



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

# International Summer Programmes

7 July – 17 August 2019



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# Welcome

Welcome to the University of Cambridge International Summer Programmes. Founded in 1923, but revised and refreshed every year, our Summer Programmes continue to reflect this remarkable University's 800-year history of tradition and innovation. We now offer over 200 courses across eleven programmes, including 98 new courses in 2019. Our programmes are recognised for their excellent teaching, fascinating courses, and inspiring lectures and talks.

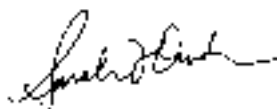
We welcome hundreds of new and returning students (undergraduates, graduates, and adults of all backgrounds and professions) to the University each summer.

Why should you join us? You will have the chance to learn from some of our finest academics, and from each other. Being part of a community which boasts some 60 nationalities and every age group from 18 to 80+, means there is no shortage of people to share new ideas and opinions. Studying with us can help enhance your degree course, your career prospects, your communication skills, or simply feed your love of learning. The learning and exchange of ideas continues outside the classroom, too: as you take meals in College, explore the historic Colleges, museums, galleries and market in this vibrant, bustling city, go punting on the river, or join one of our weekend excursions. You can choose which of five Colleges - Gonville & Caius, Newnham, Queens', St Catharine's or Selwyn - will be your home whilst you are here.

In a rapidly-changing world, there is an ever greater need for a broader outlook and greater understanding of other communities. Increasing cross-cultural awareness and the seeds of global citizenship are just two of the many additional benefits of studying with us. Every year our students tell us how our Summer Programmes have helped them to broaden their perspectives, make new connections and foster friendships with people from across the globe.

Short as they are, our programmes can be life-changing!

Join us and see for yourself.



**Sarah J Ormrod**

Director of International Summer Programmes and Lifelong Learning



“Incredibly enjoyable not only because of the high quality of education but also for the diversity in people I met both at the college and in my classes.”

Thomas Haig, Australia

# Our programmes

Join adults from all over the world to be taught by leading Cambridge academics. You can choose from a range of intriguing options, all of which are complemented by plenary lectures and evening talks.

## Selecting programmes

Our **Interdisciplinary Programme** is the best choice for those who want to combine a variety of subjects. You can select two or three courses per term and can opt to do more than one term.

Our specialist programmes are ideal for those with a specific subject interest:

**Ancient and Classical Worlds, Art and Visual Culture, Business and Entrepreneurship, Creative Writing, English Law and Legal Methods, History, Literature, Medieval Studies, Science, and Shakespeare and the Renaissance.**

Most programmes run for two weeks, but one-week options are available for most. English Law and Legal Methods runs for three weeks.

## Combining programmes

The calendar below shows you when programmes run and how they can be combined to build your own personal study schedule to include one or more programmes or terms.

## Study for one week only

Dotted lines in the calendar indicate which programmes can be taken for just one week.

Sun 7 - Sat 13 July	Sun 14 - Sat 20 July	Sun 21 - Sat 27 July	Sun 28 July - Sat 3 August	Sun 4 - Sat 10 August	Sun 11 - Sat 17 August
Interdisciplinary Term I		Interdisciplinary Term II		Interdisciplinary Term III	
Science Term I		Science Term II		Business and Entrepreneurship	
Literature Term I		Literature Term II		Shakespeare and the Renaissance	
Ancient and Classical Worlds		History		Medieval Studies	
		Art and Visual Culture		Creative Writing	
English Law and Legal Methods					



“Classes are rich and rewarding in their variety and depth; plenary lectures are stimulating and fun; the international, intergenerational student body is a delight... It's no wonder students return year after year.”

Ben Wiley, United States of America

# Our teaching staff

With so many excellent lecturers and differing approaches, you will discover the richness which characterises the 'Cambridge experience'.

## **Our Programme Directors**

Our **Programme Directors** draw on an understanding of current trends, long-standing contacts with other senior academics, and knowledge of rising stars in their specialist field to select Course Directors and create inspirational programmes. They also agree the scope of each course and help to plan the series of plenary lectures and more general evening talks.

## **Experienced communicators**

Courses, seminars and core sessions are taught by a combination of leading Cambridge scholars and guest subject specialists who bring a wealth of knowledge to the academic programmes.

**Course Directors** devise and deliver the courses, seminars and core sessions. There is no single teaching style, all are different. Classes are limited in size to encourage group interaction and a more personal learning experience.

*Student feedback helps to confirm the popularity of Course Directors, and endorses the claim that our teaching staff are very effective communicators.*

For our English Law and Legal Methods programme, specialist subjects are taught in seminars by renowned legal experts from the Faculty of Law.

Courses and seminars are supplemented by plenary lectures. These are delivered by **Plenary Lecturers** who focus on a specific angle, interpreting their area of scholarship to fit the plenary theme for the programme. Ranked amongst these eminent speakers have been Nobel and other major prize-winners.

Most teaching takes place on the Sidgwick Site. Other locations are given in specific programme descriptions.

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*See pages 18-103 (programme descriptions), pages 104-111 (Course Directors), page 125 (map) and our website for further information.*

# Studying at Cambridge

You will be part of an international community of students, encouraged by your Course Directors to discuss, debate and develop your own understanding of the topics raised in class.

## Course prerequisites

Unless indicated in the individual descriptions, programmes and courses do not require prior knowledge. You should, however, prepare for an intensive and academically rigorous study experience by completing recommended reading in advance. This will increase your enjoyment and enhance your capacity for critical thinking.

## English language requirements

All teaching for the Summer Programmes is in English.

**Participants must be able to understand and follow arguments presented in written and spoken English at university level.**

## Certificate of attendance

At the end of your programme you will receive a certificate showing the courses/seminars and plenary lectures that you have attended.

## Writing essays and academic credit

You can choose to write one or more essays for evaluation in order to gain credit from your home institution, or simply to assimilate the teaching more fully. Evaluation is optional, but if you are applying as part of a university or institutional group, your home institution may require this in order to award you credit. Essays will be assessed against the University of Cambridge standard. Participants receive written feedback and a percentage mark. You can write one essay per course/seminar (one essay only for the Business and Entrepreneurship Programme).

## Libraries and computing

You will have access to a variety of libraries while studying with us.

You will also receive a University computer account with internet access. Depending on the College you stay in, you should be able to connect your own laptop, or other devices, to their network.

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*See pages 113-117 (fees), page 118 (English language requirements), page 120 (evaluation), and our website for further information.*





“The programme is the most wonderful opportunity to broaden one's horizon... it is a great privilege to be taught by the best. Being able to meet like-minded people from all over the world also provides great joy.”

Barbara Plock, Germany

# Living in Cambridge

You will have the unique opportunity to live in a Cambridge College steeped in history and enjoy the experience of eating in one of the magnificent halls.

## College accommodation

Depending on the dates of your chosen programme(s), you can choose to stay in one of five Colleges; Gonville & Caius, Newnham, Queens', St Catharine's or Selwyn. Each is very different in character, but all offer a warm welcome. Here you will meet fellow students studying other subjects, and become familiar with Cambridge in a way that few are privileged to experience.

*All five Colleges are within easy walking distance of the main teaching site.*

Accommodation is in single rooms normally occupied by undergraduates. You can choose a Standard room with shared bathroom facilities; or an En suite room with its own bathroom. Breakfast and evening meals, in the College you select, are included in the cost. A limited number of twin en suite rooms are available in Queens' College. Double rooms are not available.

## Non-residential option

If you live nearby, or you would prefer to find your own accommodation, you are welcome to attend the Summer Programmes as a non-resident.

## Cambridge city centre

Cambridge is a vibrant university city and benefits from a daily market, a great variety of shops, restaurants, music venues, theatres, pubs and cafés. The city centre offers many amenities and also retains great beauty and charm. During the summer you will get to know the quiet back streets, College courtyards, and treasures, such as the Wren Library, and a range of splendid Museums – the Fitzwilliam, Geology, Zoology, Archaeology and Anthropology, and the Scott Polar – that tourists to the city often miss.

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*See pages 113-117 (accommodation options and fees) and our website for further information.*

# Gonville & Caius College

Distinguished for having produced fourteen Nobel Prize winners, this beautiful College, dating back to medieval times, is situated in the city centre near the hustle and bustle of the lively market, restaurants and cafés.

A variety of attractive walks lead to the teaching site.

## Location on map:

**G: Old Courts**

**H: St Michael's Court**

**I: Harvey Court**

## Facilities include:

- standard rooms only
- wifi access in rooms
- bed linen and towels
- laundry room
- computer room
- Chapel

## Please note:

*There are no ground-floor rooms available in St Michael's Court.*

The College offers traditional Standard rooms located in the heart of the city centre. Tree Court is within the historic Old Courts and St Michael's Court is just across Trinity Street from the main Porters' Lodge. Both offer basic, single, upstairs rooms, with shared toilets on the same floor. Shower/bath facilities may be located on a different floor. In 2019 the Old Courts kitchens and dining hall will be closed for refurbishment. Breakfast and served buffet-style dinners will be available in Harvey Court which is very close to the teaching site and a pleasant 10-minute walk across the river from the main part of the College.



# Newnham College

Set around large secluded gardens, this graceful College is just across the road from your lecture rooms, yet still within easy walking distance of the historic city centre. Meals are taken in the airy dining hall overlooking the colourful gardens.

Newnham College has produced many leading women writers, scientists and intellectuals. Founded in 1871, it received a College charter in 1917 and in 1948 its women finally received University degrees. The graceful Queen Anne-style buildings are set around the extensive lawns and flower beds of the beautiful gardens. You can choose a shared-facility single room or an en suite room situated upstairs on the first or second floors. Newnham provides served buffet-style dinners and a traditionally-served Closing Dinner on the final night of each two-week term.

## Location on map: A

Facilities include:

- en suite and standard rooms
- wifi access in rooms
- bed linen and towels
- laundry room
- computer room

*Please note:*

*Open to both male and female students during the summer.*

*Extremely limited availability of en suite rooms.*

*Due to internal refurbishment in Sidgwick, standard rooms will be located in Old Hall.*



# Queens' College

Overlooking the River Cam, Queens' boasts the famous Mathematical Bridge and some of the most iconic views in Cambridge. The College offers a magnificent dining hall, historic courtyards, quiet gardens and modern rooms: the best of both worlds.

## Location on map:

**E: Porters' Lodge (resident's entrance to the College)**

## Facilities include:

- single en suite rooms
  - with lift access
- twin en suite rooms
  - with no lift access
- wifi access in rooms
- bed linen and towels
- laundry room
- Chapel

*Please note:*

*No ground-floor en suite rooms.*

Queens' College is conveniently placed between the heart of the city and the teaching rooms. The College was founded in 1448 by Margaret of Anjou (wife of Henry VI) and re-founded in 1465 by Elizabeth Woodville, wife of Edward IV. The Old Hall, Old Kitchens, Munro and Erasmus Rooms date from this time. The sundial in Old Court dates from 1642, and the precursor to today's Mathematical Bridge was constructed in 1749-50. Cripps Court (where the single en suites are situated) was built in 1974 and recently refurbished. The twin en suite rooms are in the Fisher Building. Queens' provides served buffet-style dinners and a traditionally-served Closing Dinner. Breakfast is self-service in Cripps Dining Hall.



# St Catharine's College

Situated in the very heart of the city on one of the original medieval routes, it is close to both King's College and Queens' College, yet just a short walk to the main teaching site. St Catharine's offers graceful architecture and delightful courtyard gardens.

The history of the College is reflected in the names used for its intriguing mix of old and new buildings. St Catharine's College was founded in 1473 by Robert Woodlark, former Chancellor of the University. Dr John Gostlin bequeathed the Bull Inn to the College. The building of the main courtyard began in 1674, and the Chapel was completed in 1704. Mary Ramsden left money to the College in 1745 for new staircases. The latest phase of building, the McGrath Centre, was completed in 2013. St Catharine's provides served buffet-style dinners on most evenings and a traditionally-served Closing Dinner. Breakfast is self-service in the Main Hall.

## Location on map: F

Facilities include:

- en suite and standard rooms
- wifi access in rooms
- bed linen and towels
- tea/coffee facilities in room
- laundry room
- computer room
- Chapel
- modern College bar

*Please note:*

*No ground floor en suite rooms.  
Some rooms are accessible by lift.*



# Selwyn College

With its extensive and peaceful gardens backing onto the teaching site, Selwyn is very convenient for your lectures as well as offering a choice of traditional and modern rooms. The city centre is easily reached by a variety of walks past famous Cambridge landmarks.

## Location on map:

**B: Old Court**

**C: Ann's Court**

**D: Cripps Court**

## Facilities include:

- en suite and standard rooms
- wifi access in rooms
- bed linen and towels
- laundry rooms
- bar

## Please note:

*Building works are planned to take place opposite Ann's Court, during the day.*

Selwyn College was founded in 1882. Elegant Ann's Court, completed in 2009, offers en suite accommodation close to Old Court and the dining hall. Cripps Court, which provides modern en suite rooms, is nearby. A served buffet-style dinner, available from the newly-refurbished servery, now allows you a choice of food and greater flexibility as to when you can eat. At the end of each two-week term, a traditionally-served Closing Dinner is held in the impressive oak-panelled dining hall. Breakfast is self-service. The extensive and beautiful gardens at the heart of the College provide a quiet place for relaxation. A short walk through the gardens leads directly to your lecture rooms and the city centre beyond.



# Our students

Our programmes attract participants from all over the world, of all ages and from all walks of life. Many return to Cambridge year after year.

## Who are our students?

Some 47% of participants are aged 18-24, 53% are aged 25-80+ and about half are current undergraduate or graduate students. Participants also include teachers, scientists, writers, journalists, researchers, executives, lawyers and doctors.

*Many of our participants are retirees, or simply people who now have the time to pursue lifelong interests in more depth. Those who are currently studying find courses enhance their knowledge or give them skills which are useful in their future careers.*

## University and institutional groups

For many years, we have been welcoming groups of students from universities and institutions, and members of special interest societies from all over the world. If you are interested in sending a group, please contact us.

## Who can apply?

We welcome applications from all adult learners including university students, professionals and those with other experience, regardless of educational background.

## Virtual Learning Environment (VLE)

You can access course materials, handbooks and timetables from our VLE before you arrive. You will also find useful information about living in Cambridge and travelling while you are in the UK. You can get to know fellow participants and ask questions via the online forum.

## Community

Our programmes bring together people from many different backgrounds and friendships develop across age groups and nationalities. Those who arrive in Cambridge knowing no-one, quickly make friends.

## Cambridge Student Assistants

We employ a team of University of Cambridge students who will be on hand to assist you with any queries you may have. They have extensive knowledge of the University and the city, and act as your first point of contact during your stay.

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*See page 118 (who can apply?) and our website for further information.*





“In the introduction talk you said that your goal was to change lives, and in my case you definitely succeeded. I will hopefully be returning next year, and will definitely be recommending it to others.”

Blanaid Barr, Northern Ireland

# Excursions and events

At weekends we offer you the opportunity to explore historic attractions further afield, and enjoy Shakespeare plays at Stratford-upon-Avon. Ceilidhs and concerts are also held during the summer.

## Weekend excursions

You can buy tickets for one or more of our organised excursions, which help you to discover more of England and experience its culture. Day trips include visits to historic residences, castles, museums and cathedrals. These complement some of the subjects covered in the academic programmes and are a way to meet new people.

Stratford-upon-Avon and Windsor Castle are two of the venues we plan to offer this year. Full excursion programme details, prices and information on how to book tickets are available on the VLE for accepted students from March onwards. We advise that you book early, as places are limited. However, subject to availability, you can also buy tickets after your arrival in Cambridge.

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*See our website and excursion brochure (available in March) for further information.*

## Events

In addition to our evening talks, we organise a number of late afternoon and evening events to give you the opportunity to relax and meet fellow students. These include short receptions on arrival afternoons, concerts, ceilidhs (folk dances), talks and readings.

Optional walking tours on three arrival afternoons provide the ideal opportunity to learn more about the University and the Colleges.

*"The walking tour gave you a good sense of the lie of the land. And I learned about places that I wanted to go back to in my own time (and did)."*

## Entertainment

Cambridge also offers a wide variety of evening and weekend activities during the summer, including University-run events, music festivals, exhibitions, punting and a season of Shakespeare plays performed in the College gardens.



“This year we are offering you the chance to explore spectacular Windsor Castle, with over 900 years of history and Royal tradition.”

Suzzy Smith, International Programmes



“The wealth and breadth of plenaries and courses provide a great opportunity for cross-disciplinary study: Cambridge at its very best.”

Sarah J Ormrod,  
Programme Director, Interdisciplinary Summer Programme

# Interdisciplinary Programme

Term I: 7 – 20 July

Term II: 21 July – 3 August

Term III: 4 – 17 August

**Programme Director:** Sarah J Ormrod

Director of International Summer Programmes & Lifelong Learning

## Academic programme

- Two or three courses per term
- Plenary lecture series:  
*Intelligence*
- Evening talks

## Programme description

Courses in the three terms of this programme cover a wide variety of subjects, including philosophy, international politics and development, international business, literature, history, art history, film, science and visions of the future. Most courses are devised to provide an ideal introduction for those new to a subject area, but there is enough depth in each course to satisfy those who already have some knowledge of that field.

For an immersive experience, we suggest you stay for four or six weeks, combining two or three terms. But each two-week term is independent, and you may enrol for just one term if you prefer.

You can focus your studies on two or three courses in the same discipline, or choose different subjects. With hundreds of possible course combinations, you can devise your own personalised study programme.

## Courses

These consist of classroom sessions held on each weekday. Most are limited to 25 participants.

## Plenary lectures

Everyone also attends the morning plenary lecture series at 10.30am. The theme of *Intelligence* is likely to include smart materials, artificial intelligence, secret and military intelligence, animal behaviour, criminal intelligence, collective memories, creativity and a wide variety of other topics.

## Evening talks

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

## Tuition and accommodation options and fees

See pages 8-13 and 113-117

## Application deadlines

**ISP Term I: 24 June**

**ISP Term II: 8 July**

**ISP Term III: 22 July**

# Interdisciplinary Term I courses

7 – 20 July

Classes are held from every weekday, at the times shown. Participants may choose two or three courses, each from a different group (A, B or C).

## Group A: 9.00am – 10.15am

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### A11

#### Managing the world: international politics and the global order

*Various speakers*

In this team-taught course, we consider some of the key issues shaping global politics in the modern world and examine how political, strategic, technological and economic aspects of international relations interact with, and reinforce, one another in creating the current global order. Scholars from various fields of expertise will cover a range of current and historical issues, which are planned to include: an introduction to war and the beginning of international relations; the role of economics and trade; diplomacy, international law and the United Nations; the rise of regional powers in a globalised world; China, the new global player; climate change and the new Arctic frontier; dealing with crises – Eurozone and refugees; Brexit and the future of the EU; negotiating peace in the Middle East; and future prospects for peace and prosperity.

*A11, B11 and C11 form a single course, meeting 3 times a day. Maximum 40 students. This course complements ISP Term II, A21/B21/C21 or can be taken on its own.*

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### A12

#### Britain and its Empire, 1763-1919

*Dr Seán Lang*

Some call it an Empire of cruelty and blood; others stress its enlightenment and modernisation. This course will consider the mighty British Empire, from its wars, famine and rebellions to schoolbooks, poetry and refrigerated ships. We will examine how the Empire shaped the modern world and the bitter arguments it still provokes.

### A13

#### Metropolis and imperialism, Roman and Aztec

*Dr Nicholas James*

In ancient Rome and the Aztec capital, rapid growth caused sociological, political and administrative problems at home and abroad. Was it inevitable? In both cities, the stresses were expressed through monuments and ritual bloodshed. Our investigations take us from palaces to suburbs and from temples and theatres to pubs.

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**A14****British culture and traditions**

*Dr Karen Ottewell*

The culture of Britain is a rich patchwork of traditions and customs, influenced by the island's equally rich history. This course will take a look at some of these customs – from mythology, through cuisine, to festivals and national heritage, to name but a few – tracing their origins and exploring what they say about the country today.

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**A15****British politics and political thought, 1600-1800**

*Dr Graham McCann*

This course introduces key figures, theories and themes from two centuries of British political thought. It includes Hobbes and Locke (political obligation); Hume and Smith (wealth and virtue); Burke and Paine (revolution). It also explores common concerns – liberty; obligation; civic virtue; the claim 'to know better' – and considers their enduring relevance.

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**A16****Medieval science: the not-so-Dark Ages?**

*Dr Seb Falk*

This course will bring the medieval world view to life. Between 500 and 1500 Europeans keenly studied the universe around them, learning from

distant cultures and making scientific knowledge a key part of Christian faith. We will look at manuscripts and learn to use instruments like the astrolabe, to understand how the Middle Ages laid the foundations for modern science.  
*Not to be taken with A26 in ISP Term II.*

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**Group B: 11.45am – 1.00pm****B11****Managing the world: international politics and the global order**

*Various speakers*

*This is a three-part course which can only be taken with A11 and C11.*

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**B12****Visions of the future**

*Various speakers*

Visionaries, philosophers, rulers, writers, economists, engineers, politicians and scientists all try to anticipate the future. Using specific examples from both past and present, our 'visions of the future' sessions draw on topics such as art, literature, climate change, scientific discovery, financial crises, war and politics. Debate – naturally – includes predictions about our own future.  
*Not to be taken with A31 in ISP Term III.*

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**B13****Ancient and medieval philosophers**

*Dr Karim Esmail*

Western philosophy begins with the Ancient Greeks. This course is an introduction to some of the key elements in the thought of some great Ancient Greek philosophers and some great medieval philosophers. They are the pre-Socratics, Socrates, Plato, Aristotle, Anselm, and Aquinas.

