what is widely regarded as the greatest work of modern philosophy. Immanuel Kant's Critique of Pure Reason. Our principal aims will be to understand the problems Kant seeks to address and the significance of his famous doctrine of "transcendental idealism". Topics will include: the role of mind in the constitution of experience; the nature of space and time; the relation between self-knowledge and knowledge of objects; how causal claims can be justified by experience; whether free will is possible; the relation between appearance and reality; the possibility of metaphysics. (B) (V)
Instructor(s): M. Boyle Terms Offered: Autumn
Equivalent Course(s): HIPS 25001, PHIL 27500, PHIL 37500, CHSS 37901

Winter Quarter

FNDL 20107. Introduction to Sartre. 100 Units.
This course will be devoted Jean-Paul Sartre as a philosopher, as a writer, as a literary essayist and as an existential psychoanalysis. Sartre exposed most of his « existentialist » philosophy, based on the discovery of the absolute freedom of the human being and of her being-thrown in an meaningless world, through philosophical dry treatises, but also in using more accessible literary forms, like novels and theaters plays. In exploring Sartre's multiple ways of dealing with abstract philosophical thesis (contingency of being, throwness of the human being, absolute practical responsibility of individuals), we will raise with Sartre the question about the relation between the form mobilized and the metaphysical content deployed in each case and show in which way the first is never optional to the second. Another aspect of our exploration will be to make sense of Sartre's practice of the literary essay about other writers through the form of the portrait. That practice is related and works as exemplifications of what Sartre calls « Existential psychoanalysis ». The main idea of Sartre's practice of the « portrait » is to discover « modes of phenomenalization » of the contingent thing-in-itself, specific to each individual. By that means, Sartre's Existential psychoanalysis is supposed to lead us to the discovery of the main specific world of each other writers Sartre writes about in order to make sense of the hidden meaning of their literary works.
Instructor(s): R. Moati Terms Offered: Winter
Equivalent Course(s): PHIL 20107

FNDL 20228. William Blake: Poet, Painter, and Prophet. 100 Units.
William Blake is arguably the most unusual figure in the history of English poetry and visual art. Recognized now as an essential part of the canon of Romantic poetry, he was almost completely unknown in his own time. His paintings, poems, and illuminated books were objects of fascination for a small group of admirers, but it was not until the late 19th century that his work began to be collected by William Butler Yeats, and not until the 1960s that he was recognized as a major figure in the history of art and literature. Dismissed as insane in his own time, his prophetic and visionary works are now seen as anticipating some of the most radical strands of modern thought, including Freud, Marx, and Nietzsche. We will study Blake's work from a variety of perspectives, placing his poetry in relation to the prophetic ambitions of Milton and his visual images in the European iconographic tradition of Michelangelo and Durer, Goya and Fuseli. The course will emphasize close readings of his lyric poems, and attempt to open up the mythic cosmology of his allegorical, epic, and prophetic books. (Poetry, 1650-1830, Theory; 18th/19th)
Instructor(s): W. J. T. Mitchell Terms Offered: Winter
Equivalent Course(s): ARTH 20228, ARTH 30228, ENGL 20228, ENGL 30228
FNDL 20301. Beginning the Chinese Novel. 100 Units.
This course will look at four of the most famous novels of pre-modern China: Romance of the Three Kingdoms, Water Margin, Journey to the West, and Dream of the Red Chamber. Deeply self-conscious about the process of their own creation and their place within the larger literary canon, these novels deploy multiple frames, philosophical disquisitions, authorial ciphers, invented histories, and false starts before the story can properly begin. By focusing on the first ten chapters of each novel, this course will serve as both an introduction to the masterworks of the Chinese novel and an exploration of the fraught beginnings of a new genre. All readings available in English. Equivalent Course(s): FNDL 20301
Instructor(s): A. Fox Terms Offered: Winter
Note(s): Open to MAPH and MAPSS students
Equivalent Course(s): EALC 15100, EALC 35100

FNDL 20801. Machiavelli’s Literary Works. 100 Units.
A reading of THE PRINCE as literature and of Machiavelli’s plays, poetry, novella and a selection of his letters with attention to his great themes of politics, love, and war.
Instructor(s): Nathan Tarcov and Christopher Lynch Terms Offered: Winter. course will be taught winter 2020
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): LLSO 20802, PLSC 32101, SCTH 31701, PLSC 20801

FNDL 21005. Greek Philosophy. 100 Units.
The Phaedrus is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.
Instructor(s): E. Asmis Terms Offered: Spring
Equivalent Course(s): BIBL 31200, GREK 21216, RLST 21200, GREK 31216

