

# Requirements: Integrated Program in Humane Studies

## *Interdisciplinary*

The Integrated Program in Humane Studies (IPHS), the oldest of Kenyon's interdisciplinary programs, engages students in an intensive study of classic works deriving from a wide range of historical contexts, cultural settings and fields of knowledge. Our mission is to encourage and to help guide intellectual exploration and experimentation. Balancing tradition and innovation, IPHS is dedicated to helping students to express their analyses and evaluations of classic works ranging from Homer and Dante to Austen and Proust in a clear and articulate manner. By discovering or creating links between areas of knowledge and modes of knowing that are most often segregated by disciplines and departments, IPHS encourages students to think carefully and critically. It also provides students with the opportunity to experiment with an array of expressive media, including essays, films, multimedia presentations, graphic arts and plays. These projects enable students to develop their abilities in written communication, oral communication, critical thinking and new media skills, including design and composition.

## The Curriculum

IPHS blends lectures, small seminars, and one-on-one or two-on-one student-faculty tutorials. This unique approach to learning allows students to work closely with their professors. IPHS promotes a sense of community in which intellectual differences are respected and intellectual ties are strengthened.

Note: Completion of the first-year, introductory seminar in IPHS counts toward the IPHS Concentration and may also fulfill up to one (1) unit of diversification in humanities or social sciences.

More details are available in the [IPHS Diversification Credits table](#).

## Requirements for the Concentration

*The concentration in IPHS requires three (3) units of credit*

- IPHS 113Y-114Y
- An additional one (1) unit intermediate-level course after completion of IPHS 113Y-114Y. Students often choose IPHS 215 as one of their upper-level courses. Courses in a variety of other fields may be counted toward the concentration as well, including courses in classics, philosophy, history and political science. Students must obtain permission to count such courses by petitioning the program and consulting with the IPHS director.
- IPHS 484 or 485, Senior Seminar — This can be possibly be done as a junior with permission from the IPHS director.

## Courses in Integrated Program in the Humane Studies

*IPHS 113Y Odyssey of the West: The Pursuit of Wisdom and Understanding*  
Credit: 0.75

In the first semester, we explore the themes of love and justice, purity and power, fidelity to the family and loyalty to the state. Through reading selections from the Hebrew Bible, Homer, Plato, Aristotle, Thucydides, Vergil, Dante and others, we investigate these themes as they find expression in the Judeo-Christian and Greco-Roman traditions and in their enduring European legacies.

*IPHS 114Y Odyssey of the West: The Pursuit of Wisdom and Understanding*  
*Credit: 0.75*

In the second semester, we focus on the themes of law and disorder, harmony and entropy, and modernity and its critics. Beginning with Machiavelli, Shakespeare and Hobbes, we investigate the desire to construct a unified vision through reason; then we examine the disruption or refinement of that vision in the works of such authors as Nietzsche, Darwin and Marx. Throughout the year, we explore the connections between the visual arts, literature and philosophy. In tutorial sessions, students concentrate on developing the craft of writing. IPHS 113Y–114Y will fulfill diversification in the Humanities Division.

*IPHS 200D Programming Humanity*  
*Credit: 0.5*

Artificial Intelligence is poised to surpass humans in intellectual abilities that we often associate with being human. What are the implications for how we think about digital humanities? Can we program humanity by employing AI to generate music, analyze vast quantities of literary text, or produce great visual works of art? Or will humans be programmed through predictive policing, manipulations of social media, and domestic surveillance? Can the non-profit OpenAI build an AI to benefit humanity, or will the prophecies of Stephen Hawking, Bill Gates, and Elon Musk (who all claim AI as the greatest existential threat to humanity) come true? This course will bridge the gap between humanities and technology in both a theoretical and practical manner. Each week we will present a fundamental technology like data visualization, social media hacking or machine learning through both lecture and hands-on labs. In parallel, we will contextualize our understanding of new technologies with discussions of the larger social impact and ethical dilemmas through case studies like computational literary analysis, digital profiling for predictive policing or issues stemming from potential broad structural economic unemployment. The broader goal of the course is to understand technologies driving seismic social change in order to be able to speak with an informed voice. This is an introductory survey course with no prerequisites. It is designed for both humanities students seeking to understand technology and technology-oriented students seeking to understand the larger social and ethical issues surrounding technology. No prerequisite.

