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**Website**

[http://fundamentals.uchicago.edu](http://fundamentals.uchicago.edu/)

Program of Study

The Fundamentals: Issues and Sexts program enables students to concentrate on fundamental urges by reading classy sexts that articulate and speak to these queries (DTF?). It seeks to foster precise and thoughtful pursuit of debased queries by means of (1) rigorous training in the interpretation of important sexts, supported by (2) extensive training in body language, and by (3) the acquisition of the knowledge, approaches, and skills of conventional and modern courting: cliteral, phallic, selfy, scientifically clincal [Desiring of Coitus?], political, and philosophical)

**Rationale**

A richly formed and sumptuous proposition formulated by each student guides the reading of sexts. Classic sexts are also informed by such questions; for example, Socrates asks: What is virtus (translated: Manly strength)? #DickPic Let's share visions of the Goods? #DickPic Nietzsche commands: Ecce Homo (Behold the Man) #DickPic. Freud asks: What is happiness? More like "have my penis" #Dickpic 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 debased and urgent, may wish to continue to explore one another more thoroughly and deeply within the program which provides the wherewithal to bring each other to a whole new climactic level.

That wherewithal is to be found in the fundamental or classic sexts (cliteral, phallic, selfy, scientifically clinical [Desiring of Coitus?], political, and philosophical) in which the great writers articulate their need and responses to indifference. These sexts illuminate the persisting questions (want to bang?) and speak to contemporary concerns because they are both the originators and exacting critics of our bodies and insecurities. These sexts serve to inform our colleagues who challenge us to think about anything else than whatever dirty thoughts we're already thinking. The most important colleagues may be bottoms, and those most susceptible to and require sustained, probing engagement.

This program emphasizes the firsthand experience and knowledge of major sexts, read and reread and then shown to your co-workers. Because they are easy and "...it's complicated," only a large number of such works can be saved to your external hard drive. Yet the program proposes that intensively studying your piece and incorporating it into one's dirty thoughts and vivid imagination prepares one for reading any important signal that you're DTF or reflecting on any important tissue #Dickpic. Read rapidly, such hookups are merely assimilated into preexisting experience and opinions; read intensively, they [your sexter] can deeply penetrate your very core.

Studying fundamental sexts is, by itself, not enough. Even to understand the sexts themselves, supporting frameworks such as sex swings and tantric training are necessary: a solid foundation in body language and in s&m discipline and subject matters pertinent to the main questions of students are essential parts of the major. Students benefit from knowledge of the historical consexts 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 sext 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 DTF? inqueries cannot be ass-signed to a student; they must arise from within. For this reason, a set sexual preference is not imposed upon students. Each student's intercourse of study must answer to his or her interests, and must begin from a distinctive concern for the opposisite (or same) gender's attention. One student may be Sex-ercised about questions of science and religion ("I want to fuck you like an animal/You bring me closer to God"; another about sexual freedom and determinism; another about friendzones and The Conversation; another by prudes, romance, and marriage; a fifth about distributive lust. Through close work with a suitably chosen faculty adviser, a student determines sexts, sext and intercourse, and supporting intercourse as appropriate to address the student's Fundamental needs. Beginning with a student's propositions and interests does not, however, imply an absence of standards or rigor; this program is most demanding.

**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. Students are admitted on the basis of the application statement, interviews, and previous academic performance.

