
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

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 Exam**, 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).** 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 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 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	400

Third quarter of second-year foreign language *		100
FNDL 29901	Independent Study: Junior Paper	100
FNDL 29902	Independent Study: Senior Examination	100
Total Units		1500

* or credit for the equivalent, determined by petition

Grading, Advising, and Honors

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

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

Honors. Honors are awarded by the Fundamentals faculty to students who have performed with distinction in the program. 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.

Academic Year 2018–19 Courses

Gateway Course (required for all incoming Fundamentals majors)

FNDL 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)

FNDL 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.

FNDL 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.

Autumn Quarter

FNDL 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

FNDL 21908. Aristotle's Nicomachean Ethics. 100 Units.

This course will offer a close reading of Aristotle's *Nicomachean Ethics*, one of the great works of ethics. Among the topics to be considered are: What is a good life? What is ethics? What is the relation between ethics and having a good life? What is it for reason to be practical? What is human excellence? What is the non-rational part of the human psyche like? How does it ever come to listen to reason? What is human happiness? What is the place of thought and of action in the happy life? (A)

Instructor(s): J. Lear; G. Richardson Lear Terms Offered: Autumn

Prerequisite(s): This course is intended for Philosophy majors and for Fundamentals majors. Otherwise please seek permission to enroll.

Equivalent Course(s): PHIL 21720

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

FNDL 23008. Montesquieu's "The Spirit of the Laws" 100 Units.

From its publication in 1748, *"The Spirit of the Laws"* has been interpreted, among other things, as a foundational work of method in historical jurisprudence; a paean to the English constitution and an inspiration for that of the future United States; a precocious call for penal reform and the abolition of slavery; a monument to the Enlightenment's capacity for cultural relativism that laid the groundwork for the discipline of sociology; a historical treatise on the rise of globalized commerce and its political effects in Europe; and a manifesto for a reactionary feudal aristocracy. We will read *"The Spirit of the Laws"* with attention to these and other possible interpretations. This course is mainly an exercise in close reading, but we will also think about the contexts for the writing and reception of this landmark work of Enlightenment social and political thought.

Instructor(s): P. Cheney Terms Offered: Autumn

Prerequisite(s): Completion of one of these Core sequences: "Classics of Social and Political Thought," "Power, Identity, Resistance" or "Self, Culture, and Society."

Equivalent Course(s): HIST 23008, LLSO 23008

FNDL 24500. The Ethics of War: Reading Just and Unjust Wars: A Moral Argument with Historical Illustrations. 100 Units.

This course will involve a close reading of Michael Walzer's classic text on the ethics of war and his constructive account of the just-war tradition. Among the topics to be addressed are: moral relativism, human rights, and the ethics of various cases, e.g., terrorism, interventions, war crimes, blockades, assassinations, guerrilla warfare, reprisals, pre-emptive warfare, and nuclear deterrence. Relevant now no less than when it was first published in 1977, Walzer's work raises basic questions about the rights of nations and their moral obligations to their citizens and to others during times of war.

Instructor(s): Richard B. Miller Terms Offered: Autumn

Equivalent Course(s): RLST 24110

Winter Quarter

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 *Titus Andronicus*, *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): Ellen MacKay Terms Offered: Winter

Equivalent Course(s): ENGL 16600, TAPS 28406

FNDL 21804. Dante's Divine Comedy-3: Paradiso. 100 Units.

An in-depth study of the third cantic of Dante's masterpiece, considered the most difficult but in many ways also the most innovative. Read alongside his scientific treatise the *Convivio* and his political manifesto the *Monarchia*.

Instructor(s): H. J. Steinberg Terms Offered: Winter

Prerequisite(s): Completion of the previous courses in the sequence not required, but students should familiarize themselves with the *Inferno* and the *Purgatorio* before the first day of class.

Note(s): Taught in English

Equivalent Course(s): ITAL 22101, MDVL 22101, ITAL 32101

FNDL 24011. Virginia Woolf. 100 Units.

Along with a number of Woolf's major works, students read theoretical and critical texts that give a sense of the range of contemporary approaches to Woolf. (1830-1940, Fiction)

Instructor(s): Lisa Ruddick Terms Offered: Winter

Equivalent Course(s): ENGL 23400, GNSE 23400

FNDL 24718. Longinus' On the Sublime. 100 Units.