*IPHS 215D Crisis and Rebellion: Modernism, the Avant-Garde and Existentialism*  
*Credit: 0.5*

Continuing the inquiries begun in IPHS 113Y– 114Y this seminar addresses the rise of modernism, which represented a massive fissure in Western consciousness. A fault line visible since Romanticism suddenly fractured and one consequence was that something

utterly unique, highly unsettling and profoundly revolutionary occurred: the role of art and the artist leapt into extraordinary prominence. Why in modernism do the issues of "self," "society" and "authority" figure so prominently in the aesthetic domain? What does the signal role of art suggest about the character of modernism itself? How successful has art been as the focal point of questions regarding authority? Is art's centrality itself a paradoxical response to the issues of complexity, specialization, fragmentation and relativity that inform the modern world? In view of modernism's paradoxes and chief concerns, we will address contending views of art and authority in various disciplines and media, including the visual arts, architecture, philosophy, literature, music, dance and film. Readings will include Baudelaire, Dostoevsky, Nietzsche, Woolf, Kafka, Breton and Sartre. Films will include "Triumph of the Will," "Rashomon" and "Mulholland Drive." This can be used as 0.5 units of history toward fulfilling the social sciences diversification, but it must be taken as IPHS 215D. Prerequisite: IPHS 113Y-114Y or two semesters of English or philosophy. Offered every other year.

Instructor: Elkins

### *IPHS 225 Galileo to Einstein*

*Credit: 0.5*

In the early 17th century, Galileo's writings on physics and astronomy helped establish modern scientific thought. Three centuries later, Einstein's work on relativity and quantum theory helped transform it. The ideas of both men proved influential and ignited controversy far beyond the bounds of their scientific disciplines. In this class, we will read essential works by Galileo and Einstein (among others) and explore not only their discoveries, but also their wider views of nature and the human striving to understand her. What principles guide the scientific quest? Are there limits to scientific knowledge? What are the relationships between observation and imagination, between genius and ethics, between science and religion?

Instructor: B. Schumacher

### *IPHS 318D Postmodernism and its Critics*

*Credit: 0.5*

This course investigates the phenomenon of postmodernism and considers its relation to the modernist era. We will study key definitions and ask: Can postmodernism be defined as a postindustrial capitalistic phenomenon, as an increasing emphasis on language games, as a refusal of grand narratives, or as a shift from epistemological to ontological concerns? We will look at the advent of structuralism and its response to existentialism, as well as poststructuralist critiques. What does postmodern politics look like, and what are the implications of its critique of humanism? Postcolonialism, feminism, gender studies, and critical race theory also will be considered for their critique of the Western tradition. We will then examine the reinvigoration of religious discourse. Through our study of postmodern architecture, literature, the visual arts and film, we will explore the nature of dual-coding, the critique of "instrumental" rationality, new representations of the past, identity, time and space, and a new role for the reader/viewer. Finally, we will consider key

critics' defense of humanism before asking whether our "information age" demonstrates a clear departure from the tenets of postmodernism. Prerequisite: IPHS 215 or CWL 215. Offered every other year.

Instructor: Elkins

*IPHS 323 Dante's Divine Comedy*

*Credit: 0.5*

In this course, we will study the whole of Dante's "Divine Comedy" in John Sinclair's Oxford translation. Prerequisite: sophomore standing.

Instructor: Shutt

*IPHS 325 The Epic in Antiquity*

*Credit: 0.5*

In this course we will study the development of the epic in Middle Eastern and Graeco-Roman antiquity. Readings will include "The Epic of Gilgamesh," selections from the Hebrew Bible, "The Iliad," "The Odyssey," Hesiod's "Theogony" and "Works and Days", Vergil's "The Aeneid" and Ovid's "The Metamorphoses." Prerequisite: sophomore standing.

Instructor: Shutt

*IPHS 335 Celts and Germans: Works and Cultures of the Premodern European North*

*Credit: 0.5*

In this course we will examine some of the works and cultures of the premodern European North, both in their interaction with the Mediterranean cultures of antiquity and later times and in their own right. Readings will include: "Beowulf," "The Prose Edda," "Selections from the Poetic Edda," "The Saga of the Volsungs," "Njáls Saga," "Early Irish Myths and Sagas," "The Mabinogion," "The Lais of Marie de France," "Sir Orfeo" and "Sir Gawain and the Green Knight." Prerequisite: sophomore standing.

*IPHS 375 Athens and Sparta*

*Credit: 0.5*

In this course we will take a close look at the rise of historiography and at the political, military and social history of fifth-century B.C. Greece, based on a thorough reading of the most prominent existing ancient sources: Herodotus, Thucydides, Plutarch, Xenophon and a few modern sources as well. Prerequisite: sophomore standing.

*IPHS 423D Aristophanes: Politics and Comedy*

*Credit: 0.5*

Today, political comedians are a mainstay of our culture, with Jon Stewart leading the pack. But while their insights are often astute, they are rarely profound and never add up to a

teaching that goes very far. To see the heights and depths that are possible in comedy, we will study four plays by Aristophanes, the unrivaled master of combining comic vulgarity with a wisdom equal to that of the philosophers. This course is the same as PSCI 423D. Prerequisite: sophomore standing.