FNDL 21403. Shakespeare I: Histories and Comedies. 100 Units.
An exploration of some of Shakespeare’s major plays from the first half of his professional career when the genres in which he primarily worked were comedies and (English) histories. Plays to be studied include The Comedy of Errors, The Taming of the Shrew, A Midsummer Night's Dream, Twelfth Night, Richard III, Richard II, Henry IV Parts 1 and 2, and Henry V. A shorter and a longer paper will be required. (Pre-1650, Drama)
Instructor(s): Richard Strier Terms Offered: Winter
Prerequisite(s): general education requirement in the humanities
Equivalent Course(s): ENGL 16500, TAPS 28405

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.J. Steinberg Terms Offered: Winter
Equivalent Course(s): ITAL 33502, ITAL 23502

FNDL 23608. Aristophanes's Athens. 100 Units.
The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes's extant plays (in translation) to address topics such as the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): CLCV 23608, HIST 30803, LLSO 20803, HIST 20803, ANCM 33900, CLAS 33608

FNDL 25311. Pale Fire. 100 Units.
This course is an intensive reading of Pale Fire by Nabokov.
Equivalent Course(s): REES 20020, GNSE 29610, ENGL 22817, GNSE 39610, REES 30020

FNDL 26580. Le rouge et le noir de Stendhal. 100 Units.
Ce cours portera sur Le Rouge et le noir de Stendhal vu romancier et comme témoin de son temps. À cheval sur les Lumières et l'époque romantique, à la fois inspiré et hanté par la figure de Napoléon, cet auteur à mille masques ne cesse de se déguiser pour s'imposer aux "Happy few". A travers ses personnages il rêve d'une grandeur qu'il sait impossible et en même temps il formule un commentaire puissant sur son époque.
Instructor(s): R. Morrissey Terms Offered: Winter
Note(s): Readings and discussion in French; writing in French or English.
Equivalent Course(s): FREN 36580, FREN 26580
FNDL 27301. Weimar Political Theology: Schmitt and Strauss. 100 Units.
This course is devoted to the idea of "political theology" that developed during the interwar period in twentieth-century Central Europe, specifically Germany's Weimar Republic. The course's agenda is set by Carl Schmitt, who claimed that both serious intellectual endeavors and political authority require extra-rational and transcendent foundations. Along with Schmitt's works from the period, such as Political Theology and the Concept of the Political, we read and discuss the related writings of perhaps his greatest interlocutor, Leo Strauss.
Instructor(s): J. McCormick Terms Offered: Winter
Prerequisite(s): Consent of instructor.
Equivalent Course(s): PLSC 27301, PLSC 37301

Spring Quarter
FNDL 21650. Kafka's The Trial. 100 Units.
This very close reading of Kafka's arguably most well known unfinished novel means to move away from megalithic glosses of Kafka as a writer of allegory-of bureaucratic oppression, social alienation, and a world abandoned by God, etc.-instead to look deeply at Kafka's precision, and strategic imprecision, of language, language as trauma, wound, and axe. Knowledge of German is not necessary.
Instructor(s): M. Sternstein Terms Offered: Autumn

FNDL 21722. Thomas Aquinas's Commentary on Aristotle's Nicomachean Ethics. 100 Units.
We will read through and discuss the commentary, looking at it both as an interpretation of the Ethics and as a philosophical work in its own right. (A) (IV)
Instructor(s): S. Brock Terms Offered: Spring
Prerequisite(s): For the undergraduates, who are not Philosophy or Fundamentals majors should seek permission to enroll.
Equivalent Course(s): PHIL 21722, PHIL 31722

FNDL 23710. Rousseau's Confessions: Texte et Contexte. 100 Units.
"Les Confessions" de Rousseau est un texte-clé pour comprendre la constitution du moi moderne. Comme personne avant lui, Rousseau décrit tout ce qui est en jeu dans la définition et l'affirmation de soi. "Les Confessions" brossent un vaste tableau critique de la société française à l'Âge des Lumières. Dans ce cours nous lirons cette œuvre fondamentale en dialogue avec les textes théoriques de Rousseau afin de mieux comprendre la place à la fois centrale et paradoxale qu'il occupe dans la pensée des Lumières.
Instructor(s): R. Morrissey Terms Offered: Spring
Prerequisite(s): Open to advanced undergraduates with consent of instructor.
Note(s): Readings in French; discussion in French or English. Papers in French or English, depending on student's field of study.
Equivalent Course(s): FREN 33710, FREN 23710

