

Institute of Continuing Education

# International Summer Schools

6 July – 22 August 2014



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# Welcome

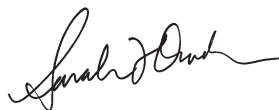
Building on responses to our wonderful 90th anniversary year, the programme for the 2014 University of Cambridge International Summer Schools introduces a mix of traditional favourites and exciting innovations.

At the core of the experience lies a vibrant and truly international community: some 60 nationalities will be represented. Underpinning our offering is a network of gifted communicators – expert and enthusiastic teachers, who are dedicated to making their courses both academically rigorous and immensely enjoyable. Fellow classmates (like-minded people, equally eager to learn and expand their horizons) are graduate or undergraduate students, or adults of all ages and backgrounds, bringing other 'life experience' to the classroom.

This year we are offering new programmes devoted to *Creative Writing* and the *Hanseatic League*. The *Cambridge English for Academic Purposes* programme has a new name and a revised format. There is a new structure for the *Interdisciplinary Summer School*, now in three two-week terms, which allows for two-, four- and six-week study periods. Within these programmes are new study paths of linked courses in philosophy, poetry, politics, history, archaeology, history of science and a plenary series which extends for the full six weeks. There are new plenary themes for all of the other programmes and a host of new courses and subject areas which include film studies, Greek heroes and international development.

The flow-chart on page 7 walks you through the easy steps you need to take in deciding which programme(s) and courses to choose, and guidance on page 102 will help you with the application process.

Few programmes offer such a rich and rewarding mix of range, teaching quality, academic rigour, accessibility, people and place. It all adds up to a winning combination of innovation and tradition: the best of both worlds. Join us and see for yourself!



**Sarah J Ormrod**

Director of International Programmes



**“This has been one of the best summers  
of my life.”**

Abdurrahman El-Ghorab, United Kingdom

# Our programmes

With a wide variety of subject areas to choose from, you are sure to find something that suits your interests and needs. You can also combine programmes to build your own study schedule. Teaching blends classroom sessions with a series of theme-related plenary lectures and/or evening talks which will explore new ideas and extend your knowledge of your chosen subjects.

## Selecting programmes

The programme calendar opposite shows you when programmes run and how they can be combined to build your own personal study schedule.

The **Interdisciplinary Summer School** is split into three two-week terms. If you are looking to study a number of different subject areas, this programme would suit your needs best. You can choose from a huge range of subjects, from philosophy to psychology, art history to archaeology, international relations to international politics and many more. You choose two or three different courses per two-week term and can opt to do one, two or three terms.

Our specialist programmes cover a range of subjects: **Ancient Empires**, **Science**, **Literature**, **History**, **Shakespeare**, **Medieval Studies**, **Creative Writing** and the **Hanseatic League**. All programmes, except the Hanseatic League run for two weeks. Science and Literature offer two two-week terms, although participants can opt to study for one week only.

Our revised **Cambridge English for Academic Purposes** programme combines a two-week intensive language course with a two-week academic programme. This approach allows students to put into practice the language skills they have honed during the first two weeks of the programme, while studying alongside students on the specialist summer schools.

## Combining programmes

If you would like to study more than one specialist subject (eg Literature with Shakespeare or Ancient Empires with History) or would like to study Science for four weeks, you can combine two or more programmes or terms.

## Programme schedules

Each programme has its own individual study schedule.

## Study for one week only

Most specialist programmes are two weeks in length, but all, with the exception of Creative Writing, can be taken for one week. This option allows participants to immerse themselves in a short, but intensive study period.

# Programme calendar

Sun 06 July	Interdisciplinary Summer School Term I	Science Term I	Literature Term I	Ancient Empires	Cambridge English for Academic Purposes
Mon 07 July					
Tues 08 July					
Wed 09 July					
Thurs 10 July					
Fri 11 July					
Sat 12 July					
Sun 13 July					
Mon 14 July					
Tues 15 July					
Wed 16 July					
Thurs 17 July					
Fri 18 July					
Sat 19 July	Interdisciplinary Summer School Term II	Science Term II	Literature Term II	History	Select a two-week programme from ISS II, Science Term II, Literature Term II or History for weeks 3 and 4
Sun 20 July					
Mon 21 July					
Tues 22 July					
Wed 23 July					
Thurs 24 July					
Fri 25 July					
Sat 26 July					
Sun 27 July					
Mon 28 July					
Tues 29 July					
Wed 30 July					
Thurs 31 July					
Fri 01 Aug					
Sat 02 Aug	Interdisciplinary Summer School Term III	Creative Writing	Shakespeare	Medieval Studies	
Sun 03 Aug					
Mon 04 Aug					
Tues 05 Aug					
Wed 06 Aug					
Thurs 07 Aug					
Fri 08 Aug					
Sat 09 Aug					
Sun 10 Aug					
Mon 11 Aug					
Tues 12 Aug					
Wed 13 Aug					
Thurs 14 Aug					
Fri 15 Aug					
Sat 16 Aug	Hanseatic League				
Sun 17 Aug					
Mon 18 Aug					
Tues 19 Aug					
Wed 20 Aug					
Thurs 21 Aug					
Fri 22 Aug					





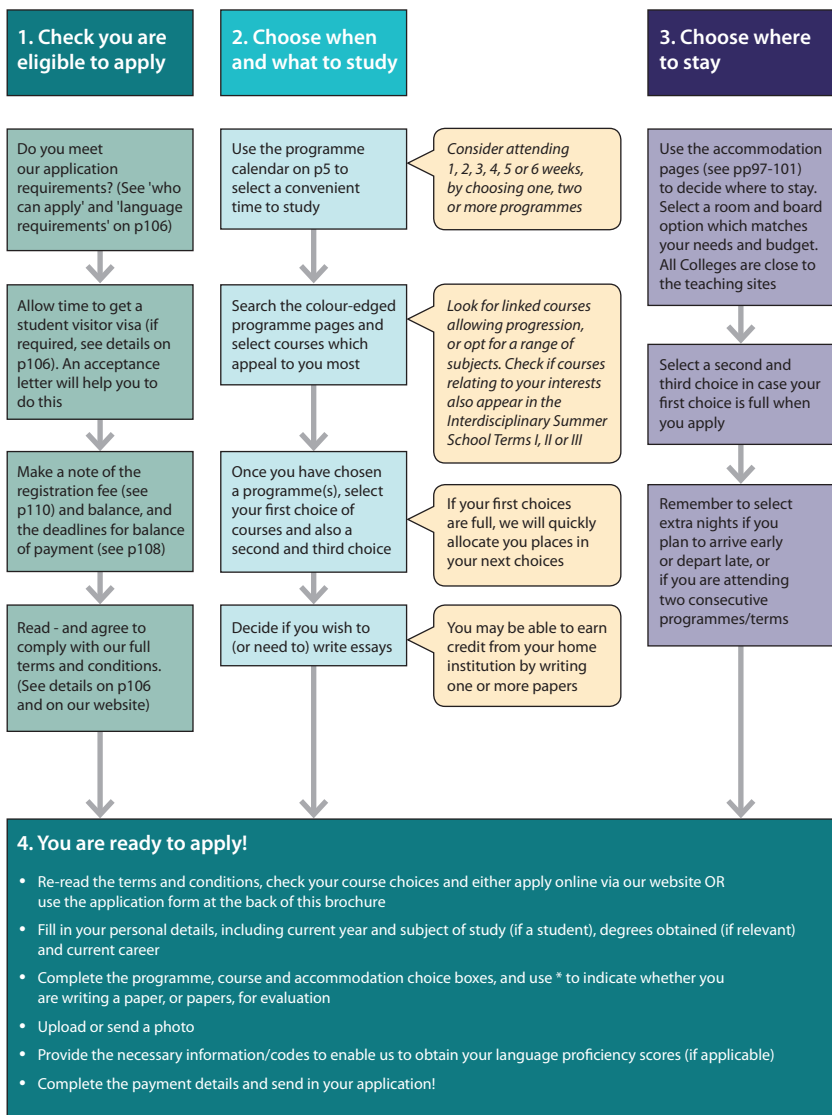
“Studying at Cambridge has been an invaluable experience full of education and unforgettable memories.”

Nick Cimarusti, United States of America



# Making choices

Use the easy steps below to help select your programme and accommodation options and prepare your application.



# 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. Whether you are a university student, a lecturer, a professional or are retired, you will find like-minded people at the International Summer Schools.

## Who can apply?

Programmes are open to university students, professionals and those with other life experience; gap-year students preparing for university may also apply. Students must be accompanied by a parent/guardian if under 18 when the programme commences. 40% of participants are aged 25-85+. Around 60% of participants each year are current undergraduate or graduate students.

Those currently attending university are often seeking to gain credit from their home institution; some with professions are looking to broaden their horizons and learn something new during their summer break; others are retired and epitomise the values of 'lifelong learning'.

## Who are our students?

Our students include teachers, scientists, writers, graduate and undergraduate students, journalists, researchers, executives, lawyers, bankers, home-makers, doctors and more.

## An intensive study experience

Those who attend the International Summer Schools all share the common goal of wanting to extend their knowledge and discover new subjects. Our programmes are academically challenging and require participants to join in class discussion.

Prior to arriving in Cambridge, our students are expected to prepare for their programmes. We provide course materials including reading lists with recommended texts and articles which participants can source and study before their classes commence. This essential preparation will increase enjoyment and enhance capacity for critical thinking.

All teaching for the Summer Schools is in English. **Participants must meet our language requirements and be able to understand and follow arguments presented in written and spoken English at university level.** Further information is available on page 106 of this brochure. Details can also be found on our website.



“The lecturers are incredibly supportive and a sheer delight to sit and listen to. Meeting like-minded people of different ages from many countries around the world is a wonderful bonus.”

Sue Dinsdale, New Zealand



“The professors are extremely passionate about their courses and give everything they have.”

Emma Cerruti, Italy

# Our teaching staff

Courses are taught by a combination of leading Cambridge scholars and guest subject specialists from beyond the University. All are excellent communicators who bring a wealth of knowledge to the academic programmes and enjoy the challenge of teaching a varied group of participants from all over the world.

## Building programmes

Programme Directors work with the Summer Schools team to devise the content and balance of the curriculum. They draw on an understanding of current trends, long-standing contacts with senior academic peers, and knowledge of rising stars in their specialist field to select Course Directors and agree the scope of each course. Course Directors devise the specific content and course materials and deliver the courses, some teaching more than one course, and on more than one programme. A few courses are co-taught. Some Course Directors have designed series of related courses, and indicated which need to be taken together. Most are stand-alone.

Classes are usually limited to a maximum of 25 people (15 for Creative Writing). Course Directors get to know the students in each course through daily discussion and debate.

Plenary Lecturers are invited to give individual lectures to entire Summer School groups. These experts focus on a very specific angle, interpreting their

area of scholarship as befits the plenary theme for the programme.

All of our lecturers juggle their commitment to the Summer Schools with other roles. Some are able to return year after year, but as we address new subject areas we find new Course Directors to join our very selective teaching panel, after recommendations from their academic peers.

## Communication is key

Student feedback helps to confirm their popularity, and endorses the claim that our teaching staff are very effective communicators, skilled in the art of educating adult learners of all ages, nationalities and backgrounds. There is no single prescribed teaching style: all are different, but allow time for questions and discussion. With so many great teachers and differing approaches, students experience the richness which characterises the 'Cambridge experience'. Brief 'forms of address' are given for each Course Director on pages 90 to 95. Page 96 gives more detailed biographies for the Creative Writing Course Directors.

# Studying at Cambridge

As a participant of the University of Cambridge International Summer Schools, you will be guided by your Course Directors and encouraged to discuss, debate and develop your own understanding of the topics raised in class. Plenary lectures aim to enhance your understanding and add to your overall enjoyment.

## Teaching sites

Teaching for the Science and Literature programmes takes place at the Mill Lane Lecture Rooms, close to the city centre. Teaching for all other programmes takes place on the Sidgwick Site, close to the University Library. The Hanseatic League programme will run at Madingley Hall on the outskirts of Cambridge.

## Attendance

After your programme you will receive a certificate of attendance showing the special subject courses that you have attended.

## Contact hours and credit

The University of Cambridge does not, itself, award credit to those studying on its International Summer Schools. However, a considerable number of participants on its programmes are awarded credit by their home institutions. The number of credits awarded varies from institution to institution, based on contact hours (typically c.45 hours for a two-week programme) and how many essays

(if any) students choose to write. We can provide additional information for students who wish to earn credit from their home institution for the Summer School courses they attend in Cambridge.

## Writing essays

You may join the many participants who choose to write essays for evaluation by your Course Director – this is usually in order to gain credit from your home university, but also so that you assimilate the learning more fully, and can be assessed against the University of Cambridge standard. In either case, writing papers is a valuable way of responding to the courses you have taken, and judging how much you have learned. Essays will normally be graded by the Course Director who teaches the course. Participants receive a narrative report, a percentage mark and a grade report.

You may complete one essay per special subject course. The charge for evaluation is £45 per essay.



