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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Gateway Course</td>
<td>100</td>
</tr>
<tr>
<td>Seven Text/Author Courses</td>
<td>700</td>
</tr>
<tr>
<td>Four Supporting Courses</td>
<td>400</td>
</tr>
<tr>
<td>Third quarter of second-year foreign language</td>
<td>100</td>
</tr>
<tr>
<td>FNDL 29901 Fundamentals Junior Paper Colloquium</td>
<td>100</td>
</tr>
<tr>
<td>FNDL 29902 Fundamentals Senior Examination</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>1500</td>
</tr>
</tbody>
</table>

* 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. Occasionally offered in Autumn or Winter for students taking their exams early.
Prerequisite(s): Open to fourth-year Fundamentals students.

AUTUMN QUARTER COURSES

FNDL 20205. Locke and Rousseau. 100 Units.
John Locke’s political philosophy contributed mightily to the English and American constitutions. It is still a significant force in modern debates about rights and the criteria of political legitimacy. We begin the course with Locke’s Second Treatise of Government and go on to read his important “A Letter Concerning Toleration.” Issues to be addressed include Locke’s conception of the state of nature, his explanation of the need for a political society, and his justifications of economic inequality and the right of revolution. We then turn to a very different writer, Jean-Jacques Rousseau. Rousseau has been read as defending, among other things, liberalism, totalitarianism, civic republicanism, and communism. We will read his First and Second Discourses, On the Social Contract, and parts of the short essay On the Government of Poland. Issues to be addressed include Rousseau’s account of developmental psychology, his conception of the initial political agreement, the nature of the General Will, the role of the Legislator, and what is meant by his infamous claim that citizens can be “forced to be free.” Our goal is to grasp Locke and Rousseau in their historical and intellectual contexts but also to determine what is true and vital in their views. (A)
Instructor(s): D. Brudney Terms Offered: Autumn
Equivalent Course(s): PHIL 21403

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 21450. Coptic Bible. 100 Units.
The Coptic versions of the Bible present one of the earliest translations of Christian scripture as the new religion spread. Understanding how the Bible (canonical and non-canonical) was read and used in Egypt at this early stage implies studying the development of Christian communities in those agitated times, as well as paying attention to questions of literacy and linguistic environment, book production, Bible (both Greek and Coptic) on papyrus, and translation and interpretation in Antiquity. The course will draw on materials assembled from my work on the critical edition of the Gospel of Mark, but will also look into other materials like the Coptic Old Testament, and non-canonical scriptures such as Nag Hammadi and the Gnostic scriptures. No previous knowledge of Coptic is required. A brief introduction to the Coptic language will be part of the class, and parallel sessions of additional language instruction will be planned for those who are interested in learning more.
Instructor(s): S. Torallas Terms Offered: Autumn. This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): NEHC 34118, CLAS 34118, BIBL 31418, NEHC 24118, RLST 21450, CLCV 24118, MDVL 24118
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 21815. Karl Marx: Capital, Volume I. 100 Units.
In this seminar, we study Marx’s mature critique of political economy through a close reading of Capital, vol. I. Our primary concern is to clarify the aims, method, and basic concepts of the text. Enrollment is limited to undergraduates who have completed their SOSC requirement.
Instructor(s): Sarah Johnson Terms Offered: Autumn
Prerequisite(s): Social Sciences Core
Note(s): Enrollment is limited to undergraduates who have completed their SOSC requirement.
Equivalent Course(s): LLSS 28038, PLSC 28038

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): GREK 24600, GREK 34600, BIBL 44500, RLST 23314

FNDL 22316. Seneca and European Drama. 100 Units.
Readings include tragedies of Seneca the Younger along with their classical Greek predecessors 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 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): LATN 24022, LATN 34022, CMLT 24022

FNDL 22822. Nietzsche’s Gay Science. 100 Units.
Nietzsche describes The Gay Science as a distinctively affirmative work. Although still offering sharp challenges to rival views, the book also introduces many of Nietzsche’s own ideas about how life can be embraced. We will read the Gay Science from beginning to end, giving special attention to the affirmative aspects of Nietzsche’s thought. (A)
Instructor(s): J. Fox Terms Offered: Autumn
Equivalent Course(s): PHIL 22822

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 Klinger
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): HIST 34905, CHSS 38400, PHIL 23015, HIST 24905, PHIL 33015, HIPS 24901