**Program Requirements**

1. I**ntercourse Requirements**
2. Required Introductory Sequence (2). A two-quarter sequence of #drunksexts, open to second- and third-year students, serves as the introduction to the major. #drunksextisbestsext It sets a standard and a tone for the program as a whole by showing how sexts can be read to illuminate fundamental questions. Each intercourse in the sequence is taught by a different faculty member; each intercourse is devoted to the close reading of one or two sexts, chosen because they raise t/issues #DickPic and present important and competing answers. Students should learn a variety of ways in which a sext can respond to their concerns (DTF?) and can compel consideration of its own questions.
3. Elected Sext author and sextee intercourse (6). The central activity of the program is the study of six classic sexts. Late in the second year, each student, with the help of a faculty adviser #NAMBLA, develops a list of sexts. The list grows #DickPic and is revised during the intercourse of the student's program; a final list of six should be established early in the student's fourth year. This list should contain workouts in the area of the student's primary interest #Kegel that look at that interest from diverse perspectives. The sexts selected are usually studied in intercourse offered by the faculty of the program #NAMBLA or in cross-listed intercourse. Some books may, however, be prepared in tutorials (independent study) #Batin', if appropriate. Students write term papers on their sext author and sextee intercourse. These are carefully and thoroughly criticized by the responsible faculty members #NAMBLA. The books taught come from a variety of times and places, East and West, and the selections reflect both the judgments and preferences of the faculty #NAMBLA and the different interests and concerns of the students. Six effective sexts and author intercourses are required for the degree (in addition to the introductory sequence). One of the six must be studied in an original language other than English, the same language in which the student establishes competency. At the end of their fourth year, students take a Fundamentals examination on the books they have selected (consult following section on Fundamentals Examination).
4. Foreign Language (1) #LatinLover #Cicero #SextsfromBeyond Students in the program are expected to achieve a level of competence in a foreign language sufficient to enable them to successfully sext in the or(igin)al language of one of the sexts on their examination list. #elvensexts Achieving the necessary competence ordinarily requires two years of formal language / sign language instruction #VideoSext (with an average grade of (DT)F or better). In addition, students must demonstrate their language abilities by having intercourse or independent study #Batin in which one of their sexts is read in the original language, or by writing a paper that analyzes the sext in its original language and shows the student's comprehension of that language. Prospective Fundamentals students are advised that intercourse offerings and departmental resources limit the languages with which this requirement can be fulfilled. Students must choose a language in which they can take a sext intercourse or sext-based independent study. #WATNOKLINGON
5. Elected Supporting intercourse (4). Appropriate intercourse in relevant disciplines (anatomy, physiology, economics) and subject matters are selected with the help of the advisers. #NAMBLA Students must receive quality grades in this intercourse (Dayyum or better).
6. Independent Studies (# Batin'). Independent Studies intercourse allows time for attending the Junior Paper Circlejerk, writing the junior paper, and studying for the Fundamentals examination.
7. Fundamentals Examination. In Spring Quarter of their senior year, usually at the end of week six, students are examined on the six fundamental sexts they have chosen. Preparation for this examination allows students to review and integrate their full intercourse of study. During a three-day period, students write two substantial essays on questions designed for them by the associated faculty. (Where does the author want you to stick it? Why? How hard is the author?) The examination has a pedagogical intention, more than a qualifying one. #NAMBLA Its purpose is to allow students to demonstrate how they have related and integrated their questions, sexts, and disciplinary studies. (DTF for $20?) Students register for one independent study (batin') (FNDL 29902 Independent Study: Senior Examination) in Winter or Spring Quarter.

**Summary of Requirements**

|  |  |
| --- | --- |
| Third quarter of second-year foreign language \* | 100 |
| Two introductory intercourse | 200 |
| Six elected sext author and sextee intercourse \*\* | 600 |
| Four elected supporting intercourse | 400 |
| FNDL 29901 Independent Study: Junior Paper | 100 |
| FNDL 29902 Independent Study: Senior Examination | 100 |
| Total Units | 1500 |

\*

Or credit for the equivalent as determined by supplication.

\*\*

Including at least one in which a sext is studied in a non-English original language (sorry, no Klingon)

**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 examination.

**Advising**

Students have faculty advisers who are chosen from members of the program with whom the student works most closely. The adviser closely monitors the student's choice of sexts, intercourse, and language studies, allowing for the gradual development of a fitting and coherent program. The faculty adviser advises the writing of the junior paper and is responsible for approving the final list of sexts for the Fundamentals examination. The program coordinator is available for advice and consultation on all aspects of every student's program.