Composed around the first or second century C.E., Longinus' *On the Sublime* marks a new direction in ancient aesthetics and later had a profound influence on the aesthetics of the Romantic period and afterward. It was a watershed between viewing art as imitation and viewing it as self-expression. Great literature was now seen as producing ecstasy, not instruction; and the hearer was thought to share in the creativity of the author. We will read most of this text in Greek, with a view to understanding what is so innovative about it.

Terms Offered: Winter

Prerequisite(s): 2 years of Greek

Equivalent Course(s): GREK 34718, GREK 24718

FNDL 24918. Early Traveling Writing: Pausanias in Roman Greece. 100 Units.

Through a close reading of Pausanias, who wrote his *Description of Greece* during the Roman imperial period, this course explores ancient forms of travel writing and associated interests in the places, peoples, myths, ruins, and material objects of the Mediterranean world. Moving from the apparent ethnographic lens of earlier Greek literature to Roman imperialist expeditions, readings and discussions will examine the sociopolitical contexts out of which Pausanias emerged as a literary author, and his legacies in and relationship to the wide array of genres of modern travel writing, from Lewis and Clark to John Steinbeck. Key topics will include: movement through space, tourism, nature, landscape, town and country, sites and spectacles, myth, ritual, and acts of remembering and forgetting.

Instructor(s): C. Kearns Terms Offered: Spring

Equivalent Course(s): CLCV 24918, CLAS 34918, ANCM 34918

FNDL 25700. Chaucer: The Canterbury Tales. 100 Units.

Close reading of Chaucer's *Canterbury Tales*, with particular attention to the intersection of literary form with problems in ethics, politics, and sexuality. (Pre-1650, Poetry)

Instructor(s): Mark Miller Terms Offered: Winter

Equivalent Course(s): MDVL 15500, ENGL 15500

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

FNDL 27950. The Declaration of Independence. 100 Units.

This course explores important intellectual, political, philosophical, legal, economic, social, and religious contexts for the Declaration of Independence. We begin with a consideration of the English Revolution, investigating the texts of the Declaration of Rights of 1689 and Locke's *Second Treatise* and their meanings to American revolutionaries. We then consider imperial debates over taxation in the 1760s and 1770s, returning Benjamin Franklin's *Autobiography* to its original context. Reading Paine's *Common Sense* and the letters of Abigail Adams and John Adams we look at the multiple meanings of independence. We study Jefferson's drafting process, read the Declaration over the shoulders of people on both sides of the Atlantic, and consider clues to contemporary meanings beyond the intentions of Congress. Finally, we briefly engage the post-revolutionary history of the place and meaning of the Declaration in American life. (1650-1830, 1830-1940) This is a 2018-19 College Signature Course.

Instructor(s): Eric Slauter Terms Offered: Winter

Equivalent Course(s): LLSO 27950, HMRT 17950, HIST 17604, SIGN 26039, ENGL 17950

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," "Petrolino"), 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): A. Maggi Terms Offered: Winter

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

Spring Quarter
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.

Equivalent Course(s): ENGL 21301

FNDL 21403. Shakespeare I: Histories and Comedies. 100 Units.

This course will explore a selection of seven or eight plays representing Shakespeare's youthful genres of Comedy and History. We will consider how each play fits, or doesn't fit, within organizing dichotomies like playhouse versus print, popular versus elite, and early versus late. We will also consider how terms that structure our encounter with Shakespeare both form and deform his work, leaving us to ask, Can we do better? This course is part of the College Course Cluster, The Renaissance.

Instructor(s): David Simon Terms Offered: Spring

Equivalent Course(s): ENGL 16500, TAPS 28405

FNDL 23405. Boethius: Consolation of Philosophy. 100 Units.

The Consolation of Philosophy, which Boethius wrote in prison after a life of study and public service, offers a view on Roman politics and culture after Rome ceased to be an imperial capital. The Consolation is also a poignant testament from a man divided between Christianity and philosophy. About 70 pages of the text are read in Latin, and all of it in English. Secondary readings provide historical and religious context for the early sixth century AD.

Instructor(s): P. White Terms Offered: Spring

Prerequisite(s): Latin 20300 or equivalent

Equivalent Course(s): LATN 23400, LATN 33400

FNDL 25220. Pour une sociologie de Rabelais. 100 Units.