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 27005. Thucydides' History of the Peloponnesian War. 100 Units.
Description TBD

Instructor(s): Jamie Redfield
Terms Offered: Autumn
Equivalent Course(s): SCTR 31933

FNDL 27522. Aristotle's Ethics. 100 Units.
The seminar will combine a careful reading of Aristotle's Nicomachean Ethics with philosophical considerations of fundamental problems involved in being human discussed in the text: happiness, virtue, courage, friendship, decision, political and contemplative life. (III)

Instructor(s): Jonathan Lear
Prerequisite(s): Consent required for graduates and undergraduates.
Equivalent Course(s): PHIL 27522, SCTR 37522, PHIL 37522

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 28290, ENGL 38290

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 "Salo".
Instructor(s): Armando Maggi Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): CMST 23500, GNSE 38600, GNSE 28600, CMST 33500, ITAL 38400, ITAL 28400

FNDL 29110. Plato on Knowledge. 100 Units.
This course will examine Plato's theory of knowledge in his "late" dialogues—especially Plato's ideas about the philosopher's pursuit of knowledge in the Sophist, Statesman, and Philebus. We will focus on the method of "dialectic" and its connection to the so-called method of "collection and division" as essential philosophical tools in Plato's late writing. Topics will include natural kinds, the relationship between natural and social science, and the metaphysical views that form the backdrop of Plato's methodological writings. We will also spend some time discussing related dialogues, such as the Theaetetus, Phaedrus, and Timaeus, as well as contemporary work on natural kinds. (B) (III)
Instructor(s): J. Proios Terms Offered: Autumn
Prerequisite(s): Third-year undergraduates and above.
Equivalent Course(s): PHIL 29110, PHIL 39110

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, Boccalini), 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): ITAL 33001, CMLT 35801, ITAL 23000, CMLT 25801

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 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): RSLT 23907, HREL 33907, RETH 33907, CRES 23907

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 25807, PLSC 35807

FNDL 25003. Literary Criticism before Theory: Auerbach's Mimesis. 100 Units.
This course is an introduction to Erich Auerbach's Mimesis: The Representation of Reality in Western Literature, often hailed as the masterpiece of twentieth-century literary criticism, through a historical contextualization that recovers the theoretical, ethical, and existential underpinnings of so-called Romance Philology, as purveyed by Auerbach, the influential Dante scholar Karl Vossler (1872-1949), the medievalist Ernst Robert Curtius
(1866-1956); and, especially, Leo Spitzer (1887-1960), the author of innumerable seminal essays in the French, Italian, and Spanish literary traditions. We will home in on these scholars’ quarrelsome sodality among themselves and others (e.g., Benedetto Croce, Martin Heidegger, Arthur Lovejoy, and Georges Poulet) by reviewing some of the discipline-defining debates, such as debates about canonical authors (including, Dante, Cervantes, and Proust) and the (dis)advantages of periodization in textual interpretation (Middle Ages, Renaissance, Baroque). We will also take stock of this generation’s shared reliance on 18th- and 19th-century sources and methodologies (Giambattista Vico and German Hermeneutics, among others) and their remarkable foreknowledge of the many turns literary analysis would take at a time when textual concerns and/or close readings gave way to a more theoretical outlook.

Instructor(s): Rocco Rubini
Terms Offered: Winter

Equivalent Course(s): RLLT 25000, KNOW 35001, KNOW 25001, MDVL 25000, GRMN 35000, RLLT 35000, GRMN 25000

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): RLVC 36401, RLST 26401, ENGL 26411, ENGL 36401

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.”

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

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 Dutiful 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 25677. Melville Fore and Aft: Typee and The Confidence-Man. 100 Units.
This course is dedicated to a slow reading of two of Melville’s novels, roughly among his first and last works. We will explore how neither is a very traditional novel, and how they verge into the terrain of other prose genres (travel literature, utopian narrative, satirical pastiche). Students will learn to think about the novel as a flexible form organized along several conceptual axes, although we will give a special emphasis to affects and genres (travel literature, utopian narrative, satirical pastiche). This course is appropriate to undergraduates of all levels interested in the study of literature, especially those invested in questions of form, close reading, and the connections between history and literature.

