

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.

FACULTY

Timothy B. Shutt, Director, Professor of Humanities

Katherine Elkins, Associate Professor of Humanities

Josh Levithan, Assistant Professor of Humanities

Matthew W. Maguire, Andrew W. Mellon Associate Professor of History and Humanities

Benjamin W. Schumacher, Professor of Physics

Timothy J. Spiekerman, Associate Professor of Political Science and Humanities

EMERITUS FACULTY

Michael J. Evans, Professor of Humanities and History Emeritus

THE CURRICULUM

Unlike any other program of its kind, IPHS blends lectures, small seminars (typically twelve students), 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.

By completing the first-year course, students can fulfill 2 units toward a concentration (and 1.5 units of the diversification requirement for humanities or the social sciences). Beyond the first-year course, IPHS students can earn a concentration by completing at least 1 unit of intermediate-level study and at least .5 unit during the senior year.

INTEGRATED PROGRAM IN HUMANE STUDIES COURSES

IPHS 113Y *Odyssey of the West: Love and Justice*

Credit: 1 unit

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, Virgil, and Dante, we investigate these themes as they find expression in the Judeo-Christian and Greco-Roman traditions and in their European legacies.

IPHS 114Y *Odyssey of the West: Reason and Revolt*

Credit: 1 unit

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 the College's humanities requirement with up to 1 unit of English and half the social science requirement with .5 unit of history or political science.

IPHS 215 *Modernism and Its Critics*

Credit: .5 unit

Continuing the inquiries begun in 113Y-114Y, this seminar addresses the rise of modernism, which represented a massive fissure in Western consciousness. A fault line visible since Romanticism is suddenly fractured. 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 which 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, Proust, Kafka, Brenton, and Sartre. Films will include *Modern Times*, *Triumph of the Will*, *Metropolis*, and *Rashomon*. This course may be used as .5 unit of history for purposes of meeting the diversification requirements.

Instructor: Elkins

IPHS 225 *Galileo to Einstein*

Credit: .5 unit

In the early seventeenth Century, Galileo's writings on physics and astronomy helped to establish modern scientific thought. Three centuries later, Einstein's work on relativity and quantum theory helped to 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 318 *Postmodernism and Its Critics*

Credit: .5 unit

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 will be also 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. Priority will be given to those students who have taken IPHS 113Y-114Y followed by IPHS 215.

Instructor: Elkins

IPHS 323 Dante's Divine Comedy*Credit: .5 unit*

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: .5 unit*

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*, Virgil's *The Aeneid*, Ovid's *The Metamorphoses*. Prerequisite: sophomore standing.

*Instructor: Shutt***IPHS 335 Celts and Germans: Works and Cultures of the Pre-Modern European North***Credit: .5 unit*

In this course we will examine some of the works and cultures of the pre-modern 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*, *Njal's Saga*, *Grettir's Saga*, *Early Irish Myths and Sagas*, *The Mabanogion*, *The Lais of Marie de France*, *Sir Orfeo*, and *Sir Gawain and the Green Knight*. Prerequisite: sophomore standing. Offered every four years.

*Instructor: Shutt***IPHS 375 Ancient Historians and Historiography***Credit: .5 unit*

In this course we will take a close look at the rise of historiography and at the political and military history of fifth-century Greece, based on a thorough reading of the most prominent existing ancient sources: Herodotus, Thucydides, Plutarch, and Xenophon. Prerequisite: sophomore standing. Offered every other year.

*Instructor: Shutt***IPHS 484 Senior Research Seminar***Credit: .5 unit*

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: .5 unit*

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: .25-.5 unit*

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). Typically, individual study projects will earn .5 units of credit. Students 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.

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:
IPHS 318: Postmodernism and Its Critics

SOME RECENTLY OFFERED SPECIAL TOPICS

Myself and I: The First Person
War in the Classical World
Appropriating Tragedy

Interdisciplinary Courses

INDS 163 Entrepreneurship

Credit: .5 unit

This course will explore the concept of entrepreneurship on a number of levels. At the societal level we will explore the effects on society of creativity, innovation and entrepreneurial activity. At the individual level will look at what, if anything, it means to “think entrepreneurially.” Students will explore their personal strengths to determine their relationship to an entrepreneurial mindset. At the level of the firm, we will use a set of linked frameworks to analyze entrepreneurial concepts and better understand the types of entrepreneurial activity. Finally, we will consider the effects of geography, immigration, gender and “intrapreneurship” on entrepreneurial success. At the term’s end, students should understand entrepreneurial thinking, be able to generally examine an entrepreneurial concept and more fully understand how entrepreneurs contribute to and/or cost society.

Instructor: Rice

INDS 231 The Holocaust: An Interdisciplinary Inquiry

Credit: .5 unit

This course presents an interdisciplinary inquiry into the destruction of European Jewry during the Second World War. How was it that in the twentieth century, in the midst of civilized Europe, a policy of genocide was formulated and systematically implemented? We will examine the Holocaust within the contexts of modern European history, Nazi ideology and practice, the Jewish experience in Europe, the history of anti-semitism, and the psychology of human behavior. Data will be drawn from films, literature, art, memoirs, theology, and historical investigations. An ongoing concern of the course will be the significance of the Holocaust in political discourse and in our own thinking as individuals. When a faculty member from religious studies or history is teaching the course, it may be counted as credit toward majors by students in history or religious studies. Paired with another religious studies course, it will fulfill the diversification requirement in the humanities. Prerequisite: sophomore standing or higher.

INDS 333 Reading World Literature

Credit: .5 unit

Literature is *world* literature when it is read for its truly global significance. To read literature as world literature is to discover its diversity. It is to see how fundamental questions inspire very different forms of literary creativity across the globe—to seek intersections across time and space and thereby to appreciate the many ways literary texts represent their cultures. This course explores what it means to read world literature by focusing on a single theme or problem common to many cultures but different for each. For example, the course might focus on the problem of migrations to see how global literary forms have found different ways to represent what happens when people move from place to place. Or the course might focus on the world’s different ways of representing coming of age, or how the environment is figured across cultures. The course studies these themes through focus on texts including poems, plays, novels, stories, and other literary forms from nations and cultures not routinely featured together in literature classes. At the same time, the course explores the theory of world literature, as well as the reasons to study it, which include broadening our sense of literature’s possible forms and uses, appreciating the world’s diversity through its literature, and developing one basis for a sense of global citizenship. Offered every other year.

Instructor: Landry