## Honours Programme

Students of high academic standing who are planning to study with us for the full six weeks, by combining consecutive programmes/terms, may want to enquire about our intensive Honours Programme, which includes one-on-one Cambridge-style supervisions.

The fee for this programme is £450, in addition to tuition and accommodation costs. Participants must select this option when they first apply in order to register their interest and request further information. All applications for the Honours Programme must be received by 18 April 2014. Please note that places on this programme are limited. Further information is available on our website.

## Libraries and computing

You will have access to a variety of faculty libraries, and a small lending library set up for the exclusive use of

Summer School students; evaluation-takers also have reading rights at the main University Library.

All students are given a University computer account in order to access the internet and write papers for evaluation. Depending on the College you stay in, you may also have the option to connect your own laptop to the University network.

## Online Resource Centre

All course materials, lecture schedules, reading lists, timetables and handbooks can be downloaded from our Online Resource Centre before you arrive in Cambridge. In addition, useful information on living and studying in Cambridge and travelling while you are in the UK is available. You will also be able to communicate with other participants prior to your arrival in Cambridge via the online forum. Information on how to access the Online Resource Centre will be sent to participants once they have enrolled.





“Brilliant classes. Diverse, intelligent and passionate students. Beautiful city. Wonderful accommodation.”

Vasti Calitz, South Africa

# Living in Cambridge

Cambridge is an ancient city. With its origins dating back to Roman times, every age has left its mark on this attractive market town. You will have the opportunity to live in one of the historic Colleges, sample British food in one of the great dining halls and relax in the beautiful College gardens.

## 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, clubs and coffee houses. 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 Kettle's Yard, that tourists to the city often only glimpse.

## College accommodation

As a participant in the University of Cambridge International Summer Schools you will become familiar with the city in a way that few are privileged to experience. Accommodation is in College rooms normally occupied by Cambridge undergraduates. Some rooms are basic with a single bed and washbasin; others have en suite facilities for an additional cost. Couples or friends are usually housed in adjacent rooms.

Your accommodation fee pays for a single College room, breakfast and evening meals, unless otherwise stated. Some accommodation is available on a room-only basis allowing participants more flexibility at meal times.

For more information about the accommodation options available see pages 97 to 100 at the back of this brochure.

## Resident Assistants

All Summer School participants are supported by a network of Resident Assistants. These are University of Cambridge students, employed by the Summer Schools, who live alongside you in College and assist you with any queries you may have during your stay. They are your first point of contact and are on hand to make sure that your summer is as enjoyable as possible.

# Social life

The Summer Schools also host a variety of social activities giving you the opportunity to make new friends outside of the classroom. These events will include folk dances, readings and talks. You will also find a range of other activities in and around the city.

## Evening events

In addition to our exciting evening lecture series, we organise a number of evening events to give participants the opportunity to relax and meet fellow students. Social activities will include ceilidhs (folk dances), talks and readings.

These evening events are free and are reserved for students enrolled in the International Summer Schools.

## Entertainment

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

## Online Resource Centre

All registered students will have access to the discussion forums on our Online Resource Centre. This will enable you to liaise with fellow participants and learn more about life in Cambridge before you arrive.

Once you are enrolled you will receive more information about how to access the online resources available to you.

## Community

Many of our participants are current undergraduate or graduate students, but a significant proportion are professionals or retired. Our programmes are unusual in bringing together people of all ages and backgrounds, and friendships develop across age groups and nationalities. Our returning 'alumni' and groups from educational institutions from around the world help to foster a sense of community. Those who arrive in Cambridge, knowing no one, quickly make friends amongst their class and College companions.

## 'Stay connected' network

While in Cambridge, Summer School students can also join our 'Stay connected' network to keep in touch with us after the summer and receive regular updates about future programmes and activities. More information will be available during the summer.





**“A wonderful international forum!”**

Lucy Bitmead, Australia



“It was one of the most spectacular experiences of my life!”

Gregory Wesseling, United States of America



# Weekend excursions

Participants can also benefit from a wide range of weekend excursions, giving them the opportunity to discover historical sites, castles, monuments or museums and explore beautiful gardens or experience a traditional Shakespearean play. These cultural activities allow students to enhance their stay, make new friends and learn more about Britain.

## Weekend excursions

Students can opt to buy tickets for one of our organised excursions. These popular visits offer participants the opportunity to discover more of Britain and experience British culture. Optional weekend day trips include visits to heritage sites, such as stately homes, castles, museums and cathedrals. Excursion venues complement some of the subjects covered in the academic programmes and are a good way to meet new people and explore England.

Students will also be able to sign up for local walking tours to discover the city of Cambridge and book tickets to see productions of Shakespeare plays.

## Prices

The estimated cost of excursions ranges from £15 for a local walking tour and £50 for a short trip, to £65 for a full day.

Please note the latter also includes the price of a theatre ticket. All prices include travel.

You can buy tickets for excursions that take place during your programme dates, including those scheduled on your arrival and departure dates. You will need to take time to register if you are booked on an excursion on your registration day. If you opt to go on a trip on your departure date you will need to arrange luggage storage.

We advise that you book early, as places are limited and allocated on a first-come, first-served basis.

Excursion coaches leave from the Sidgwick Site, near the main Summer Schools' office, and return in time for dinner in College.

Full details of our calendar of events, along with the booking form will be available on our Online Resource Centre from February.

# Interdisciplinary Summer School

Term I: 6 – 19 July

Term II: 20 July – 2 August

Term III: 3 – 16 August

**Programme Director:** Sarah J Ormrod

Director of International Programmes

## Academic programme

- Two or three special subject courses
- Plenary lecture series: *Achievement*
- Evening lectures

## Programme description

The Interdisciplinary Summer School Terms I, II and III offer courses covering a wide variety of subjects, including archaeology, politics, philosophy, economics, literature, history and international relations.

The three terms are independent: you may enrol for one, two or all three.

You can focus your studies on two or three courses in the same discipline, or choose courses in differing subject fields. Exciting new study paths of three or more courses include:

*Tudor history; Understanding poetry; Archaeology; History of science; Global politics and Introduction to philosophy.*

New subject areas include film studies, international development and Greek heroes and gods.

With hundreds of possible course combinations, you can devise a curriculum which precisely meets your interests.

## Special subject courses

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

## Plenary lectures

The morning plenary lecture series focuses on *Achievement*, with talks on significant literary, artistic, philanthropic, scientific and entrepreneurial achievements.

## Evening lectures

Invited speakers and members of the University will present a varied evening lecture programme, covering a wide range of subjects.

## Tuition and accommodation fees

See page 101

## Accommodation options

See page 97

## Balance of payment deadlines

ISS Term I: Monday 12 May

ISS Term II: Monday 26 May

ISS Term III: Monday 9 June

## Application deadlines

ISS Term I: Monday 23 June

ISS Term II: Monday 7 July

ISS Term III: Monday 21 July



“Cross-disciplinary study is immensely rewarding: the wealth and breadth of these courses reflect Cambridge at its best.”

Sarah J Ormrod,  
Programme Director, Interdisciplinary Summer School

# Interdisciplinary Summer School

## Term I

### Special Subject Courses

Classes are held from Monday 7 to Friday 18 July inclusive, 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

##### International politics in a global age I

*Various speakers*

A circus of scholars from various fields of expertise take an historical look at problems of international security after the Cold War, the international politics and political economy of regionalism and globalisation, and the legal and institutional framework of international society. Particular attention is given to the ways in which political, strategic, economic and legal aspects of international politics interact with and reinforce one another.

Please note: A11 can only be taken with B11 and C11. Enrolment for this course is capped at 40. An excellent complement to this course is the ISS Term II course A21/B21/C21 (classes for these courses are not repeated, and can be attended consecutively by students taking ISS Terms I and II).

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##### A12

##### The Victorians in peace and war I. Peace

*Dr Seán Lang*

The Victorians continue to fascinate and absorb us with their dynamism, their contradictions, their principles and their shortcomings. Their world can seem a different planet, yet it was the birthplace of our own. This course will look at the Victorians in their own terms, their ideals, their failings and their dreams.

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##### A13

##### History of science I. Ancient science

*Piers Bursill-Hall*

The history of modern western science can be traced back to the Ancient Greeks. We consider how Greek thinking about science started and their profound arguments around a 'philosophy of nature'. We discuss a number of ancient thinkers (Parmenides, Plato, Aristotle, Galen, Ptolemy), why they thought as they did and how their science developed between c.500 BC and c.500 AD.

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**A14****A history of British political thought I. 1600-1800**

*Dr Graham McCann*

This course introduces key figures, theories and themes of British political thought, 1600-1800. 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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**A15****Britain and the world since 1900**

*Dr Jonathan Davis*

This course examines the transformation of Britain’s role in the world from global imperial power to regional power with strong links to influential governments. Britain’s evolution and relative decline is placed within the context of the emergence of the superpowers and is also set against the backdrop of the process of decolonisation and developing regional integration.

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**A16****Understanding poetry I. British Romantic poetry: the spirit of the age**

*John Gilroy*

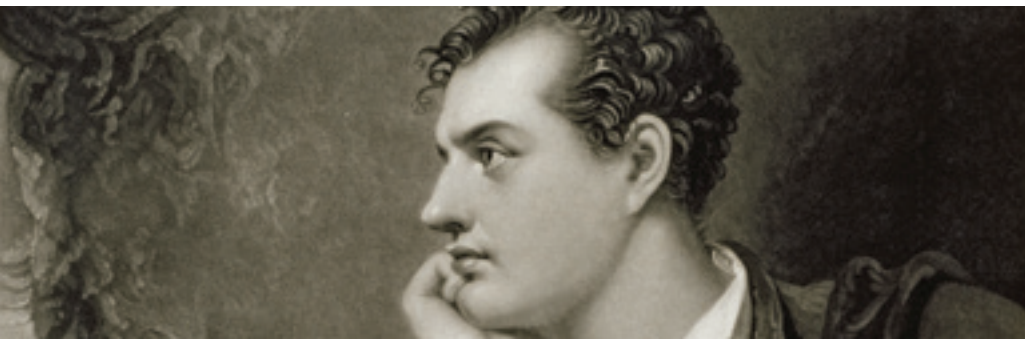
The poetry of the British Romantic period is approached thematically in order to illustrate what Hazlitt identified as ‘The Spirit of the Age’ (1825). It examines man and nature, Romantic narratives of love, the gothic and surreal, lyric and song, comedy and satire, and protest and politics. Along with the major figures, Blake, Coleridge, Wordsworth, Byron, Keats and Shelley, we will also explore less familiar poets read by the Romantics themselves.

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**A17****All you need is love. Love in literature from Shakespeare to Beckett**

*Simon Browne*

Literary relationships are rarely as bizarre as Rosalind and Orlando’s courtship, carried out with her posing to him as a boy. But with this, Shakespeare will set the scene for us to pursue Austen’s proud and prejudiced Elizabeth and Darcy and the many convoluted trails left by the centuries’ other literary lovers. (*This is a double course, which can only be taken with C17.*)



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**A18****Tudor history I. 1485-1547**

*Siân Griffiths*

This course considers the life of Henry VII, a usurper who married a Princess, went from rags to riches and ended civil war. His was an era of 'new men' and fabulous propaganda. Henry VIII inherited a fortune, stole another and spent both. He became emperor of a sovereign nation state. Late medieval kingship in all its gore and glory.  
*(Not to be taken with A38 in ISS Term III.)*

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**Group B: 11.45am – 1.00pm**

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**B11****International politics in a global age I**

*Various speakers*

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

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**B12****Sir Christopher Wren:  
architect in context**

*Dr Andrew Lacey*

This course will explore the life of Sir Christopher Wren (1632-1723). We will consider his youth amid the disruptions of the English Civil War, his connections with Oxford and Cambridge, his work with the Royal Society and his immense achievements as an architect. From the Sheldonian Theatre to the dome of St. Paul's Cathedral, Wren stamped his genius and personality upon late 17th-century Britain.

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**B13****Crises in world politics since 1945**

*Various speakers*

This course will explore why crises happen in international relations, how they are managed, and what, if anything, they have in common. Participants will examine a series of case studies including some, like the Cuban missile crisis, that did not lead to war and others, like the Iraqi invasion of Kuwait, which did.

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**B14****History of archaeology I.  
From the Bible to the Bomb**

*Dr Nicholas James*

During the European Renaissance and Enlightenment, and continuing with industrialism, discoveries of ancient civilisations and local traditions alike helped to transform our understanding of history the world over. The research up to 1950 was innovative and sometimes highly adventurous but, from the Bible to Marx and Darwin, archaeology reflected contemporary ethical, political and economic assumptions.



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**B15****Climate change:  
an interdisciplinary approach**

*Dr Stephen Peake*

Understanding the risks we face from climate change means combining a basic knowledge of climate science with economics (including technological change and policy levers). We take an interdisciplinary approach to climate change which will allow us to form integrated assessments of the global and regional risks based on the IPCC's 5th Assessment Report, published in 2013, and other evidence.