Instructor(s): Claudio Sansone
Terms Offered: Winter

Equivalent Course(s): ENGL 25677, CMLT 25677

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): Emma Lunbeck Terms Offered: Winter
Equivalent Course(s): RLST 29510, CNST 29510, GNSE 29510

FNDL 28016. 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, 20603 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 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, SIGN 26086, CMLT 27517

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): RLST 12000, BIBL 32500, MDVL 12500

FNDL 29416. Dreaming and Interpreting. 100 Units.
What is a dream? In this course, we will explore this ancient question through a close engagement with the founding texts of psychoanalysis. Sigmund Freud’s The Interpretation of Dreams, published on the eve of the year 1900, offered a revolutionary account of the human mind and imagination. We will read this challenging text in its entirety before turning to the powerful critique posed by Freud’s contemporary, Carl Jung. Charismatic disciple turned adversary, Jung diverged from Freud to develop his own influential interpretation of dreams and what they reveal about the structure of the mind. As we chart the complex rivalry between these two great thinkers (and dreamers), we will try to understand how and why their mutually opposed theories are also closely intertwined. Among other topics, we will focus on the content and the form of dreams and dreaming; the image of the dream vs. the text of analysis; the stakes of interpretation, both theoretical and therapeutic; individual vs. collective symbols; the autobiographical elements in both Freud and Jung’s theories of dreaming; and the relation between dreams and mental illness, madness, and trauma. Throughout, we will ask what possibilities these ideas hold for us today in our own efforts to imagine and interpret our world.

Instructor(s): Emma Lunbeck Terms Offered: Winter
Prerequisite(s): None
Note(s): Undergraduate Seminar
Equivalent Course(s): SCTH 20682

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): RLST 23605, MDVL 20700, CLCV 23712

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 31200, LATN 21200

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 24202, CMLT 28101, SPAN 34202

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.
FNDL 2207. 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): KNOW 12203

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): NEHC 22707, RLST 22707

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): THEO 33599, RETH 33599, RLST 23599

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 24806. History of Sexuality and Sin. 100 Units.
Since Foucault's groundbreaking work on the History of Sexuality, we have become attuned to the effects of power and the political implications of the science of sexuality. While Foucault's text has offered a critical avenue to examine the secular state's administrations of sexuality, it begins with Christianity's techniques of power based on the confession of one's sex. The Christian formulation of the relationship between 'sex' and 'sin' is essential to understanding the techniques of power that connect sexuality, legality, criminality, normality, and transgression in modern secular contexts. In this class, we will begin with the critical questions of the History of Sexuality, then turn to primary texts in order to examine the way 'sex' and 'sin' became conceptually connected in Christianity, and finally interrogate the effects of this relation for medieval and modern politics. Over the course of these readings, we will trace the relation between the concepts and their effects to discern the histories of sexuality that lie at the root of contemporary debates on freedom, power, resistance, and desire. No prerequisites.
Instructor(s): Maureen Kelly Terms Offered: Spring
Equivalent Course(s): HIPS 24803, GNSE 23152, RLST 24803, MDVL 24803
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, GLST 23111, RLST 23111, CRES 23111

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): CLAS 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 oeuvre 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, PHIL 37324, PLSC 37324, SCTH 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 Demonsthenes
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): CMLT 27804, REES 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 оскорблённые, 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

FNDL 29947. Autotheory/Autofiction. 100 Units.
A resurgence of contemporary life writing has been characterized by the terms "autotheory" and "autofiction." These terms point to ways in which contemporary life writing complicates narrative presentations of selfhood by inflecting autobiography through generically estranged kinds of writing, theory and fiction. Narrative exposition may be further complicated by issues of non-monolingualism and gender insecurity that invite non-narrative exploration within the presentation of a life project. In this course we will examine contemporary exemplars of autotheory and autofiction in light of exemplars from earlier phases of modernity. Readings will include: Fernando Pessoa, Virginia Woolf, Jorge Luis Borges, Roland Barthes, Robert Glück, Lyn Hejinian, Clarice Lispector, Rachel Cusk, Cecilia Vicuña, Paul Preciado, Gloria Anzaldúa, and Raquel Salas-Rivera. All readings will be in English, although there will be an opportunity to discuss texts in French and Spanish in the original language.
Instructor(s): Mark Payne Terms Offered: Autumn
Equivalent Course(s): CMLT 29947