Nous aborderons l'œuvre de Rabelais à partir d'une lecture contextuelle de Gargantua et Pantagruel (les deux romans que nous lirons dans ce cours). Le but de ce cours est de présenter le contexte social, politique, économique et religieux de la première moitié du XVI^e siècle en reliant les thèmes choisis (guerre, genre, utopie, éducation, amitié, économie, etc.), à des problèmes plus modernes. Car Rabelais nous permet aussi d'adresser les grands thèmes de la société française et occidentale contemporaine. Nous étudierons ainsi l'écriture du corps, l'organisation sociale de l'Ancien régime, les premières théories économiques, la découverte du Nouveau Monde et l'exploration de l'altérité. Nous lirons deux romans de Rabelais: Gargantua et Pantagruel.

Instructor(s): P. Desan Terms Offered: Spring

Prerequisite(s): FREN 20300

Note(s): Taught in French.

Equivalent Course(s): FREN 35220, FREN 25220

FNDL 25311. Pale Fire. 100 Units.

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

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

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 28102. Machiavelli's Political Thought. 100 Units.

This course is devoted to the political writings of Niccolò Machiavelli. Readings include *The Prince*, *Discourses on Livy's History of Rome*, selections from the *Florentine Histories*, and Machiavelli's proposal for reforming Florence's republic, "Discourses on Florentine Affairs." Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest.

Instructor(s): J. McCormick Terms Offered: Spring

Equivalent Course(s): PLSC 52316, LLSO 28233, PLSC 27216

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	Discovering Anthropology: 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
CLCV 26037	Myth and Its Critics	100
CMST 10100	Introduction to Film Analysis	100
CMST 14502	Cinema and Poetry: The Modern City	100
CMST 24414	Soviet Science Fiction	100
CMST 27205	Film Aesthetics	100
EALC 10600	Topics in EALC: Ghosts & the Fantastic in Literature and Film	100
EALC 10704	Topics in EALC: The Modern Short Story in East Asia	100
EALC 24310	Nature in Korean Literature and Visual Culture	100
EALC 24626	Japanese Cultures of the Cold War: Literature, Film, Music	100
EALC 26800	Korean Literature, Foreign Criticism	100
ENGL 10400	Introduction to Poetry	100
ENGL 10600	Introduction to Drama	100
ENGL 10706	Introduction to Fiction	100
ENGL 12300	Poetry And Being	100
ENGL 15107	Some Versions of Apocalypse	100
ENGL 21102	Introduction to Postcolonial Literature and Theory	100
ENGL 23413	Introduction to Literary Theory	100
ENGL 23808	Sonnets from Wyatt to Yeats and Beyond	100
ENGL 26300	The Literature of Disgust, Rabelais to Nausea	100
FREN 21719	Histoire, Superstitions et Croyances dans le roman francophone des XXe et XXIe siècles	100
FREN 21903	Introduction à la littérature française III: Littérature à l'Age des Révolutions	100
FREN 24301	Le Regne Des Passions Au XVII	100
GNSE 10310	Theories of Gender and Sexuality	100
GRMN 27717	Opera in the Age of Its Mechanical Reproducibility	100
HIST 25425	Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet	100
HIST 26129	Paris Noir: African American Refuge in the City of Light	100
HIST 27705	Introduction to Black Chicago, 1893 to 2010	100
ITAL 22560	Poetic Postures of the Twentieth Century	100
ITAL 29600	The Worlds of Harlequin: Commedia Dell'arte	100
NEHC 20215	Babylon and the Origins of Knowledge	100
NEHC 20504	Introduction to the Hebrew Bible	100
NEHC 20630	Introduction to Islamic Philosophy	100
NEHC 20745	A Social History of the Poet in the Arab and Islamic World	100
PHIL 20000	Introduction to Philosophy of Science	100

PHIL 21002	Human Rights: Philosophical Foundations	100
PHIL 21600	Introduction to Political Philosophy	100
PHIL 21620	The Problem of Evil	100
PHIL 21834	Self-Creation as a Literary and Philosophical Problem	100
PHIL 21901	Feminist Philosophy	100
PHIL 22209	Philosophies of Environmentalism and Sustainability	100
PHIL 23000	Intro:Metaphysics/Epistemology	100
PHIL 23205	Intro to Phenomenology	100
PHIL 25000	Ancient Philos/Hist Philos-1	100
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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.