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**B14****Russia: from Lenin to Stalin, 1917-53**

*Dr Jonathan Davis SFHEA*

Vladimir Lenin's Bolsheviks came to power in 1917 promising to establish a democratic, equal society out of the ruins of Tsarism. Josef Stalin died in 1953 with Russia far away from the ideals of 1917. This course examines the development of Russian society and politics and explores how the dream of socialism became a nightmare of dictatorship. *Not to be taken with La5 in History.*

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**B15****Understanding the Earth and its history**

*Dr Peter Sheldon*

We begin by studying volcanoes, earthquakes and mountains and how geological evidence reveals the dynamic history of our planet. We then investigate fossils and the four-billion-year evolution of life, from its earliest stages via extinct animals such as dinosaurs and mammoths to the present biosphere.

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**B16****Challenging gender and the status quo in American cinema history**

*Simon Browne*

Films are rich and complicated cultural artefacts, offering visions of other ways of being. We will study five highly-regarded films, including *Farewell my lovely*, *Bringing up baby* and *Bonnie and Clyde*, that present alternative worlds of powerful women and compromised men. Are these imaginary worlds, or do these films present a subversive alternative to the status quo?





## Group C: 2.00pm – 3.15pm

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### C11

#### Managing the world: international politics and the global order

*Various speakers*

*This is a three-part course which can only be taken with A11 and B11.*

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### C12

#### An introduction to international business

*Dr Sooter Nomhwange*

Understanding and applying international business strategy is key to the success of today's multinational company. This course provides insight on international firm strategy and structure, management of international alliances, global manufacturing and international supply chain management, micro-multinationals and born global firms, internationalisation and corporate social responsibility, and the impact of foreign direct investment.

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### C13

#### Literary influences I: identity, place and class

*Simon Browne, Elizabeth Rawlinson-Mills*

Selecting just a few key literary works in English, we consider their impact and influence, examining not only why we have chosen them, but how their influence has manifested itself, whether through film or television adaptation, in the writings of others, or art, in cultural

references to identity, place and class.

Works: Shakespeare's *Measure for Measure*, Wordsworth's *Lyrical Ballads*, Austen's *Mansfield Park*, and Woolf's *A Room of One's Own*.

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### C14

#### Greek and Roman epic heroes: Achilles, Odysseus and Aeneas

*Dr Charles Weiss*

What can Ancient Greek and Roman poetry tell us about a world where war is life and life is war? What about a world where gods mix with humans and sponsor states? This course will address these questions by focusing on three magnificent fictions: Achilles, Odysseus and Aeneas.

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### C15

#### Built on a fortune: British status homes

*Caroline Holmes*

Huge wealth lies at the root of great British houses, collections and gardens. Sources range from wool, coal and lead to sugar, branching and flourishing with ongoing gambling and investment. We will explore riches exploited in the British Isles and Empire with special reference to stately homes such as Chatsworth and Cardiff Castle, concluding with an overview of contemporary mega-rich architecture.

# Interdisciplinary Term II courses

21 July – 3 August

Classes are held every weekday, at the times shown. Participants may choose two or three courses, each from a different group (A, B or C).

## Group A: 9.00am – 10.15am

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### A21

#### War, peace and destruction: the international politics of global power

*Various speakers*

In this course, we consider some of the key issues shaping Great Power politics in the modern world and examine how the international relations of the main players interact with, and threaten one another politically, economically and strategically in an increasingly global and disruptive age. Scholars from various fields of expertise will cover a range of current and historical issues, which are planned to include: challenges to the liberal world order; the US, Russia and China as the shapers of the international scene; key challenges (climate change, nuclear arms, war etc); the return of the nuclear threat; rebuilding order after war; the challenge of emerging powers (Brazil, India, South Africa and Turkey) and failed states; how cyberwar, social networks and fake news are changing the face of conflict; containing regional turbulence – in the Middle East between Saudi Arabia and Iran, in Europe among old and new members, and in the South China Sea; and small wars on the global stage.

*A21, B21 and C21 form a single course, meeting 3 times a day. Maximum 40 students. This course complements ISP Term I, A11/B11/C11 or can be taken on its own.*

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### A22

#### The great Prime Ministers

*Dr Seán Lang*

The office of Prime Minister confers great power and authority yet it was only officially recognised in the 20th century and it remains firmly constrained. This course will look at the development of the premiership through the experiences of some of the greatest figures who have held it.

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### A23

#### Literary influences II: crossing cultures

*Dr John Lennard, Dr Elizabeth Moore, Dr Paul Suttie*

Selecting just a few key literary works in English, we consider their impact and influence, examining not only why we have chosen them, but how their influence has manifested itself, whether through film or television adaptation, in the writings of others, or art, in cross-cultural references. Works:

Shakespeare's *King Lear*, Brontë's *Jane Eyre*, Conrad's *Heart of Darkness*, and Faulkner's *The Sound and the Fury*.

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#### **A24**

##### **The philosophy of mind**

*Dr Jon Phelan*

At the heart of the philosophy of mind lies the question: what is consciousness? We shall examine and evaluate the canonical responses to this question in the first week of the course before exploring some implications, to include: artificial intelligence, free will, personal identity, and the problem of other minds.

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#### **A25**

##### **British politics and political thought, 1800 to the present**

*Dr Graham McCann*

We focus on the ideas and actions that accompanied the period in which Britain gradually became a modern

democracy. Looking at liberal, socialist and conservative thinkers of the era, and also practical social movements, we examine what is distinctive about the British Constitution, as well as, more broadly, the nature of modern political theory.

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#### **A26**

##### **Medieval science: the not-so-Dark Ages?**

*Dr Seb Falk*

This course will bring the medieval world view to life. Between 500 and 1500 Europeans keenly studied the universe around them, learning from distant cultures and making scientific knowledge a key part of Christian faith. We will look at manuscripts and learn to use instruments like the astrolabe, to understand how the Middle Ages laid the foundations for modern science. *Not to be taken with A16 in ISP Term I.*



## Group B: 11.45am – 1.00pm

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### B21

#### War, peace and destruction: the international politics of global power

*Various speakers*

*This is a three-part course which can only be taken with A21 and C21.*

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### B22

#### Sustainability: creating a more sustainable world

*Craig Bennett, Munish Datta, Tony Juniper CBE, Dr Emily Shuckburgh*

Scientists, NGOs, conservationists and businesses all have a vital role to play in helping to create a more sustainable world. Four leading figures address the current issues, and examine how – with the right combination of skills, financial stimulus and policy – government and individual action, and restorative, purpose-led business models might reduce our environmental impact.

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### B23

#### The nature of knowledge

*Dr Karim Esmail*

Knowledge is a highly important area of study in Philosophy. Its study has three principal questions: what is knowledge?; how do we acquire knowledge?; do we have knowledge? This course considers the standard analysis of knowledge as justified true belief and theories of justification, the two principal views about how it is acquired, and scepticism.

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### B24

#### An introduction to animal behaviour

*Dr Paul Elliott*

We explore the multidisciplinary nature of the study of behaviour. You will learn about different ways of explaining behaviour, including from the perspectives of mechanism, development, function and phylogeny. Classes will be supported with exciting hands-on activities and we plan to have some special animal guests.

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### B25

#### The abridged history of English

*Dr Karen Ottewell*

We trace the history of the English language from its Anglo-Saxon roots through to its current status of 'glocal' language, considering some key influences in its history – Shakespeare, the dictionary – as well as some of its various forms – Academic English, World English.

## Group C: 2.00pm – 3.15pm

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### C21

#### War, peace and destruction: the international politics of global power

*Various speakers*

*This is a three-part course which can only be taken with A21 and B21.*

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### C22

#### International development: competing discourses and current challenges

*Dr Solava Ibrahim*

This course provides an introductory review of international development discourses since the 1950s and critically examines the competing meanings of 'development' drawing on relevant theoretical traditions. We explore development challenges in the post-2015 agenda such as poverty, inequality, education, health, social protection, and share insights into the dilemmas of development policy and practice. *Not to be taken with C32 in ISP Term III.*

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### C23

#### Great modern philosophers

*Dr Karim Esmail*

The modern period of philosophy begins in the 17th century. This course is an introduction to some of the key elements in the thought of some of the great philosophers of this period: Descartes, Spinoza, Leibniz, Hobbes, Locke, Hume, Berkeley, Kant, Marx, and Wittgenstein.

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### C24

#### The medicinal properties of plants

*Dr Patrick Harding*

Discover how many modern treatments for illnesses such as cancer, dementia and depression are derived from plants - including yew, snowdrop and cannabis. The course includes history (over 60,000 years), literature (the Bible and Shakespeare), the implications of deforestation and the importance of botanic gardens. *Includes a visit to the Cambridge University Botanic Garden (1.7km, c.25 mins walk, or c.20 mins bus/walk). No botanical, chemical or medicinal knowledge required.*

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### C25

#### An introduction to Hellenistic poetry, from Alexander the Great to Cleopatra

*Dr Charles Weiss*

The period from the death of Alexander the Great (323 BC) to the death of Cleopatra (30 BC) witnessed the rise of the 'Hellenistic' age of Greece and one of the most exciting and influential phases of Ancient Greek literature, comprising the learned poetry of Callimachus, the magnificent *Argonautica* of Apollonius of Rhodes and the renowned *Idylls* of Theocritus.

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# Interdisciplinary Term III courses

4 – 17 August

Classes are held every weekday, at the times shown. Participants may choose two or three courses, each from a different group (A, B or C).

## Group A: 9.00am – 10.15am

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### A31

#### Visions of the future

*Various speakers*

Visionaries, philosophers, rulers, writers, economists, engineers, politicians and scientists all try to anticipate the future. Using specific examples from both past and present, our 'visions of the future' sessions draw on topics such as art, literature, climate change, scientific discovery, financial crises, war and politics. Debate – naturally – includes predictions about our own future. *Not to be taken with B12 in ISP Term I.*

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### A32

#### The landscape history of Britain

*Dr Nicholas James*

The archaeology on the ground, the patterns of fields and woods, villages, towns and the roads that link them, the boundaries of districts and properties and the names for these places too, all are clues to 10,000 years of England's landscape history from the Ice Age to the Romans, the Middle Ages and the present day.

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### A33

#### Literary influences III: wider worlds, fantastic places

*Dr John Lennard, Dr Paul Suttie*

Selecting just a few key literary works in English, we consider their impact and influence, examining not only why we have chosen them, but how their influence has manifested itself, whether through film or television adaptation, in the writings of others, or art, in the portrayal of wider worlds and fantastic places. Works: More's *Utopia*, Milton's *Paradise Lost*, Wollstonecraft's *Frankenstein*, Eliot's *The Waste Land*, and Tolkien's *Lord of the Rings*.

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**Group B: 11.45am – 1.00pm**

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**A34****The human mind: the 'normal' and beyond**

*Dr John Lawson*

In its relatively short history, psychology – the understanding of the human mind – has changed direction, focus and approach several times. We begin with a review of some of the dominant perspectives that have been developed to understand the psychology of the 'normal' mind and then shift attention to address how these perspectives can be applied to 'abnormal' minds. We focus on a variety of clinical conditions including schizophrenia, sub-clinical psychopathy, autism, depression and anxiety, contrasting differing models of explanation and differing approaches in treatment. *This is a double course which can only be taken with B34 in ISP Term III.*

**B31****English houses and gardens: defining Englishness**

*Caroline Holmes*

Which defines Englishness best, the house or the garden? A combination of both. International influences adapted to the English climate fostered their development by owners, talented architects and garden designers. We explore the works of Kent, Brown, Morris, Lutyens and Jekyll and classical properties such as Stourhead, Sissinghurst and Highclere Castle.

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**B32****1519: the fate of the Aztecs**

*Dr Nicholas James*

Did the Aztecs doom themselves by mistaking the Spanish Conqueror for a god? To answer that, we shall consider their violent rise to power against the background of Mexico's ancient history and traditions, and assess the Conquest of 1519-21 and its consequences for the Aztecs and their neighbours.



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**B33****Literary influences IV:  
heroes and villains**

*Dr John Lennard, Dr Paul Suttie*

Selecting just a few key literary works in English, we consider their impact and influence, examining not only why we have chosen them, but how their influence has manifested itself, whether through film or television adaptation, in the writings of others, or art, in the portrayal of heroes and villains. Works: Spenser's *The Faerie Queene (Book 1)*, Shakespeare's *Henry V*, Austen's *Pride and Prejudice*, Kipling's *The Jungle Book*, and Conan Doyle's *The Hound of the Baskervilles*.

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**B34****The human mind: the 'normal'  
and beyond**

*Dr John Lawson*

*This is a double course which can only be taken with A34 in ISP Term III.*

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**B35****1919-2019: a hundred years  
of Western art in 10 objects**

*Siân Griffiths*

This course will aim to understand developments in Western Art over the last hundred years. We will use 10 key pieces to explore how artists have addressed the questions posed by rapidly changing societies – how war, revolution, democracy and everything in between has affected ways of seeing the world.





## Group C: 2.00pm – 3.15pm

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### C31

#### Castles, palaces and houses of British monarchs

Caroline Holmes

Whether stronghold or private domain, there is a romance to royal dwellings: fashions, tastes and social mores, ancient and modern, can be traced in their architecture and gardens. We explore the designs and settings of royal residences such as the castles of Stirling, Windsor and Balmoral, and Hampton Court, Buckingham and Kensington Palaces.

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### C32

#### International development: competing discourses and current challenges

Dr Solava Ibrahim

This course provides an introductory review of international development discourses since the 1950s and critically examines the competing meanings of 'development' drawing on relevant theoretical traditions. We explore development challenges in the post-2015 agenda such as poverty, inequality, education, health, social protection, and share insights into the dilemmas of development policy and practice. *Not to be taken with C22 in ISP Term II.*

### C33

#### British politics at the dawn of a new era

Carina O'Reilly

We will look at the future of British politics as the UK embarks on a journey into uncharted territory. We will ask whether the parties are fit to tackle the vast cultural gulfs exposed by the referendum – or whether we could see the rise of extreme populists in the years to come.

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### C34

#### Philosophy, humour and the absurd

Dr Alex Carter

We will explore the tensions between humour and philosophy through rare, but insightful, remarks from the history of philosophy; including René Descartes, Immanuel Kant, Henri Bergson and Ludwig Wittgenstein. We will assess historical and contemporary theories of what humour consists of and determine how humour informs existential questions of how one ought to live.



“An unrivalled opportunity to engage with the latest research into ancient and classical cultures and explore their fascination and importance.”

Dr Jan Parker,  
Programme Director,  
Ancient and Classical Worlds Summer Programme

# Ancient and Classical Worlds Programme

7 – 20 July

## **Programme Director:** Dr Jan Parker

Chair, Humanities Higher Education Research Group, Lucy Cavendish College and Faculty of English, University of Cambridge;  
Editor-in-Chief, Arts and Humanities in Higher Education:  
an International Journal of Theory, Research and Practice SAGE

### **Academic programme**

- Four courses (two per week)
- Plenary lecture series AEO:  
*Culture and Commerce*
- Optional workshops
- Evening talks

### **Programme description**

This programme offers a rich selection of courses on a range of past cultures and civilisations taught by leading experts. Whether you are drawn by history or architecture, archaeology or literature, the programme allows you an unrivalled chance to immerse yourself in the latest thinking on antiquity. With subjects such as Roman love poetry, Greek and Indian philosophy, Ancient Egyptian and Mesopotamian religion, Roman social history, Homer, Assyrians, Maya, Roman art and archaeology, and Stonehenge, our courses offer a wealth of choice.

### **Courses**

You choose two courses per week, each has five sessions. Courses are led by recognised experts from the University of Cambridge and other British universities.

### **Plenary lectures**

#### *AEO Culture and Commerce*

Wide-ranging plenary lectures by leading specialists associated with the University will explore the latest discoveries, key issues and influence of the art, ideas and cultures of the Ancient and Classical Worlds: from China to Phoenicia, Mesopotamia to the Nile, Assyria to Athens and Rome to Hadrian's Wall.

### **Optional workshops**

There will be several limited-place workshops, each exploring a text in a Classical or Ancient language.

### **Evening talks**

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

### **Tuition and accommodation options and fees**

See pages 8-13, 113, 114 and 117

### **Application deadline**

**24 June**

# Ancient and Classical Worlds courses

Classes are held from Monday to Friday at the times shown. Participants choose two courses per week, one from Group A and one from Group E.

## Week 1 (7 – 13 July)

### Group Aa: 11.15am – 12.45pm

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#### **Aa1**

##### **Athens and Sparta: rivals for Greek domination**

*Dr Paul Millett*

This course compares the achievements of the very different Athenian and Spartan states, culminating in their drawn-out struggle to control the Greek world in the late 5th century BC. So far as is possible, we will base the assessment on what the Greeks wrote about themselves.

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#### **Aa2**

##### **"Ra has placed the king on his throne forever": Ancient Egyptian religion**

*Dr Corinne Duhig FSA MIFA*

Ancient Egyptian religion seems exotic and inaccessible. This course will make sense of the bewildering number and form of the Ancient Egyptian gods and explain how this religion and its institutions fulfilled the state's and individuals' political, social and spiritual needs in Egypt for more than three millennia.

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#### **Aa3**

##### **Looking for ordinary Romans**

*Dr Jerry Toner*

Roman historians have traditionally concentrated on the elite. This course looks at the lives of ordinary Romans, be they men, women or slaves. By looking at fables, jokebooks, oracles, graffiti and images of many kinds we will see how Romans made a living, kept the gods on their side and even managed to have some fun.

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#### **Aa4**

##### **Stonehenge: a Mesolithic to Romano-British landscape**

*Professor David Jacques FSA*

This course offers a new understanding of the establishment of the Stonehenge ritual landscape. Drawing on recent evidence for there being a substantial Mesolithic hunter-gatherer context to the Stonehenge landscape, we explore whether that was a key reason for the precise siting of Stonehenge. We then examine the evolving uses of this landscape through the Neolithic, Bronze Age, Iron Age and Romano-British periods.

## Group Ea: 2.00pm – 3.30pm

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### Ea1

#### Ancient Indian religious traditions

*Dr Karim Esmail*

This course is an introduction to two ancient Indian religious traditions: Hinduism and Buddhism. It will consider their origins and early historical development, their key text(s) and beliefs, some of their key practices, and the foundations of their ethics.

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### Ea2

#### The invisible Ancient Egyptians

*Dr Corinne Duhig FSA MIFA*

We seem to know so much about the Ancient Egyptians, because they left a wealth of texts and images. However, the majority of the subjects were elite, adult males. This course uses archaeology, anthropology and documentary evidence to complete the fascinating picture of Ancient Egyptian society, by illuminating the lives of those who appear 'silent': women, children, the poor, the disabled and foreigners.

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### Ea3

#### Rome and China

*Dr Nicholas James*

Between them, 2,000 years ago, the Romans and the Chinese dominated almost half of the world. How did their empires work and how were their subjects affected? Visionary leadership, ideology, bureaucracy, sociology, geography: were there common factors to explain the rise and fall of these powers? Comparison clarifies the issues.

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### Ea4

#### From Romano-British treasure to Sutton Hoo

*Dr Sam Newton*

Starting with the late Roman hoards from Mildenhall, Thetford, and Hoxne, we shall chart a course exploring the transition from late Roman Britain to the formation of the early kingdoms Anglo-Saxon England, culminating with a look at the artistic and technical wonders found aboard the treasure-ship from Sutton Hoo.



## Week 2 (14 – 20 July)

### Group Ab: 11.15am – 12.45pm

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#### Ab1

##### Living in Ancient Athens

*Dr Paul Millett*

What was it like to live in Athens, in the countryside as well as the city, as a male citizen, a woman or a slave? What difference did it make to be young or old, rich or poor? This course will provide some of the answers by drawing on what the Athenians wrote about themselves, and what others wrote about them.

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#### Ab2

##### The good life in Ancient Greece and Early China: philosophies in comparison

*Dr Jenny Zhao*

What form did 'philosophy' take in the ancient Greek and early Chinese traditions, and what can we learn about the good life and the human condition by studying the great philosophers in comparison? This course explores the thoughts of Socrates and Confucius, Heraclitus and the Daodejing, Aristotle and Xunzi, to reveal interesting insights afforded by comparative philosophy.

#### Ab3

##### The city in Babylonia and Assyria

*Dr Nancy Highcock*

These cities fostered the creation of epic literature, great works of art and monumental architecture that continue to fascinate us today. The exploits of kings such as Hammurabi (18th century BCE) or Nebuchadnezzar II (7th century BCE) of Babylon are relatively well-known, but what of the diverse and dynamic populations which populated the cities over which they ruled?