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 14502</td>
<td>Cinema and Poetry: The Modern City</td>
<td>100</td>
</tr>
<tr>
<td>CMST 24414</td>
<td>Soviet Science Fiction</td>
<td>100</td>
</tr>
<tr>
<td>CMST 27205</td>
<td>Film Aesthetics</td>
<td>100</td>
</tr>
<tr>
<td>EALC 10600</td>
<td>Topics in EALC: Ghosts &amp; the Fantastic in Literature and Film</td>
<td>100</td>
</tr>
<tr>
<td>EALC 10704</td>
<td>Topics in EALC: The Modern Short Story in East Asia</td>
<td>100</td>
</tr>
<tr>
<td>EALC 24626</td>
<td>Japanese Cultures of the Cold War: Literature, Film, Music</td>
<td>100</td>
</tr>
<tr>
<td>EALC 26800</td>
<td>Korean Literature, Foreign Criticism</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 10400</td>
<td>Introduction to Poetry</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 10600</td>
<td>Introduction to Drama</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 10706</td>
<td>Introduction to Fiction</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 12300</td>
<td>Poetry And Being</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 15107</td>
<td>Some Versions of Apocalypse</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 21102</td>
<td>Introduction to Postcolonial Literature and Theory</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 23413</td>
<td>Introduction to Literary Theory</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 23808</td>
<td>Sonnets from Wyatt to Yeats and Beyond</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 26300</td>
<td>The Literature of Disgust, Rabelais to Nausea</td>
<td>100</td>
</tr>
<tr>
<td>FREN 21719</td>
<td>Histoire, Superstitions et Croyances dans le roman francophone des XXe et XXIe siècles</td>
<td>100</td>
</tr>
<tr>
<td>FREN 21903</td>
<td>Introduction à la littérature française III: Littérature à l’Age des Révolutions</td>
<td>100</td>
</tr>
<tr>
<td>GNSE 10310</td>
<td>Theories of Gender and Sexuality</td>
<td>100</td>
</tr>
<tr>
<td>GRMN 27717</td>
<td>Opera in the Age of Its Mechanical Reproducibility</td>
<td>100</td>
</tr>
<tr>
<td>HIST 25425</td>
<td>Censorship, Info Control, &amp; Revolutions in Info Technology from the Printing Press to the Internet</td>
<td>100</td>
</tr>
<tr>
<td>HIST 26129</td>
<td>Paris Noir: African American Refuge in the City of Light</td>
<td>100</td>
</tr>
<tr>
<td>HIST 27705</td>
<td>Introduction to Black Chicago, 1893 to 2010</td>
<td>100</td>
</tr>
<tr>
<td>ITAL 22560</td>
<td>Poetic Postures of the Twentieth Century</td>
<td>100</td>
</tr>
<tr>
<td>ITAL 29600</td>
<td>The Worlds of Harlequin: Commedia Dell’arte</td>
<td>100</td>
</tr>
<tr>
<td>NEHC 20215</td>
<td>Babylon and the Origins of Knowledge</td>
<td>100</td>
</tr>
<tr>
<td>NEHC 20504</td>
<td>Introduction to the Hebrew Bible</td>
<td>100</td>
</tr>
<tr>
<td>NEHC 20630</td>
<td>Introduction to Islamic Philosophy</td>
<td>100</td>
</tr>
<tr>
<td>NEHC 20745</td>
<td>A Social History of the Poet in the Arab and Islamic World</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 20000</td>
<td>Introduction to Philosophy of Science</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 21002</td>
<td>Human Rights: Philosophical Foundations</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 21600</td>
<td>Introduction to Political Philosophy</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 21620</td>
<td>The Problem of Evil</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 21834</td>
<td>Self-Creation as a Literary and Philosophical Problem</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 22209</td>
<td>Philosophies of Environmentalism and Sustainability</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 23000</td>
<td>Introduction to Metaphysics and Epistemology</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 23205</td>
<td>Introduction to Phenomenology</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Kant and the 19th Century</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 29411</td>
<td>Consequentialism from Bentham to Singer</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 21802</td>
<td>Global Justice and the Politics of Empire</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 22700</td>
<td>Happiness</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 23313</td>
<td>Democracy and Equality</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 26152</td>
<td>A Right to Belong</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 26615</td>
<td>Democracy’s Life and Death</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 28620</td>
<td>The Intelligible Self</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 28701</td>
<td>Introduction to Political Theory</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 28800</td>
<td>Introduction to Constitutional Law</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 23000</td>
<td>Cultural Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 23860</td>
<td>Beyond Good and Evil: The Psychology of Morality</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 24055</td>
<td>The Psychological Foundations of Wisdom</td>
<td>100</td>
</tr>
</tbody>
</table>