

Requirements: Integrated Program in Humane Studies

Interdisciplinary

The Integrated Program in Humane Studies (IPHS) concentration is an interdisciplinary program that integrates all four branches of a liberal arts education. We believe that asking and answering many of our big questions requires moving beyond boundaries and combining ideas and approaches from multiple disciplines. What makes our interdisciplinary approach unique is the blending, within each and every course, of disciplinary perspectives from all four branches of the liberal arts.

The Curriculum

IPHS offers a range of courses, each of which explores the "humane" in the human experience from an interdisciplinary perspective. The 100-level class offers a blend of lecture, seminar, and tutorial. The 200-level and above courses often feature project-based learning by pairing interdisciplinary reflection with real-world application. Students choose from the range of offerings to create their own individual course of study.

Note: Completion of the first-year, introductory seminar in IPHS counts toward the IPHS concentration and may also fulfill up to one 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 four courses

The concentration consists of four IPHS courses followed by IPHS 484 (Senior Research Seminar), during which students pursue self-designed projects in a seminar setting. IPHS 111Y-112Y counts as two courses toward the concentration. IPHS 484 can be taken done as a junior with permission from the IPHS director.

For one of the four core courses, students, in consultation with their IPHS advisor, may choose an elective drawn from outside the program. Typically, these courses are interdisciplinary offerings taught by faculty who teach or guest lecture in the program.

Courses in Integrated Program in Humane Studies

Odyssey: Pursuit of Wisdom and Understanding

IPHS 111Y CREDITS: 0.5

To know where to go, one needs to know where one has been. Join us on our intellectual odyssey as we trace the history of ideas, political revolutions, and technological changes that have shaped our shared human culture. We begin with the earliest efforts to understand ourselves and the world around us. Through a highly diverse and inclusive conversation among philosophers and poets, historians and artists, scientists and humanists, we explore the vast system of interconnected ideas that makes us who we are. Focusing on texts, political movements, cultural changes, religious beliefs, and scientific discoveries that have transformed the world, Odyssey challenges students to ask some of life's most fundamental questions: What is a truly happy life? Is there an ideal human community? Why do we tell stories? When confronted with other ways of living, how do we evaluate our own life? We also consider the relative value of human reason and emotion: Which should guide our lives and the organization of our political communities? In a secular world, does art replace religion as a way to make sense of and give value to life? And does the radical violence of revolutions and world wars challenge our very premise of human excellence and exceptionalism? Near the end of our odyssey, we touch on the origins of computer science in ideas borrowed from math, philosophy, and linguistics. Do the sometimes centuries-old answers to life's fundamental questions still hold? With guest lectures by professors from a wide range of Kenyon departments and weekly seminars during which smaller groups of students debate the material with each other and their seminar leader, our unique course provides one of the best introductions to liberal education. Students enrolled in this course will be automatically added for the spring semester. IPHS 111-112Y will fulfill diversification in the Humanities Division.

Odyssey: Pursuit of Wisdom and Understanding

IPHS 112Y CREDITS: 0.5

To know where to go, one needs to know where one has been. Join us on our intellectual odyssey as we trace the history of ideas, political revolutions, and technological changes that have shaped our shared human culture. We begin with the earliest efforts to understand ourselves and the world around us. Through a highly diverse and inclusive conversation among philosophers and poets, historians and artists, scientists and humanists, we explore the vast system of interconnected ideas that makes us who we are. Focusing on texts, political movements, cultural changes, religious beliefs, and scientific discoveries that have transformed the world, Odyssey challenges students to ask some of life's most fundamental questions: What is a truly happy life? Is there an ideal human community? Why do we tell stories? When confronted with other ways of living, how do we evaluate our own life? We also consider the relative value of human reason and emotion: Which should guide our lives and the organization

of our political communities? In a secular world, does art replace religion as a way to make sense of and give value to life? And does the radical violence of revolutions and world wars challenge our very premise of human excellence and exceptionalism? Near the end of our odyssey, we touch on the origins of computer science in ideas borrowed from math, philosophy, and linguistics. Do the sometimes centuries-old answers to life's fundamental questions still hold? With guest lectures by professors from a wide range of Kenyon departments and weekly seminars during which smaller groups of students debate the material with each other and their seminar leader, our unique course provides one of the best introductions to liberal education. IPHS 111-112Y will fulfill diversification in the Humanities Division.