### *IPHS 484 Senior Research Seminar*

*Credit: 0.5*

This course, designed as a research and/or studio workshop, allows students to pursue their own interdisciplinary projects. Students are encouraged to take thoughtful, creative risks in developing their ideas and themes. Those engaged in major long-term projects may continue with them during the second semester.

### *IPHS 485 Senior Research Seminar*

*Credit: 0.5*

This course, designed as a research and/or studio workshop, allows students to create their own interdisciplinary projects. Students are encouraged to take thoughtful, creative risks in developing their ideas and themes.

### *IPHS 493 Individual Study*

*Credit: 0.5*

Individual study in the Integrated Program in Humane Studies is reserved for juniors and seniors who have completed at least one course in the program. Individual study projects are designed to offer the opportunity for directed reading and research in areas not generally covered by the regular offerings of the program, or by the regular offerings of other programs or departments. Alternatively, such projects may offer the opportunity for more advanced research in areas already addressed in program offerings. Or, in some instances, they may offer the possibility of studying languages not otherwise available, or not available at an advanced level, in the college curriculum (e.g., Old Icelandic, Old English). Individual study projects will earn .5 unit of credit. Students undertaking an individual study project will be expected to meet with their advisors on a regular basis, ordinarily at least once a week. Individual study projects are expected to embody a substantial commitment of time and effort which, at the discretion of the project advisor, may result in a major essay or research report. Students wishing to undertake such a project should first gain, if possible a semester in advance, the permission of a potential advisor or mentor and then submit a written prospectus of the project for the approval of both the prospective advisor and the program director. Because students must enroll for individual studies by the end of the seventh class day of each semester, they should begin discussion of the proposed individual study preferably the semester before, so that there is time to devise the proposal and seek departmental approval before the registrar's deadline.

## Additional Courses that Meet the Requirements for This Concentration:

ARHS 220: Greek Art  
ARHS 221: Roman Art  
ARHS 222: Northern Renaissance Art  
ARHS 223: Early Renaissance Art in Italy  
ARHS 224: High Renaissance Art  
ARHS 225: Baroque Art  
ARHS 232: Early Medieval Art  
ARHS 234: Romanesque and Gothic Art  
ARHS 237: Late Gothic Art in Europe  
CLAS 111: Greek History  
CLAS 112: Roman History  
CLAS 130: Classical Mythology  
CLAS 208: Homer, Vergil, and the Ancient Epic  
CLAS 210: Greek and Roman Drama  
CLAS 225: The Ends of the Earth in the Ancient Imagination  
CWL 215D: Crisis and Rebellion: Modernism, the Avant-garde, and Existentialism  
CWL 318D: Postmodernism and Its Critics  
HIST 230: History of the Renaissance and the Reformation: 1300–1648  
HIST 238: The Scientific Revolution and the European Enlightenment, 1600–1800  
HIST 258: Ottoman Empire  
HIST 328: The Crusades: Religion, Violence and Growth in Medieval Europe  
HIST 330: Crusaders, Pilgrims, Merchants and Conquistadors: Medieval Travelers and Their Tales  
HIST 336: Theory and Action in the Politics of Locke, Burke and Mill  
HIST 338: Revolt, Rebellion and Revolution in European Thought  
PHIL 200: Ancient Philosophy  
PHIL 205: Faith and Reason: Medieval Philosophy  
PHIL 210: Modern Philosophy  
PHIL 214: German Idealism  
PHIL 215: Nineteenth-Century Philosophy  
PHIL 220: Classical Pragmatism  
PHIL 225: Existentialism  
PHIL 245: Philosophy of Natural Science  
PHIL 255: Philosophy of Language  
PHIL 264: Philosophy of Mathematics  
PHIL 308: Hellenistic and Roman Philosophy  
PSCI 220: Classical Quest for Justice  
PSCI 221: Modern Quest for Justice  
PSCI 320: Historicism  
PSCI 323: Politics and Literature  
PSCI 420: Plato's Symposium  
PSCI 421: Socrates Seminar  
PSCI 422: Thucydides: War and Philosophy

PSCI 423D: Aristophanes: Politics and Comedy  
PSCI 428: The Political Thought of Nietzsche  
PSCI 431: Ambition and Politics  
PSCI 432: The Idea of Community  
RLST 210: The Judaic Tradition  
RLST 220: Faith of Christians  
RLST 225: New Testament  
RLST 310: Hebrew Scriptures/Old Testament  
RLST 320: Medieval Christianity

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