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#### Ab4

##### Catullus and love in Rome

*Dr Charles Weiss*

*odi et amo.* 'I hate and I love'. Love poetry doesn't get much better than this and yet this very modern voice is over 2,000 years old: it is the voice of Gaius Valerius Catullus. He died young, at the age of 30 in 54 BC, but this Roman poet's voice demands a hearing.

## Group Eb: 2.00pm – 3.30pm

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### **Eb1**

#### **Socrates, Plato and Aristotle**

*Dr Karim Esmail*

Socrates, Plato and Aristotle are the greatest of Ancient Greek philosophers. This course is an introduction to some of the key elements in their thought. It considers Socrates on ethics, Plato on the soul and the perfectly just city-state, and Aristotle on among other things language and logic, cause and change, and 'happiness'.

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### **Eb2**

#### **Representing the Divine in Babylonia and Assyria**

*Dr Nancy Highcock*

This course considers the belief systems of 'The Fertile Crescent': its major myths and epics, ritual practices and cultic spaces, and the relationship between the 'state' and the divine. Using temple architecture, literature, private letters, and magical texts, we will also gain insight into less public belief systems, and discuss the role of the supernatural in the everyday.

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### **Eb3**

#### **Why did the Maya build pyramids?**

*Dr Nicholas James*

Tourism's excited image of Maya pyramids ignores a contradiction: around the monumental 'cities' lie the modest traces of the majority, whose lives changed little until the 'collapse of civilisation' 1,200 years ago and then the Spanish Conquest. The Maya world was more complicated than we are usually told.

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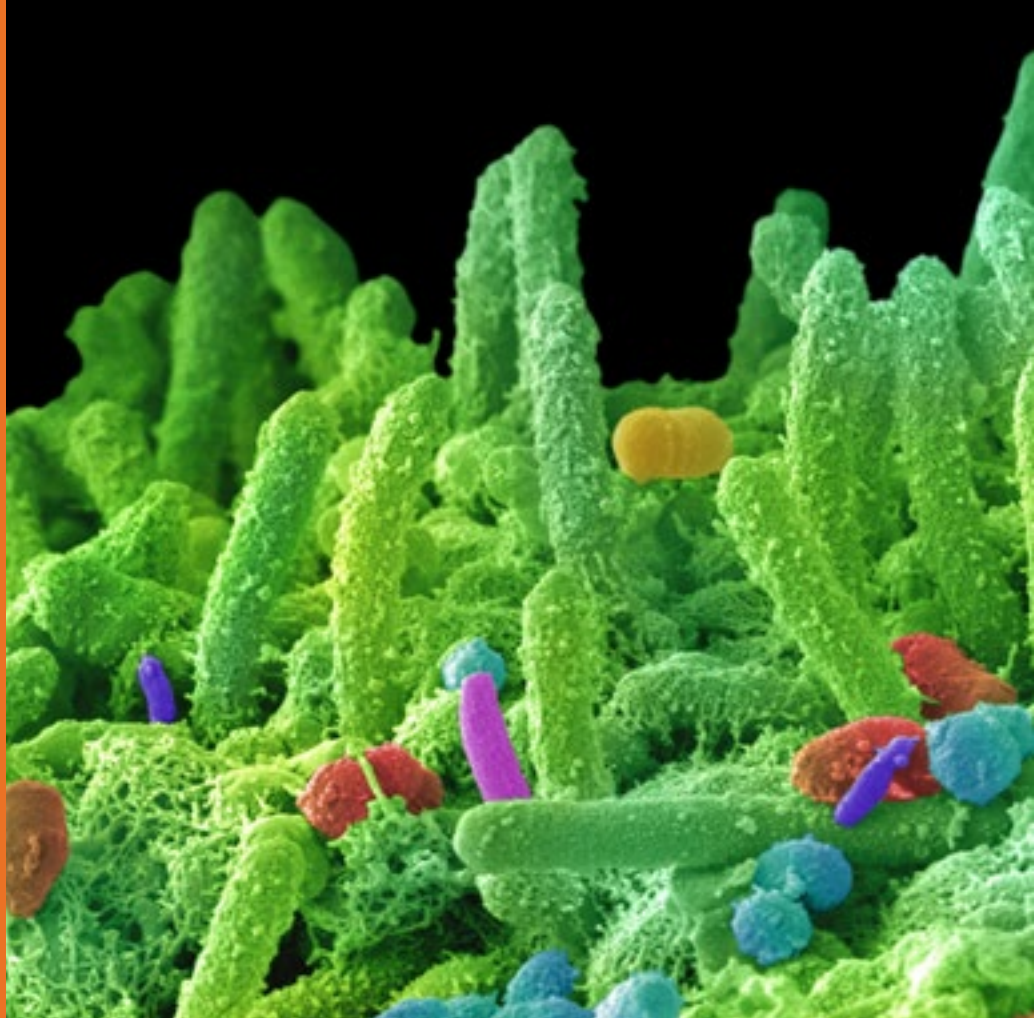
### **Eb4**

#### **The battle for Troy and its aftermath: the *Iliad* as Tragedy**

*Dr Jan Parker*

Achilles, Hector, Agamemnon, Priam: the *Iliad* is the story of great heroes, of Helen and the women of Troy, and of the two 'traded' slaves, Chryseis and Briseis. Interwoven in the story of Achilles' battle rage are those who fight because they must: Homer's great tragedy counts the cost of war, and the price of remembrance.





"The Science Programme brings you face-to-face with world-leading researchers pushing the boundaries of scientific excellence."

Dr Tom Monie,  
Programme Director, Science Summer Programme



# Science Programme

Term I: 7 – 20 July

Term II: 21 July – 3 August

## **Programme Director:** Dr Tom Monie

Assistant Director (Academic) and Academic Director for STEM (Biological), University of Cambridge Institute of Continuing Education; Fellow and Director of Studies in 1A Biological Natural Sciences, Christ's College

### **Academic programme**

- Four courses (two per week)
- Plenary lecture series P01:  
*Problems and Solutions*
- Evening talks

### **Programme description**

The University is globally renowned for scientific achievement and innovation. We draw on the far-reaching expertise of Cambridge academics to offer courses in a broad variety of scientific fields. These are supplemented by plenary lectures which showcase the University's teaching and research. Those of you with a strong interest, but with little formal science training, are very welcome, but should note the requirements of some courses.

### **Courses**

Each course meets five times. You may choose to follow a particular track by selecting courses in related subject fields, but an interdisciplinary approach is also encouraged.

Some courses are taught in the relevant University Department and this is indicated in the description.

To gain full advantage from these courses, it is recommended that you

have studied science to at least high school level. Those marked \* require a knowledge of differential calculus, some integral calculus and fluency in high school level algebra and geometry. See website for more details.

### **Plenary lectures**

#### **P01 *Problems and Solutions***

Leading Cambridge scientists will explore this theme. See our website for further details.

### **Practical sessions and visits**

Many courses have an integral practical session, or visit, just for that course. These will mostly take place in the relevant Department, which can be reached on foot or by bus.

### **Evening talks**

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

### **Tuition and accommodation options and fees**

**See pages 8-13, 113-115 and 117**

### **Application deadlines**

**Term I: 24 June, Term II: 8 July**

# Science Term I courses

## 7 – 20 July

Classes are held from Monday to Friday at the times shown. Participants choose two courses per week, one from Group P and one from Group Q.

### Term I, week 1 (7 – 13 July)

#### Group Pa: 11.15am – 12.45pm

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##### Pa1

##### **It's all in the genes: introduction**

*Dr Tom Monie*

In 1957 Francis Crick proposed the Central Dogma of molecular biology describing how genetic information flows from DNA to RNA to protein. You will explore how this information is organised, stored, replicated and turned into something useful. *An excellent complement to this course is Pb1.*

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##### Pa2

##### **An introduction to social psychology**

*Dr John Lawson*

Within the realm of psychology, social psychology is concerned with how the behaviour and thoughts of an individual are influenced by the social contexts that they are in, ie other people and groups around them. This course explores a number of differing contexts (small groups and crowds), examines the evidence regarding how these contexts influence what we do and how we think and explores the role of context in constructing our sense of self.

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##### Pa3

##### **Building blocks of astronomy**

*Dr Sonali Shukla*

We learn the basics of astronomy by exploring our solar system and neighbouring stars and planets. We look at the theories of how stars and planets form and how these change as astronomers discover planets around stars other than our Sun. We also examine some of the basic techniques used to find new planets in our universe. *Includes a visit to the Institute of Astronomy (2.4km, c.30 mins walk, or c.20 mins bus/walk).*

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##### Pa4

##### **Patterns and predictions: understanding the Periodic Table**

*Dr Peter Wothers MBE*

This year is the 150th anniversary of Mendeleev's formulation of the Periodic Table, which is fundamental to our understanding of Chemistry. We will explore the underlying beauty of the Table from its early history, to how and why it 'works', and how it was able to predict undiscovered elements. The concepts will be brought to life with accompanying demonstrations.

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## Pa5

### Solar energy science and technology

*Dr Paul Coxon*

This course introduces humanity's harnessing of the sun and how we can use it to provide our energy needs. The course will cover the history and development of solar architecture over thousands of years, the arrival of photovoltaics and solar cells, the science behind their operation, and provide a glimpse into future advanced solar PV technologies.

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## Group Qa: 2.00pm – 3.30pm

### Qa1

#### Exciting cells: an introduction to neurobiology

*Dr Matthew Mason SFHEA*

We look at how nerve, muscle and other excitable cells work, a research field pioneered by Cambridge Nobel Laureates. Beginning with electrochemical gradients, we will go on to look at how neurons develop and propagate electrical signals, how synapses work and how sensory receptors transduce environmental cues. This course is designed for those with undergraduate-level science backgrounds. *Includes a practical in the Department of Physiology (1.2km, c.15 mins walk).*

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### Qa2

#### Memory: psychological and neurobiological perspectives

*Dr Amy Milton*

Memory is a critical function of the brain. We examine memory on different levels, from the psychological to molecular biological. Different types of memory are examined in psychological and neurobiological terms, before assessing physiological and molecular models of memory. Finally, we conclude with how we remember, and how we forget.

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### Qa3

#### Understanding the Universe: a multi-wavelength approach

*Dr Matthew Bothwell*

This course will explore the application of multi-wavelength observing in modern astronomy, from radio waves, through optical and infrared, to high energy UV and X-rays. *Includes a coach visit to the Mullard Radio Astronomy Observatory.*

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#### Qa4

##### How does your immune system work?

*Professor John Trowsdale*

Perhaps governments are right in spending huge amounts of our money on defence? Biology learnt this lesson through millions of years of evolution and a large part of your genome is dedicated to immune defence. We explore how your immune system manages, or fails, to keep one step ahead of invading microbes.

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#### Qa5

##### The future of electronics

*Dr Gwen Wyatt-Moon*

Printed and flexible electronics are changing the world we live in; from OLED displays, flexible solar cells and sensors for personalised medicine, the age of the 'internet of things' is fast approaching. This course will cover key discoveries in the history of electronics and explore the state-of-the-art materials and manufacturing procedures that are being utilised to create the future of electronics. *Includes a visit to the Department of Engineering, West Cambridge Site (2.2km, c.30 mins walk, or c.20mins bus/walk).*



## Term I, week 2 (14 – 20 July)

Group Pb: 11.15am – 12.45pm

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### Pb1

#### It's all in the genes: intermediate

*Dr Tom Monie*

Every cell in your body is genetically identical, but these cells are not all the same. This course investigates the control of gene expression with a focus on understanding how cells know which gene to turn on and when to do this. We will also explore how gene expression is regulated and what happens when this goes wrong.

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### Pb2

#### Autism: a modern epidemic?

*Dr John Lawson*

Despite 60 years of research, autism remains a puzzle: many people remain unclear about what it actually is. Even a leading researcher in the field has called it 'the enigma'. This course provides an introduction to autism and Asperger syndrome, examining the diagnostic features that define the condition, some of the research currently taking place and, finally, the interventions and treatments available and how we think.

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### Pb3

#### Curious physics: rotational mechanics and special relativity\*

*Dr Lisa Jardine-Wright*

Ever feel that you are going round in circles? Does time pass you by faster than it should? If the answer is yes, then this is the course for you. We will solve puzzles both mathematically and practically in topics such as gyroscopic motion, time dilation and length contraction alongside answering questions like can you ride a bicycle in a vertical loop-the-loop? Can we stay younger for longer? *Taught in the Cavendish Laboratory (2.2km, c.30 mins walk, c.20 mins bus/walk).*

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### Pb4

#### An introduction to common biochemical assay techniques

*Dr Sio Ball*

Assays are used to diagnose disease and also to research their causes and cures. This course is designed to introduce a variety of assays in common use, together with their strengths and limitations. This is a hands-on introduction to basic laboratory skills and assumes no prior experience. *Taught in the Department of Biochemistry (1km, c.15 mins walk).*

**Group Qb: 2.00pm – 3.30pm**

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**Pb5**

**Antarctica: ocean, ice, animals  
and climate change**

*Professor Dame Jane Francis and others*

Today the continent of Antarctica sits over the South Pole – frozen, ice-covered and remote – and yet what happens on this continent affects the whole Earth. A team of subject specialists will look at Antarctic climate, animals, oceans and ice, and how these important features of the polar environment are responding to global change. *Includes a visit to the British Antarctic Survey (3.2 km, c.40 mins walk, or c.20 mins bus/walk).*

**Qb1**

**Restless creatures**

*Dr Matt Wilkinson*

From ancient bacteria to elite human athletes, the need to move has dominated the evolution of life on Earth. In this course we will trace the four-billion-year history of locomotion, and see how the rules of motion explain why life is the way it is. *Includes a visit to the Museum of Zoology (1km, c.15 mins walk).*



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### Qb2

#### **Nutrition Science: from core concepts to health applications**

*Professor Sumantra (Shumone) Ray*

We explore the scientific foundations of the discipline of Human Nutrition. This course explains core concepts connecting Nutrition Science with physiological and other sciences, establishing the role of nutrition in human health. These interactive sessions are an excellent introduction to those wishing to undertake further training in the field of Applied Human Nutrition relating to disease prevention and population health.

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### Qb3

#### **Curious physics: waves and quantum mechanics \***

*Dr Lisa Jardine-Wright*

Understanding waves and quantum mechanics opens doors to a huge spectrum of physics problems through ideas such as diffraction and quantum tunnelling. We will perform experiments to understand how the properties of the electromagnetic spectrum enabled us to discover the structure of DNA alongside mathematical and conceptual explanations of quantum mechanics. *Taught in the Cavendish Laboratory (2.2km, c.30 mins walk, or c.20mins bus/walk).*

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### Qb4

#### **Small worlds: an introduction to microbiology**

*Tom O'Brien*

Classroom sessions and practicals illustrate the variety and importance of microbes, with an emphasis on human health. We will isolate, grow and identify bacteria from different sources, see how they move, investigate how antibiotics work and how resistance is spread. We also delve into the world of pathogens and 'unculturables', touching on the latest developments revolutionising the way we view microbes. *Taught in the Department of Biochemistry (1km, c.15 mins walk).* *NB You are advised not to do this course if you are immune-compromised as it may involve handling pathogen cultures.*

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### Qb5

#### **Understanding life: finding clues in the fossil record**

*Dr Peter Sheldon*

In this wide-ranging introduction, we show how fossils get preserved, sometimes in surprising detail, and investigate various aspects of evolution and natural selection as seen in the fossil record. The course encompasses four billion years of life; from microbes through extinct groups such as trilobites, dinosaurs, and mammoths to the present biosphere. Samples from a fine collection of fossils support the teaching.

# Science Term II courses

21 July – 3 August

Classes are held from Monday to Friday at the times shown. Participants choose two courses per week, one from Group P and one from Group Q.

## Term II, week 1 (21 – 27 July)

### Group Pc: 11.15am – 12.45pm

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#### Pc1

##### The medicinal properties of plants

*Dr Patrick Harding*

Plants have been used medicinally for thousands of years and are sources for many modern medicines. Following a history of plant use in medicine, we will examine how plant compounds such as alkaloids and essential oils alleviate symptoms and help cure disease. *Includes a visit to the Cambridge University Botanic Garden (1.7km, c.25 mins walk, or c.20 mins bus/walk).*

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#### Pc2

##### How nanobiotechnology is revolutionising healthcare

*Dr Iris Batalha*

The study of nanometre-scale functional materials and their interactions with biological systems has had a profound impact in healthcare and the pharmaceutical industry. This course gives an overview of how nanosized materials with unique chemical, optical, magnetic and/or structural properties are transforming medical diagnostics and therapy. *Includes a visit to the Nanoscience Centre (2.2km, c.30 mins walk, or c.20mins bus/walk).*

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#### Pc3

##### The importance of conservation science

*Dr Ed Turner*

The world's biodiversity and natural ecosystems are declining at an alarming rate, but how severe is this loss and what can be done about it? This course will explore key challenges facing the natural world today, contemporary research that is taking place to understand these issues, and work that is being carried out to reduce and reverse these declines. *Includes a visit to the Museum of Zoology (1km, c.15 mins walk).*

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#### Pc4

##### From micro to macro: understanding our planet

*Dr Morag Hunter*

From the tiny crystals that make up a volcanic eruption to the vast ice sheets that have covered our planet, this course will look at our planet from the inside out! This double course will be made up of lectures and hands-on study of rocks, minerals and fossils. *This is a double course which can only be taken with Qc4.*



## Group Qc: 2.00pm – 3.30pm

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### Qc1

#### Cryptography: unlocking the future

*Dr James Grime*

Cryptography is all around us and has major historical connections. This course explores the mathematics of cryptography. Topics range from simple substitution ciphers and the Enigma machine of the Second World War, to modern approaches such as RSA used in internet encryption. *You will need to be confident with basic arithmetic and algebra.*

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### Qc2

#### Allergens and other dangers

*Dr Tom Monie*

Allergic responses to bees, nuts, dust mites, pollen and animal fur are common place. Some animals produce rather unpleasant venoms and toxins. Many chemicals, small molecules and heavy metals are potent poisons. Using multiple case studies this course will explore the biochemical and physiological basis of how and why these substances can be so unpleasant and dangerous.

### Qc3

#### Sustainability: creating a more sustainable world

*Dr Emily Shuckburgh  
and Tony Juniper CBE*

Scientists, NGOs, conservationists and businesses have a vital role to play in helping to create a more sustainable world. Two leading figures address the current issues, and examine how – with the right knowledge, combination of skills, financial stimulus and policy – government and individual action, we might reduce our environmental impact.

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### Qc4

#### From micro to macro: understanding our planet

*Dr Morag Hunter*

*This is a double course which can only be taken with Pc4. These afternoon sessions will take place on the Downing Site (1km, c.15 mins walk).*



## Term II, week 2 (28 July – 3 August)

### Group Pd: 11.15am – 12.45pm

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#### Pd1

##### Understanding cancer

*Dr Keti Zeka*

Cancer is one of the most fatal diseases. Although we can better diagnose and treat some cancers, people still die. This course will use case studies to explore how mutations of our genes occur and lead to cancer, how cancer is researched, and how new treatments are being developed.

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#### Pd2

##### Palaeopathology: the study of ancient health and diseases

*Dr Corinne Duhig FSA MIFA*

Ancient human remains - whether skeletons or mummies - can tell us about the diseases that people suffered from in the past and how these diseases affected individuals and societies. This course gives a general grounding in the subject and includes practical sessions. *Taught in the Department of Archaeology (1km, c.15 mins walk). The maximum number of students on this course is 15.*

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#### Pd3

##### Unveiling the Universe

*Dr Robin Catchpole FRAS*

This double course gives an overview of the current state of knowledge about the contents and evolution of our universe, ranging from dark matter, vacuum energy, black holes and the birth and death of stars, to the latest results about the planets and origin of our solar system. Finally, we consider if we are alone. *Includes a visit to the Institute of Astronomy (2.4km, c.30 mins walk, or c.20 mins bus/walk). This is a double course which can only be taken with Qd3.*

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#### Pd4

##### Adhesive bonding and composite materials: engineering advanced materials

*Dr Ewen Kellar*

Strong and lightweight materials are key to the fast-moving world of advanced materials and engineering. This course uncovers the underlying science of how modern bonding technologies can join almost any material combination and how composites can be both extremely lightweight and very strong.

## Group Qd: 2.00pm – 3.30pm

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### Qd1

#### An introduction to animal behaviour

*Dr Paul Elliott*

We explore the multidisciplinary nature of animal behaviour. You will be taught about different ways of explaining behaviour such as, perspectives of mechanism, development, function and phylogeny. Classes will include practical activities, animal guests and a field observation of animal behaviour in an urban habitat (*approx. 2km on foot*).

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### Qd2

#### Human evolution

*Dr Mircea Iliescu*

Our understanding of human evolution continues to develop as our ability to analyse modern genomes and ancient DNA improves and we understand more about the attributes of our ancestors. We will explore patterns of ancient human migration, human adaptation to novel challenges, and our relationships with the Neanderthals and Denisovans.

### Qd3

#### Unveiling the Universe

*Dr Robin Catchpole FRAS*

*This is a double course which can only be taken with Pd3.*

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### Qd4

#### Diffraction and crystallography: seeing materials at the atomic level

*Dr Lewis Owen*

How do we understand the structure of materials and rationalise their physical and chemical properties? This course introduces diffraction methods and crystallography. For over 100 years, these have provided an invaluable tool for understanding the nature and properties of materials. The principles are demonstrated using examples from a broad range of fields, ranging from drug design to the jet engine.