Programming Humanity

IPHS 200 CREDITS: 0.5 QR

Centered around the big questions emerging from the rise of big data and AI, this course offers an interdisciplinary, humanities-centered introduction to programming and data analysis. As part of the new Data Humanities movement, our focus is on telling the stories we find in data, exploring how to count what counts, and critically quantifying issues of bias and representation. With hands-on projects like analyzing Netflix data and exploring the Twitterverse, we will also build the foundation for topics covered more fully in intermediate courses: natural language processing, social network models, and Machine Learning and Artificial Intelligence. Seats are reserved for students in each class year. No prerequisite.

Galileo to Einstein

IPHS 225 CREDITS: 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? This interdisciplinary course does not count toward the completion of any diversification requirement. Offered every other year.

Cultural Analytics

IPHS 290 CREDITS: 0.5

Cultural analytics is the study of culture using diverse sources and data-driven methods. We will analyze language from texts to tweets and social networks from film to the Twitterverse.

Project-based in nature, students will code ways to explore phenomena like the social networks in Game of Thrones and the classification of tweets as Trump or Trudeau. You will apply what you have learned for a final project of your choice. Students new to coding should contact the instructor for information on how to complete a self-paced mini coding course before the start of the semester. This interdisciplinary course does not count toward the completion of any diversification requirement. No prerequisite. Offered every other year.

AI for the Humanities

IPHS 300 CREDITS: 0.5 QR

This course is an interdisciplinary, humanities-centered coding course that explores the philosophical and ethical questions raised by AI. Ethical questions include issues of bias, fairness and transparency, as well as AI-Human value alignment. We will explore AI as a mirror to both our best and worst natures: how it can surveille, disemploy and police, but also play games, write text, create images and compose music. Prerequisite: any course in IPHS.

Postmodernism and Its Critics

IPHS 318 CREDITS: 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. This interdisciplinary course does not count toward the completion of any diversification requirement. Prerequisite: IPHS 215. Offered every other year.

The Epic in Antiquity

IPHS 325 CREDITS: 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." This interdisciplinary course does not count toward the completion of any diversification requirement. Prerequisite: sophomore standing.

Celts and Germans: Works and Cultures of the Premodern European North

IPHS 335 CREDITS: 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," "Njál's Saga," "Early Irish Myths and Sagas," "The Mabinogion," "The Lais of Marie de France," "Sir Orfeo" and "Sir Gawain and the Green Knight." This interdisciplinary course does not count toward the completion of any diversification requirement. Prerequisite: sophomore standing.

Athens and Sparta

IPHS 375 CREDITS: 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. This interdisciplinary course does not count toward the completion of any diversification requirement. Prerequisite: sophomore standing.

Aristophanes: Politics and Comedy

IPHS 423D CREDITS: 0.5

Today, political comedians are a mainstay of our culture, some of the most famous being Jon Stewart, Trevor Noah and John Oliver. But while their insights are often astute, they are rarely profound and never add up to a comprehensive political teaching. 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. Through a close examination of these plays we will find and consider Aristophanes' insights on such obviously political, and some not so obviously political, topics as the founding of cities, father-beating, the tension between the private good and the public good, the Muses and the other gods, the respective power of nature and convention, the danger of philosophy, war and peace, property and the political role of women. Throughout, we will also consider Aristophanes' view of the political purpose of comedy. Prior coursework in political science is not required. This counts as an upper-level seminar for the political science major. This course is the same as PSCI 423D and must be taken as PSCI 423D to count toward the social science diversification requirement. This counts toward the IPHS concentration. Prerequisite: sophomore standing.

Senior Research Seminar

IPHS 484 CREDITS: 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. This interdisciplinary course does not count toward the completion of any diversification requirement. Prerequisite: junior standing.

Individual Study

IPHS 493 CREDITS: 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). 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. This interdisciplinary course does not count toward the completion of any diversification requirement.

Concentration

Courses that meet the requirement 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 234 | Romanesque and Gothic Art |
| CLAS 111 | Greek History |
| CLAS 112 | Roman History |
| CLAS 130 | Classical Mythology |
| CLAS 210 | Greek and Roman Drama |
| CLAS 225 | The Ends of the Earth in the Ancient Imagination |
| 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 History |
| PHIL 200 | Ancient Philosophy |
| PHIL 210 | Modern Philosophy |
| PHIL 214 | German Idealism |
| PHIL 225 | Existentialism |
| PHIL 245 | Philosophy of Natural Science |
| PHIL 255 | Philosophy of Language |
| 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 110 | Creating Judaism |
| RLST 115 | The Bible and Its Interpreters: Context and Reception of the Tanakh/Old Testament/Hebrew Bible |
| RLST 120 | Faith of Christians |
| RLST 125 | New Testament: Formation, Reception and Debates |
| RLST 213 | Medieval Christianity |