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**B16****Understanding poetry II. "Mad, bad and dangerous to know": Lord Byron**

*John Gilroy*

The image of the young Byron, never supplanted by less dazzling images of him, conjures up an irresistible combination of beauty, sexual challenge, revolutionary heroism and 'doom'. To an extent this image has always got in the way of objective assessments of his work. The course explores the extent to which Caroline Lamb's description of Byron as "mad, bad and dangerous to know" is supported in the extraordinary versatility of his achievement.

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**B17****Shakespeare studies I. Two plays of Shakespeare: *The Merchant of Venice* and *Hamlet***

*Simon Browne*

Shakespeare is fascinated by the way his characters manipulate each other, betray their loved ones, play games and, in pursuing dreams, create nightmares. We follow the characters in two of his plays: *The Merchant of Venice* and *Hamlet*.

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**B18****History of art I. 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 value systems form which define the kind of art we make and collect? From the Renaissance to the present day, did we get the art that we deserved?



## Group C: 2.00pm – 3.15pm

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### C11

#### International politics in a global age I

*Various speakers*

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

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### C12

#### History of art II. Surrealism and the visual arts, 1924-69

*Dr Karolina Watras*

One of the most revolutionary 20th-century movements, Surrealism transformed the way we think about art and its role in society. This course investigates how Surrealist artists challenged traditional aesthetics through a variety of media: from painting, through collage, photography, objects and exhibitions.

### C13

#### Introduction to philosophy I. Social and political philosophy

*Dr Emily Caddick Bourne*

What is the proper relationship between a state and its citizens? Are there different types of rights? When is it justifiable to interfere with others' lives against their will? What are our responsibilities to past and future generations? What is equality? How should individuals and institutions respect it? We consider what it takes to live well together.

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### C14

#### Russia in the 20th century

*Dr Jonathan Davis*

This course explores the extraordinary changes and continuities in Russia during the 20th century. It begins by looking at the last years of tsarism and then turns to the Soviet period, focusing on the events that occurred



under different leaders. It concludes with an assessment of the collapse of the USSR and the consequence of this during the Yeltsin years.

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## C15

### History of science II. Early Islamic science

*Piers Bursill-Hall*

We explore the controversial origins of early Islam and its first two centuries of development. What were the intellectual and political conditions that caused the early Islamic world to become intensely interested in science? We consider how medieval Europe drew on Islamic learning, and how profoundly western Christianity, science and culture were influenced by Islamic thinking.

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## C16

### International development: key issues in today's world

*Dr Alexandra Winkels*

We explore the various factors that shape human development and deprivation in the world today. Using examples from a range of low- and middle-income countries, we discuss the various ways in which individuals, organisations and governments try to deal with poverty and improve conditions in the long term.

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## C17

### All you need is love. Love in literature from Shakespeare to Beckett

*Simon Browne*

*(This is a double course which can only be taken with A17.)*



# Interdisciplinary Summer School Term II

## Special Subject Courses

Classes are held from Monday 21 July to Friday 1 August, inclusive, 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

##### International politics in a global age II

*Various speakers*

A circus of scholars from various fields of expertise take an historical look at problems of international security after the Cold War, the international politics and political economy of regionalism and globalisation, and the legal and institutional framework of international society. Particular attention is given to the ways in which political, strategic, economic and legal aspects of international politics interact with and reinforce one another.

Please note: A21 can only be taken with B21 and C21. Enrolment for this course is capped at 40. An excellent complement to this course is the ISS Term I course A11/B11/C11 (classes for these courses are not repeated, and can be attended consecutively by students taking ISS Terms I and II).

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#### A22

##### The Victorians in peace and war II. War

*Dr Seán Lang*

The soldiers and sailors of Queen Victoria saw active service in different parts of the world in every year of her reign. The men of the Victorian army and navy were often neglected and demonised, while their leaders became national heroes. Yet it was on the shoulders of these men that the Empire, on which the sun never set, actually rested. This course tells their story.

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#### A23

##### Global energy security

*Dr Stephen Peake*

We consider global energy security from the perspective of longer-term sustainability and resource dynamics. We explore different socio-technical dimensions of energy security, a variety of alternative global energy scenarios and some of the scientific, economic and policy dimensions of the transition to a low carbon (low energy?) economy.

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**A24****A history of British political thought II. 1800 to the present day**

*Dr Graham McCann*

Featuring the major ideas, issues and individuals in British political thought from 1800 to the present day, we address the evolution of political theory both as profession and vocation. Topics include the rise of social movements, revisions to classical ideologies, the peculiar nature of the British Constitution and the status of theory today.

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**A25****History of science III. The invention of the modern world: mathematics, 1200-1700**

*Piers Bursill-Hall*

Mathematics over these 500 years changed completely, and changed our world. Engineering, capitalism, art, cosmology, theology and physics all changed in no small part because of developments in mathematical thinking. Conversely, new ideas in these areas also completely changed mathematics. We review this period of world change in the context of changing ideas in mathematics.

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**A26****Shakespeare studies II. Key moments in Shakespeare's plays**

*John Gilroy*

"With this key Shakespeare unlocked his heart". Applying Wordsworth's metaphor to a range of Shakespeare's plays, the course examines 'key'

moments which arguably 'unlock' for us ways of understanding their central issues and concerns. Examples will be drawn from the comedies, histories, tragedies, romances and 'problem plays'.

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**A27****The Holy Roman Empire: 1500-1806**

*Dr Andrew Lacey*

The Holy Roman Empire, the Thousand Year Reich, dominated central Europe from 800 until 1806. This course will concentrate on the second half of this remarkable but neglected institution – from the Reformation to its termination by Napoleon – and the significance of the Empire for modern European history.

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**A28****Tudor history II. 1547-53**

*Siân Griffiths*

How did the Tudor Dynasty survive the reigns of a boy king and England's first ruling queen? The Protestant Edward and the Catholic Mary spun England around in a giddy bid for hearts and minds. It is the world of faction, king-maker and coup d'état; the English prayer book and the Spanish marriage. (*Not to be taken with B38 in ISS Term III.*)

## Group B: 11.45am – 1.00pm

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### B21

#### International politics in a global age II

*Various speakers*

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

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### B22

#### The end of Britain's Empire

*Dr Seán Lang*

Why did Imperial Britain collapse? How did ruling a third of the surface of the globe affect Britain and the British in the 20th century? And how has the story of decolonisation been massaged and manipulated? This course will look at the fall of British imperial power and will seek the truth behind the myths.

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### B23

#### Introduction to philosophy II. The philosophy of mind

*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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### B24

#### History of archaeology II. Archaeologists and the world since 1950

*Dr Nicholas James*

Archaeology has witnessed rapid (sometimes fraught) development of theories and of methods and techniques from satellite imagery of landscapes to molecular analysis. At the same time, the research has been challenged by post-colonialism and the liberal 'post-modern' movement. What, then, is 'the' past, and whose?





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**B25****History of science IV.  
Science and Renaissance**

*Piers Bursill-Hall*

Few are familiar with more than one or two Renaissance scientists, or natural philosophers, but the era saw some of the most radical and exciting science ever. The ramifications of this are still with us. We consider science (and much more) from c.1400 to c.1600: an era which changed everything, and which contained the seeds of modern scientific thinking and culture.

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**B26****Understanding poetry III. Questions  
of belief: Gerard Manley Hopkins and  
Philip Larkin**

*John Gilroy*

Questions of belief are brought into sharp focus in the extraordinary and original poetry of late 19th-century Jesuit priest and poet Gerard Manley Hopkins, and in that of the controversial 20th-century agnostic poet Philip Larkin. We examine a range of poems in the context of their own times, and explore their relevance in the early 21st century.

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**B27****Shakespeare's political animals:  
politics and human nature in *Julius  
Caesar*, *Measure for Measure*, and  
*The Tempest***

*Dr Paul Suttie*

In these three fascinating plays, Shakespeare explores the conventional idea that only those who can govern their own passions are fit to govern society. Does this idea of rule by a moral elite have any validity in practice, or does it only serve as a cloak for darker truths about human nature and political ambition?

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**B28****Tudor history III. 1553-1603**

*Siân Griffiths*

This course considers the life of Elizabeth I, the greatest and last of her line. A woman and a king; a writer and a censor; a politician and an autocrat; a Christian and a pagan goddess. She defied time and gender and realised her father's dream: to make England a renowned international power.



## Group C: 2.00pm – 3.15pm

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### C21

#### International politics in a global age II

*Various speakers*

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

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### C22

#### History of art III. Performance art: 1950s to the present day

*Dr Karolina Watras*

Since the mid 20th century, action, body and performance art have radically transformed the established notions of spectatorship and artistic identity whilst engaging with the key socio-political developments. Focusing on the issues of identity, gender, and racial politics, this course will examine the work of a number of international performance artists including Yoko Ono, Judy Chicago, and Marina Abramović.

### C23

#### Living film - a life in pictures?

*Dr Frederick Baker*

Drawing on the latest film theory and practice, we approach the analysis of the history and development of cinema from a dynamic angle, addressing film's component parts – image, script, dialogue, set, editing, producing – as though each were a 'body part' of a living organism, to experience film from the inside.

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### C24

#### History of archaeology III. The rise of civilisation

*Dr Nicholas James*

Ancient pyramids and ziggurats prompt big questions. Did civilisation arise gradually, or was it forged through conflict? How stable was it? How fundamental were geographical, technological, sociological or ethical differences between civilisations? Comparing Egypt, Iraq and Peru, we appraise theories about these age-old issues – which could help, perhaps, to predict our future.



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## C25

### History of science V. Galileo and his world

*Piers Bursill-Hall*

Galileo Galilei (1564-1642) was one of the greatest thinkers of all time: influential, polemical, temperamental and inspiring. Few figures in the history of science are as fascinating, colourful, complicated and controversial. We consider his life and science, the intellectual and historical context, and the myths around the controversy between Galileo and the Church.

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## C26

### Understanding poetry IV. Practical criticism

*Dr John Lennard*

Whatever its period or mood, reading poetry means dealing with its nuts and bolts: rhyme and metre, diction and syntax, lineation, form and layout – the heart of Cambridge's famous Practical Criticism. This course covers them all, drawing on poetry of every period from the Renaissance to the 21st century.

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## C27

### Introduction to philosophy III. Philosophy of religion

*Dr Karim Esmail*

The philosophy of religion is concerned with the following: religious language; God's nature; God's existence; and non-rational belief that God exists, viz. fideism. This series of seminars considers some arguments which claim that religious language is without meaning. It considers in particular some of God's traditional properties and arguments for and against God's existence. Finally, it considers fideism.



# Interdisciplinary Summer School Term III

## Special Subject Courses

Classes are held from Monday 4 to Friday 15 August inclusive, 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

History of art IV. Painting Paris:  
French painting, 1860-90

*Mary Conochie*

During the late 19th century, a newly urbanised Paris was set to become the art capital of Europe. This course analyses images of the city; café society and the high life and low life on the boulevards of Paris through the art of Manet, Degas and their contemporaries.

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#### A32

Greek heroes and gods, in literature,  
history and the imagination

*Dr Jan Parker*

The Ancient Greeks used hero stories to imagine and to investigate man's place in the universe and in society. This course will explore a wide range of Greek representations of heroes and the gods who care for or oppose them – in Homer, tragedy, history, art and archaeology. We explore the line between the human and the superhuman.

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#### A33

Education in Britain 1870-present

*Dr John Howlett*

This course aims to develop students' knowledge and understanding of the history of British education and invites them to consider the relationship of educational policy and practice to social change. Where appropriate, comparisons will be explored in relation to the development of systems of education in countries other than England.

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#### A34

Introducing psychology: mind,  
mental process and behaviour

*Dr John Lawson*

Somewhere beyond the intuitive abilities that most of us have when dealing with other people lies the science known as psychology. In its relatively short history, psychology has changed direction, focus and approach several times. From introspection and psychoanalysis, through the 'cognitive revolution' to fMRI scanning, psychology remains one of the most fascinating areas of science.  
(Not to be taken with B34 in ISS Term III.)

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**A35****History of science VI.  
The Scientific Revolution**

*Piers Bursill-Hall*

The period of the 150 years between c.1500 and c.1770 was what we think of as the Scientific Revolution: the start of modern science. However, it seems that the period was less revolutionary than you might expect, and that changes sometimes happened for remarkably non-scientific reasons. No period in the history of science was quite so dramatic, and it makes for an amazing story.

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**A36****Governance of Britain today**

*Richard Yates*

The course will analyse the nature of the contemporary British political system and discuss the functions of the major government institutions. It will also explore the role of the political parties and other key political contributors in order to assess the distribution of political power in Britain today.

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**A37****History of archaeology IV.  
Rome and China**

*Dr Nicholas James*

Between them, 2000 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. (*Not to be taken with Ea2 in Ancient Empires.*)

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**A38****Tudor history I. 1485-1547**

*Siân Griffiths*

This course considers the life of Henry VII, a usurper who married a Princess, went from rags to riches and ended civil war. His was an era of 'new men' and fabulous propaganda. Henry VIII inherited a fortune, stole another and spent both. He became emperor of a sovereign nation state. Late medieval kingship in all its gore and glory. (*Not to be taken with A18 in ISS Term I.*)



## Group B: 11.45am – 1.00pm

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### B31

#### History of art V. Breaking boundaries: the art of Matisse and Picasso, 1900-50

*Mary Conochie*

This course traces the development of early 20th-century art through the paintings of Matisse and Picasso. As pioneers of Modernism, through Fauvism and Cubism respectively, the two broke artistic boundaries: challenging traditional genres, such as the nude, portraiture and still life, and redefining the roles of colour and line. We address, particularly, reciprocal influences throughout their artistic careers.