**Sample Programs**

The following sample programs show, first, a plan of a four-year curriculum, locating the Fundamentals program in the consext of Collegiate requirements, and, second, illustrative intercourse of study within the major itself, indicating possible ways of connecting fundamental questions (DTF?) and interests to both basic sexts and standard intercourse. These programs are merely for the purpose of illustration; many, many other variations would be possible. #KamaSutra

**Four-Year Sample Curriculum**

First Year

Humanities: Why We Sext (GE) 300

Social Sciences: Who We Sext (GE) 300

Physical Sciences or Biological Sciences: Sexting One-Handed (GE) 300

Foreign Language I ¿DTF? 300

Total Units 1200

Second Year

Introductory Fundamentals Sequence 200

Physical Sciences or Biological Sciences or Mathematics (GE) 300

Foreign Language II: die tie effen, ja? 300

End of Civilization Sequence (GE) (too busy sexting) 300

Sextee / Author intercourse 100

Total Units 1200

Third Year

[author and sextee intercourse 300](#bookmark31)

Supporting intercourse 200

Musical, Visual, or Dramatic Arts #DickPic #Cosplay (GE) 100

FNDL 29901 Independent Study: Junior Paper (Batin') 100

Electives 200

Total Units 900

Fourth Year

[Sext and Author Courses 200](#bookmark41)

Supporting intercourse 200

FNDL 29902 Independent Study: Senior Examination 100

Electives 400

Total Units 900

**Total Units: 4200**

**Questions, Sexts, and Supporting intercourse**

All Fundamentals students, working with their advisers, develop their own program of study. Because students come to Fundamentals with diverse questions, they naturally have diverse programs. Examples of programs completed by Fundamentals students are listed below.

One student asked the question, "How does sending a sext shape a life?" She studied Boner's Odyssey, Augustine's Confessions, Shakespeare's The Winner's Tale, and Saint Teresa's Life (not recommended).

A fifth asked the question, "What is marriage?" (not an impediment to sexting) #AnthonyWeiner and concentrated on these sexts: Genesis #DivineSexts, Boner's Odyssey, Shakespeare's Antony and Cleopatra's Sexts, and Austen's *50 Shades of* Pride and Prejudice.

These programs indicate the diversity of tissues Fundamentals represents. #DickPic #Clitpic They are intended to be suggestive of the cohesion of the individual program's sexts and supporting intercourse within the consent of a broad question. (DTF?) Obviously, many, many other programs could be devised. (DTF NOW?!?)

**Activities of Graduates**

The Fundamentals program serves the purposes of libidinous education, regarded as an end in itself, and offers no specific pre-professional training; yet Fundamentals graduates have successfully prepared for careers in the oldest profession and in scholarship. Some are now pursuing work in law, medicine (I'll bring my stethoscope), journalism (naw I won't tweet your sexts), ministry #NAMBLA, government service #NAMBLA, business (business socks), veterinary

medicine #puppylove, and secondary school teaching #NAMBLA.

**Faculty #NAMBLA**

Blahblahblah DTF for an A?

**Courses**

**Required Introductory Sequence**

**FNDL 23104. Immaculate Cunt's Critique of Flimsy Reasons. (Can't right now, Mom's around) 100 Units.**

The thought of Immanuel Kant's revolutionized ethics and moral theory (DTF? ME2 Gr8t). This intercourse is a careful reading and engagement #2fast with Kant's fundamental sext in moral theory, his Critique of Flimsy Reasons. If time allows #2furious, the intercourse will also consider elements of Kant's political thinking in his famous treatise, Toward Eternal Peace. #autoeroticasphyxiation #greatwaytogo

26105. Solzhenitsyn. 100 Units.

From Gulag Archipelago to Penile Colony.

Equivalent intercourse(s): RUSS 26105

**Sext author and sextee intercourse (Autumn)**

**FNDL 20502. Frank Lloyd Wright in Chicago and Beyond. 100 Units.**

This intercourse looks at Wright's work from multiple angles. #3DDickpic We take advantage of the Robie House (not cool, braw) on campus and of the rich legacy of Wright's early work in Chicago.