“The Literature Summer Programme allows us to enjoy the experience of reading and thinking together as we immerse ourselves in inspiring words and powerful ideas.”

Dr Jenny Bavidge FEA,  
Joint Programme Director, Literature Summer Programme

# Literature Programme

Term I: 7 – 20 July

Term II: 21 July – 3 August

## Programme Directors:

Dr Fred Parker: Senior Lecturer in English, University of Cambridge;  
Fellow and Director of Studies in English, Clare College

Dr Jenny Bavidge FEA: Academic Director and University Senior  
Lecturer in English Literature, University of Cambridge Institute  
of Continuing Education

### Academic programme

- Four courses (two per week)
- Plenary lecture series GH0:  
*Relationships*
- Evening talks

### Programme description

This programme gives you an experience of 'Cambridge English', with its emphasis on small group teaching, close attention to the actual text, and radical inquiry into why literature matters. Our lecturers are chosen for their expertise and their enthusiasm for the subject. Participants include the widely read and keen beginners, the young and the young at heart, from a wide range of cultures and backgrounds. Their sharing of views makes the programme a stimulating and rewarding experience for all.

### Courses

Classes allow for close and continuing discussion, and you will be expected to have done substantial preparatory reading before you arrive in Cambridge.

### Plenary lectures

#### *GH0 Relationships*

Our speakers will explore a range of literary works where the personal or social relationships they depict are central to their hold on us. We shall also be thinking about relationships between works, as well as the relationship of literature to the wider cultural movements and pressures which it may reveal or may resist.

### Evening talks

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

### Tuition and accommodation options and fees

See pages 8-13, 113-115 and 117

### Application deadlines

Term I: 24 June, Term II: 8 July

# Literature Term I courses

7 – 20 July

Classes are held from Monday to Friday at the times shown. Participants choose two courses per week, one from Group G and one from Group H.

## Term I, week 1 (7 – 13 July)

### Group Ga: 9.15am – 10.45am

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#### Ga1

*King Lear*

Dr Fred Parker

An intensive, scene-by-scene discussion of this most challenging and astonishing Shakespeare play. Class discussion will aim to bring out the richness of different ways of performing and understanding the work, and what is at stake in choosing between them.

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#### Ga2

**Being human: Kazuo Ishiguro's *The Remains of the Day* and *Never Let Me Go***

Rachel Bryan

What psychological challenges might a person face when forced to entertain the possibility that they have wasted their lives? In *The Remains of the Day* and *Never Let Me Go*, Kazuo Ishiguro explores this question, and how self-narration might ease the suffering of those on the brink of existential collapse.

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#### Ga3

**Tears and laughter: the Irish comic novel**

Dr Andy Wimbush

"Tears and laughter," says Samuel Beckett's Molloy, "they are so much Gaelic to me." Tracing a genealogy of comic fiction in Ireland, we will look at two classics of the genre: Beckett's *Murphy*, a Swiftian tale of madness and ginger biscuits, and Flann O'Brien's neglected masterpiece, *The Third Policeman*. We will look at extracts from contemporary exemplars such as Claire Louise Bennett and Keith Ridgway.

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#### Ga4

**Poetry and protest: William Blake and TS Eliot**

Simon Browne

Blake and Eliot both wrote during periods of national upheaval. For Blake, the Industrial Revolution had tilted the country's moral compass towards intolerance and cruelty. For Eliot, the First World War had unmoored cultural certainties. We will study Blake's *Songs of Innocence and of Experience* and TS Eliot's *The Waste Land*, the rich new poetry of these national crises.

## Group Ha: 2.00pm – 3.30pm

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### Ha1

#### The tragic South: literature of the American South

*Dr Elizabeth Moore*

We explore the remarkable literary renaissance that took place in the American South in the mid-20th century, focusing on three works: William Faulkner's *Absalom, Absalom!*, Tennessee Williams's *A Streetcar Named Desire* and Richard Wright's *Native Son*. We examine the intricate relationship between race, the Southern plantation myth and the tragic existential sensibility that so distinctively marks Southern literature.

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### Ha2

#### An introduction to the Bloomsbury Group

*Dr Claire Nicholson*

This course introduces the key members of the Bloomsbury Group, including Roger Fry, Vanessa Bell, Lytton Strachey and John Maynard Keynes, and explores their contribution to the fields of art, literature, politics and philosophy. We look at examples and extracts of their work and consider their contribution to cultural life in early 20th-century Britain.

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### Ha3

#### 21st-century fiction and the ghosts of Modernism

*Dr Andy Wimbush*

The 1920s and 30s saw a flurry of innovation in literary forms and methods under the banner of Modernism. This course will examine how modernist sensibilities continue to influence today's writers through a study of Ali Smith's *How to be Both* and George Saunders' *Lincoln in the Bardo*.

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### Ha4

#### Understanding poetry

*Dr John Lennard*

Whatever its period or mood, reading a poem means dealing with its craft: rhyme and rhythm, choice of words and syntax, form and layout – and how they work together. This course explores all these elements, drawing on poetry of every period from the Renaissance to the 21st century. *This is a double course which can only be taken with Hb4.*

## Term I, week 2 (14 – 20 July)

### Group Gb: 9.15am – 10.45am

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#### Gb1

**John Keats: 'Beauty that must die'**

*Dr Fred Parker*

We shall look closely at much of Keats's finest poetry, as well as a selection from his extraordinary letters. At the centre of the course will be Keats's twin concerns with the passing of time and with the function of the imagination, whether as solace, as illusion, or as access to truth.

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#### Gb2

**Great short stories of the 20th century**

*Elizabeth Rawlinson-Mills*

What makes the best stories so intensely powerful? From some of the longest short stories to some of the shortest, we will explore experiments in literary form and stylistic compression, looking at works by James, Kipling, Orwell, Woolf, Mansfield and Hemingway.

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#### Gb3

**A journey through James Joyce's *Ulysses***

*Dr Mark Sutton*

Focusing exclusively on Joyce's controversial and highly influential masterpiece *Ulysses*, this course locates the novel both at the centre of modernism and within the historical and cultural context of his time. Close textual study will underpin the reading of selected passages, enhancing our appreciation of the novel's rich characterisation and humour.

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#### Gb4

**Criminality in 20th-century film: *The Third Man*, *The Ladykillers* and *Psycho***

*Simon Browne*

We will examine the complex language of light and shadow in three of Britain's most admired directors, Hitchcock, Mackendrick and Reed. Adding to familiar literary techniques, we will analyse how justice and morality are addressed through film as literature and how these 'auteurs' use their art to interrogate their shifting world.



## Group Hb: 2.00pm – 3.30pm

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### Hb1

American nightmares: Nabokov's *Lolita* and Roth's *The Plot Against America*

*Dr Elizabeth Moore*

This course will unpack the manner in which two of the 20th century's great literary artists and forerunners of Postmodernism, Vladimir Nabokov and Philip Roth, each counter the trope of the American Dream by presenting us with much darker American fantasies. "Why?" and "How?" are the questions we will ask.

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### Hb2

Loves in literature

*Elizabeth Rawlinson-Mills*

The Greeks had four words for love; in English we have just one. In this course, we will consider love in all its forms – spiritual, filial, erotic and platonic – drawing on writers as diverse as John Donne and Thom Gunn, Emily Dickinson and Elizabeth Jennings. What does love mean, and how do writers set it down on paper?

### Hb3

Female perspectives on World War I: Vera Brittain and Winifred Holtby

*Dr Claire Nicholson*

Vera Brittain's novel, *Testament of Youth* (1933) describes the devastating impact of the First World War upon her life and her close friendship with fellow writer Winifred Holtby, which sustained her in the aftermath. Both women became committed pacifists. This course will examine their post-war lives and work.

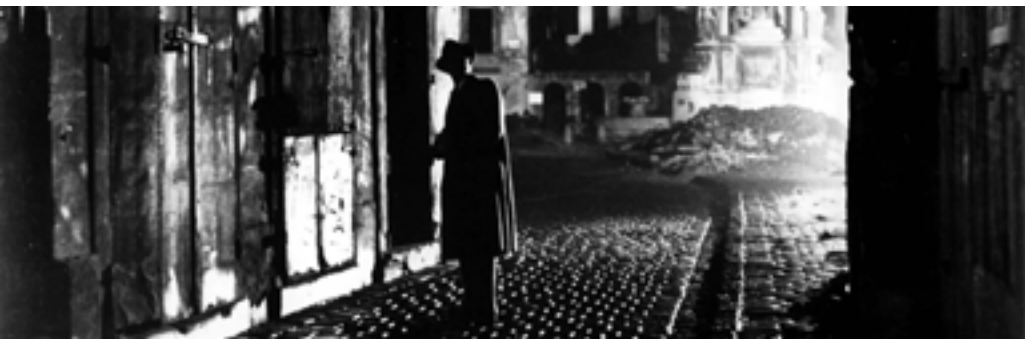
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### Hb4

Understanding poetry

*Dr John Lennard*

*This is a double course which can only be taken with Ha4.*



# Literature Term II courses

21 July – 3 August

Classes are held from Monday to Friday at the times shown. Participants choose two courses per week, one from Group G and one from Group H.

## Term II, week 1 (21 – 27 July)

### Group Gc: 9.15am – 10.45am

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#### Gc1

**Charles Dickens: *Oliver Twist***  
*Clive Wilmer*

Dickens's second novel is still his most popular and perhaps the most powerful he ever wrote. A tale of innocence surviving amid evil, it is a savage indictment of social injustice and includes some of its author's most memorable characters: Bill Sikes, Nancy, Fagin, the Artful Dodger and Oliver himself.

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#### Gc2

**An introduction to Aeschylus, father of Greek tragedy**  
*Dr Charles Weiss*

Aeschylus fought against the Persian invasion and at the same time perfected drama as we know it today, including the only trilogy to survive antiquity, the *Oresteia*. This course is designed to familiarise ourselves with the plays that survive and understand the background that led to their invention.

#### Gc3

**Jane Austen: light and shade**  
*Dr Jenny Bavidge FEA*

Focusing on *Pride and Prejudice* and *Sense and Sensibility*, this course explores the nature of Austen's writing and the rituals and expectations of the society she wrote about. As well as discussing the themes and style of both novels, we will examine the darker corners of her light, bright, bustling worlds.

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#### Gc4

**The Anglo-American encounter with Italy: Henry James and EM Forster**  
*Ulrike Horstmann-Guthrie*

Italy and its sun, its art and its people have always fascinated visitors from the cold north. Focusing on Henry James's *The Aspern Papers* and EM Forster's *A Room With A View*, we consider how characters are transformed in unexpected ways, in the process raising issues of class and morality.

## Group Hc: 2.00pm – 3.30pm

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### Hc1

The philosophy of literature: morality, creativity and understanding

*Dr Jon Phelan*

This course explores five fundamental questions in the philosophy of literature: What is literature? Does the moral value of a work affect the work's aesthetic value? What is meant by creativity? Can a robot appreciate poetry and what sort of understanding can we gain from reading literature?

*This course complements Hd1 or can be taken on its own.*

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### Hc2

Reading Virginia Woolf:  
*To the Lighthouse* and  
*A Room of One's Own*

*Dr Claire Nicholson*

Who's afraid of Virginia Woolf? This course explores two of her best-known texts, together with extracts from relevant essays and short stories, to discover why she is regarded as one of the greatest British writers of the early 20th century. *This course complements Hd2 or can be taken on its own.*

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### Hc3

Power and wonder in  
Shakespeare's *The Tempest*

*Dr Paul Suttie*

Prospero's "potent art", which dominates the action of *The Tempest*, proves to be something more than fairy-tale magic. Rather we find in it a profound exploration of stagecraft and of statecraft; of the arts of producing theatrical spectacle, political control, and religious wonder. But what benign or dark purposes does Prospero's art finally serve?

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### Hc4

Three great Young Adult fantasists:  
Pullman, Rowling, Nix

*Dr John Lennard*

In the 1990s, Young Adult fantasy blossomed into a major and mainstream genre. This course looks at Philip Pullman's *His Dark Materials* trilogy, JK Rowling's *Harry Potter* series, and Garth Nix's *Old Kingdom* trilogy, asking about their deeper concerns, and why and how they became such iconic works, defining a generation.



## Term II, week 2 (28 July – 3 August)

### Group Gd: 9.15am – 10.45am

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#### Gd1

**WB Yeats: 10 great lyric poems**

*Clive Wilmer*

Between 1889 and 1939 Yeats published a dozen books of lyrical poetry, the standard of which from start to finish is as consistently high as that of any poet in English. Each day we shall read and discuss two of the greatest of these poems, closely attending to sound, structure, meaning and association.

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#### Gd2

**An introduction to Homer: the *Iliad* and the *Odyssey***

*Dr Charles Weiss*

Like much of Ancient Greek literature, both these epics are based on the legend of the Trojan War. We will explore how Homer is surprisingly selective in his choice of material: the *Iliad* focuses on just a few weeks of action during the ten-year siege, and the *Odyssey* presents the homecoming of its great protagonist in some very unexpected ways.

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#### Gd3

**Dangerous books for girls?**

**Fairy tales past and present**

*Dr Jenny Bavidge FEA*

Fairy tales are fluid stories, reinvented by different eras and nations, and often altered for different audiences. This course will examine the history of the fairy tale, tracing its development from oral and folk traditions to its reinvention by modern authors, including Angela Carter and Helen Oyeyemi.

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#### Gd4

**Facing the fear: *Dr Jekyll and Mr Hyde* and *The Hound of the Baskervilles***

*Ulrike Horstmann-Guthrie*

The late Victorians were fascinated by psychic phenomena as well as the workings of the mind. Focusing on Stevenson's *Dr Jekyll and Mr Hyde* and Conan Doyle's *The Hound of the Baskervilles*, we will consider how these works of fiction demonstrate that superstitious beliefs continued to exist alongside a scholarly interest in the study of psychology.

## Group Hd: 2.00pm – 3.30pm

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### Hd1

The philosophy of literature: what can we learn from literary fiction?

*Dr Jon Phelan*

We read literary fiction for entertainment but can we learn anything serious from the experience and, if so, what is it about literary fiction that helps improve the reader's mind? This course explores the cognitive gain from literature by surveying the issue from a philosophical perspective. *This course complements Hc1 or can be taken on its own.*

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### Hd2

Reading Virginia Woolf: *Mrs Dalloway* and *The Years*

*Dr Claire Nicholson*

This course focuses upon two texts in which Woolf addresses questions of biography, gender, performance and war. We will explore how Woolf's modernist writing took an innovative approach to these ideas, and they will be set in context with reference to her essays and autobiographical writing. *This course complements Hc2 or can be taken on its own.*

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### Hd3

Shakespeare and self-knowledge

*Dr Paul Suttie*

One of Shakespeare's notable dramatic achievements was to create characters who convincingly strive to know themselves – to understand and articulate their own motives for action (or inaction). We will look closely at *Julius Caesar*, *Hamlet*, and *Macbeth*, asking what these great tragedies have to say about self-understanding and about self-deception.

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### Hd4

Three great British fantasists: Lewis Carroll, Mervyn Peake, JRR Tolkien

*Dr John Lennard*

Far from being simple escapism, or for children, fantasy is often used to confront complex topical issues. We consider Carroll's *Alice* books as psychology, Peake's *Titus Groan* and *Gormenghast* as satire, and *The Lord of the Rings* as history, asking throughout about the persistent recourse to fantasy evident in much modern writing.





“Drawing on over 60 years of experience, the programme offers participants an unrivalled introduction to English common law.”

Dr Roderick Munday,  
Programme Director,  
English Law and Legal Methods Summer Programme

# English Law and Legal Methods Programme

7 – 27 July

**Programme Director:** Dr Roderick Munday

Reader Emeritus in Law and Affiliated Lecturer, University of Cambridge; Fellow Emeritus, Peterhouse

## Academic programme

- Two seminars
- Three plenary lectures per day
- Evening talks

## Programme description

This three-week programme presents the central aspects of English law. Initially, the programme addresses the general structure of the law and legal method, before embarking on detailed study of the principal areas of English substantive law.

The programme is designed primarily as an introduction for lawyers and law students who have no prior knowledge of the English legal system and Common Law. Law students must have completed a minimum of one year of their legal studies in Civil Law, or other systems, at undergraduate level. Applications from others with a non-standard law background, can be considered.

We will aim to include the following topics: the development and structure of English law, the sources of English law, precedent and statutory interpretation, the courts and legal

profession, private law (property, obligations, trusts, labour law, family law etc), public law (constitutional and administrative law), civil and criminal procedure.

## Seminars

You choose two seminar subjects, with a total of six hours' tuition in each seminar.

## Plenary lectures

The morning plenary lectures will be given by leading legal figures from the University of Cambridge and distinguished visiting speakers.

## Evening talks

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

## Tuition and accommodation options and fees

See pages 8,13 and 113

## Application deadline

24 June

# English Law and Legal Methods seminars

Seminars are held on weekdays. Participants choose a total of two seminars from the six listed; each choice must be from a different group.

## Group A

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### Em1

#### Contract law

*Dr Roderick Munday*

This seminar addresses such key topics of the law of contract as formation of contracts, interpretation of contracts, the doctrine of consideration, frustration of contracts, the terms of the contract, mistake and vitiating factors, and remedies for breach of contract.

### Em2

#### Private international law

*Professor Richard Fentiman*

This seminar addresses the structure and context of cross-border disputes in the English courts, with particular reference to international commercial litigation. It includes jurisdiction, cross-border injunctions, choice of law in civil and commercial matters, and proof of foreign law.





## Group B

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### Em3

#### Company law

*Dr Felix Steffek*

This seminar covers the core issues of English company law: limited liability and piercing the corporate veil, directors' powers and duties, shareholders' rights and responsibilities, legal capital and capital maintenance, corporate insolvency and creditors' rights. The seminar takes an interdisciplinary approach and examines these topics from a legal, economic and comparative perspective.

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### Em4

#### Civil procedure

*Professor Neil Andrews*

This seminar addresses the main principles of civil procedure: commencement of proceedings, joinder, third party proceedings, set-off and counter claims, discovery and disclosure between parties and exceptions to discovery, settlement, access to justice and delay.

## Group C

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### Em5

#### Constitutional and administrative law

*Dr Paul Daly*

We consider the unwritten, common law Constitution of the United Kingdom: foundational doctrines of parliamentary sovereignty, the rule of law, and the separation of powers, constitutional rights and their means of enforcement, judicial review of executive (or administrative) acts and decisions, the relationship between statute and the common law. We also address contemporary political context, including the implications of 'Brexit'.

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### Em6

#### Law of torts

*Dr Janet O'Sullivan*

This seminar considers civil liability in Tort, looking at general principles and in outline at Trespass to the Person, then analysing the tort of Negligence in detail. Specific Negligence problem areas and controversies are highlighted, such as the treatment of public authority defendants, liability for psychiatric harm and pure financial loss. Finally, the tort of Private Nuisance is explored.



“The History Summer Programme offers you an exciting way to learn about many different aspects of the past from a team of expert historians.”

Dr David Smith FRHistS,  
Programme Director, History Summer Programme

# History Programme

21 July – 3 August

**Programme Director:** Dr David Smith FRHistS

Affiliated Lecturer, Faculty of History, University of Cambridge;  
Fellow, Director of Studies in History, Tutor for Graduate  
Students, Selwyn College; Affiliated Lecturer, University  
of Cambridge Institute of Continuing Education

## Academic programme

- Four courses (two per week)
- Plenary lecture series LM0:  
*Reputations*
- Evening talks

## Programme description

This programme gives you the chance to study in detail specific historical figures, periods or events. Eminent historians offer courses that cover a wide range of problems and themes in British, European and global history.

This programme is intended primarily for those who are currently students or teachers of history, or who have been engaged in historical study at some stage. However, applications are most welcome from those with a real commitment to the subject. No prior knowledge of the history of any particular period or reign is expected.

## Courses

Courses are led by members of the University's Faculty of History and visiting academics. You may wish to attend courses which most obviously complement one another or you may make a selection which covers the broadest historical period possible.

## Plenary lectures

### LM0 *Reputations*

The lecturers will examine a variety of historical reputations, taken from a wide range of periods of history and different parts of the world, and explore how they have developed through time. Particular attention will be paid to how reputations are formed and the influence that they have had. A central theme will be the relationship between reputation and historical reality, insofar as it can be recovered.

## Evening talks

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

## Tuition and accommodation options and fees

See pages 8-13, 113, 115 and 117

## Application deadline

8 July

# History courses

Classes are held from Monday to Friday at the times shown. Participants choose two courses per week, one from Group L and one from Group M.

## Week 1 (21 – 27 July)

### Group La: 11.15am – 12.45pm

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#### La1

##### The century of revolution: England, 1603-58

*Dr David Smith FRHistS*

During the 17th century England experienced two revolutions: the first extremely violent, the second largely peaceful. Using a selection of primary sources, we will look at the origins of the English Civil Wars, the wars themselves and the execution of Charles I, and at the Interregnum and the role of Oliver Cromwell.