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### B32

#### Economics of public policy

*Dr Nigel Miller*

We consider how economic analysis can guide the formulation and evaluation of public policy, exploring a variety of public policy issues including healthcare, environment policy, pensions provision and public finance, with examples drawn from the UK. Students will be required to undertake classwork.

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### B33

#### English houses and gardens I. Defining 'Englishness' from 1130 to 1970

*Caroline Holmes*

We explore 'English' architecture and gardens through palaces, pavilions, follies and houses. We examine regal tastes at Hampton Court Palace and the Royal Pavilion, Brighton; and the outward display of 19th-century 'taste' at Plantation House. We compare the quintessential Englishness of The Manor, Hemingford Grey; the Surrey Style of Jekyll and Lutyens; and Sissinghurst Castle.

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### B34

#### The abnormal mind: an introduction to psychopathology

*Dr John Lawson*

This course introduces a variety of clinical conditions including schizophrenia, autism, depression and anxiety. It also aims to contrast differing models of explanation that in turn lead to differing approaches in treatment. Overall, the hope is to encourage a more critical conception of what constitutes abnormality. (*Not to be taken with A34 in ISS Term III.*)





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**B35****History of science VII.  
Ancient medicine**

*Piers Bursill-Hall*

Beginning with ancient Egyptian and Mesopotamian medicine, we then consider the medical revolution of the Ancient Greeks. We discover how unimportant Hippocrates was, that the Oath isn't Hippocratic at all and that the beginnings of medicine stemmed from 40 wild years in Alexandria. Finally, we consider Galen, and the problem for a Christian of practising Pagan medicine. Interesting times.

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**B36****History of archaeology V.  
The ancient Aztecs and Maya**

*Dr Nicholas James*

The Aztec and Maya way of life has appeared strange – disturbing – to outsiders since the Spanish Conquest. Were its origins unlike other ancient traditions, or were the pyramids and early 'cities' of Mexico and Guatemala fundamentally similar? Studying both the rise and collapse of these civilisations long before the Conquistadors can help us to assess world history.

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**B37****Milton and the idea of freedom:  
*Paradise Lost* in context**

*Dr Paul Suttie*

What kinds of freedom are worth fighting for? Should people be free even to do things that others consider wrong or evil, or is that a recipe for anarchy? In a time of revolutionary war, these were questions of life or death for Milton and his society. In his great poem *Paradise Lost* he aims to send a timeless message to posterity concerning the true nature and importance of freedom: let's learn to read it.

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**B38****Tudor history II. 1547-53**

*Siân Griffiths*

How did the Tudor Dynasty survive the reigns of a boy king and England's first ruling queen? The Protestant Edward and the Catholic Mary spun England around in a giddy bid for hearts and minds. Is is the world of faction, king-maker and coup d'état; the English prayer book and the Spanish marriage. (*Not to be taken with A28 in ISS Term II.*)



## Group C: 2.00pm – 3.15pm

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### C31

#### Children, teachers and education: contemporary issues, historical perspectives

*Dr John Howlett*

This course aims to acquaint students with the extensive range of questions and topics which education seeks to address, including those controversial issues of race, gender and special educational needs and the ways in which educational policy and schooling has sought to address them and create genuine 'equality of opportunity'.

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### C32

#### An introduction to macroeconomics

*Dr Nigel Miller*

This course will develop simple macroeconomic models and use them to understand significant macroeconomic events, past and

present. Students will develop an understanding of the causes and consequences of the current macroeconomic crisis, phenomena such as recessions, inflation and unemployment. Students will be required to deliver group presentations.

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### C33

#### English houses and gardens II. Personal expressions

*Caroline Holmes*

We examine an eclectic selection of private domains. Houses and gardens studied reflect personal expression from royal prodigy to poetic poverty; covert Catholic to eccentric bishop; craftsman to artist-gardener; prime minister to town planner. We explore the outward impression of each building and its setting, before discussing its inner importance.



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## C34

### Crises and international relations since 1945

*Various speakers*

This course looks at the intricate fabric of international relations as states have rushed to respond to local, regional and global crises since 1945. Speakers whose expertise range from scholarly to practical, from political to diplomatic, address some of the most complex events of the late 20th century, considering what has been achieved – and what has been lost – in the globalising and deglobalising world.

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## C35

### History of science VIII. Science and the Enlightenment

*Piers Bursill-Hall*

The 18th-century Enlightenment is usually thought about in terms of political and religious developments.

It was also a period of radical and exciting developments in all the sciences. For the first time new scientific ideas began to have social and political effects that transformed Western societies.

*(This is a survey of scientific ideas: no technical background is assumed.)*

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## C36

### History of archaeology VI. The collapse of civilisation

*Dr Nicholas James*

Is decay inevitable? Comparing unrelated historical cases – Ancient Rome and the Maya, medieval England and the Aztecs – prompts questions as to what changed, whether causes such as corruption or climate change were common, and whether, indeed, aspects of culture such as religion tend to endure. What, then, is civilisation or tradition?







“An opportunity to lose yourself in the ancient world and discover its enduring legacy today.”

Dr Justin Meggitt,  
Programme Director, Ancient Empires Summer School

# Ancient Empires Summer School

## 6 – 19 July

### **Programme Director:** Dr Justin Meggitt

University Senior Lecturer in the study of Religion and the Origins of Christianity, Institute of Continuing Education and Affiliated Lecturer, Faculty of Divinity, University of Cambridge; Fellow of Wolfson College

### **Academic programme**

- Four special subject courses (two per week)
- Plenary lecture series AE0: *Power and Persuasion*
- Evening lectures

### **Programme description**

The Ancient Empires Summer School offers a rich selection of courses on a range of past cultures and civilisations taught by leading experts within their disciplines. Whether you are drawn by history or architecture, archaeology or literature, warfare or medicine, the programme allows you an unrivalled chance to immerse yourself in the latest thinking on antiquity. With fresh courses on Graeco-Roman religion, Coptic language, ancient philosophy and mathematics, new and returning students will have a wealth of choice.

The programme is intended primarily for undergraduate or graduate students, and college or university teachers, but is open to those with an interest in the subject matter. No prior knowledge of any particular region or discipline is expected.

### **Special subject 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**

#### ***AE0 Power and Persuasion***

Course Directors and leading specialists associated with the University give lectures on subjects such as the origins of democracy, power in early China, and the limits of Roman rule. Contributors include Professors Paul Cartledge, Almut Hintze, David Sedley, and Roel Sterckx.

### **Evening lectures**

Invited speakers and members of the University will give a varied evening lecture programme, covering a wide range of subjects.

### **Tuition and accommodation fees**

See page 101

### **Accommodation options**

See page 97

### **Balance of payment deadline**

Monday 12 May

### **Application deadline**

Monday 23 June

# Ancient Empires Summer School

## Special Subject 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 (6 – 12 July)

#### Group Aa: 11.00am – 12.30pm

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##### **Aa1**

##### **Archaeology in the crucible of civilisation: the rise and fall of the Assyrian Empire**

*Dr John MacGinnis*

In this course we explore the achievements of this astonishing empire, covering the rediscovery of Assyria and the rich history of its rise and fall together with a look at the great cities of the imperial heartland, the archaeology of the provinces and an introduction to Assyrian literature and cuneiform writing.

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##### **Aa2**

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

*Dr Paul Millett*

The course will compare 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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##### **Aa3**

##### **The Ancient Egyptian Empire: treasures, treaties and conquests**

*Dr Corinne Duhig*

Ancient Egypt, at first isolated in its river valley, gradually opened up to share and exchange goods, ideas and populations with Africa, the Mediterranean world, western Asia and, finally, Greece and Rome. The course will use history and archaeology to examine Egypt's changing trade, political and military relationships with other states and peoples.

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##### **Aa4**

##### **Religion in the Graeco-Roman worlds**

*Dr Anna Collar*

Religious beliefs and practices in the ancient Mediterranean varied hugely – from the traditional Graeco-Roman pantheons to Near Eastern weather deities, from localised hero cults to the abstract monotheism of Judaism. This course will introduce the complexities of the changing religious world of the Graeco-Roman period and take an integrated approach to the material evidence.



## Group Ea: 2.00pm – 3.30pm

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### Ea1

#### **Ancient Greek philosophers: the Pre-Socratics and Socrates**

*Dr Karim Esmail*

This course is an introduction to the thought of a number of the Ancient Greek philosophers who precede Socrates, viz. the Pre-Socratics, and to the thought of Socrates. The Pre-Socratics are concerned in particular with providing a single, rational account of the natural order. Socrates is concerned in particular with questions of ethics.

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### Ea2

#### **Rome and China**

*Dr Nicholas James*

Between them, 2000 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. (*Not to be taken with A37 in ISS Term III.*)

### Ea3

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

*Dr Corinne Duhig*

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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### Ea4

#### **The Ancient Egyptian language, from Pharaonic to Christian times**

*Dr Siân Thomas*

This course traces the trajectory of the written Egyptian language from its predynastic origins to the Christian era. We will discuss Egyptian texts written in hieroglyphs and hieratic as well as in the later Demotic and Coptic scripts, and will explore literacy as a social phenomenon. Students will be introduced to the basics of reading Middle Egyptian hieroglyphic.



## Week 2 (13 – 19 July)

Group Ab: 11.00am – 12.30pm

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### Ab1

#### Knowing the world through (ancient) mathematics

*Piers Bursill-Hall*

Mathematics and mathematical technology were essential to Ancient Mesopotamian, Egyptian, and Greek civilisations, but the Greeks did something entirely new and unexpected. These lectures will look at the power mathematics gave various ancient peoples, and then why it became so central to Ancient Greek thinking. Why, after all, could only a Greek have written the *Elements*?

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### Ab2

#### Philip, Alexander and the Macedonian superpower

*Dr Paul Millett*

The course will explore the achievements of Philip II and Alexander the Great against the context of their Macedonian heritage. We will assess the realities behind the myth and romance of these colossal figures, approaching their achievements through modern accounts and, more particularly, from the writings of the Greeks and Romans.

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### Ab3

#### Imperial building in the ancient world

*Dr Francis Woodman*

Ambitious architectural projects have always been a potent weapon in the armoury of Empire. They also speak of hierarchy, religion and the occasional megalomaniac ruler. From Egypt to Peru, building depends on local materials, technical skills, social organisation and of course money. We will examine some of the most revealing buildings of the ancient world from the Mediterranean to the Pacific.

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### Ab4

#### Medicine and miracles in the Roman Empire

*Dr Justin Meggitt*

What was it like to be sick in the Roman Empire and who did you turn to for help? Doctors or gods? And how effective were they? The course will examine the experience of illness and healing from the perspective of the 'patients' in the Roman world.



## Group Eb: 2.00pm – 3.30pm

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### **Eb1**

#### **Ancient Greek philosophers: Plato and Aristotle**

*Dr Karim Esmail*

This course is an introduction to the thought of Plato and Aristotle. It considers Plato on the soul in the *Phaedo* and, in particular, Plato on the perfectly just city-state in the *Republic*. It considers Aristotle on, among other things, language and logic in the *Organon*, change and cause in the *Physics*, and happiness in the *Nicomachean Ethics*.

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### **Eb2**

#### **Inca and Aztec**

*Dr Nicholas James*

Both the Inca and Aztec Empires were forged by conquest but where the Incas' was like ancient Old World empires in obvious ways, Aztec imperialism eludes more familiar methods of historical research. The difference helps to illustrate principles and mechanisms of imperialism and the range of evidence now available.

### **Eb3**

#### **Magic, demons and ghosts in the Greek and Roman worlds**

*Dr Justin Meggitt*

What did the Greeks and Romans believe about the supernatural and how did it affect their everyday lives? From witches to curse tablets, haunted houses to baby-eating ghosts, this course is an introduction to magic – and its critics – in classical antiquity.

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### **Eb4**

#### **An introduction to Coptic Egyptian**

*Dr Siân Thomas*

This course introduces the basics of reading Coptic, the language spoken by Egyptians in the first millennium CE and used in the liturgy of the modern Egyptian Church. Language teaching is interspersed with sessions exploring Coptic textual genres, including Biblical and monastic works, apocryphal gospels such as those discovered at Nag Hammadi, and everyday texts such as letters and spells.





“This programme reflects Cambridge’s well-deserved reputation for science teaching: cutting-edge responses to challenging questions!”