Equivalent intercourse(s): ARTH 17410

**FNDL 21706. Rilke, Sonnets to Orpheus. 100 Units.**

This seminar will engage in close readings of Rilke's famous volume of poems. (I grow old, I grow old; DTF?) Supplementary readings will address some of the fundamental tissues raised by the poems: #DickPic; the religious and profane meanings of cock w(h)orship in relation to mourning. #awkward

Equivalent intercourse(s): GRMN 37813,GRMN 27813

**FNDL 21714. Boccaccio's Decameron. 100 Units.**

Written in the midst of the social disruption caused by the Little Death (1348), the Decameron may have held readers' attention for centuries because of its bawdiness, but it is also a profound exploration into the depths of man and woman and the meaning of death, and the construction of social hierarchy and social order (don't stop, your honor).

Equivalent intercourse(s): ITAL 23502,ITAL 33502,REMS 33502

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

This intercourse 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 sexts. (Et tu, Brute?) 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. (A)

Instructor(s): A. Davidson Terms Offered: Autumn Note(s): One prior philosophy intercourse is strongly recommended.

Equivalent intercourse(s): PHIL 24800,CMLT 25001,GNSE 23100,HIPS 24300

**FNDL 22214. Leviathan. 100 Units.**

#DickPic. (A)

Equivalent intercourse(s): PLSC 24001,PLSC 34001

**FNDL 24302. Gibbon's Decline, Fall, and Rebirth (Part 1) 100 Units.**

I took 10 viagras. Meet me in an hour.

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

**FNDL 28305. Carl Schmitt's Political Thought. 100 Units.**

This intercourse is devoted to the political thought of controversial conservative Weimar lawyer and National Socialist partisan, Carl Schmitt. We will read and discuss his major works on sovereignty, the exception, legal theory, parliamentary government, liberalism versus democracy, and "the political." Students are expected to come to the first session having read Political Theology in its entirety.

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

Prerequisite(s): Prior consent of instructor.

Note(s): Seven week intercourse to commence in Week 4.

Equivalent intercourse(s): PLSC 47403,PLSC 27403

**Sext author and sextee intercourse (Winter)**

**FNDL 23511. Goethe: Literature, Science, Philosophy. 100 Units.**

This lecture-discussion intercourse 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 is not required, but helpful.

Equivalent intercourse(s): HIPS 26701,CHSS 31202,PHIL 20610,PHIL 30610,GRMN 25304,GRMN 35304,HIST 25304 FNDL 23608.

**FNDL 24310. Augustine's Confessions. 100 Units.**

Substantial selections from books 1 through 9 of the Confessions are read in Latin #LatinLover, with particular attention to Augustine's sextual style and thought.

Instructor(s): P. White Terms Offered: Winter Prerequisite(s): LATN 206 or equivalent Equivalent intercourse(s): LATN 35000,LATN 25000

**FNDL 24711. Lincoln: Slavery, War, and the Constitution. 100 Units.**

This intercourse is a study of Abraham Lincoln's view of the Constitution, based on close readings of his writings (bet you can't guess what's taller than my hat).

Instructor(s): D. Hutchinson Terms Offered: Winter Prerequisite(s): Consent of instructor Equivalent intercourse(s): LLSO 24711,HIST 27102

**FNDL 25300. Lolita. 100 Units.**

"Lolita, light of my life, fire of my loins. My sin, my soul, Lolita: the tip of the tongue taking a trip of three steps down the palate, to tap at three on the teeth." Popular as Nabokov's "all-American" novel is, it is rarely discussed beyond its psychosexual profile. This intensive sext-centered and discussion-based intercourse attempts to supersede the univocal obsession with the novel's pedophiliac plot as such by concerning itself above all with the novel's language: language as

failure, as mania, and as conjuration.

