

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 guide intellectual exploration and experimentation. Balancing tradition and innovation, IPHS is dedicated to helping students clearly and articulately express their 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 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 craft 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 (on leave)

Karen D. Leibowitz, Visiting Assistant Professor of Humanities

Joshua Levithan, Assistant Professor of Humanities

Matthew W. Maguire, 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 Emeritus

THE CURRICULUM

Unlike any other program of its kind, IPHS blends lectures, small seminars (typically twelve students), and 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, including at least one upper-level seminar, 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 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.

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 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, 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 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?

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 a poststructuralist critique. 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 Greco-Roman antiquity. Readings will include: *The Epic of Gilgamesh*, selections from the Hebrew Bible, *The Iliad*, *The Odyssey*, Hesiod's *Theogony*, *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 unit-0.5

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.

Interdisciplinary Courses

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 antisemitism, 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 those departments. Paired with another religious studies course, it will fulfill the diversification requirement in the humanities. Prerequisite: sophomore standing or higher.