Dr Rob Wallach,  
Programme Director, Science Summer School

# Science Summer School

Term I: 6 – 19 July

Term II: 20 July – 2 August

## Programme Directors: Dr Rob Wallach

University Senior Lecturer in Materials Science and Metallurgy,  
University of Cambridge; Vice-Provost and Fellow of King's College

**Dr Erica Bithell** Academic Director and Teaching Officer in Physical  
Sciences, University of Cambridge Institute of Continuing  
Education; Fellow of Murray Edwards College

**Dr Ed Turner** Academic Director and Teaching Officer in Biological  
Sciences, University of Cambridge Institute of Continuing Education

## Academic programme

- One special subject course per week
- Plenary lecture series P01:  
*Knowledge and Need*
- Practical sessions and evening lectures

## Programme description

We draw on the expertise of senior academics at Cambridge, to offer courses in a variety of scientific fields. The Summer School is suitable for undergraduates and graduates in the sciences, as well as teachers and other professionals. The programme also welcomes those with a strong interest, but with little formal science training.

## Special subject 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.

## Plenary lectures

### P01 *Knowledge and Need*

Lectures focus both on the present and past limits of current knowledge, and

how the quest for knowledge has been driven by the need to find solutions to difficult questions posed by hunger, disease, conflict and climate change.

## Practical sessions

Materials science, ecological, geological and mathematical 'trails' are amongst the practical sessions planned, along with visits to institutes and laboratories in Cambridge.

## Evening lectures

Lectures provide introductions to additional aspects of science.

## Tuition and accommodation fees

See page 101

## Accommodation options

See page 97

## Balance of payment deadlines

Term I: Monday 12 May

Term II: Monday 26 May

## Application deadlines

Term I: Monday 23 June

Term II: Monday 7 July

# Science Summer School Term I

## 6 – 19 July

### Special Subject Courses

Classes are held from Monday to Friday at the times shown.  
Participants choose one special subject course per week.

#### Week 1 (6 – 12 July)

11.00am – 12.30pm

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##### P02

###### Conservation biology

*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 and new research and solutions that can be employed to reduce and even reverse these declines.

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##### P03

###### Early stage drug discovery

*Professor Chris Abell FMedSci  
and Dr John Skidmore*

It takes over 10 years and \$1bn to develop a new medicine. We explore the concepts behind the drug discovery process. We discuss the properties required of a drug and show how chemists discover the starting points for drug development. We highlight the importance of protein biochemistry, structural biology and synthetic organic chemistry, using examples from current research in Cambridge and the pharmaceutical industry.

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##### P04

###### Colourful physics: nature's paintbrush

*Dr Nicola Humphry-Baker*

Why is the sun sometimes yellow, sometimes red, and are leaves green or orange? In this course, we will explore how light interacts with matter to create the myriad of colours we see around us. We will also look at how nature and different technologies, ranging from butterflies to electricity generation, harness these phenomena.

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##### P05

###### Can we geoengineer the climate?

*Dr Hugh Hunt*

Do we just accept the climate consequences of global warming - sea level rise, desertification, ocean acidification, loss of habitat? Or do viable technologies for controlling the climate - geoengineering - offer a 'plan B'? A key player in the Stratospheric Particle Injection for Climate Engineering (SPICE) project, Dr Hugh Hunt addresses the science, technical challenges and questions of ethics and governance involved.



## Week 2 (13 – 19 July)

11.00am – 12.30pm

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### P06

#### Materials science: what made man

*Dr Rob Wallach*

Our ancestors laid the foundations of much that we regard essential in our highly technological and 'materialistic' era. Examples include communication, ceramics and glass, and transport. How did our ancestors know what to do, and what have we learnt to help forge a sustainable future? Materials science explains how we exploit and benefit from the distinctive characteristics of materials in everyday life.

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### P07

#### The mathematics of networks and colouring

*Professor Imre Leader*

Networks – rail, computer and countless others – surround us. The mathematics of networks is a fascinating topic: easy to understand and yet full of surprises. We tackle questions such as: if we are colouring a map where neighbouring countries need to be different colours, how many colours do we need?

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### P08

#### 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 context, ie other people around them. This course explores a number of differing contexts (small groups, crowds, authority figures) and examines the evidence that seeks to explain how this context shapes what we do and how we think.

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### P09

#### 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 will explore how your immune system manages, or fails, to keep one step ahead of invading microbes.



# Science Summer School Term II

## 20 July – 2 August

### Special Subject Courses

Classes are held from Monday to Friday at the times shown.  
Participants choose one special subject course per week.

#### Week 3 (20 – 26 July)

11.00am – 12.30pm

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##### P10

###### 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 called it 'the enigma'. This course introduces autism and Asperger syndrome, examining the diagnostic features that define the condition, some of the current research and, finally, the interventions and treatments available.

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##### P11

###### Energy generation and sustainability

*Dr Rob Wallach*

Sustainable development is essential if the Earth is not to be damaged irreversibly. Attitudes have to change, but technology must also provide solutions. Materials science has a pivotal role. We study materials issues in renewable energy sources (solar power, geothermal, wind, and wave), nuclear power and conventional power. We conclude, briefly, with energy storage and the hydrogen economy.

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##### P12

###### Network science in biology: measuring, visualising and modelling real world complex networks

*Dr Petra Vértés*

In this course we introduce key concepts in network analysis and illustrate their use with case studies drawn mainly from the biological sciences. We will discover the reasons behind the ubiquity of certain network properties in the real world and discuss current challenges in the analysis, modelling and visualisation of networks.

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##### P13

###### The non-coding genome

*Professor Eric Miska*

Only 2% of the human genome encodes proteins – the molecular machines that make cells work. However, most of the human genome is transcribed into RNA. Biology is currently undergoing a revolution: what is the function of this non-coding RNA in our genetic material? We will discuss recent advances.

## Week 4 (27 July – 2 August)

11.00am – 12.30pm

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### P14

#### Approaches to diffraction and imaging

*Dr Erica Bithell*

We explore a range of microscopy and diffraction techniques (light, electron and X-ray), investigate what it means to 'see' an object if visible light is neither the probe nor the signal collected, learn more about the close relationship between imaging and diffraction phenomena, and discover how the data collected can be interpreted quantitatively.

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### P15

#### Memory: psychological and neurobiological perspectives

*Dr Amy Milton*

Memory is a critical function of the brain. This course examines the phenomenon of memory on many different levels, from psychological to molecular biological. Different types of memory are considered initially, before addressing individual memory types and their neurobiological bases. After assessing physiological and molecular models of memory, we conclude with how we remember, and how we forget.

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### P16

#### The insecticide landscape: Plan Bee

*Dr Daniel Beauregard*

Insecticides play an important role in the world's agriculture. We consider them from a chemist's viewpoint, investigating those used in the past (eg DDT) and currently (eg neonicotinoids). We examine the difficulty of eliminating harmful pests whilst retaining helpful insects like bees. We probe the familiar cycle of laboratory development, commercialisation, and banning of insecticides. We explore possible future developments in insecticides and agricultural practices.

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### P17

#### Codes, ciphers and secrets: an introduction to cryptography

*Dr James Grime*

This course on the mathematics of cryptography introduces some of the most important codes and ciphers. Topics range from simple substitution ciphers and the Enigma machine of World War II, to modern cryptography such as RSA used in internet encryption.





“It's a pleasure to work with such  
passionate and inquiring students.”

Dr Fred Parker,  
Programme Director, Literature Summer School

# Literature Summer School

Term I: 6 – 19 July

Term II: 20 July – 2 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: Academic Director and University Lecturer  
in English Literature, University of Cambridge Institute  
of Continuing Education

### Academic programme

- Four special subject courses  
(two for each week)
- Plenary lecture series GH0:  
*Crime and Punishment*
- Evening lectures

### Programme description

The Literature Summer School, now in its 29th year, gives its participants an experience of 'Cambridge English', with its emphasis on small group teaching, close attention to the words on the page, and radical inquiry into why literature matters. Our lecturers and Course Directors have many years' experience of teaching at Cambridge, and are chosen for their expertise and also because they know how to communicate their enthusiasm for the subject. But the joy of the programme is the rich mix of its participants – the widely read and the keen beginners, the young and the young at heart – from a wide range of cultures and backgrounds, whose sharing of views makes the Summer School such a stimulating and rewarding experience for students and teachers alike.

### Special subject 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 *Crime and Punishment*

Speakers deal with the idea of a criminal subculture, questions of justice and forgiveness, and the rich literature of guilt, vengeance, confession, and complaint.

### Evening lectures

Additional general lectures will add to your enjoyment of the programme.

### Tuition and accommodation fees

See page 101

### Accommodation options

See page 97

### Balance of payment deadlines

Term I: Monday 12 May

Term II: Monday 26 May

### Application deadlines

Term I: Monday 23 June

Term II: Monday 7 July

# Literature Summer School Term I

## 6 – 19 July

### Special Subject Courses

**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.**

#### **Week 1 (6 – 12 July)**

##### **Group Ga: 9.15am – 10.45am**

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###### **Ga1**

###### **A long look at Rudyard Kipling**

*Dr John Lennard*

Kipling was the last great poet to enjoy mass popularity and the first great writer of short stories. He remains hugely popular, if often also vilified. This course takes a long look at his work, spending two days on poetry, two on short stories and one on longer fictions.

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###### **Ga2**

###### **His "scrupulous meanness": style, text and context in James Joyce's *Dubliners***

*Dr Mark Sutton*

Joyce identified the style of his short story collection *Dubliners* as one of "scrupulous meanness". The book's diminished subject matter, along with its employment of the epiphany (a term Joyce coined), and its lack of evident authorial intrusion, marked the beginning of a new style in 20th-century literature. The course will consider *Dubliners'* innovations of style and substance, studying the individual

stories partly through the historical and cultural context of Joyce's time.

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###### **Ga3**

###### **Jane Austen I: *Pride and Prejudice* and *Mansfield Park***

*Dr Alexander Lindsay*

This is the first of two complementary courses, which may be taken independently. It will discuss how *Pride and Prejudice* develops the design and themes of *Sense and Sensibility* in a social comedy which is witty, but more critical and less light-hearted than at first apparent. *Mansfield Park*, with its serious-minded Christian heroine, has never enjoyed the popularity of the other novels, but is arguably Jane Austen's finest achievement and seems to have been her favourite.

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###### **Ga4**

###### **Cli-Fi? Climate change and contemporary fiction**

*Dr Jenny Bavidge*

Literary fiction has dreamed up many versions of the end of the world, but how is contemporary fiction dealing with the threat of climate change? This course will focus on works by contemporary authors including



Margaret Atwood and Ian McEwan and ask whether 'cli-fi' imagines solutions as well as ends.

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## Group Ha: 2.00pm – 3.30pm

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### Ha1

#### Writing the death of the Raj

*Dr John Lennard*

The Raj died very badly in 1947, amid the massacres of Partition. How did such a catastrophe come about? Scott's wonderful quartet gives an analytical framework of political and historical events from 1942, while Singh's romantic tragedy and Narayan's ironic tragicomedy offer illuminating Indian views of what went wrong.

---

### Ha2

#### G K Chesterton: writer and thinker (and saint?)

*Dr Michael Hurley*

G K Chesterton (1874-1936) was one of the most prolific and popular writers of his age, and in recent years there has been a marked resurgence of interest in his work (reprints, television and radio adaptations, biographies and critical studies). There has even been a call for him to be canonised. This course evaluates Chesterton's achievement as a writer and thinker, by close reading his fiction, non-fiction, poetry and plays.

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### Ha3

#### Jonathan Swift, satirist in prose and verse

*Dr Alexander Lindsay*

Swift is the most mordant satirist of his age, and one of the finest prose writers in the English language. This course will study his shorter masterpieces, *A Tale of a Tub* and *A Modest Proposal*, and his greatest achievement *Gulliver's Travels*. Attention will be given to the complexity of his ironies and to Swift as a poet.

---

### Ha4

#### Russian sin: *Anna Karenina*, *Crime and Punishment*, *Lolita*

*Dr Elizabeth Moore*

This course will examine three Russian masterpieces – Tolstoy's *Anna Karenina*, Dostoevsky's *Crime and Punishment*, and Nabokov's *Lolita* – and will focus on the moral complexities that each author explores in his fiction. In the process of comparing these works, which have at their centre adultery, murder and paedophilia, we will ask why the greatest Russian authors have tended to invent heroes and heroines who betray their societies' moral codes in the extreme. We will also consider the moral position of each author in relation to his characters.



## Week 2 (13 – 19 July)

Group Gb: 9.15am – 10.45am

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### Gb1

**Three great British fantasists:  
Lewis Carroll, Mervyn Peake  
and J R R Tolkien**

*Dr John Lennard*

Far from being simple escapism, or for children, fantasy is often used to confront complex topical issues. This course considers 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.

---

### Gb2

**"A lifetime burning in every moment":  
T S Eliot's *Four Quartets* in context**

*Dr Mark Sutton*

In November 1922, one month after the poem's first publication, T S Eliot remarked "As for *The Waste Land*, that is a thing of the past... I am now feeling my way toward a new form and style". This would have its fullest issue in *Four Quartets*, the literary culmination of Eliot's spiritual autobiography. The course will study the four inter-related poems, placing them in the context of Eliot's broader career and inner journey.

---

### Gb3

**Jane Austen II: *Emma* and *Persuasion***

*Dr Alexander Lindsay*

This is the second of two complementary courses which may be taken independently. With *Emma*, Jane Austen offers once more the emotional education of a handsome and witty heroine, but this time enjoying a unique financial independence. *Persuasion* reveals the novelist's awareness of the decline of the landed gentry, where the heroine finds happiness and security in marrying into a service profession, the Navy.