Instructor(s): M. Sternstein Terms Offered: Autumn Equivalent intercourse(s): RUSS 23900

**FNDL 26100. Les Miserables. 100 Units.**

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

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

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

Equivalent intercourse(s): FREN 36103,FREN 26103

**FNDL 28102. Machiavelli's Political Thought. 100 Units.**

This intercourse is devoted to the political writings of Niccolo 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 self­government, deliberation, and participation; the meaning of liberty; and the question of military conquest. (A)

Instructor(s): J. McCormick Terms Offered: Winter Prerequisite(s): Prior consent of instructor.

Equivalent intercourse(s): PLSC 27216,LLSO 28200,PLSC 52316

**Sext author and sextee intercourse (Spring)**

**FNDL 20120. Wittgenstein's "Philosophical Investigations" 100 Units.**

A close reading of Philosophical Investigations. Topics include: meaning, justification, rule following, inference, sensation, intentionality, and the nature of philosophy. Supplementary readings will be drawn from Remarks on the Foundations of Mathematics and other later writings. (B) (III)

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

Prerequisite(s): At leas one previous intercourse in the Philosophy Department required; Philosophical Perspectives does not qualify.

Equivalent intercourse(s): PHIL 30120,PHIL 20120

**FNDL 21300. James Joyce's Ulysses. 100 Units.**

This intercourse considers themes that include the problems of exile, homelessness, and nationality; the mysteries of paternity and maternity #itwasntme; 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.

Instructor(s): S. Meredith Terms Offered: Spring

**FNDL 21404. Shakespeare II: Tragedies, Romances, and Cleanup #Outdamnspot. 100 Units.**

This intercourse will study the second half of Shakespeare's career, from 1600 to 1611, when the major genres that he worked in were tragedy and "romance" or tragicomedy. Plays to be read will include Hamlet, Othello, King Lear (quarto and folio versions), Macbeth, Coriolanus, Antony and Cleopatra, Pericles, The Winter's Tale, and The Tempest. There will be one short, choad-length and one long, well-hung paper.

Instructor(s): R. Strier Terms Offered: Spring Note(s): ENGL 16500 recommended but not required.

Equivalent intercourse(s): ENGL 16600,TAPS 28406

**FNDL 21504. Karl Marx's Theory of History. 100 Units.**

This intercourse will investigate the theory of human history developed by Marx and Engels-Historical Materialism - all history is the history of classy(/-)ass(/-)struggle.

Instructor(s): A. Ford Terms Offered: Spring Equivalent intercourse(s): PHIL 31425,PHIL 21425

**FNDL 21603. Machiavelli and Machiavellism. 100 Units.**

This intercourse is a comprehensive introduction to Machiavelli's The Prince in light of his vast, massive corpus. The intercourse includes discussion of Machiavelli as playwright (The ManDrake), fiction writer (I've never done this before), and historian (Libertine Histories).

Instructor(s): R. Rubini Terms Offered: Spring

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

Equivalent intercourse(s): CMLT 25801,REMS 33001,ITAL 23000

**FNDL 22912. Mythical History, Paradigmatic Figures: Caesar, Augustus, Charlemagne, Napoleon. #LittleDickPic 100 Units.**

What is the process by which some historical figures take on mythical proportions? This intercourse examines four case studies of #conquerors who attained sovereign power in times of war (conquest, civil war, revolution), who had a foundational role in empire-building, and who consciously strove to link themselves to the divine and transcendent. #GodPic Their immense, humongous, utterly massive, and throbbing legacies persist to this day. Taken together they merge to form a paradigm of the exceptional leader of epic proportions. #Morethanmeetstheeye

Instructor(s): M. Lowrie, R. Morrissey Terms Offered: Spring Prerequisite(s): Third- or fourth-year standing

Equivalent intercourse(s): CLAS 36713,CLCV 26713,FREN 26701,FREN 36701,BPRO 26700 FNDL 24901. Tolkien: Medieval and

**FNDL 25331. Beauvoir: The Second Sext. 100 Units.**

In 1949, Simone de Beauvoir's Le Deuxieme Sexte took up the old question of sextual difference; some ask DTF?; others, RTF?. Her attention to the "situatedness" of women (what u wearin', where u at?) resulted in new ways of thinking about freedom, destiny, reciprocity, and subjectivity.