*This course complements Lb1 or can be taken on its own.*

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#### La2

##### Winston Churchill: the greatest Briton?

*Professor Mark Goldie FRSA FRHistS*

The people's Winston is a mass of contradictions: the saviour of his country in 1940; a defender of a declining Empire; a radical liberal; a reactionary conservative. He epitomised Britain's confused identity in the modern world, her triumphs and her decline. We will consider whether Churchill really is 'the greatest Briton'.

#### La3

##### D-Day 1944: the assault on Hitler's Europe

*Dr Andrew Lacey*

The D-Day landings of 6 June 1944 were the largest amphibious operation ever undertaken. We will explore the preparation of Operation Overlord, the assault on the beaches and the attempts to break out from the bridgehead. We will end with the liberation of Paris and consider the place of D-Day in subsequent film and memory.

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#### La4

##### The Enlightenment and the causes of the French Revolution, 1685-1793

*Dr Felix Waldmann*

This course examines the history of the 18th-century Enlightenment and the debate over its role in fomenting the French Revolution. We will examine several important events and controversies, with a particular focus on the confrontation between the *ancien régime* in France and the intellectual vanguard which we now associate with the French Enlightenment.

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## La5

### Stalin's Russia

*Dr Jonathan Davis SFHEA*

Josef Stalin led the USSR for 25 years. He established a murderous dictatorship and unleashed a war against the peasantry. He also built a highly industrialised system which played a hugely significant role in defeating Nazi Germany. This course examines Stalin the man, the system he created, and the legacy he left behind.

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## Group Ma: 2.00pm – 3.30pm

### Ma1

#### Europe: the age of empires, 1848-1914

*Dr Seán Lang*

Empire was central to late 19th-century Europeans' ideas of themselves, their status and their national identity. They built or reconstructed empires within Europe and sought desperately to build empires outside Europe. This course looks at how the concept of empire helped shape the Europe that went into the First World War. *This course complements Mb1 or can be taken on its own.*

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## Ma2

### The supernatural in Tudor and Stuart Britain

*Dr Ceri Law*

Witches, demons, fairies, ghosts and more: many early modern people believed that their world was full of supernatural beings with power and significance for their daily lives. This course explores these beliefs, finding out what they tell us about both the people and the culture of the 16th and 17th centuries.

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## Ma3

### The Spanish Civil War, 1936-39

*Dr Daniel Carter*

Was the Spanish conflict of the 1930s a battle between Communism and Fascism, between tradition and modernity, or even between different concepts of Spain as a nation? We will be examining the origins, course, international context and consequences of this tragedy, which has seen more books published than almost any other war.



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**Ma4****The Ottoman Empire, 1453-1922**

*Dr Michael Talbot FRAS FHEA*

For 500 years the Ottoman Empire was one of the great world powers, ruling over a huge and diverse empire on three continents. This course will chart its journey, through conquest to consolidation, and reform to dissolution, considering major political and economic events, and their impact on the Sublime State's subjects.

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**Ma5****Cold War flashpoints**

*Dr Jonathan Davis SFHEA*

From its origins and early problems, including the Berlin Blockade, we assess some of the main flashpoints, such as the Korean War, the invasion of Hungary, the Cuban Missile Crisis and the Vietnam War. We consider why they occurred, their seriousness and their consequences and examine the events leading to the end of the Cold War.



## Week 2 (28 July – 3 August)

Group Lb: 11.15am – 12.45pm

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### Lb1

**The century of revolution: England, 1658-1714**

*Dr David Smith FRHistS*

During the 17th century England experienced two revolutions: the first extremely violent, the second largely peaceful. We will look at the Restoration of Charles II, at the revolution of 1688-9 and the fall of James II, and at the political changes between then and Queen Anne's death in 1714. *This course complements La1 or can be taken on its own.*

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### Lb2

**The reign of Henry VIII**

*Dr Jessica Sharkey*

The reign of Henry VIII was a major turning point in British history. We use the preoccupations, ambitions, and character of Henry VIII as a route into the political, religious and cultural changes of this tumultuous period, discussing personalities including Wolsey, More and Cranmer, and the falls of Anne Boleyn and Thomas Cromwell.

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### Lb3

**Metropolis: Moscow, Berlin and Vienna, 1890-1930**

*Dr Jennifer Keating*

This course explores the urban history of the European *fin-de-siècle*, examining three major urban centres where migration, technological advances, cultural innovation and political ferment combined to produce an atmosphere of intense change, excitement and anxiety. In doing so, we will trace some of the physical, social and political consequences of early 20th-century modernity in comparative context.

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### Lb4

**'Greatness' and the US Presidency**

*Nicolas Kinloch*

The American Presidency has evolved into one of the most recognisable institutions in modern politics. What constitutes presidential greatness, however, remains highly contentious. Focusing on Washington, Lincoln, Theodore Roosevelt, Franklin D Roosevelt, JF Kennedy and Reagan, we examine and discuss the political evolution of the United States and explore the strengths, limitations and impact of the Presidency.

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## Group Mb: 2.00pm – 3.30pm

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### Lb5

#### Out of the ashes: post-war Europe, 1945-65

*Dr Andrew Lacey*

In 1945, much of Europe lay in ruins and rapidly divided between east and west. Yet out of the ashes reconstruction took place. We look at some of the major themes of these 20 tremendous years, from the Cold War and the relationship with the USA to the economic miracles of the 1950s and 60s.

### Mb1

#### Europe: the fall of empires, 1914-97

*Dr Seán Lang*

This course considers the 20th-century concept of empire. The First World War caused the collapse of three empires and produced the pseudo-empires of fascism and Nazism. British and French 'liberal' imperialism fought the Second World War but emerged broken and unprepared for the anti-colonialism of the post-war world.

*This course complements Ma1 or can be taken on its own.*





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**Mb2****Elizabeth I: the Age of Gloriana?**

*Dr Jessica Sharkey*

The reign of Elizabeth I, the last Tudor monarch, is often associated with a golden age in English history. This course re-examines the period by looking past the traditional image and considers the challenges posed by religious upheaval, female rule and complex foreign diplomacy. *Not to be taken with Ra1 in Shakespeare and the Renaissance.*

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**Mb3****Revolutionary Russia**

*Dr Jennifer Keating*

We look at the 1905 revolution and ask whether it deserves such a title, before turning to the two revolutions in 1917. We consider why tsarism collapsed, why liberalism failed and Bolshevism succeeded, why revolution gave way to civil war, and assess the consequences of the revolutions for Russia and the world.

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**Mb4****The making of the modern Middle East, 1914-67**

*Dr Michael Talbot FRAS FHEA*

This course will examine the emergence of new empires, states, and ideologies in the Middle East in the 20th century. Focusing on Turkey, Syria, Iraq, Palestine, and Egypt after the First World War, it will explore the histories of the ideas and identities that continue to shape the region today.

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**Mb5****Order into chaos: the evolution of Parliamentary discipline in Britain**

*Dr Graham McCann*

To understand Britain's Parliament, one needs to understand how it runs itself as well as the nation. Exploring such early innovations as the Speaker and Black Rod, through to the Whip system and the recent intervention of the Supreme Court over Brexit, we consider its strengths and weaknesses as a modern democratic assembly.



“This year’s Programme explores the theme of collecting through a series of lectures and seminars by experts in the field, as well as special access tours of Colleges, museums and libraries in and around Cambridge.”

Dr Lydia Hamlett, Programme Director,  
Art and Visual Culture Summer Programme

# Art and Visual Culture Programme

## 21 July – 3 August

**Programme Director:** Dr Lydia Hamlett

Academic Director for Art History and Architecture, University of Cambridge Institute of Continuing Education; Leverhulme Early Career Fellow, Department of History of Art, University of Cambridge; Fellow, Murray Edwards College

### Academic programme

- Plenary lecture series:  
*Patrons and Collections*
- Two seminars, one per week
- Gallery and museum visits within Cambridge
- Evening talks

### Programme description

The programme offers a multidisciplinary approach encompassing art, architecture and sculpture, and draws on the magnificent collections across the University of Cambridge. For undergraduates, graduates, teachers and those with a passion for art and visual culture.

### Seminars

You choose two seminar subjects, one per week, with a total of 4.5 hours tuition per seminar. The maximum seminar size is 18 people.

### Plenary lectures

#### *Patrons and Collections*

These lectures will be given by leading academics from the University of Cambridge and distinguished visiting speakers. Lecturers explore the theme of *Patrons and Collections*: topics will cover public and private art collections, patronage and provenance.

### Visits

Visits to galleries and museums in Cambridge will enable participants to enjoy the rich diversity of collections held across the city including New Hall Art Collection at Murray Edwards College and, of course, the Fitzwilliam Museum. There is also the opportunity to see many treasures housed in the Colleges and their libraries.

### Evening talks

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

### Tuition and accommodation options and fees

See pages 8-13, 113, 115 and 117

### Application deadline

8 July

# Art and Visual Culture Seminars

Seminars are held on Mondays, Wednesdays and Fridays. Participants choose one seminar for each week; each choice must be from the relevant week:

## Week 1 (21 - 27 July)

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### Ja1

#### Early modern women patrons

*Dr Lydia Hamlett*

These seminars will explore the patronage of royal and courtly women in the long 17th century in the British Isles. We will examine the social and historical contexts of the artistic and architectural commissions of three patrons in particular: the queen consorts Henrietta Maria and Catherine of Braganza and Sarah Churchill, Duchess of Marlborough.

### Ja2

#### Collecting and interpreting Gothic art and architecture

*Dr James Hillson*

Focusing on targeted case studies including Abbot Suger of Saint-Denis and Saint Stephen's Chapel in Westminster, this seminar will explore the different ways in which medieval art has been collected and interpreted from the 12th to 19th centuries, contrasting medieval and modern perspectives on its meaning, presentation and artistic value.



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### Ja3

#### Russian Art: from the Icon to the Black Square

*Dr Nicola Kozicharow*

This seminar will explore Russia's rich artistic past, from medieval icons to the avant-garde's radical experiments in abstraction before the outbreak of the Russian Revolution of 1917. The topics covered will include courtly portraiture under Catherine the Great, critical realism among the Peredvizhniki, and the sensational debut of the Ballets Russes on the Parisian stage.

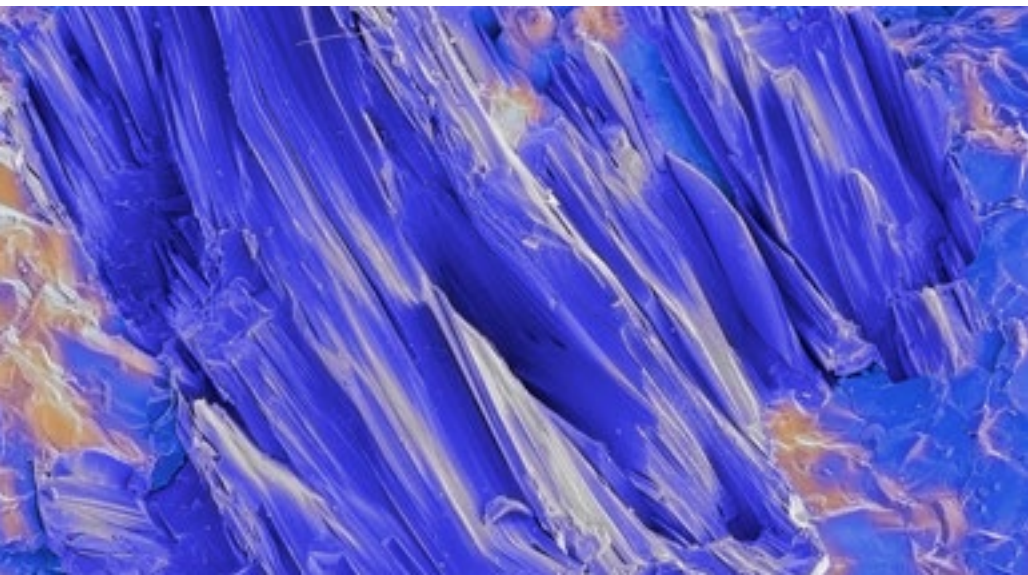
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### Ja4

#### The beauty of life: William Morris and the Arts and Crafts Movement

*Joanna Banham*

William Morris and the leading figures in the Arts and Crafts Movement were among the most original designers in Britain in the second half of the 19th century, pioneering radical new approaches to design, craftsmanship and techniques of making. They did not just want to make beautiful things, but also argued for more ethical forms of production and changes in the way that people thought about their surroundings and their lives. Many of their questions about the work-life balance, sustainable production, and protecting the environment, still resonate today. We explore some of the ideas and objects associated with their work.



## Week 2 (28 July - 3 August)

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### **Jb1**

#### **Museums and meaning**

*Malavika Anderson*

Museums can be significant agents in understanding and interpreting culture, society, and knowledge around the world. But the histories of collections and their movement into contexts such as the museum can also be contentious. What role do patrons, collectors and other gate-keepers of collections play in how objects and artworks are understood? How can we critically approach the many ways in which meaning is created in museums? Using examples from different collections, this seminar series will explore the relationship between museums and meaning from postcolonial perspectives.

### **Jb2**

#### **The restoration of paintings**

*Dr Spike Bucklow*

The seminar will illustrate how paintings can radically change in their appearance over time. It will also overview the methods – Xray, UV, IR etc – used to examine paintings. The course will be based on paintings from public collections treated at Cambridge University's internationally renowned Hamilton Kerr Institute.

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### **Jb3**

#### **Image and identity in portrait painting**

*Dr Sarah Pearson*

Who were portraits created for? In these seminars we will consider the creation of portraits designed to convey a particular message of wealth or prestige and the language employed to achieve this aim. From the Tudor courts, to the Grand Tour era, we will examine the images themselves and their intended audience.



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## Jb4

### Art and power: how value is made

*Siân Griffiths*

Cultural capitals are a defining feature of our world. But how did certain cities become so dominant as centres for art? And how did the value systems, which define the kind of art we make and collect, actually form? From the Renaissance to the present day, did we get the art that we deserved?

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## Proposed visits include:

### Fitzwilliam Museum

The world-renowned Fitzwilliam Museum houses an impressive collection of art and artefacts from around the world. In addition to coins and Egyptian coffins, Renaissance sculpture, Asian art, the Museum's painting collections range from the 13th to the 21st century and are represented by medieval diptychs, Titian, Canaletto, Turner, Poussin, Monet and Sickert.

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### New Hall Art Collection

The New Hall Art Collection of over 500 exhibits started in the 1980s and early 1990s and is now the largest collection of works by women in Europe. This tour by the Collection's Curator focuses on the feminist and political dynamic of works in the collection. The tour will include areas not usually open to the public.



“The energy and engagement of our participants are truly inspiring.”

Dr Fred Parker, Programme Director,  
Shakespeare and the Renaissance Summer Programme



# Shakespeare and the Renaissance Programme

4 – 17 August

## Programme Director: Dr Fred Parker

Senior Lecturer in English, University of Cambridge;  
Fellow and Director of Studies in English, Clare College

### Academic programme

- Four courses (two per week)
- Plenary lecture series RS0: *Transformation*
- Evening talks

### Programme description

A rich collection of courses, lectures, readings and acting workshops. You can explore the power, beauty, and meaning of Shakespeare's plays with leading academics; discover connections with the wider world of Elizabethan culture; and explore aspects of performance, including, if you wish, workshops led by a professional actor and director.

Our team of lecturers and Course Directors are experts in the field. They combine the Cambridge tradition of close attention to the text with an alertness to questions of performance which is so vital in approaching Shakespeare. Lecturers engage with the experience and the response of participants, whose enthusiasm, openness and curiosity give the programme its unique atmosphere.

### Courses

You choose two five-session courses per week. In order to gain the greatest benefit from your studies you should undertake any given preparatory work.

### Plenary lectures

#### RS0 *Transformation*

This year's speakers will be exploring the theme of transformation both within Shakespeare's works and their performance, and in the Renaissance world in which he wrote, a time of new horizons, of dramatic change in government, monarchy and religion, and of ground-breaking cultural and technological achievement.

### Evening talks

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

### Tuition and accommodation options and fees

See pages 8-13, 113 and 116

### Application deadline

22 July

# Shakespeare and the Renaissance courses

Classes are held from Monday to Friday at the times shown. Participants choose two courses per week, one from Group R and one from Group S.

## Week 1 (4 – 10 August)

### Group Ra: 9.15am – 10.45am

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#### Ra1

##### Elizabeth I: the Age of Gloriana?

Dr Jessica Sharkey

The reign of Elizabeth I, the last Tudor monarch, is often associated with a golden age in English history. This course re-examines the period by looking past the traditional image and considers the challenges posed by religious upheaval, female rule and complex foreign diplomacy. *Not to be taken with Mb2 in History.*

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#### Ra2

##### Love, comedy, and the imagination: As You Like It and Twelfth Night

Dr Fred Parker

We shall be comparing these two great comedies, both festive plays, but both not without some melancholy. A particular focus will be the powers and limits of the imagination – the lover's imagination, but also the space for fantasy which the plays create.

#### Ra3

##### What happens in Hamlet

Clive Wilmer

*Hamlet* is Shakespeare's longest and most famous play. It is often said to be something of a puzzle. This course will simply study the text, one session for each of the five acts, and ask what sorts of conclusion can be arrived at. There will be some discussion of differences of text and a minimum of essential contextualisation; otherwise, we shall focus exclusively on Shakespeare's words.

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#### Ra4

##### The Winter's Tale in performance

Vivien Heilbron

*The Winter's Tale* is a play whose plot is triggered by the extraordinary, seemingly inexplicable, jealousy and suspicion felt by King Leontes about his Queen's relationship with his boyhood friend, Polixenes. It is a painful play which ends in forgiveness from Hermione and reconciliation between the couple. The language is rich and complex in this late romance play. *This course consists of five practical acting workshops and requires confident English speaking skills.*

## Group Sa: 2.00pm – 3.30pm

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### Sa1

#### **Romeo and Juliet in performance**

Vivien Heilbron

*Romeo and Juliet* is Shakespeare's first great tragedy. The play is full of exuberant and lyrical poetry and characters who seem to rejoice in wordplay of all kinds. The violence of the family feud between the Capulets and the Montagues contrasts with the tender feelings of the young lovers as they try to find happiness together.

*This is a double course which can only be taken with Sb1 and requires confident English speaking skills. The maximum number of students on this course is 15.*

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### Sa2

#### **Icons and iconoclasm: the visual arts in Shakespeare's England**

Siân Griffiths

The iconic portraits of Elizabeth I are perhaps the most enduring visual legacy of England in the late 16th century. However, these powerful propaganda pieces conceal the reality of a period of decimation in the visual arts. This course will explore how new attitudes to image-making replaced the old.

### Sa3

#### **Shakespeare in context**

Dr John Lennard

What does it mean to put Shakespeare in context? This course takes three recent works – Shapiro's *1599*, Nicholl's *The Lodger*, and Erne's *Shakespeare and the Book Trade* – that place him in time, space, and economy, asking what makes them superior, and what they teach us about the Bard.

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### Sa4

#### **The seductive beauty of English Renaissance poetry**

Dr Paul Suttie

Shakespeare and his contemporaries penned some of the most beautiful and seductive love lyrics in English. But the greatest of these poems also reflect deeply on the perilous pleasures of beauty and seduction, unpacking complex motives and exposing hidden pitfalls. We will focus on five of the greatest Elizabethan poets: Sidney, Spenser, Marlowe, Shakespeare, and Donne.



## Week 2 (11 – 17 August)

Group Rb: 9.15am – 10.45am

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### Rb1

#### Shakespeare and his fellows: Michel de Montaigne

Dr Fred Parker

The *Essays* of Montaigne, sceptic, humanist, and painter of the mind in motion, struck a powerful chord in Shakespeare. We shall explore their similarities and differences, referring especially to *Hamlet*, *Othello*, *King Lear*, and *The Tempest*.

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### Rb2

#### Shakespeare and Marlowe

Dr Alexander Lindsay

We compare two plays in which magic, recognised in the Renaissance as a source of knowledge and power, drives the plot. In Marlowe's *Doctor Faustus*, a scholar makes a pact with the devils who ultimately claim his soul. In *The Tempest*, Prospero, controlling the pure spirits by white magic, reclaims his dukedom and is reconciled with the enemies who exiled him.

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### Rb3

#### Coriolanus

Clive Wilmer

*Coriolanus* completes the line of Tragedies written by Shakespeare in the 1600s. It is the story of a heroic military commander who – when he enters the political arena – is destroyed by his inability to compromise. In the intensity of his pride, Coriolanus is not very sympathetic – not at any rate to a modern audience – but his dilemma is a fascinating one and his fate powerfully tragic.

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### Rb4

#### Magic, fairies and gods: *A Midsummer Night's Dream* and *The Tempest*

Valentin Gerlier

Shakespeare made frequent use of magical devices, faery worlds and even the appearance of gods on stage to achieve his dramatic designs. Delving into a wealth of Renaissance ideas about magic, poetry and science, we will attempt to understand the usage and significance of Shakespeare's 'magical' world in these two plays.



## Group Sb: 2.00pm – 3.30pm

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### Sb1

#### *Romeo and Juliet* in performance

Vivien Heilbron

*This is a double course which can only be taken with Sa1. The maximum number of students on this course is 15.*

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### Sb2

#### *King Lear*

Valentin Gerlier

The characters in Shakespeare's great tragedy struggle with questions of great existential import: is there an order and purpose to the world? Are human beings part of a greater order of things or rather only motivated by ruthless self-interest? At the time Shakespeare wrote *King Lear*, these questions, as well as the answers traditionally provided to them, had become burning issues. This course will explore the play in the light of these larger themes.