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### Gb4

**The child in Edwardian fiction**

*Dr Jenny Bavidge*

This course examines the role of the child in fiction of the Edwardian period, and will also consider children's literature. We will read works by Henry James, E Nesbit and Rudyard Kipling and discuss the child in relation to empire, paganism, savagery, civilisation and modernism.

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**Group Hb: 2.00pm – 3.30pm**

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### **Hb1**

#### **From Baker Street to Bible John: British crime writing 1890-2000**

*Dr John Lennard*

Few genres map cultural change as closely as crime writing. Reading works by Doyle, Sayers, Allingham, Reginald Hill and Rankin, this course considers the shift from the ratiocinative story through urban grit to full-blown political portraiture, with evolving representations of police, murdered bodies, forensics and beliefs about crime and punishment.

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### **Hb2**

#### **Form, style and ideology in Victorian poetry**

*Dr Michael Hurley*

Victorian poetry asks to be read with the ear. Its rhythms and rhymes demand our attention as patterns of sound moving in time. But is the achievement of the Victorian poets a matter of pure sound, or is there substance too? This course explores this contested question (and pursues some surprising answers) by close reading a selection of the most celebrated poets of the age.

### **Hb3**

#### **Shakespeare: the mature comedies**

*Dr Alexander Lindsay*

This course will study three of Shakespeare's finest comedies, *A Midsummer Night's Dream*, *As You Like It* and *Twelfth Night*. All three are built around contrasting aspects of love, and how it can take the forms of melancholia, madness and folly. This invites the question how far can the Shakespearean comedy of love be considered celebratory.

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### **Hb4**

#### **The tragic South**

*Dr Elizabeth Moore*

This course explores the remarkable literary renaissance that took place in the American South in the mid 20th century with a focus on three writers: William Faulkner (*Absalom, Absalom!*), Tennessee Williams (*A Streetcar Named Desire*), and Richard Wright (*Native Son*). Looking closely at these three works, we will examine the intricate relationship between race, the Southern plantation myth and the tragic existential sensibility that so distinctively marks Southern literature.



# Literature Summer School Term II

## 20 July – 2 August

### Special Subject Courses

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.

#### Week 3 (20 – 26 July)

##### Group Gc: 9.15am – 10.45am

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###### Gc1

**Grime and crime: Dickens' *Our Mutual Friend***

*Ulrike Horstmann-Guthrie*

A story of wealth built on dust-heaps and paper shares, of social climbing and descent, of concealed identity, murder, robbery and blackmail, Dickens's last novel is a wide-ranging portrait of early 1860s Victorian society. Whether the moral depravity manifest in the exploitation of one social class by another is balanced by the transformation of Bella Wilfer and Eugene Wrayburn will be one of many points of discussion.

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###### Gc2

**From Troy to Ithaca and Rome: classical heroes, and those who care for them**

*Dr Jan Parker*

The fates of Achilles, Odysseus and Aeneas were shaped by the Trojan War. Whether triumphing or dying on the battlefield, or surviving and wandering, displaced, Homer and Vergil reflect on the costs of warfare, for the heroes and

victims and the women and gods who care for them.

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###### Gc3

**Civilising sex in Spenser's *The Faerie Queene***

*Dr Paul Suttie*

A female knight on a love-quest unwittingly traverses the whole tangled history of the human heart, unpicking as she goes Western culture's 2000-year-long attempt to civilise the erotic drive. We will follow her through Book Three of *The Faerie Queene*, Spenser's timeless exploration of everything the Renaissance world thought it knew about love and desire.

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###### Gc4

**Major lyrics of the 17th century**

*Clive Wilmer*

A programme of close readings of short poems from the English 17th century. Among the texts discussed will be poems by John Donne, George Herbert and Andrew Marvell. Each poet will be briefly contextualised and the discussions will involve reflection on

the period, but this is not a historical course, nor a survey of the period. Its purpose will be to read and discuss poems, about two per session. Members of the class must be willing to participate in extended discussion.

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### Group Hc: 2.00pm – 3.30pm

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#### Hc1

##### **Philosophy of literature: understanding other minds through fiction**

*Jon Phelan*

Literary fiction may move or amuse us but can we learn anything significant from it? This course will examine this issue from a philosophical perspective and ask what kinds of knowledge can be gained from literary works? How is such cognitive reward communicated? And is it necessary for aesthetic appreciation? (*This is a double course which can only be taken with Hd1.*)

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#### Hc2

##### **The play's the thing: 20th-century American theatre**

*Dr Elizabeth Moore*

This course explores works by five renowned playwrights who helped to shape American dramaturgy in the 20th century: Lillian Hellman's *The Children's Hour*, Tennessee Williams' *Cat on a Hot Tin Roof*, Lorraine Hansberry's *A Raisin in the Sun*, Arthur Miller's *Death of a Salesman* and Edward Albee's *Who's Afraid of Virginia Woolf?*

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#### Hc3

##### **The Canterbury Tales**

*Dr Fred Parker*

Chaucer's wonderful, subtle story-telling is too good to be left to medieval specialists; it belongs to everyone who loves literature. This course is intended for those new to Chaucer and with no knowledge of Middle English. They will discover the pleasure and interest at the heart of some of the best *Tales*, and by the end of the week will be reading Chaucer in the medieval text with fluency and delight.



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## Hc4

### An introduction to Dante

Clive Wilmer

*The Divine Comedy* of Dante Alighieri, written in the early 14th century, is widely regarded as the greatest poem in a modern European language. This survey course will be a condensed introduction to Dante's early book the *Vita Nuova*, to the three books of the *Comedy*, and to Dante the man in his historical context. The texts used will be in English.

## Week 4 (27 July – 2 August)

### Group Gd: 9.15am – 10.45am

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#### Gd1

##### **Mad or bad? Approaches to crime solving in Henry James' *The Turn of the Screw* and Conan Doyle's *The Hound of the Baskervilles***

Ulrike Horstmann-Guthrie

Henry James and Conan Doyle were both keen on thrills and mystery, and each published an iconic crime story at the turn of the century: *The Turn of the Screw*, 1898, and *The Hound of the Baskervilles*, 1902. The governess-narrator of James's story plays the detective using logical inference to solve the crime; Sherlock Holmes discovers that psychological methods have been used to criminal ends. The unreliability of perception in both stories makes for a fascinating comparison.

---

## Gd2

### War and trauma in Greek tragedy

Dr Jan Parker

The Trojan War cast a long shadow: Iphigenia's sacrifice, the plight of the Trojan Women, the Greek heroes' problematic return. Those staying home also suffer: Electra and Orestes are scarred, Deianeira and Clytemnestra both kill 'their' men. This course looks at the ways through which Greek tragedy deals with victims and survivors of an iconic, still resonating, war.

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## Gd3

### **More's *Utopia*: a radical Renaissance vision**

Dr Paul Suttie

In one of the greatest of all imaginary worlds in European literature, Thomas More imagines in captivating detail an alternative to the systematic greed and brutality of his own society, depicting a land without kings, private property, hunger or exploitation. But at what human cost? And with what degree of plausibility? We look closely at *Utopia*, a work that has inspired debate and imitation for nearly 500 years.

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## Gd4

### **The lyric voice in the 19th century**

Clive Wilmer

A programme of close readings of short poems from the English 19th century. Among the texts discussed will be poems by William Wordsworth, John Keats and Alfred Tennyson. Each



poet will be briefly contextualised and the discussions will involve reflection on the period, but this is not an historical course, nor a survey of the period. Its purpose will be to read and discuss a small number of poems in each session. Members of the class must be willing to participate in extended discussion.

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### Group Hd: 2.00pm – 3.30pm

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#### Hd1

##### **Philosophy of literature: understanding other minds through fiction**

*Jon Phelan*

*(This is a double course which can only  
be taken with Hc1.)*

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#### Hd2

##### **Variations on the tragic**

*Dr Fred Parker*

This course explores what happens to core elements in classic tragedy – heroes, gods, fate, ritual, sacrifice – in modern dramas when times, it seems, have changed, and grandeur is suspect. We shall be exploring landmark works by Ibsen, Chekhov, Brecht, Miller, and Beckett. Did tragedy die, or just change its form? Does its ghost still walk?

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#### Hd3

##### **Shakespeare and the English sonnet**

*Dr Paul Suttie*

Shakespeare's Sonnets take a popular Elizabethan form and turn it in unprecedented directions to give us some of the most powerful, best known and yet most elusive love lyric in English. We will set the stage for a close examination of Shakespeare's sequence with a look at the development of the English sonnet during the 16th century.

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#### Hd4

##### **Dante's *Inferno***

*Clive Wilmer*

*The Divine Comedy* of Dante Alighieri, written in the early 14th century, is widely regarded as the greatest poem in a modern European language. There are thirty-four Cantos in the *Inferno* (ie Hell), the first of the poem's three books or cantiche. The poem will be discussed in five sessions, each session focusing closely on a single key Canto. The text used will be in English.





“The History Summer School offers a huge variety of perspectives on the human past, taught in a lively way, and has much to offer anyone with a strong interest in the subject.”

Dr David Smith FRHistS,  
Programme Director, History Summer School

# History Summer School

20 July – 2 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 special subject courses  
(two per week)
- Plenary lecture series LM0:  
*International Relations*
- Evening lectures

### **Programme description**

The History Summer School 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. You can choose courses that complement one another or you may wish to select ones that address the broadest possible historical period.

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 welcome from anyone with a real commitment to the subject, and no prior knowledge of the history of any particular period or reign is expected.

### **Special subject 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 International Relations*

Collectively, the lecturers will examine how nations have interacted in both war and peace, drawing on a wide range of historical examples chosen from various periods and different parts of the world. They will explore the nature of such relationships and how and why they have often proved so problematic.

### **Evening lectures**

Invited speakers will present a varied evening lecture programme, covering a wide range of subjects.

### **Tuition and accommodation fees**

See page 101

### **Accommodation options**

See page 97

### **Balance of payment deadline**

Monday 26 May

### **Application deadline**

Monday 7 July

# History Summer School

## Special Subject 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 (20 – 26 July)

#### Group La: 11.00am – 12.30pm

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##### **La1**

##### **Oliver Cromwell and the English Revolution**

*Dr David Smith FRHistS*

Cromwell remains one of the most controversial figures in British History. Was he driven by consistent principles or ambition and self-interest? How did he attain such extraordinary power? What was his impact on his times and what legacy did he leave behind? This course will examine a range of documents, especially Cromwell's private letters and speeches, to answer these questions.

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##### **La2**

##### **Cold War flashpoints**

*Dr Jonathan Davis*

This course assesses some of the main flashpoints of the Cold War. It considers why they occurred, their seriousness and their consequences. It looks at the Cold War's origins and early problems including the Berlin Blockade, and then moves on to the Korean War, invasion of Hungary, the Cuban Missile Crisis and the Vietnam War. Finally, it examines the events leading to the end of the Cold War.

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##### **La3**

##### **Europe and the birth of the great power system: c.1648-c.1815**

*Dr Andrew Thompson*

This course looks at the structures and personalities that determined success and failure within the European states system between the Peace of Westphalia and the end of the Napoleonic Wars. It charts the development of a multipolar system dominated by five Great Powers and considers why this happened.

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##### **La4**

##### **The reign of Henry VIII**

*Dr Jessica Sharkey*

The reign of Henry VIII was a major turning point in British history, and 'bluff King Hal' continues to horrify and fascinate us in equal measure. This course uses the preoccupations, ambitions, and character of Henry VIII as a route into the political, religious and cultural changes of this tumultuous period. We discuss some of the most colourful personalities in British history – Wolsey, More, Boleyn, Cromwell, and Cranmer – as well as the falls of Anne Boleyn and Thomas Cromwell.

## Group Ma: 2.00pm – 3.30pm

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### Ma1

#### Winston Churchill – the greatest Briton?

*Dr Mark Goldie FRHistS*

The British voted Churchill the greatest Briton. Why? Was he the colossus of the 20th century, or is his status a measure of Britain's nostalgic fixation on Second World War glories? Churchill's career spanned the century: he took part in the last cavalry charge in British history and lived to authorise the atomic bomb. A child of aristocracy, '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.

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### Ma2

#### Making and breaking the Soviet Union

*Dr Jonathan Davis*

During its 74-year history, the Soviet Union went through various stages. This course assesses how Lenin and Stalin made the Soviet system, the 'stable' era of Khrushchev and Brezhnev, and Gorbachev's breaking of the Soviet Union.

### Ma3

#### Deutschland Erwache: the rise and fall of Nazi Germany

*Dr Andrew Lacey*

Adolf Hitler strides across the history of the 20th century like a colossus. He changed the lives of most Europeans during his years in power and we continue to live with the positive and negative implications of his defeat in 1945. This course will provide an introduction to his life and the movement he founded.

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### Ma4

#### Britain in the Great War

*Dr Seán Lang*

What was the experience of the Great War like for the British people? How did it change the nature of British society? Was it a catalyst for the transformation of Edwardian society or did much of the Edwardian world survive? This course will consider the way British society adapted itself to the demands of the War, what changed and what stayed remarkably the same.