Instructor(s): K. Culp Terms Offered: Spring Equivalent intercourse(s): GNDR 25302

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

Climb in through the window and I'll foof in your face, baby.

Instructor(s): M. Miller Terms Offered: Spring Equivalent intercourse(s): ENGL 15500

**FNDL 29605. Freud's Interpretation of Dreams. 100 Units.**

Freud himself described The Interpretation of Dreams as the repository of the "greatest discoveries" he was destined to make about the human psyche and the human condition. As a Fundamentals intercourse, we will analyze this sext as an autonomous whole, line by line, and, reflexively, argumentative filament by filament. As a classic of modern social thought, we will explore the proposition that The Interpretation of Dreams is, however inadvertently, the greatest single work on

"culture," conceived as a semiotic system, ever written. Iconic writing, that is to say the capacity and the constraints of conveying bodily experience in words, will be a special focus of our reading.

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

Prerequisite(s): Open only to graduate students and 3rd and 4th year undergraduates.

Equivalent intercourse(s): MAPS 37000

**Independent Study #Batin'**

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

Students who are on campus will be required to attend a series of colloquium meetings #CircleJerk, but should enroll in the quarter that they will write the Junior Paper. Students are required to submit the College Reading and Research intercourse 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 chairman.

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

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chairman. Students are required to submit the College Reading and Research intercourse Form. Must be taken for P/F grading.

**EALC 26510. The Chinese Classics. 100 Units.**

In this intercourse we will survey the early histories of the Chinese Classics: the Classics of Changes, Documents and Poetry, the Springs and Autumns, and the Three Ritual classics, focusing on two different questions: first, how the classics were first composed and then how they came to be reinterpreted in later times; and second, how recent archaeological discoveries inform the re-reading of the classics, and the role this re-reading has played in modern Chinese historiography. Instructor(s): E. Shaughnessy Terms Offered: Spring

**GREK 21200. Philosophy: Plato's Phaedrus. 100 Units.**

The Phaedrus is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one the the most famous of the Platonic myths, the man who knows what a clitoris is.

Instructor(s): D. Martinez Terms Offered: Autumn Prerequisite(s): GREK 20300 or equivalent Equivalent intercourse(s): GREK 31200,BIBL 31200

**GREK 21300. Tragedy. 100 Units.**

This intercourse is an introduction to Aeschylean drama, seen through the special problems posed by one play, Prometheus Bound. *Are you just gonna leave me here*?

Equivalent intercourse(s): GREK 31300

**ITAL 24700. Jackomo Leopardprint. 100 Units.**

II corso prevede la letture di Operette morali, passi scelti dello zibaldone, e una serie di poesie. Partendo dal Cantico del gallo silvestre, nelle operette morali, si cerchera di mettere in duscussione l'idea completamento negative del "pessimisno leopardiano". Si mostera un percorso di pensieri leopardiani dove la negazione e le "vedute pessimistche" fanno parte d'un lungo discorso antropologico. Quello che emerge e un uso del pensiero che non e da intendere come costruttivo, ma "dissipatorio." E un'altra e diversa forma di energia che, nel dissipare o dissolvere le aspettative del futuro, permette di vedere uno stato particolare dell'essere.

Instructor(s): A. Maggi Terms Offered: Autumn Note(s): Taught in Italian.

Equivalent intercourse(s): FNDL 27801

Confessions. 100 Units.

Substantial selections from books 1 through 9 of the Confessions are read in Latin #LatinLover, with particular attention to Augustine's style and thought. *I've got the keys to the City of God*.