FNDL 24901. Tolkien: Medieval and Modern. 100 Units.
J. R. R. Tolkien's "The Lord of the Rings" is one of the most popular works of imaginative literature of the twentieth century. This course seeks to understand its appeal by situating Tolkien's creation within the context of Tolkien's own work as both artist and scholar alongside its medieval sources and modern parallels. Themes to be addressed include the problem of genre and the uses of tradition; the nature of history and its relationship to place; the activity of creation and its relationship to language, beauty, evil, and power; the role of monsters in imagination and criticism; the twin challenges of death and immortality, fate and free will; and the interaction between the world of "faerie" and religious belief.
Instructor(s): R. Fulton Brown Terms Offered: Spring
Prerequisite(s): Must have read "The Lord of the Rings" prior to first day.
Equivalent Course(s): MDVL 29902, HIST 29902, RLST 22400

FNDL 25331. Beauvoir: The Second Sex. 100 Units.
In 1949, Simone de Beauvoir's Le Deuxième Sexe took up the old question of sexual difference; it was never the same question again. Her attention to the situation and "situatedness" of women resulted in new ways of thinking about freedom, destiny, reciprocity, and subjectivity; it brought literature, autobiography, and cultural studies into philosophical reflection; and it contributed significantly to twentieth century transformations of women's social, political, and cultural situations. We will engage a close reading of The Second Sex in English translation and with some reference to the original French.
Instructor(s): K. Culp Terms Offered: Spring
Equivalent Course(s): GNSE 25302

FNDL 27202. Dante’s Divine Comedy II: Purgatorio. 100 Units.
This course is an intense study of the middle cantica of the "Divine Comedy" and its relationship with Dante's early masterpiece, the "Vita Nuova." The very middleness of the Purgatorio provides Dante the opportunity to explore a variety of problems dealing with our life here, now, on earth: contemporary politics, the relationship between body and soul, poetry and the literary canon, art and imagination, the nature of dreams, and, of course, love and desire. The Purgatorio is also Dante's most original contribution to the imagination of the underworld, equally influenced by new conceptualizations of "merchant time" and by contemporary travel writing and fantastic voyages.
Instructor(s): H.J. Steinberg Terms Offered: Spring
Equivalent Course(s): ITAL 32000, ITAL 22000
I shall discuss the subject on the basis of 4 lectures Leo Strauss gave on “Jerusalem and Athens” and “Reason and Revelation” in the period 1946-1967.

Instructor(s): Heinrich Meier
Terms Offered: Spring. course will be taught spring 2020
Note(s): Open to undergrads by consent only.
Equivalent Course(s): PHIL 37322, SCTH 37322, PLSC 37322

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.

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<td>ANTH 20003</td>
<td>Discovering Anthropology: Reading Race</td>
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<td>ANTH 20009</td>
<td>Embodiment: Governance, Resistance, Ethics</td>
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<td>Introduction to African Civilization I</td>
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<td>Introduction to African Civilization II</td>
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<td>Introduction to African Civilization III</td>
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<td>ANTH 21015</td>
<td>Media, Culture &amp; Society</td>
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<td>Anthropological Theory</td>
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<td>Rethinking the Middle East</td>
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<td>Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences</td>
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<td>Body &amp; Soul: The Anthropology of Religion, Health, &amp; Healing</td>
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<td>Culture, Mental Health, and Psychiatry</td>
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<td>Anthropology and 'The Good Life': Ethics, Morality, Well-Being</td>
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<td>Nature in Korean Literature and Visual Culture</td>
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<td>Japanese Cultures of the Cold War: Literature, Film, Music</td>
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<td>ENGL 12300</td>
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<td>ENGL 21102</td>
<td>Introduction to Postcolonial Literature and Theory</td>
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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
FREN 24301  Le Regne Des Passions Au XVII  100
GNE 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 21901  Feminist Philosophy  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 24201  Liberalism  100
PLSC 26152  A Right to Belong  100
PLSC 26615  Democracy’s Life and Death  100
PLSC 28102  Political Theory in Dark Times  100
PLSC 28620  The Intelligible Self  100
PLSC 28701  Introduction to Political Theory  100
PLSC 28800  Introduction to Constitutional Law  100
PSYC 21950  Language, Culture, and Thought  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
REES 23502  Russian Short Fiction: Experiments in Form  100
REES 29010  20th Century Russian & Southeast European Emigre Literature  100
REES 29018  Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe  100
RLST 10100  Introduction to Religious Studies  100
RLST 11030  Introduction to the Qur'an  100
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<td>SPAN 26210</td>
<td>Witches, Sinners, and Saints</td>
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Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.