

Integrated Program in Humane Studies

Interdisciplinary

Faculty

Katherine Elkins
Assistant Professor of Humane Studies

Michael J. Evans
Director, Professor of Humane Studies

Matthew W. Maguire
Assistant Professor of History and IPHS

Josh Levithan
Instructor of Humane Studies

Benjamin W. Schumacher
Professor of Physics

Timothy B. Shutt
Professor of Humane Studies (on leave)

Timothy J. Spiekerman
Associate Professor of Political Science and IPHS

The Integrated Program in Humane Studies (IPHS), the oldest of Kenyon's interdisciplinary programs, involves students in an intensive study of classic works deriving from a wide range of diverse historical contexts, cultural settings, and fields of knowledge. Our mission is to encourage and guide intellectual exploration and experimentation. Balancing tradition and innovation, IPHS is dedicated to helping students clearly and articulately express their interpretations, analyses, and evaluations of classic works ranging from Homer and Dante to Woolf and Proust. By discovering or creating links between areas of knowledge and modes of knowing that are most often segregated by disciplines and depart-

ments, IPHS encourages students to think holistically 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 craft in written communication, oral communication, critical thinking, and new media skills, including design and composition.

The Curriculum

Unlike any other program of its kind, IPHS blends lectures, small seminars (typically twelve students), and one-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 and relations are forged.

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, including at least one upper-level seminar, and at least .5 unit during the senior year.

Enrollment is limited. Look for the ♦ symbol, which designates the courses appropriate for first-year students new to the IPHS curriculum.

Year Course

Odyssey of the West: Love and Justice

♦ IPHS 113Y-114Y (2 units)
Elkins, Evans, Levithan, Maguire, Spiekerman

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. 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, and 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 several of the College's diversification requirements: up to .5 unit of history and/or political science, and/or up to 1 unit of English. Enrollment limited.

First-Semester Courses

Modernism and Its Critics

IPHS 215 (.5 unit)
Elkins

Continuing the inquiries begun in 113Y-114Y, the IPHS 215 seminar addresses the rise of modernism, which represented a massive fissure in Western consciousness. A fault line visible since Romanticism 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 its expression in various disciplines and media, including visual art, architecture, philosophy, literature, music, dance, and film. Readings will include Baudelaire, Dostoevsky, Nietzsche, Woolf, Proust, Kafka, Breton, 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.

Senior Research Seminar

IPHS 484 (.5 unit)
Evans

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.

Individual Study

IPHS 493 (.5 unit)
Staff

This course is for students who wish to do advanced work beyond regular courses or to study topics not included in course offerings. Prerequisites: permission of instructor and director of IPHS.

Second-Semester Courses

Galileo to Einstein

IPHS 225 (.5 unit)
Schumacher

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 had impact 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? Enrollment limited.

Postmodernism and Its Critics

IPHS 318 (.5 unit)
Elkins

This course takes as its starting point the innovations ushered in by modernism. Some of the central questions we will ask are: Is postmodernism just an extension of modernism, or an entirely different movement? Is it historical or rather a group of attributes that can be found in much earlier works. We will briefly examine theoretical trends like semiotics, structuralism, deconstruction, feminism, postcolonialism, and poststructuralism before looking at postmodernist works of art across disciplines. Is postmodernism unified as a trend, exhibiting resonances in architecture, painting, film, music, dance, and literature, or is it expressed uniquely according to each discipline? Enrollment priority will be given to those students who have taken IPHS 113Y-114Y followed by IPHS 215.

Special Topic: From More to Mill: Theory and Action in English Political Life

IPHS 391 (.5 unit)
Evans, Kinzer

This special topics seminar will investigate the character and quality of political engagement displayed by a series of major English thinkers. Embracing a span of more than three centuries, the course will examine the relation between the political theory and practice of Thomas More, Francis Bacon, John Milton, John Locke, Jonathan Swift, Edmund Burke, and J.S. Mill—all eminent figures whose writings and conduct sought to come to grips with the political order of their age and with the often tumultuous events that helped shape their understanding of political life. The seminar will explore key texts in light of the political contexts in which they were written and the political ends they were intended to serve. This course may be applied to a history major.

Senior Research Seminar

IPHS 485 (.5 unit)
Evans

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.

Individual Study

IPHS 494 (.5 unit)
Staff

This course is for students who wish to do advanced work beyond regular courses or to study topics not included in course offerings. Prerequisites: permission of instructor and director of IPHS.

Additional courses available another year:

IPHS 314 Art and the Erotic
IPHS 315 Art and the Sublime
IPHS 317 Women and Crime
IPHS 391 Dante and Machiavelli
IPHS 392 The Rise of Historical Consciousness