### Sb3

#### Shakespeare and his fellows:

#### John Marston

Dr John Lennard

Marston (1576-1634) had only a short literary career before ordination, but his work with children's companies intersects strongly with Shakespeare's middle period. The course centres on *The Malcontent* and *Measure for Measure*, plays close in date and theme, but also considers *Hamlet* and the so-called 'rival traditions' of playing.

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### Sb4

#### *Henry IV, Part I: a masterpiece of historical drama, and its sources*

Dr Paul Suttie

We will look closely at perhaps the greatest of all English history plays, seeing how Shakespeare transformed his story's sources in chronicle and legend into a triumph of brilliant plot construction and memorable characterisation. We will also consider how this great play yokes freewheeling historical fiction to thought-provoking exploration of real historical issues.





“Medieval Studies is challenging,  
stimulating and completely absorbing.”

Dr Rowena E Archer FRHistS,  
Programme Director, Medieval Studies Summer Programme

# Medieval Studies Programme

4 – 17 August

**Programme Director:** Dr Rowena E Archer FRHistS  
Fellow of Brasenose College, University of Oxford

## Academic programme

- Four courses (two per week)
- Plenary lecture series KN0:  
*Ambition and Aspiration*
- Evening talks

## Programme description

This programme offers an unparalleled opportunity for students to work with the finest British medievalists. The programme is challenging and is predicated on doing advance reading. Course Directors encourage you to develop your own arguments about big historical issues while helping you to understand the complexities of the chosen field. The programme attracts current undergraduate or graduate students, and college or university teachers. Its interdisciplinary nature will appeal to anyone with an interest in medieval studies. We welcome those coming from any background and with a genuine interest in the period.

## Courses

Courses are offered in defined topics which encompass art, architecture, history, literature, religion, trade and health. You choose two courses per week, each has five sessions. Courses are led by subject specialists from the University of Cambridge and other British universities.

## Plenary lectures

### *KN0 Ambition and Aspiration*

Medieval Society was deeply hierarchical and carefully ordered. This was a world in which people knew their proper place and accepted it. Yet social mobility was common and there was room for careers and advancement in all spheres. The plenary lectures are given by recognised experts who will explore the different ways in which people could enhance their status and standing through marriage, the professions, royal service and war.

## Evening talks

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

## Tuition and accommodation options and fees

See pages 8-13, 113 and 116

## Application deadline

22 July

# Medieval Studies courses

Classes are held from Monday to Friday at the times shown. Participants choose two courses per week, one from Group K and one from Group N.

## Week 1 (4 – 10 August)

### Group Ka: 11.00am – 12.30pm

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#### **Ka1**

##### **William Marshal: England's most worthy knight**

*Professor Nigel Saul FSA*

William Marshal (d.1219) was the most celebrated and successful knight of his day. Through the prism of the unique near-contemporary biography of him, the *Histoire*, the course will look at the career, conduct and piety of a man who rose from obscurity to become saviour of his country under Henry III.

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#### **Ka2**

##### **Monks, madmen and mystics: the English Church from 1000-1500**

*Dr Matthew Mills*

With the dawn of a new millennium, the English Church entered a period of profound change, driven by assertive papal and monastic movements, and waves of domestic upheaval, from the Norman Conquest to the Wars of the Roses. This course will introduce both the major developments and principle actors, from Thomas Becket to Julian of Norwich.

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#### **Ka3**

##### **Making medieval art**

*Dr Spike Bucklow*

This course will cover the material aspects of medieval painting. It considers the geological origins, global trade and alchemical processing of colours. Whilst such details are unfamiliar to us, the course will suggest they were familiar to patrons and many viewers, contributing additional layers of meaning to works of art.

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#### **Ka4**

##### **Great households in medieval England, 1250-1500**

*Professor Chris Woolgar*

The great household was enormously influential. In England, probably some 9,000 households embraced its style of living in the later Middle Ages. We will examine its characteristics, from the lord, his family and influence, to residences, servants, provisioning and diet, religion, transport, and pastimes and interests, like hunting, music and literature.



## Group Na: 2.00pm – 3.30pm

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### Na1

#### The flowering of the Middle Ages: Europe, 1300-1500

*Professor Nigel Saul FSA*

This course will examine the last two medieval centuries, seeking to evaluate them in their own right rather than as an autumnal sequel to the 12th century or a prelude to the Renaissance, and looking in particular at the broadening of political society and at the strains placed on the State by war.

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### Na2

#### Eleanor of Aquitaine and women of the 12th century

*Dr Philip Morgan FSA*

The career of Eleanor of Aquitaine, from heiress and wife to crusader and Queen, seems unmatched in the Middle Ages. But, was her life, generally written in the (often critical) voice of monkish authors, and in changing historical contexts, really unique? We will look at her career and at those of her lesser known peers.

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### Na3

#### Outlaws, gangs and rebels: crime and punishment in late medieval England, 1300-1500

*Dr Ted Powell*

By 1300 England possessed a sophisticated judicial system. Nevertheless it was a violent and lawless country. Outlaws like Robin Hood were heroes, gangs of gentry roamed the countryside, and royal judges went in fear of their lives. Using original sources, this course explores the history of crime and punishment in late medieval England.

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### Na4

#### Monks, manuscripts and machines: the medieval sciences

*Dr Seb Falk*

We will explore the medieval universe. Far from the stereotype of a 'dark age', scholars in monasteries and universities studied both the earth and heavens, drawing on distant cultures and making scientific knowledge a key part of Christian faith. We will examine their instruments and writings, to understand how the medieval cosmos worked, and why it mattered.



## Week 2 (11 – 17 August)

### Group Kb: 11.00am – 12.30pm

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#### **Kb1**

##### **France: the making of a kingdom, 987-1328**

*Dr Rowena E Archer FRHistS*

A betting man in the year 1000 would never have put money on France becoming the most powerful kingdom in Western Europe. How did this happen and just how strong was it when the last Capetian monarch died in 1328? This course will explore the extraordinary history of its rise and its remarkable kings. *This is a double course which can only be taken with Nb1.*

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#### **Kb2**

##### **Northern lights: medieval construction in Scandinavia and the Baltic**

*Dr Francis Woodman FSA*

The Baltic is an area rich in medieval building, from Viking ships and crusader castles to sumptuous town halls. The course will examine stave churches in Norway, Romanesque and Gothic cathedrals in Sweden and Germany and all that brick – the houses, churches, castles and commercial world of the Hanseatic League.

#### **Kb3**

##### **Political subversion in the reign of Edward II**

*Richard Partington*

The reign of Edward II (1307-27), the first English king after the Conquest to be deposed, constitutes an historical melodrama of shocking richness. While exploring in detail exactly how the drama unfolded, this course will also address key structural questions about the nature of the constitution, kingship, opposition and tyranny.

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#### **Kb4**

##### **The Black Prince and the Hundred Years' War**

*Dr Michael K Jones*

A study of the Black Prince, one of the great military heroes of the late Middle Ages, which will look at his life in terms of medieval concepts of chivalry and the broader political, social and economic context of the Hundred Years' War, drawing upon contemporary source material and recent historical research.

## Group Nb: 2.00pm – 3.30pm

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### Nb1

**France: the making of a kingdom, 987-1328**

*Dr Rowena E Archer FRHistS*

*This is a double course which can only be taken with Kb1.*

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### Nb2

**The medieval English hospital**

*Professor Carole Rawcliffe FSA FRHistS*

Drawing upon archaeological and architectural as well as documentary sources, this course will examine the motives leading to the foundation of over 1,000 hospitals in England between c.1070 and the Dissolution. It will explore their religious, social and cultural significance and investigate specific types of charitable institution, including *leprosaria* and alms houses.

### Nb3

**Terror, murder and bloodshed: the culture of Italy during the Renaissance, c.1400-1503**

*Dr David Rundle*

Fifteenth-century Italy has a reputation for immorality, unbridled passions and cut-throat politics. It is also known for an exquisite cultural flowering called the Renaissance – a term which implies a break with the recent past. This course will consider this central paradox, placing the Renaissance in its wider medieval context.

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### Nb4

**The Black Death**

*Professor Mark Bailey FRHistS*

The Black Death of 1346-53 is the greatest catastrophe in human history. Nearly half of the population of the known world was killed. This course explores the nature of this disease, how communities coped with death and disaster, and its medium to long term impact on society, religion and the economy of England.





“An ideal programme for anyone interested in developing a solid understanding of business and entrepreneurship from some of the world's leading experts.”

Andrew Hatcher,  
Programme Director,  
Business and Entrepreneurship Summer Programme

# Business and Entrepreneurship Programme

4 – 17 August

## **Programme Director:** Andrew Hatcher

Managing Director, the Applied Knowledge Network Limited;  
Head of Collaborative Programmes, Entrepreneurship Centre,  
Judge Business School, University of Cambridge

### **Academic programme**

- Core sessions
- Teamwork
- Mentoring sessions
- Panel sessions
- Evening talks

### **Programme description**

This dynamic two-week programme is meant for current undergraduates, recent graduates, and all new and aspiring entrepreneurs with a basic understanding of business. It combines core sessions from business school academics with hands-on sessions from business practitioners and successful entrepreneurs.

Those wishing to apply should submit a 200-300 word statement, outlining their current knowledge of business and what they hope to gain from the programme. Accepted applicants will be notified as soon as possible: after their selection, places will be offered on a first-come, first-served, basis.

### **Core sessions**

Sessions will introduce participants to a wide range of key issues and common themes in business and entrepreneurship. All students

attend these sessions which are taught in the Judge Business School (see map on page 125). Examples of speakers and session topics are given overleaf.

### **Teamwork and panel sessions**

Working successfully in teams is a key skill: teams of participants will be invited to generate and select business ideas. Meeting daily, teams will use these ideas to underpin core sessions. Teams work towards a pitch to a panel of entrepreneurs on the final day.

### **Mentoring sessions**

Small-group mentoring and coaching sessions early in the programme help teams to consolidate their plans.

### **Evening talks**

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

### **Tuition and accommodation options and fees**

See pages 8-13, 113 and 116

### **Application deadline**

**22 July**

# Business and Entrepreneurship Programme

## Core sessions

Proposed topics include the following subjects:

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### Product design

Some elements of business success can be assigned to the way any product is designed and delivered to the customer. We review basic product design principles and how they can be used to differentiate a product from its competition.

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### Prototyping and MVP

Any idea can often be best represented through the creation of a prototype or the development of a Minimum Viable Product (MVP). We cover the fundamentals of creating prototypes and MVPs effectively, to test out a proposition's strength and viability.

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### Service provision

The definition and delivery of services (not products), demands a different set of business skills and techniques. We focus on the design and delivery of services that can deliver high quality competition.

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### Marketing delivery

We address the 'marketing mix' – the combination of identifying what people or businesses want, developing the product to meet that need, then pricing and promoting it.

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### Value proposition

Value propositions explain how a product or service solves customers' problems or improves their situation, delivers specific benefits and tells the ideal customer why they should buy from one supplier instead of another. We see how great propositions are created and communicated.

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### Defining the customer

A customer profile can help to define their needs clearly, through their buying patterns and their motivations for buying. This session focuses on segmenting customers, to enable targeted marketing activities to be developed to fit them.

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### Route to market

A route to market is how a company sells its product and how it plans its sales. This session introduces a range of different routes to market which will include direct selling, selling wholesale, distance selling, online selling and developing a combination of channels.

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### Business Model Canvas

We consider the Business Model Canvas - a strategic management and lean start-up template for developing

new, or documenting existing, business models. This visual chart describes infrastructure, value proposition, customers, and finances.

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### Revenue streams

Revenue streams can be generated in many different ways. We review a range of options and how they may be used together. These include the customer paying to own a product, paying a user fee for a service, paying for use for a fixed period of time, paying for brokerage, charging for advertising and providing volume discounts.

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### Team profiles

Team-building is both an art and a science, and the ability to build and manage high-performing teams is a core business competence. We review effective team-building: what combinations of character types work well together to develop, implement and support customer solutions.

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### What investors want to see

For any potential investor, the management team will be a major area of risk. This session covers the primary elements that investors look for in a business and will cover concepts such as level of consensus, diversity of experience, customer and market knowledge and overall adaptability.

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### Culture and dynamics

We consider why individuals do what they do – their beliefs and motivators and attitudes – and how an organisation can use those values to drive the development of policies, processes and procedures, and consequently generate value and competence.

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### Types of funding

This session reviews the different ways in which a business can be funded, including using your own money, taking funds from family and friends, grants and philanthropy, crowdfunding, angel investment, venture capital, and bank and alternative lending.

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### Risk reward return

Understanding risk is crucial. Low levels of uncertainty are associated with low potential returns and high levels of uncertainty are associated with high potential returns. We look at how we address and evaluate potential risks and associated rewards.

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### Simple cash flow

This session covers the creation of a simple cash flow forecast showing which items need to be included, where data comes from and what insights and information can be derived from the forecast.

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### Manufacturing and logistics

This session addresses two key businesses processes, and how they interact: manufacturing – converting raw materials or parts into finished goods to meet customer specifications – and logistics – making sure raw materials are available at the right time, inventory management, warehousing, distribution, transport, and customer service.

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### Wholesale and retail

This session covers the various wholesale and retail routes that a product or service can take on its way to the customer and how they interact.

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### Technology

Businesses use technology in a wide variety of ways. We review the main technologies vital to most companies, including email, Customer Relationship Management (CRM), content management, marketing management, accounting systems, inventory management, project management and many others.

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### Taxes, boards, policies

This session reviews a company's responsibilities towards reporting financial information and paying taxes, managing accountability through boards and internal reporting, and the policies that cover the way that employees are managed and treated.

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### Shares and shareholders

Anyone who owns shares in a limited company is called a 'shareholder' or 'member'. They normally receive a percentage of trading profits that correlates with their percentage of ownership. We cover the principles of creating, allocating and managing shares, and the roles and responsibilities of shareholders.

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### Intellectual property (IP)

Intellectual property refers to creations of the mind: inventions; literary and artistic works; and symbols, names and images used in commerce. We review both categories, covering patents for inventions; trademarks; industrial designs and geographical indications; and copyright for literary works, films, music, artistic works and architectural design.

## Afternoon sessions

Afternoons rotate between teamwork (on the selected entrepreneurial ideas, and application to those ideas of the processes and theories covered in core sessions), mentoring and pitch development. The programme culminates in entrepreneurship clinics and presentations to panels.



# Speakers

Speakers, associated primarily with the University of Cambridge Judge Business School, who contributed last year:

**Keivan Aghasi** – Research Associate, The Entrepreneurship Centre, Cambridge Judge Business School

**Paul Bourne** – Artistic Director, Menagerie

**Peter Cowley** – Entrepreneur and Angel Investor, Cambridge Angels

**Dr Anwar Gilani** – Partner, Venner Shipley LLP

**Dr Ben Hardy** – Fellow, Cambridge Judge Business School; Senior Lecturer in Public Policy and Management, SOAS, University of London

**Andrew Hatcher** – Managing Director, the Applied Knowledge Network Limited; Head of Collaborative Programmes, Entrepreneurship Centre, Judge Business School, University of Cambridge

**Dr Nick Ibery** – Specialist Investor

**Hanadi Jabado** – Director of the Entrepreneurship Centre, Cambridge Judge Business School

**Dr Benn Lawson** – University Senior Lecturer in Operations Management, Cambridge Judge Business School

**Professor Christoph Loch** – Director, Cambridge Judge Business School

**Dr Shasha Lu** – University Lecturer in Marketing, Cambridge Judge Business School

**Cyrille Najjar** – CEO, White Lab; Teaching Fellow, School of Management, University College London

**Charles Nixon** – Mentor, Cambridge Judge Business School

**Dr Uday Phadke** – CEO, Cartezia

**Tom Phillips** – Growth Manager, KPMG

**Gordon Soutar** – Entrepreneur, Founder and Director, InoSense

**Simon Stockley** – Senior Teaching Faculty in Entrepreneurship, Cambridge Judge Business School

**Douglas Williamson** – Finance Training and Mentoring for Executives, Ryder System Inc

**Eden Yin** – University Senior Lecturer in Marketing



“The ideal programme for those seeking to develop their writing skills through practical work and informed discussion in a supportive academic context.”

Professor Jem Poster,  
Programme Director, Creative Writing Summer Programme

# Creative Writing Programme

4 – 17 August

## **Programme Director:** Professor Jem Poster

Poet and novelist; Emeritus Professor of Creative Writing, Aberystwyth University; Affiliated Lecturer, University of Cambridge Institute of Continuing Education

### **Academic programme**

- One course per week (workshops take place twice a day)
- Plenary lectures
- Evening talks

### **Programme description**

This programme builds on a rich literary tradition at Cambridge and is designed for those wishing to develop their existing writing skills either for professional use, or out of personal interest. Courses will focus on the writing of fiction and non-fiction, in a range of genres and styles. Course Directors – all established writers – will set practical writing tasks and guide you in critical reflection on your own work and that of your fellow students, as well as on the work of published writers.

The programme is intentionally rigorous. You will be expected to put in a minimum of two hours of writing per weekday as private study, and must demonstrate a high level of fluency in English in your application by providing a 300-400 word piece explaining your reasons for applying.

### **Courses and daily writing tasks**

You choose one course per week from five practice-based courses. Four of these address, from a variety of different angles, the writing of fiction; the fifth course is devoted to creative non-fiction. You write 350-400 words, four days a week, for your chosen course. These creative pieces form the basis of class-based discussion – you should expect your work to be critically evaluated by both your peers and the Course Director. The maximum class size is 15 participants.

### **Plenary lectures**

Morning plenary lectures will be given by published writers and figures from the world of publishing, who will address a variety of matters related to their own work and to the craft of writing itself.

### **Evening talks**

Eminent speakers will present a variety of general interest talks. These are shared with students on our other programmes.

### **Tuition and accommodation options and fees**

See pages 8-13, 113 and 116

### **Application deadline**

22 July

# Creative Writing courses

Classes are held from Monday to Friday at the times shown.

Participants choose one course per week and usually choose to stay with the same Course Director for both weeks.

## Week 1 (4 – 10 August)

**Group Wa: 9.15am – 10.45am  
and 1.45pm – 3.15pm**

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### **Wa1**

**The art and craft of fiction I.  
Writing plot. What's the big idea?**

*Dr Sarah Burton*

Covering the fundamental principles of plot structure, this course considers classic story shapes and how we can use them to help make our narratives realistic and believable yet unpredictable and compelling. Moving on from tried and tested formulae we will consider how we can reinvent plot to tell new stories.

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### **Wa2**

**Writing short fiction I.  
Glimpsed moments**

*Dr Lucy Durneen*

VS Pritchett described short stories as the 'moment glimpsed in passing' – the realm of the fleeting, the love affair that cannot last, the overheard conversation. This course will train your mind to capture these glimpsed moments and to consider what makes the short story the vital form it is.

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### **Wa3**

**Exploring fiction I.  
Memory, imagination, research**

*Professor Jem Poster*

We shall begin by exploring memory as one of the fiction-writer's key resources, probing the nature of our recollections, before examining the role of the imagination in translating them into vivid fictional form. We shall also consider the value of research, in the broad sense, as a basis for fiction.

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### **Wa4**

**Writing non-fiction I.  
Lives - past and present**

*Midge Gillies*

We begin by exploring what makes an interesting life and the role of the biographer and memoirist. We look at how the writer of non-fiction can make fact as compelling as fiction, and explore the use of research, memory and imagination.

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## **Wa5**

### **Adventures in fiction I. Approaching fiction**

*Elizabeth Speller*

This course will explore the ideas and energies that generate and sustain a work of fiction. We shall look at ways of identifying potentially fruitful ideas, ways of opening a narrative and ways of amplifying our imaginative writing through carefully focused research.

## **Week 2 (11 – 17 August)**

**Group Wb: 9.15am – 10.45am  
and 1.45pm – 3.15pm**

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## **Wb1**

### **The art and craft of fiction II. Writing character. Who and why?**

*Dr Sarah Burton*

This course considers a variety of ways in which we can construct characters, creating three-dimensional plausible personalities. But inventing characters is just the beginning; we will go on to discover how writers reveal character to the reader and how we encourage readers to invest emotionally in what happens to them.

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## **Wb2**

### **Writing short fiction II. Specifics**

*Dr Lucy Durneen*

This course will take a more specific approach to the craft of the short story, considering aspects of form, such as setting, character, and the power of beginnings and endings. We shall discuss the mechanics of short fiction, and briefly explore options for publication.

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## **Wb3**

### **Exploring fiction II. Place, character, voice, action**

*Professor Jem Poster*

We shall focus on a number of important elements in fiction-writing, analysing the part they play and examining their interconnectedness: we shall look at the places in which our stories are set, the characters inhabiting those fictional spaces, and the ways in which our characters define themselves through both dialogue and action.

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#### **Wb4**

#### **Writing non-fiction II. People and places**

*Midge Gillies*

We look at the most imaginative ways of describing people and the landscape in which they live, or have lived. We explore the potential for mixing different genres to find one, compelling narrative, and examine the extent to which place can become a central character.