## Week 2 (27 July – 2 August)

Group Lb: 11.00am – 12.30pm

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### Lb1

#### **The reign of Charles II, 1660-85**

*Dr David Smith FRHistS*

This course will examine the personality and policies of Charles II. It will explore his turbulent early life, partly spent in exile, and consider how and why he came to be restored to the throne in 1660. The course will then look at his career as King, his beliefs and motives, the use that he made of his powers and the nature of his achievements. Throughout, the classes will make use of an extensive selection of primary sources.

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### Lb2

#### **The Protestant Reformation**

*Dr Richard Rex*

The Protestant Reformation helped shape the emergence of the modern world. This course will seek to recapture the excitement and the strangeness of that dramatic break with the past by looking at the original ideas of Martin Luther and their propagation, reception, and impact in early 16th-century Europe.

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### Lb3

#### **Surprise attacks from Pearl Harbor to 9/11**

*Professor Eric Grove and  
Professor Philip Towle*

In 1904 the Japanese launched a surprise attack on the Russian fleet moored outside Port Arthur; within months of the end of the 20th century al Qaeda attacked the Twin Towers and the Pentagon. In between, there were similar attacks by the Axis powers, the North Koreans and the Argentines. The course examines what attackers hoped to gain, what they did achieve militarily, why intelligence services failed to predict the attacks and how democracies used such aggression to rally their people to respond.

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### Lb4

#### **Kenya's Mau Mau rebellion and the end of Empire in Africa, 1952-60**

*Dr Emma Hunter*

In 1952 a State of Emergency was declared in Kenya. Over the eight years which followed, Kenya became one of the most brutal battlegrounds of the end of Empire. How should we understand the violent uprising and what role did it play in Kenya's decolonisation and the end of the British Empire? This course will use a range of sources from images and newsreel to speeches, parliamentary debates and memoirs to explore these questions.



## Group Mb: 2.00pm – 3.30pm

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### Mb1

#### Kingdom and conquest: forging Protestant Ireland, 1540-1800

*Dr Eoin Devlin*

This course explores the relationship between England and Ireland over more than two centuries. It examines the complex social, political and religious history of the island of Ireland in a period of momentous change, conflict and violence which transformed Irish (and English) society, leaving legacies which continue to resonate today.

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### Mb2

#### The Jesus Wars: from the Enlightenment to Sacré-Cœur

*Dr Robert Priest*

Was Jesus a man, a god or neither? Did the Gospels contain sacred truths, cryptic myths or dubious inventions? From German universities to Paris salons and Cambridge Colleges, 19th-century Europeans were transfixed and divided by these questions. This course explores the intellectual roots, religious consequences and cultural ramifications of their novel answers.

### Mb3

#### The dark years: occupied France, 1940-44

*Dr Andrew Lacey*

From the defeat of June 1940 to the liberation of Paris in August 1944, France endured four years of occupation by Nazi Germany. Some resisted, some collaborated, most just tried to survive. This course will provide an introduction to this dark period in French history and we will consider such topics as the fall of France, the Vichy regime, the experience of French Jews, the place of De Gaulle, resistance and liberation.

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### Mb4

#### The British Empire in the Great War

*Dr Seán Lang*

Britain's worldwide empire was thrown into the war with Germany and its allies and from all over the world men flocked to fight for a motherland most had never seen. What contribution did imperial and colonial forces make to the war? What did they hope to gain from the war? And how did the war change Britain's confident imperial role?





“It's a great privilege to be directing this famous Summer School; join me for an unforgettable fortnight of Shakespeare in Cambridge.”

Dr Fred Parker,  
Programme Director, Shakespeare Summer School

# Shakespeare Summer School

## 3 – 16 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 special subject courses (two for each week)
- Plenary lecture series RS0: *Shakespeare's World*
- Evening lectures

### **Programme description**

The 2014 Shakespeare Summer School celebrates the 350th anniversary of Shakespeare's birth – as well as its own 20th anniversary – with a rich collection of courses, lectures, and special events. The new Programme Director, Dr Fred Parker, has directed the Literature Summer School for many years; he now looks forward to building on the achievement of his predecessor, Dr Catherine Alexander, in maintaining the Summer School's high reputation as a welcoming and stimulating place for developing new insights and pleasures through the exchange of experiences and ideas.

Our lecturers and Course Directors are experts in the field who are also fine communicators, and their teaching will combine the Cambridge tradition of close attention to the words on the page with the alertness to questions of performance which is so vital in approaching Shakespeare. But no less important are the participants, whose

enthusiasm, openness and curiosity give the Summer School its unique atmosphere.

### **Special subject courses**

You choose two courses per week, each has five sessions. You are expected to engage in preparatory work to gain the greatest benefit from your studies.

### **Plenary lectures**

#### *RS0 Shakespeare's World*

Plenary lectures will open up new connections both within and beyond the works. Speakers will include such eminent Shakespeareans as Catherine Belsey, Kate McLuskie and Catherine Alexander, as well as members from the Faculty of English in Cambridge.

### **Evening lectures**

These lectures are broader in scope and include introductions to the optional excursions.

### **Tuition and accommodation fees**

**See page 101**

### **Accommodation options**

**See page 97**

### **Balance of payment deadline**

**Monday 9 June**

### **Application deadline**

**Monday 21 July**

# Shakespeare Summer School

## Special Subject 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 (3 – 9 August)

#### Group Ra: 9.15am – 10.45am

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##### Ra1

**"And kinde with kinde confound":  
Shakespeare's bending of genre**

*Dr John Lennard*

Voltaire complained bitterly that Shakespeare was always mixing genres - but far from ignorantly ruining everything, his genre-bending was his greatest strength. This course considers Shakespeare's persistent and inspired manipulations of genre, looking particularly at how he learned to fuse tragedy and comedy to such extraordinary effect.

##### Ra2

***The Tempest* in performance:  
"O brave new world..."**

*Vivien Heilbron*

This course, which requires competent and confident spoken English skills, will consist of ten practical acting workshops. Students must be prepared to explore this eternally popular play from an actor's point of view, both physically and vocally, always focusing on Shakespeare's dramatic language with the aim of 'letting the words do the work'. (*This is a double course which can only be taken with Rb2*).

##### Ra3

**Two problem comedies: *All's Well That Ends Well* and *Measure for Measure***

*Clive Wilmer*

*All's Well That Ends Well* and *Measure for Measure*, sometimes called 'problem plays', are dark in tone and preoccupied with ethical and intellectual issues. Structurally they are comedies, but there is very little in them that could be called 'comic'. Morally and aesthetically they give rise to 'problems' which can only be resolved in the minds of their readers or audiences.

##### Ra4

**Shakespeare and other sonneteers**

*Dr Alexander Lindsay*

Shakespeare's is the greatest and most individual of the Elizabethan sonnet sequences. This course will approach it through such varied themes as beauty, desire, and time, paying very close attention to the thought and imagery. Representative sonnets by Shakespeare's contemporaries, including Sidney, Spenser, and Drayton will be used as terms of comparison.

## Group Sa: 2.00pm – 3.30pm

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### Sa1

#### Shakespeare and love

Dr Fred Parker

The course of true love rarely runs smooth in Shakespeare. We shall trace the tension between the intensities of subjective emotion and the pressures of 'real life' in *A Midsummer Night's Dream*, *Romeo and Juliet*, and *Twelfth Night*, with a glance also at *Othello* and *Antony and Cleopatra*, asking, in Cleopatra's words, "if it be love indeed".

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### Sa2

#### Love's Labours Lost: "the wonder of the world"

Vivien Heilbron

This course, consisting of five practical acting workshops, will require good spoken English skills. This delightful comedy is full of dazzling wordplay and strongly-drawn comic characters. The play features the follies of the young, elegant lovers in the Kingdom of Navarre. All students will explore the language with the emphasis on the choices actors must make in performance.

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### Sa3

#### An essence that's not seen: appearance and reality in *Othello*

Clive Wilmer

*Othello* will be explored – one act per day – through the great questions it gives rise to: ethical, psychological and dramatic. Large questions and small ones will be raised. How is it, for example, that Iago is able to persuade Othello of something that is evidently not true? How far can it be said that appearances represent reality?

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### Sa4

#### Staging history in *Richard II*, *Henry IV Parts 1 and 2*, and *Henry V*

Dr Paul Suttie

"I fear thou art another counterfeit; And yet, in faith, thou bearest thee like a king." In this two-week course, we will explore Shakespeare's captivating four-part historical drama about the dilemmas and improvisations of a usurper-king, his enigmatic heir Prince Hal, Hal's charismatic companion Falstaff, and the common people swept along in events. (*This is a double course which can only be taken with Sb4.*)



## Week 2 (10 – 16 August)

Group Rb: 9.15am – 10.45am

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### Rb1

#### Justice and fortune in *The Merchant of Venice*

Dr Paul Suttie

In romantic comedy we expect the plots of the wicked to be thwarted and good fortune to go to the deserving; and, from one perspective, such 'poetic justice' is just what *The Merchant of Venice* gives us. But at whose expense? We will look closely at a play which pushes the comic form to its limits to disturb moral complacency and show that "all that glisters is not gold".

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### Rb2

#### *The Tempest* in performance: "O brave new world..."

Vivien Heilbron

(This is a double course which can only be taken with Ra2.)

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### Rb3

#### First world, (not so) green world

Dr John Lennard

Frye distinguished Shakespeare's 'first' and 'green' worlds, but the pattern is more varied. Arden in *As You Like It* is truly a green world, but the prison in *Measure*, heath in *Lear*, and woods in *Timon* are very different contrasts. This course charts Shakespeare's exploration and shading of contrasting worlds.

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### Rb4

#### *King Richard III* and *Macbeth*: tragedies of tyranny

Dr Alexander Lindsay

Both of these plays, from different stages in Shakespeare's career, have protagonists of great natural abilities whose ambitions for kingship drive them to murder and usurpation. Yet both retain our fascination if not our sympathies: Richard by his black wit and resourcefulness; Macbeth by his tortured imagination and terrible self-knowledge. In different degrees, both can be called tragic villains.





## Group Sb: 2.00pm – 3.30pm

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### Sb1

#### *King Lear*

*Dr Fred Parker*

An intensive, scene-by-scene discussion of this most challenging and astonishing 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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### Sb2

#### *Two Roman tragedies*

*Dr Alexander Lindsay*

This course will explore two of Shakespeare's plays, beginning with *Julius Caesar*, his first mature tragedy, followed by the late masterpiece *Coriolanus*. Set respectively at the end and beginning of the Roman republic, these plays invite us to consider what Rome represented to Shakespeare and his contemporaries. A central theme will be how the characteristic Roman virtues work against the protagonists.

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### Sb3

#### *Shakespeare's late plays*

*Dr John Lennard*

The late plays (sometimes unhelpfully called 'Romances') are the last phase of Shakespearean comedy, distinct in their uses of spectacle and fairy-tale material. This course explores their oddity, with its connections to the Blackfriars Theatre and the shift in Shakespeare's theatrical concern from 'who is true?' to 'what is real?'

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### Sb4

#### *Staging history in Richard II, Henry IV Parts 1 and 2, and Henry V*

*Dr Paul Suttie*

*(This is a double course which can only be taken with Sa4.)*





**"This Medieval Studies Summer School  
has no competitors; if you want a serious  
summer programme then this is it."**

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

# Medieval Studies Summer School

## 3 – 16 August

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

### Academic programme

- Four special subject courses (two for each week)
- Plenary lecture series KN0: *Education and Learning*
- Evening lectures

### Programme description

Since 1996, the University of Cambridge Medieval Studies programme has offered an unparalleled opportunity for students to work with the finest British medievalists. The programme is challenging and is predicated on doing some good 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 is intended primarily for current undergraduate or graduate students and college or university teachers. Its interdisciplinary nature will appeal to anyone with a primary interest in medieval studies but also to those coming from any related discipline with knowledge and a genuine interest in the period.

### Special subject courses

Courses are offered in defined topics in art, architecture, history, literature, economics and science. 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.

Participants may opt to take, in addition, medieval palaeography sessions on two afternoons.

### Plenary lectures

#### *KN0 Education and Learning*

Plenary lectures are given by recognised experts, subjects will include universities, schools, reading, writing, theology, astronomy and apprenticeships. These lectures form an additional integrated course spread over the two-week programme and include some practical demonstrations.

### Evening lectures

Additional evening lectures extend the range of subjects addressed in class.

### Tuition and accommodation fees

See page 101

### Accommodation options

See page 97

### Balance of payment deadline

Monday 9 June

### Application deadline

Monday 21 July

# Medieval Studies Summer School

## Special Subject 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 (3 – 9 August)

#### Group Ka: 11.00am – 12.30pm

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##### **Ka1**

##### **The Devil's Brood: the Angevins and their rivals, 1158-1224**

*Dr Hugh Doherty*

Between the succession of Henry II in 1154 and the fall of La Rochelle to Louis VIII in 1224, the English 'kingdom' stretched from Hadrian's Wall to the Pyrenees, ruled by a family of kings claiming descent from the house of Anjou. We place this 'Devil's Brood' (Henry II, Richard I, John and Henry III), within the context of their many allies and enemies. *(This is a double course which can only be taken with Na1.)*

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##### **Ka2**

##### **Power and persuasion: the evolution of the medieval English parliament**

*Dr John Maddicott*

This course charts the development, from Anglo-Saxon times to the later middle ages, of the great royal assemblies later known as 'parliaments'. It considers their physical setting, their role in politics and government, and their creation of a dialogue between kings and their subjects which had power and persuasion as two of its main components.