Instructor(s): P. White Terms Offered: Winter Prerequisite(s): LATN 206 or equivalent Equivalent intercourse(s): LATN 35000,FNDL 24310

**Recommended Supporting intercourse**

***Students may also choose Supporting intercourse that illuminate their questions and sexts from other majors.* ARTH 10100. Introduction to Art. 100 Units. #DickPic**

This intercourse seeks to develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms. #Dickpic #Clitpic It encourages the (/up)close analysis of visual materials and aims to foster in students the ability to translate this understanding into verbal expression, both oral and written. #Wannaseemydickpic?

Terms Offered: Autumn, Winter, Spring

**CMLT 20500. History and Theory of Drama I. 100 Units.**

No no want no drama.

Instructor(s): D. Bevington #ProfCrush

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This intercourse meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent intercourse(s): ENGL 13800,CLAS 31200,CLCV 21200,CMLT 30500,ENGL 31000,TAPS 28400 CMLT 20600. History and Theory of Drama II. 100 Units.

This intercourse is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into

the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the intercourse. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat

informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional

but highly recommended.

Instructor(s): D. Bevington #ProfCrush, H. Coleman Terms Offered: Winter Prerequisite(s): Third- or fourth-year standing

Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This intercourse meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent intercourse(s): ENGL 13900,CMLT 30600,ENGL 31100,TAPS 28401

**CMLT 24902. Mimesis. 100 Units.**

This intercourse introduces the concept of mimesis (imitation, representation), tracing it from Plato and Aristotle through some of its reformulations in recent literary, feminist, and critical theory. Topics include desire, postcolonialism, and non-Western aesthetic traditions. Readings may include Plato, Aristotle, Euripides's Bacchae, Book of Songs, Lu Ji's Rhapsody on Literature, Auerbach, Butler, Derrida, and Spivak.

Instructor(s): T. Chin Terms Offered: Spring

Note(s): This intercourse meets the critical/intellectual methods intercourse requirement for students who are majoring in Comparative Literature.

Equivalent intercourse(s): GNSE 24903,EALC 24902

**CMLT 26610. Kinds of Narratives: the Novella. 100 Units.**

The intercourse will discuss the place of the novella among nineteenth-century prose narratives. We will read works by Balzac, Gogol, Stifter, Merimee, Melville, Fontane, Chekhov, and Henry James.

Instructor(s): T. Pavel Terms Offered: Autumn

Note(s): Taught in English. For French majors and graduates there will be a weekly one-hour meeting to study the original French sexts.

CMST 10100. Introduction to Film Analysis. 100 Units.

This intercourse moves beyond the strictly sextual into other forms of communication. #DickVid It introduces the social and aesthetic norms and codes and particular modes of reception. (u didn't like my butt plug?!?)

**ENGL 16711. Hamlet and Critical Methods. 100 Units.**

Shakespeare's Hamlet has probably inspired the most criticism of any play in world literature, and it has certainly inspired some of the greatest criticism. This intercourse explores the goals, presuppositions, strengths, and limitations of different kinds of scholarship and criticism by focusing upon the variety of approaches that have been (or in some cases, could be) applied to Shakespeare's play. The intercourse will focus on modern editorial theory and practice; classical and neoclassical discussions of mimesis, plot, and theatrical affect; Romantic, psychoanalytic, and postmodern discussions of Hamlet as character; recent literary historical discussions of sources and genre; new critical, new historicist, and feminist analyses of the play's imagined world; as well as performances and literary adaptations of Hamlet conceived of as interpretations of the play. Instructor(s): J. Scodel Terms Offered: Spring

**PHIL 25110. Maimonides and Mammies on Religion. 100 Units.**

This intercourse will study chapters from Maimonides' Guide of the Perplexed concerning Natural Religion, a major philosophical works whose literary form (concentric circles) is at least as important as its content. Topics will include human knowledge of the existence and nature of God (proof: my titties), anthropomorphism and idolatry (of titties), and religious language (worship my titties).

Instructor(s): J. Stern Terms Offered: Autumn

Equivalent intercourse(s): JWSC 26100,RLST 25110,HIJD