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#### **Wb5**

#### **Adventures in fiction II. Keeping the reader in your fictional world**

*Elizabeth Speller*

This course will look at the blending of various elements of fiction to create effective narratives that keep the reader immersed in a story. Topics will include point of view, dialogue, description, rhythm and characterisation.

## **Creative Writing Retreat**

**17 – 23 August**

Make the most of your programme by staying on for the August Creative Writing Retreat at the Institute's stunning 16th-century Madingley Hall, renowned for its beautiful gardens and award-winning cuisine. Tutor-led writing exercise sessions start each day, and group members meet over meals, but the days are yours for self-directed work on your own projects in this inspirational setting. Optional 1:1 supervisions with Creative Writing tutors are available. For further details contact: [creativewriting@ice.cam.ac.uk](mailto:creativewriting@ice.cam.ac.uk)



# Summer School in Applied Human Nutrition

5 – 9 July

We are delighted to act as an information point for the UK 'Need for Nutrition Education/Innovation Programme'(NNEdPro) Summer School in Applied Human Nutrition, designed for those interested in health and health-related sectors, and also open to undergraduate students and other adult learners. Participants from healthcare and related backgrounds can undertake an assessment to gain a certificate of competence, accredited by professional bodies in the UK for the purposes of Continuing Professional Development.

## **International Summit on Medical/Public Health Nutrition Education and Research**

The Summer School is followed by a 2-day Summit, a leading annual international scientific meeting in medical education and research attracting delegates who are key opinion leaders in Nutrition from all over the globe.

For more information on both events, please go to our website [www.ice.cam.ac.uk/intsummer](http://www.ice.cam.ac.uk/intsummer). Further details will be made available on NNEdPro's own site in due course.

## Also at the Institute

### **Short, part-time and online courses**

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Based at Madingley Hall, the University of Cambridge Institute of Continuing Education offers hundreds of other courses for adults, taught by leading academics. These include day schools, residential weekends and part-time University qualifications. You can also study at Cambridge, wherever you are in the world, with our range of online courses. Try a free 'taster' session before you enrol. [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)

### **Madingley Hall**

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Built in the 16th century, this elegant country house is set in magnificent gardens 6km from the city centre. The Hall offers bed and breakfast accommodation and is renowned for its award-winning cuisine. [www.madingleyhall.co.uk](http://www.madingleyhall.co.uk)



“The University has had a global outlook for over 800 years and is a truly remarkable setting in which to explore your plans for university-level study, engage with world-class learning and build new friendships.”

Dr James Gazzard, Director of Continuing Education



# Pre-University Summer Programme

## 14 July – 27 July

We are delighted to launch our new programme for 16–18 year olds. This will be the first of its kind to be run by the University, and will provide an opportunity for international students, currently studying at high school, to prepare for future undergraduate study at leading global universities. Initially we anticipate around 65 students representing some 20 nationalities. Numbers on this pilot programme will be limited, with a per-country cap, to ensure diversity of nationalities.

### Academic programme

- Plenary lecture series:  
*Visions of the Future*
- Seminars
- College and museum visits
- Evening talks and activities

### Programme description

The programme is planned to be intellectually stimulating and intensive and will cover disciplines and topics that will push students outside their comfort zone. Based around a theme, *Visions of the Future*, it will include daily plenary lectures from leading Cambridge academics and invited specialists. Students will also take one specialist seminar from a selection of core disciplines where they will have the opportunity for more in-depth discussion and will prepare and submit one essay for marking and feedback.

Please note: This programme is not intended to provide automatic admittance to the University of Cambridge undergraduate programmes.

### Programme content

We will be working closely with the University's Admissions Office, who have agreed to deliver sessions on a range of topics, including the application process for UK universities, and writing a personal statement.

### Accommodation

Students will be based at Fitzwilliam College in single bedrooms, with all meals provided and classroom teaching on site.

### Visits

Visits to Colleges and museums in Cambridge will enhance the academic content.

### Requirements

Applicants will need to complete their high school studies in 2019 or 2020 and be aged at least 16 by 1 September 2018, and not turn 19 before 27 July 2019. They will need to provide two references from a their school and a statement of their own, saying what they would gain from the programme.












Full details will be available on our website.



“Probably the best experience of my life and if I could relive it, I would do it every day. I now know why this university has so much to offer to the world. The last few weeks gave me enough memories for a lifetime.”

Kunal Saini, India

# Teaching staff

KEY	 Interdisciplinary	 Ancient and Classical Worlds	 Science
	 Literature	 English Law and Legal Methods	 History
	 Business and Entrepreneurship	 Shakespeare and the Renaissance	
	 Medieval Studies	 Art and Visual Culture	 Creative Writing

-  **Malavika Anderson** – Former Head of Live Programme, Wellcome Collection and Cultural Programmer, University of Cambridge Museums
-  **Professor Neil Andrews** – Professor of Civil Justice and Private Law; Fellow, Clare College
-  **Dr Rowena E Archer FRHistS** – Fellow of Brasenose College, University of Oxford
-  **Professor Mark Bailey FRHistS** – High Master of St Paul's School, London; Professor of Later Medieval History, University of East Anglia
-  **Dr Sio Ball** – Classroom Supervisor, Department of Biochemistry, University of Cambridge
-  **Dr Iris Batalha** – Research Associate, Nanoscience Centre, Department of Engineering, University of Cambridge; Research Associate, Medical Research Council Laboratory of Molecular Biology; Research Associate, Peterhouse
-  **Dr Jenny Bavidge FEA** – Academic Director and University Senior Lecturer in English Literature, University of Cambridge Institute of Continuing Education
-  **Dr Craig Bennett** – CEO, Friends of the Earth
-  **Dr Matthew Bothwell** – Postdoctoral Researcher, Kavli Institute for Cosmology, University of Cambridge
-   **Simon Browne** – Panel Tutor for the University of Cambridge Institute of Continuing Education
-  **Rachel Bryan** – PhD candidate, Faculty of English, University of Cambridge
-   **Dr Spike Bucklow** – Reader in Material Culture, University of Cambridge
-  **Dr Sarah Burton** – Fiction-writer and biographer; Course Director of Creative Writing MSt, University of Cambridge Institute of Continuing Education
-  **Dr Daniel Carter** – Post-doctoral researcher, University of Cambridge

- **Dr Alex Carter** – Institute Teaching Officer and Academic Director for Philosophy and Interdisciplinary Studies, University of Cambridge Institute of Continuing Education
- **Dr Robin Catchpole FRAS** – Institute of Astronomy, University of Cambridge
- **Dr Paul Coxon** – Postdoctoral Research Associate in the Materials Chemistry Group, Department of Materials Science and Metallurgy, University of Cambridge
- **Dr Paul Daly** – Senior Lecturer in Public Law, University of Cambridge; Derek Bowett Fellow in Law, Queens' College
- **Munish Datta** – Senior Associate, Institute for Sustainability Leadership, University of Cambridge
- ■ **Dr Jonathan Davis SFHEA** – Senior Lecturer in Russian and Modern History, Anglia Ruskin University
- ■ **Dr Corinne Duhig FSA MIFA** – Senior Fellow of the McDonald Institute for Archaeological Research; Research Associate, Wolfson College; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Lucy Durneen** – Short story writer; Teaching Associate, University of Cambridge Institute of Continuing Education; Thesis Supervisor, Stockholm University
- ■ **Dr Paul Elliott** – Director of Studies, Scientific Admissions Tutor and College Lecturer, Homerton College; Internal Examiner, University of Cambridge Institute of Continuing Education
- ■ **Dr Karim Esmail** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- ■ **Dr Seb Falk** – Rosamund Chambers Research Fellow, Girton College
- **Professor Richard Fentiman** – Professor in Private International Law, University of Cambridge; Fellow, Queens' College
- **Professor Dame Jane Francis** – Director of British Antarctic Survey
- **Valentin Gerlier** – Faculty of Divinity, University of Cambridge; St Edmund's College
- **Midge Gillies** – Academic Director for Creative Writing, University of Cambridge Institute of Continuing Education
- **Professor Mark Goldie FRSA FRHistS** – Professor of Intellectual History, University of Cambridge; Fellow, Churchill College
- ■ **Siân Griffiths** – Freelance Lecturer in History and History of Art

- Dr James Grime** – The Enigma Project, mathematician, speaker
- Dr Lydia Hamlett** – Academic Director for History of Art, Institute of Continuing Education, University of Cambridge; Leverhulme Early Career Research Fellow, History of Art, University of Cambridge; Fellow and Director of Studies, Murray Edwards College
- Dr Patrick Harding** – Freelance Broadcaster, Author and Adult Teacher
- Andrew Hatcher** – Managing Director, the Applied Knowledge Network Limited; Head of Collaborative Programmes, Entrepreneurship Centre, Judge Business School, University of Cambridge
- Vivien Heilbron** – Actor; Director; Panel Tutor for the University of Cambridge Institute of Continuing Education
- Dr Nancy Highcock** – Postdoctoral Research Associate, McDonald Institute for Archaeological Research
- Caroline Holmes** – Garden Historian; Panel Tutor for the University of Cambridge Institute of Continuing Education
- Ulrike Horstmann-Guthrie** – Panel Tutor for the University of Cambridge Institute of Continuing Education; Lecturer for the Department of German, University of Cambridge
- Dr Morag Hunter** – Department Teaching Fellow, Department of Earth Sciences, University of Cambridge; Fellow and Director of Studies (Phys Sci), Girton College; Director of Studies (Earth Sci), Churchill and Homerton Colleges
- Dr Solava Ibrahim** – Affiliated Lecturer, Centre of Development Studies, University of Cambridge; Senior Lecturer in International Relations, Anglia Ruskin University
- Dr Mircea Iliescu** – Researcher, Division of Biological Anthropology, University of Cambridge
- Professor David Jacques FSA** – Senior Research Fellow in Archaeology, Buckingham University
- Dr Nicholas James** – Consultant; Lecturer in Social Anthropology, Magdalene College; Affiliated Scholar in Archaeology and Panel Tutor for the University of Cambridge Institute of Continuing Education
- Dr Lisa Jardine-Wright** – Co-Director of Isaac Physics, Astrophysicist and Educational Outreach Officer at Cavendish Laboratory, University of Cambridge
- Dr Michael K Jones** – Historian and Author

- Tony Juniper CBE** – Campaigner, writer, sustainability advisor and environmentalist; Former Executive Director of Friends of the Earth, England, Wales and Northern Ireland; Vice Chair of Friends of the Earth International, 2000–2008
- Dr Jennifer Keating** – Assistant Professor in Modern East European History, School of History, University College Dublin
- Dr Ewen Kellar** – Consultant, Adhesives, Composites and Sealants (CACS) Joining Technology Group, The Welding Institute
- Nicholas Kinloch** – Former Head of History at the Netherhall School and Sixth Form College, Cambridge
- Nicola Kozicharow** – Affiliated Lecturer, Department of History of Art, University of Cambridge; Schulman Research Fellow, Trinity Hall
- Dr Andrew Lacey** – Panel Tutor for the University of Cambridge Institute of Continuing Education; Tutor for the University of Oxford Department of Continuing Education
- Dr Seán Lang** – Senior Lecturer in History, Anglia Ruskin University
- Dr Ceri Law** – Postdoctoral Researcher, University of Cambridge
- Dr John Lawson** – Research Associate, Autism Research Centre, Department of Psychiatry, University of Cambridge; Director of Studies in Human, Social and Political Science and Director of Studies in Psychological and Behavioural Sciences, Girton College; Senior Lecturer in Psychology, Oxford Brookes University
- Dr John Lennard** – Formerly Professor of British and American Literature, University of the West Indies, Mona; Director of Studies in English at Hughes Hall; Panel Tutor for the University of Cambridge Institute of Continuing Education
- Dr Alexander Lindsay** – Associate Lecturer, Open University
- Dr Matthew Mason SFHEA** – University Physiologist, Department of Physiology, Development and Neuroscience, University of Cambridge; Fellow and Director of Studies in Physiology, St Catharine's College
- Dr Graham McCann** – Former Lecturer in Social and Political Theory, University of Cambridge; King's College
- Dr Paul Millett** – Collins Fellow in Classics; Vice-Master of Downing College; University Senior Lecturer in Classics, Faculty of Classics, University of Cambridge
- Dr Matthew Mills** – Assistant Dean and Lecturer in Medieval Studies Regent's Park College, Oxford

- Dr Amy Milton** – University Lecturer, Behavioural and Clinical Neuroscience Institute, Department of Psychology, University of Cambridge; Ferreras-Willetts Fellow in Neuroscience, Downing College
- Dr Tom Monie** – Assistant Director (Academic) and Academic Director for STEM (Biological), University of Cambridge Institute of Continuing Education; Fellow and Director of Studies in 1A Biological Natural Sciences, Christ's College
- Dr Elizabeth Moore** – Director of Studies in English, Hughes Hall
- Dr Philip Morgan FSA** – Senior Lecturer, University of Keele
- Dr Roderick Munday** – Reader Emeritus in Law and Affiliated Lecturer, University of Cambridge; Fellow Emeritus, Peterhouse
- Dr Sam Newton** – Freelance Lecturer in Early Medieval and Wuffing Studies
- Dr Claire Nicholson** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- Dr Sooter Nomhwange** – Teaching Associate in Business and Management, University of Cambridge Institute of Continuing Education
- Tom O'Brien** – PhD Student and Research Scientist
- Carina O'Reilly** – Lecturer in Policing and Criminal Justice, Anglia Ruskin University
- Dr Janet O'Sullivan** – University Senior Lecturer, Faculty of Law, University of Cambridge; Director of Studies, Selwyn College
- Dr Karen Ottewell** – Director of Academic Development and Training for International Students, The Language Centre, University of Cambridge; Fellow and Graduate Tutor, Lucy Cavendish College
- Dr Lewis Owen** – Post Doctoral Research Assistant, Department of Material Science and Metallurgy, University of Cambridge
- Dr Fred Parker** – Senior Lecturer in English, University of Cambridge; Fellow and Director of Studies in English, Clare College
- Dr Jan Parker** – Director of Studies, Emmanuel College and Faculty of English, University of Cambridge; Founder Editor, Arts and Humanities in Higher Education: an International Journal of Theory, Research and Practice SAGE
- Richard Partington** – Senior Tutor and Director of Studies in History, Churchill College
- Dr Sarah Pearson** – Architectural historian and writer
- Dr Jon Phelan** – Head of Philosophy, Hills Road Sixth Form College; Panel Tutor for the University of Cambridge Institute of Continuing Education

- **Professor Jem Poster** – Poet and novelist; Emeritus Professor of Creative Writing, Aberystwyth University; Affiliated Lecturer, University of Cambridge Institute of Continuing Education
- **Dr Ted Powell** – Cambridge
- **Professor Carole Rawcliffe FSA FRHistS** – Professor Emerita of Medieval History, University of East Anglia
- **Elizabeth Rawlinson-Mills** – University Lecturer in Education, Faculty of Education, University of Cambridge
- **Professor Sumantra (Shumone) Ray** – NNEdPro Founding Chair and Wolfson College Governing Body Fellow at the University of Cambridge; MRC Senior Clinician Scientist in Nutrition & Vascular Studies and Lead Clinician for the National Diet and Nutrition Survey; Honorary Professor, Imperial College London (Visiting), Ulster University (Visiting) and University of Waterloo (Adjunct)
- **Dr David Rundle** – Member of the History Faculty, University of Oxford; Honorary Lecturer, UCL; Honorary Lecturer, History Department, University of Essex
- **Professor Nigel Saul FSA** – Emeritus Professor of Medieval History, Royal Holloway, University of London
- **Dr Emily Shuckburgh** – Dynamical Oceanographer, British Antarctic Survey; Fellow, Darwin College
- **Dr Jessica Sharkey** – Lecturer in Early Modern History, University of East Anglia
- **Dr Peter Sheldon** – Honorary Associate in Earth Sciences, Open University; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Sonali Shukla** – Astronomy Outreach Assistant, Institute of Astronomy, University of Cambridge
- **Dr David Smith FRHistS** – Affiliated Lecturer, Faculty of History, University of Cambridge; Fellow, Director of Studies in History, Tutor for Graduate Students, Selwyn College; Affiliated Lecturer, University of Cambridge Institute of Continuing Education
- **Elizabeth Speller** – Poet and Author
- **Dr Felix Steffek** – University Lecturer, Faculty of Law, University of Cambridge; Senior Member, Newnham College
- **Dr Paul Suttie** – Former Fellow of Robinson College; Panel Tutor for the University of Cambridge Institute of Continuing Education



- **Dr Mark Sutton** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Michael Talbot FRAS FHEA** – Senior Lecturer in the History of the Ottoman Empire and Modern Middle East, University of Greenwich
- **Dr Jerry Toner** – Fellow and Director of Studies, Churchill College
- **Professor John Trowsdale** – Head of Immunology Division, Department of Pathology, University of Cambridge; Cambridge Institute for Medical Research; Fellow, Trinity Hall
- **Dr Ed Turner** – Curator of Insects, Museum of Zoology; Fellow, Clare College
- **Dr Felix Waldmann** – J H Plumb College Lecturer and Fellow, Christ's College
- ■ **Dr Charles Weiss** – Language Teaching Officer, Faculty of Classics, University of Cambridge; Fellow, Praelector, and Director of Studies in Classics, Clare College
- **Dr Matt Wilkinson** – Panel Tutor for the University of Cambridge Institute of Continuing Education; College Teaching Associate, Sidney Sussex College; Freelance Zoologist, Writer, Voice Artist and Actor
- ■ **Clive Wilmer** – Emeritus Fellow, Sidney Sussex College
- **Dr Andy Wimbush** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- ■ **Dr Francis Woodman FSA** – University Lecturer in Art History and Architecture, University of Cambridge Institute of Continuing Education
- **Professor Chris Woolgar** – Professor in History; Head of Special Collections, University of Southampton
- **Dr Peter Wothers MBE** – Teaching Fellow, Department of Chemistry, University of Cambridge; Fellow, St Catharine's College
- **Dr Gwenhivir Wyatt-Moon** – Research Assistant in Adhesion Lithography, Department of Engineering, University of Cambridge
- **Dr Keti Zeka** – Marie Skłodowska-Curie Fellow and Firc-Airc Fellow, Department of Haematology, University of Cambridge
- **Dr Jenny Zhao** – Darwin College, Senior Research Fellow, Faculty of Classics



“I want to thank the programme for an extraordinary experience. I expected it to be a great learning experience - what I didn't expect was how much fun it was going to be.”

Georgia Aliano, Brazil

# Tuition fees and accommodation options

You are welcome to attend as a non-resident but if you would like to stay in College, these grids show which rooms are available for your programme and their price in each College.

## Accommodation

En suite includes a private shower or bathroom and a toilet. Standard includes shared facilities. Places are allocated on a first-come, first-served basis. If your first choice is full, we will allocate you your next choice (see page 125).

If requested in advance, couples will be assigned to adjacent single rooms where possible. Double rooms are not available. There are a limited number of twin rooms available in Queens' College.

## Accommodation between consecutive programmes/terms

Those attending two, or more, consecutive programmes/terms will automatically have their College accommodation booked for the extra night(s) between and be charged accordingly (see page 117).

*See page 121 (non-residents) and our website for further information.*

### THREE-WEEK PROGRAMME

7 - 27 July

### TUITION FEES

Three weeks	One week only
£2,390	N/A

**English Law and Legal Methods**

£2,390

N/A

### COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

### ACCOMMODATION FEES

Three weeks	One week only
£1,785	N/A
£1,540	N/A

Selwyn College - Ann's Court	En suite	£1,785	N/A
Selwyn College - Old Court	Standard	£1,540	N/A

£1,785

N/A

Selwyn College - Old Court

£1,540

N/A

## 7 – 20 July

### PROGRAMME OPTIONS

To combine Programmes see calendar on page 3

### TUITION FEES

	Two weeks	One week only
<b>Interdisciplinary Term I</b>	£1,335	N/A
<b>Ancient and Classical Worlds</b>	£1,335	£800
<b>Literature Term I</b>	£1,335	£800
<b>Science Term I</b>	£1,390	£840

### COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

### ACCOMMODATION FEES

		Two weeks	One week only
Gonville & Caius College	Standard	£895	£420
Newnham College	En suite	£1,145	N/A
Newnham College	Standard	£1,005	£475
Queens' College	En suite single	£1,365	£645
Queens' College	En suite twin*	£1,180pp	£560pp
St Catharine's College	En suite	£1,305	£625
St Catharine's College	Standard	£1,125	£530
Selwyn College - Ann's Court	En suite	£1,145	N/A
Selwyn College - Cripps Court	En suite	£1,145	£540
Selwyn College - Old Court	En suite	£1,145	N/A
Selwyn College - Old Court	Standard	£980	£465

\*The price is per person, sharing.

