

## INTEGRATED PROGRAM IN HUMANE STUDIES

### REQUIREMENTS

#### 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

#### 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. Any student who wants to gain access to any full section of IPHS 113Y, must see Professor Lisa Leibowitz for permission.

---

#### 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 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. When a fault line visible since Romanticism suddenly fractured 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 course may be used as .5 unit of history toward fulfilling diversification requirements in the Social Sciences Division. Prerequisite: IPHS 113Y-114Y or two semesters of English or philosophy. This course will be 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. This course is 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, Grettir's 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. 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:

- CWL 215D: Crisis and Rebellion: Modernism, the Avant-garde, and Existentialism
- CWL 318D: Postmodernism and Its Critics