# 21 July – 3 August

## PROGRAMME OPTIONS

To combine Programmes see calendar on page 3

## TUITION FEES

	Two weeks	One week only
<b>Interdisciplinary Term II</b>	£1,335	N/A
<b>History</b>	£1,335	£800
<b>Literature Term II</b>	£1,335	£800
<b>Science Term II</b>	£1,390	£840
<b>Art and Visual Culture</b>	£1,390	N/A

## COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

## ACCOMMODATION FEES

		Two weeks	One week only
Gonville & Caius College	Standard	£895	£420
Newnham College	En suite	£1,145	N/A
Newnham College	Standard	£1,005	£475
Queens' College	En suite single	£1,365	£645
Queens' College	En suite twin*	£1,180pp	£560pp
St Catharine's College	En suite	£1,305	£625
St Catharine's College	Standard	£1,125	£530
Selwyn College - Ann's Court	En suite	£1,145	N/A
Selwyn College - Cripps Court	En suite	£1,145	£540
Selwyn College - Old Court	En suite	£1,145	N/A
Selwyn College - Old Court	Standard	£980	£465

\*The price is per person, sharing.

## 4 – 17 August

### PROGRAMME OPTIONS

To combine Programmes see calendar on page 3

### TUITION FEES

	Two weeks	One week only
<b>Interdisciplinary Term III</b>	£1,335	N/A
<b>Medieval Studies</b>	£1,335	£800
<b>Shakespeare and the Renaissance</b>	£1,335	£800
<b>Creative Writing</b>	£1,785	£1,100
<b>Business and Entrepreneurship</b>	£2,100	N/A

### COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

### ACCOMMODATION FEES

		Two weeks	One week only
Gonville & Caius College	Standard	£895	£420
Newnham College	En suite	£1,145	N/A
Newnham College	Standard	£1,005	£475
St Catharine's College	En suite	£1,305	£625
St Catharine's College	Standard	£1,125	£530
Selwyn College - Ann's Court	En suite	£1,145	N/A
Selwyn College - Cripps Court	En suite	£1,145	£540
Selwyn College - Old Court	En suite	£1,145	N/A
Selwyn College - Old Court	Standard	£980	£465

# Extra nights between consecutive programmes/terms

COLLEGE ACCOMMODATION OPTIONS		ACCOMMODATION FEES
These include bed, breakfast and evening meal		One night
Gonville & Caius College	Standard	£69
Newnham College	En suite	£89
Newnham College	Standard	£79
Queens' College	En suite single	£106
Queens' College	En suite twin*	£91pp
St Catharine's College	En suite	£100
St Catharine's College	Standard	£87
Selwyn College - Ann's Court	En suite	£88
Selwyn College - Cripps Court	En suite	£88
Selwyn College - Old Court	En suite	£88
Selwyn College - Old Court	Standard	£77

\*The price is per person, sharing.

Unfortunately we are unable to provide College accommodation before or after our programmes. However, if you would like to arrive early or depart after your programme has finished, you may be able to book a room directly with the Colleges once your application has been accepted. Further information will be available on our Virtual Learning Environment (VLE). Alternatively, you can book a room through [www.conferencecambridge.com](http://www.conferencecambridge.com) or [www.universityrooms.com](http://www.universityrooms.com).

# Programme requirements

## Who can apply?

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We welcome applications from all adult learners including university students, professionals and those with other experience, regardless of educational background.

Gap year students (ie those who will have already finished high school by the start of the programmes) will be considered for admission. Due to the nature and location of the programmes, gap year students under 18 will need to be accompanied by a parent or guardian acting as a chaperone. The chaperone will need to live in College in a room adjacent to the participant, and to attend classes with the participant. Chaperones are charged for accommodation and meals.

All applicants must meet our language requirements (see below).

## English language requirements

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To ensure that all participants on our Summer Programmes are able to enjoy studying with us, you will need to be confident understanding and following arguments presented in written and spoken English at University level, and will need to demonstrate an appropriate level of English language proficiency\*. If English is not your first (that is, your native) language, you will need to meet our English language requirements, by providing evidence of one of the following tests. These results should have been achieved in the same sitting, and no more than 2 years before the date of application.

**IELTS Academic** or **IELTS Academic for UKVI**. Minimum requirement is an overall band score of 6.5 (with no less than 6.5 in each of the four components).

Applicants with **Cambridge CPE (Cambridge English: Proficiency)** require grade C or above, or 200 points overall on the Cambridge English Scale.

Those with **CAE (Cambridge English: Advanced)** require grade A or B, or 193 points overall on the Cambridge English Scale.

For **TOEFL internet-based (iBT)**, applicants require an overall score of 92 (with no individual element below 22).

Applicants's IELTS Academic, IELTS Academic for UKVI, Cambridge CPE/CAE and TOEFL iBT test results will be directly accessed by our office. In order for us to do this, applicants should supply the relevant information as required. Without this information, we will be unable to process your application.

## English language requirements for Creative Writing Programme

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The minimum requirement is an overall **IELTS Academic** or **IELTS Academic for UKVI** band score of 7.0, with no less than 7.0 in each of the four components. Applicants with **Cambridge CPE** require grade C or above. Those with **Cambridge CAE** require grade A. For the Cambridge English Scale, a minimum of 200 points is required in either CPE or CAE. For **TOEFL iBT** an overall score of 100 (with no individual element below 24). These results should have been achieved in the same sitting, and no more than 2 years before the date of application.



*\* Please note: Some applicants may have undertaken all or part of their education in English and/or may have extensive experience using English on a regular basis in their professional life, and as such could reasonably be expected to fully participate in our Programmes without the above tests. If you think you may be eligible to apply on this basis, or if you have any other enquiries about your English language, please contact us before applying at [intlang@ice.cam.ac.uk](mailto:intlang@ice.cam.ac.uk).*

## Visas

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It is important to ensure that you have the correct visa which permits study on the International Summer Programmes. The University of Cambridge must comply with regulations issued by UK Visas and Immigration, part of the government's Home Office.

The Short-term study visa is currently the relevant document for international students accepted on our programmes. However, since regulations may change and additional documents may be required, applicants should always check current requirements for themselves. You do not need a visa if you are an EEA or Swiss national.

Non-visa nationals (such as citizens of the USA, Canada and Australia) can get a Short-term study visa as they enter the UK.

Check our website for full details and the UK Border Agency website for more information: [www.gov.uk/study-visit-visa](http://www.gov.uk/study-visit-visa). Applicants should allow sufficient time for the appropriate visa to be processed to ensure that they are in a safe legal position to attend their course of study in Cambridge.

We strongly advise that all visa nationals supply us with a copy of their visa before arrival; ideally four weeks before travel, so we can flag any potential issues and advise accordingly.

**ALL students will be asked to show their passport and visa (where relevant), EEA national identity card or UK driving licence at Registration.**

## Fees

A registration fee of £250 for each programme / term or part of a term, ie one-/two-/three-weeks, must accompany your application. This registration fee is part of the full tuition fee. Applications cannot be processed until the registration fee is received. The remainder of the fee must be paid by the balance of payment date (see below). Applications sent after the balance of payment date must be accompanied by the full programme fee. If the full fee is not paid by this date the University reserves the right to cancel the application and allocate places to others on waiting lists. **If you make any payment by bank transfer you must inform us and send a scanned copy of your bank transfer transaction confirmation.**

## Balance of payment dates

ISP Term I, Ancient and Classical Worlds, Science Term I, Literature Term I, English Law and Legal Methods:	<b>Monday 13 May</b>
ISP Term II, Science Term II, Literature Term II, History, Art and Visual Culture:	<b>Monday 27 May</b>
ISP Term III, Shakespeare and the Renaissance, Medieval Studies, Creative Writing, Business and Entrepreneurship:	<b>Monday 10 June</b>

# Booking terms and conditions

## Refund and cancellation policy

Cancellations are subject to the policies outlined in the table below. Cancellations due to an unsuccessful visa application are not eligible for a refund. All fees, including the registration fee, are non-transferable to another year or another student. See website for full policy.

### Two-week cancellation period

	Tuition fees	Accommodation fees	Registration fee
Cancellations made within 2 weeks (or 14 days) of receiving your Order Confirmation*	Full refund	Fully refundable (unless cancellation period falls within 4 weeks of the start of the programme, in which case not refundable)	Full refund

### After two-week cancellation period

Weeks/days before beginning of programme	Tuition fees	Accommodation fees	Registration fee
More than 8 weeks	Full refund of the balance payment (tuition less registration fee)	Full refund	Not refundable
8 weeks to 28 days	50% refund of the balance payment	Full refund	Not refundable
27 days to 14 days	50% refund of the balance payment	Not refundable	Not refundable
13 days or less	Not refundable	Not refundable	Not refundable

\* By 'Order Confirmation' we are referring to your acceptance letter

## Evaluation

You can write one essay per course/seminar, or one essay for the Business and Entrepreneurship programme. The charge for each essay is £55. Once an application has been accepted, fees cannot be refunded if a student decides not to submit an essay.

## Programme/term or course/seminar change

An administration fee is chargeable for any of these changes. See website for details.

## Courses and seminars

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When booking online, if your first option is full, you can add yourself to a waiting list and select a second choice. Paper-based applications ask you for a first, second and third choice. We reserve the right to alter details of any course or seminar should illness or emergency prevent a Course Director/Seminar Leader from teaching. In such circumstances, we will endeavour to provide a substitute of equal standing. Should a course, or seminar, have to be cancelled due to very low enrolment or last-minute unforeseen circumstances, any participant enrolled on that course, or seminar, will be contacted immediately, and an alternative course, or seminar, place arranged.

## Accommodation allocation

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When booking online, if your first option is full, you can add yourself to a waiting list and select a second choice. Paper-based applications ask you for a first, second and third choice. Colleges will try to meet specific room requests and additional requirements, but this may not always be possible. Please note that room sizes may vary considerably.

Unfortunately we are unable to confirm specific room allocations prior to arrival, nor are the Colleges. We kindly ask you not to contact the Colleges directly.

## Special circumstances

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If, in the reasonable opinion of the Institute, the presence of any student is an impediment to the provision of any service of the Institute or brings the Institute (and/or the University of Cambridge) into disrepute, the Institute may exclude such a person from all or part of the service. In these circumstances the Institute will return any booking fee paid by or for the individual, but there will be no further liability of the Institute.

# Booking information

## Accommodation

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Places are allocated on a first-come, first-served basis. If requested in advance, couples will be assigned to adjacent single rooms where possible. Double rooms are not available. A limited number of twin en suite rooms are available in Queens' College.

All rooms must be vacated after breakfast on your departure date.

Non-residential attendance is also possible. The Cambridge Visitor Information Centre is able to provide information about accommodation. The University can accept no responsibility for finding accommodation for those applying for non-residential places.

## Accommodation between consecutive programmes/terms

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Those attending two, or more, consecutive programmes/terms will automatically have their College accommodation booked for the extra night(s) between and be charged accordingly (see page 117). Please email us at [intenq@ice.cam.ac.uk](mailto:intenq@ice.cam.ac.uk) by 1 June 2019 if you do not require this.

## Special requirements

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We make every effort to accommodate the needs of those with special dietary or medical requirements. If the College to which you have been allocated cannot meet your requirement, we will offer you accommodation in a different College. Please indicate on your application form whether you have any special requirements and we will contact you for further information.

## Building works

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We can accept no responsibility for disturbance caused by building works but will attempt to minimise any disruption.

## Medical insurance

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Your home country may have an arrangement with the UK so that medical care is free. If it does not, you must take out medical insurance to ensure you are covered during your stay, particularly if you have known medical needs that may require attention. Medical costs are expensive and payment in cash is often needed at the time of treatment.

## Travel insurance

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You must take out travel insurance to cover yourself for your return journey and the duration of your stay. It should cover any expenses incurred as a result of lost or stolen property, late arrival, early or delayed departure, or cancellation due to unforeseen circumstances. For our refund and cancellation policy see page 120. The University accepts no liability for loss or damage to student property.

# How to apply

### Who can apply?:

See p118 for details, and check English language requirements. Then apply online or request a paper application form. Apply early as courses/seminars and College places are limited.

### PAPER-BASED:

Email us for a pdf or paper application form.

### ONLINE:

The quickest way to apply is by using our secure online booking system and paying by credit or debit card.  
[www.ice.cam.ac.uk/intsummer](http://www.ice.cam.ac.uk/intsummer)

### UNIVERSITY AND INSTITUTIONAL GROUPS:

If you are applying through a university or institution, check with your group contact as to how to apply.

# Before you apply

## Application form checklist

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Before you start filling in your application form, you will find it useful to have:

- Decided on your programme and courses/seminars
- Decided where you want to stay and the type of room
- Checked that you meet our English language and/or visa requirements
- Written a statement if you are applying for the Business and Entrepreneurship or Creative Writing programmes.

## What happens next?

### Online Applications

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You will receive an automated email\* to:

1. Confirm your online booking order
2. Confirm your online payment

If you meet all our requirements and we have received all of the relevant information, your application will be processed and accepted.

If your application is incomplete (eg missing English language information) you will receive an email, and your application will be assigned as 'pending\*\*' until the issue is resolved.

### Paper-based applications received by email, post or fax

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We will confirm receipt of your application by email. If you meet all our requirements and we have received all of the relevant information, your application will be processed and accepted.

If you have paid by bank transfer we will process your application once receipt of your payment has been confirmed. Until this time, your application will be assigned as 'pending\*\*'. **This may take two weeks or more.**

If your application is incomplete (eg missing English language information) you will receive an email, and your application will be assigned as 'pending\*\*' until the issue is resolved.

### Once your application has been accepted

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You will receive your acceptance letter by email (including allocated courses/seminars and accommodation), and a finance summary showing the fees paid and any outstanding balance.\*\*\*

You will also be emailed login details for the VLE, for you to access the Student Handbook, course materials, information about your College, excursions, etc.

\* *These emails confirm your online booking but are not confirmations of acceptance on to the programmes.*

\*\* *Course/seminar and room allocations will not be made while applications are pending.*

\*\*\* *If you have applied through an institution, please liaise with your group contact.*

**Please note: emails sent from our office are occasionally redirected to junk or spam folders. Please ensure that you check these folders regularly once you have applied.**

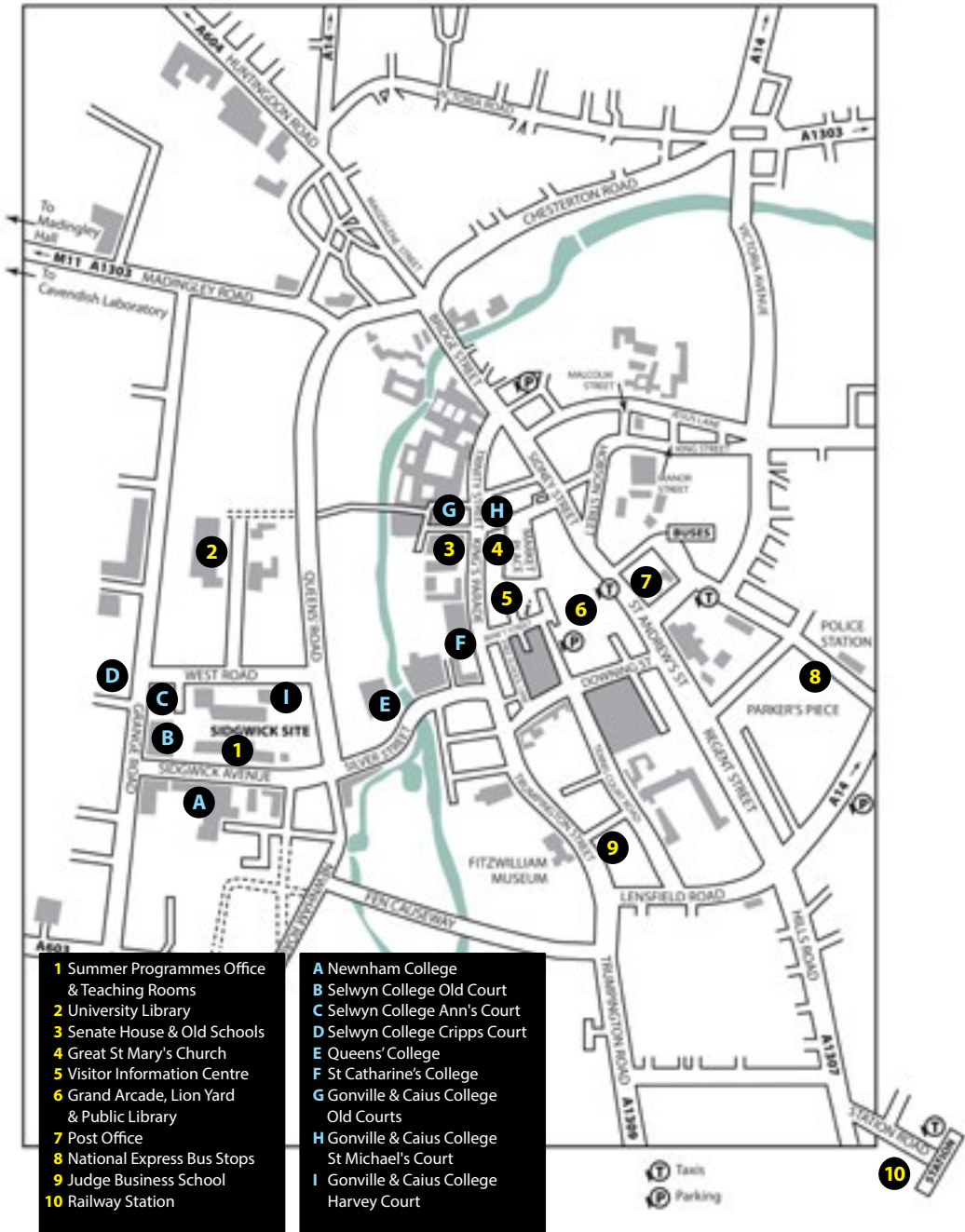
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Coloured scanning electron micrograph (SEM) of mixed oral bacteria. Magnification: x10,000 at 10cm wide / Steve Gschmeissne / Science Photo Library; p42: Arcminute Microkelvin Imager / Radio Telescopes / Mullard Radio Astronomy © Rebecca Yang; p44: Cultures growing on Petri dish / Wladimir Bulgar / Science Photo Library; p47: Modern wooden architecture in glued laminated timber © Alberto Masnovi, courtesy of Shutterstock; p49: Milky Way over Mount Huangshan / Jeff Dai / Science Photo Library; p50: The Misses Vickers, 1884 (oil on canvas), Sargent, John Singer (1856-1925) / Sheffield Galleries and Museums Trust, UK / Photo © Museums Sheffield / Bridgeman Images; p55: Film-still from 'The Third Man' (b/w photo) / Private Collection / Bridgeman Image; p57: Literature Programme course Session © Adam Smyth; p60: Lady Justice on top of the Old Bailey in London, England, courtesy of Shutterstock; p62: Faculty of Law, University of Cambridge © Peter Drew; p64: Portrait of Henry VIII aged 49, 1540 (oil on panel), Holbein the Younger, Hans (1497/8-1543) / Palazzo Barberini, Gallerie Nazionali Barberini Corsini, Rome, Italy / Bridgeman Images; p.67: Preparation for the Normandy Landings (which will take place on June 6, 1944) in Slapton Sands, Devon, England : soldiers training / Bridgeman Images; p.68: Reception at the Court of the Sultan Selim III (1761-1807) (oil on canvas), Turkish School, (18th century) / Topkapi Palace Museum, Istanbul, Turkey / Bridgeman Images; p.70: Russian Revolution, October 1917. Vladimir Ilyich Lenin (Ulyanov) 1870-1924 addressing the crowd in Red Square, Moscow. Photograph. / Universal History Archive/UiG / Bridgeman Images; p72: Archduke Leopold Wilhelm (1614-61) in his Picture Gallery, c.1647 (oil on copper), Teniers, David the Younger (1610-90) / Prado, Madrid, Spain / Bridgeman Images; p74: An icon of Saints Basil the Great and Anisia, 1908-1917 (enamel parcel-gilt, repoussé and chased oklad), Russian School, (20th century) / Private Collection / Photo © Christie's Images / Bridgeman Images; p75: Coloured scanning electron micrograph (SEM) of fractured lapis lazuli. 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Every effort has been made to ensure the accuracy of the information in this prospectus at the time of going to print. However, changes and developments may occur and to ensure that you have the most up-to-date information please check our website.



# Cambridge city centre



- 1 Summer Programmes Office & Teaching Rooms
- 2 University Library
- 3 Senate House & Old Schools
- 4 Great St Mary's Church
- 5 Visitor Information Centre
- 6 Grand Arcade, Lion Yard & Public Library
- 7 Post Office
- 8 National Express Bus Stops
- 9 Judge Business School
- 10 Railway Station

- A Newnham College
- B Selwyn College Old Court
- C Selwyn College Ann's Court
- D Selwyn College Cripps Court
- E Queens' College
- F St Catharine's College
- G Gonville & Caius College Old Courts
- H Gonville & Caius College St Michael's Court
- I Gonville & Caius College Harvey Court

Taxis  
Parking

10  
STATION  
EXTENSION

**Contact us:**

University of Cambridge  
International Programmes  
Institute of Continuing Education  
Maddingley Hall  
Maddingley  
Cambridge  
CB23 8AQ  
UK

**International Programmes**

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**Email:** [intenq@ice.cam.ac.uk](mailto:intenq@ice.cam.ac.uk)

**Website:** [www.ice.cam.ac.uk/intsummer](http://www.ice.cam.ac.uk/intsummer)