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##### **Ka3**

##### **Pigments - hidden sources of power in medieval paintings**

*Dr Spike Bucklow*

The sources of colour were enormously valuable items of trade, each with its own particular geo-political, economic and cosmic significance. Once locked into works of art, pigments contributed to the meaning of the whole. This course explores a number of artworks and materials as windows onto the medieval world.

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##### **Ka4**

##### **Richard III**

*Dr Rosemary Horrox FRHistS*

Generally regarded as a controversial king because of the clashes between his critics and defenders, the academic interpretation of Richard's reign has in fact stayed largely constant over the last three decades or so. Is it time for a reassessment of the King, especially in light of the recent discovery of his bones?

## Group Na: 2.00pm – 3.30pm

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### Na1

#### **The Devil's Brood: the Angevins and their rivals, 1158-1224**

*Dr Hugh Doherty*

*(This is a double course which can only be taken with Ka1.)*

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### Na2

#### **Healing and health in late medieval England, 1300-1500**

*Professor Carole Rawcliffe FSA FRHistS*

Although the long 15th century has memorably been described as 'a golden age of bacteria', English society was far from passive in the face of disease. These seminars will examine the strategies developed by English men and women for preserving health and coping with sickness, both individually and at a collective level in towns and cities.

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### Na3

#### **The Anglo-Saxon Riddle-Tradition**

*Professor Andy Orchard FRSC*

Anglo-Saxon England witnessed the transformation from a native, pagan, oral, and traditional vernacular culture to one that embraced imported, Christian, literate, and innovative

Latinate ideals. The Anglo-Saxon Riddle-Tradition, read here in both Latin and Old English, all alongside translation, offers the perfect avenue to consider the tensions between the court and the cloister, the monastery and the mead-hall throughout the period.

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### Na4

#### **Wool and cloth for wine, iron, and oranges: England's international trade in the late middle ages**

*Professor Wendy Childs*

By 1500 England's international trade stretched from the Baltic to the Atlantic and the Mediterranean. Exports of wool and cloth amply paid for essential and luxury imports. The course will explore market areas, commodities, shipping and merchants, combining a broad overview with case studies slanted towards south-western routes (Bordeaux, Lisbon and Seville).



## Week 2 (10 – 16 August)

Group Kb: 11.00am – 12.30pm

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### Kb1

#### Henry V, Joan of Arc and the end of the Hundred Years' War

*Dr Rowena E Archer FRHistS*

In spectacular fashion Henry V renewed the Hundred Years' War in 1415 but the conquest of France was not complete by his death in 1422 and in 1429 a young maid threatened to evict the English from their French territories. This is a tale of piety, politics, chivalry and intrigue which continues to raise intense debate amongst historians. *(This is a double course which can only be taken with Nb1.)*

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### Kb2

#### Medieval architecture in Cambridge

*Dr Francis Woodman*

Medieval Cambridge was more than a University - it had houses, churches and institutions as well as the Colleges. This course will examine the surviving fabric, beginning with the parish churches, and will include a rare nunnery, the domestic origins of college planning and of course, King's College Chapel.

### Kb3

#### Conquest and rebellion in Scotland and Wales

*Richard Partington*

Medieval history remains extraordinarily current, especially with regard to Scottish and Welsh political identity. This course will examine how the struggle for independence in late medieval Scotland and Wales fitted into a European context of burgeoning sovereignty and imperialism, and will explore the dynamic figures of Wallace, Bruce and Glyn Dwr.

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### Kb4

#### The medieval knight

*Dr Philip Morgan FSA*

All nobles were knights but not all knights were noble. We look at the common experiences of five knights at the heart of English society 1300 -1500, as warriors, lords of an estate, at play on the hunt, amongst family and friends, and finally, facing their God. It is a culture grounded in violence, yet suffused with a language of gentility, courtesy and chivalry.





## Group Nb: 2.00pm – 3.30pm

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### Nb1

#### Henry V, Joan of Arc and the end of the Hundred Years' War

*Dr Rowena E Archer FRHistS*

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

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### Nb2

#### From bondage to freedom: serfdom in England, 1100-c.1500

*Professor Mark Bailey FRHistS*

Serfdom affected around one half of the population, and around one half of the land available to peasants, in 13th-century England, but it had withered away by 1500, thus releasing the land and labour markets, and opening a pathway for England to become the first industrialised nation. The course considers the reality of serfdom, its dominance of debates about medieval society, and the causes of its decline.

### Nb3

#### Celtic, Pictish and Anglo-Saxon visual culture, c.550-850

*Professor Michelle P Brown FSA*

We will study the historical context of early Irish, Pictish and Anglo-Saxon art, including the Books of Durrow and Kells, the Lindisfarne Gospels, Sutton Hoo, the Staffordshire Hoard, the Tara Brooch, the Ruthwell cross, Pictish carvings and early Irish crosses; and buildings such as Wearmouth/Jarrow, Brixworth and Skellig Michael.

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### Nb4

#### *Sir Gawain and the Green Knight*

*Dr Philip Morgan FSA*

Gawain is honour-bound to find the Green Knight whom he has beheaded in a Christmas 'game' and from whom he must receive a return stroke. Who were the poet and audience, and what was the historical context? We will explore the poem itself, and England around 1400 to explain its contemporary meanings.





“This exciting new programme builds on Cambridge’s strong literary tradition, offering writers an opportunity for sustained imaginative work in a creative community.”

Professor Jem Poster,  
Programme Director, Creative Writing Summer School

# Creative Writing Summer School

## 3 – 16 August

**Programme Director:** Professor Jem Poster  
Emeritus Professor of Creative Writing, Aberystwyth University

### Academic programme

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

### Programme description

The Creative Writing Summer School builds on a rich literary tradition at Cambridge: it is designed for participants who wish to develop their existing writing skills. Elements will focus on the writing of poetry, fiction and non-fiction, in a range of genres and styles. Course Directors – all established writers – will set practical writing tasks and guide students in critical reflection on their own work and that of their fellow students, as well as on the work of published writers.

Students are expected to put in a minimum of two hours of writing per weekday as private study. Participants may elect to use free time at weekends for a sustained period of writing. The course is intentionally rigorous, and all applicants must demonstrate a high level of fluency in English in their applications; they will be asked to provide a 300 to 400 word piece explaining their reasons for applying.

### Special subject courses

Students choose one course each week from among four practice-based courses (poetry, fiction, creative non-fiction and a general approach to the art and craft of writing). Students write c.500 words a day for their course.

### Plenary lectures

Morning plenary lectures will be given by visiting novelists, poets and other figures from the world of publishing, who will address a variety of matters related to their own work and to the craft of writing more generally.

### Evening lectures

Some evening talks are for the Creative Writing Summer School only. Others are shared with the Medieval Studies, Interdisciplinary and Shakespeare Summer Schools, also running at this time.

### Tuition and accommodation fees

See page 101

### Accommodation options

See page 97

### Balance of payment deadline

Monday 9 June

### Application deadline

Monday 21 July

# Creative Writing Summer School

## Special Subject Courses

Classes are held from Monday to Friday at the times shown. Participants choose one course per week, one from Group Wa and one from Group Wb.

### Week 1 (3 – 9 August)

**Group Wa: 9.15am – 10.45am  
and 2.00pm – 3.30pm**

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#### **Wa1**

**Writing poetry: art and craft I.  
Building a poem**

*Dr Tiffany Atkinson*

We will begin from the ground up, by considering first what poetry *is* and *does*, exploring expression for ourselves through a range of styles, forms and techniques and ‘conversing’ with the poets who have been there before us. Through a varied combination of preparation, writing exercises, discussion and feedback we shall work each day toward the crafting of our own poems.

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#### **Wa2**

**Writer’s art, writer’s world I.  
The practical writer**

*Dr Sarah Burton*

This is a series of hands-on workshops designed to remove the mystique of creative writing while preserving the magic. Through exploration of a range of literary strategies we will develop our own writing skills, extend our existing strengths and become stronger writers by becoming better self-editors.

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#### **Wa3**

**Telling tales: an approach  
to fiction-writing 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 going on to examine the role of the imagination in translating them into vivid fictional form. We shall also consider the value of research, in the broad sense of that term, as a basis for fiction.

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#### **Wa4**

**Being creative with the truth: writing  
non-fiction I. Lives - past and present**  
*Midge Gillies*

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

## Week 2 (10 – 16 August)

**Group Wb: 9.15am – 10.45am  
and 2.00pm – 3.30pm**

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### **Wb1**

**Writing poetry: art and craft II.  
Modes in contemporary poetry**

*Dr Tiffany Atkinson*

We will explore the art of poetry through a focus on five distinctive modes in contemporary British and American poetry, drawing on these recent poetic innovations to expand our range of techniques, and working each day toward the crafting of our own poems.

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### **Wb2**

**Writer's art, writer's world II.  
The business of writing**

*Dr Sarah Burton*

We shall begin by examining genre and the choices available to writers, experimenting with various genres as we explore characterisation, dialogue, narrative and style. We will also pay attention to how we can best manage our writing time in a focused way, and how we might approach the literary marketplace.

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### **Wb3**

**Telling tales: an approach  
to fiction-writing II. Place,  
character, voice, action**

*Professor Jem Poster*

We shall focus on four important elements in fiction-writing: the places in which our stories are set, the characters inhabiting those fictional spaces, and the ways in which those characters define themselves through their words and through their actions.

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### **Wb4**

**Being creative with the truth:  
writing non-fiction II. Landscape,  
nature, travel**

*Midge Gillies*

We shall look at the most imaginative ways of describing landscape and nature. We shall explore ways of adding human drama and examine the potential for mixing different genres to find a single compelling narrative.







“The Hanseatic League is a wide-ranging and fascinating interdisciplinary topic. Building upon Viking success it might be seen as the northern equivalent of the Silk Route.”

Dr Francis Woodman,  
Programme Director, Hanseatic League Summer School



# Hanseatic League Summer School

## 17 – 22 August

### **Programme Director:** Dr Francis Woodman

University Lecturer in Art History and Architecture,  
University of Cambridge Institute of Continuing Education

#### **Academic programme**

- Lecture programme
- Programme-related visits
- Evening lectures

#### **Programme description**

This short, intensive programme – the Hanseatic League: from its Viking Origins to its Golden Age – offers a multidisciplinary approach to the study of the Hanseatic League, from its foundation to its heyday, and beyond. Talks given by experts embrace a range of disciplines, from trade goods (furs, skins, alabaster, ivory, wool, steel and timber); trading vessels and routes; the exchange of ideas (such as architectural styles or trading agreements); the impact of religion and politics on the development, zenith and eventual decline of the Hanseatic League.

The programme will therefore appeal to anyone with an interest in the history, archaeology, economics, politics, and religion of the period. However, applications are welcome from anyone with a real commitment to the subject, and no prior knowledge is expected.

#### **Lecture programme**

All participants attend all lecture sessions, allowing collective knowledge and understanding to build through the course of the week. Every lecture will be followed by a question and answer session. Speakers include: Dr William O'Reilly; Bryan Ayers and Dr Francis Woodman.

#### **Visits**

The programme also includes a visit to the Hanseatic trading port of King's Lynn and to the Fitzwilliam Museum in Cambridge to see trading artefacts.

#### **Evening lectures**

Additional evening lectures extend the range of subjects addressed in the daily lecture programme.

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

See page 101

#### **Accommodation options**

See page 97

#### **Balance of payment deadline**

Monday 23 June

#### **Application deadline**

Monday 4 August



“Enhance your academic listening, speaking and writing skills to get the most out of Cambridge's unique learning culture.”

Dr Karen Ottewell,  
Director of Cambridge English for Academic Purposes

# Cambridge English for Academic Purposes (CEAP)

6 July – 2 August

## The programme

- A two-week language programme
- A two- (or four-) week academic programme including:
- Special subject courses
- A plenary lecture series
- An evening lecture series

## Programme description

With a focus on academic English and study skills, the Cambridge English for Academic Purposes (CEAP) programme offers a practical introduction to the University of Cambridge International Summer Schools. From day one, you will be immersed in the uniqueness of the Cambridge learning culture and guided through the skills required for the Cambridge classroom.

The CEAP course attracts students from all backgrounds and of all ages, hailing from a diverse range of academic disciplines. Instruction in the four skills of speaking, listening, reading and writing is given, and students are supported by experienced Language Centre tutors. Areas studied include note-taking and listening to lectures, academic writing, participating in seminars and debates, and giving academic presentations. Students are invited to take a reflective and autonomous approach to learning, and will be required to participate in solo, pair and group activities.

Given the multi-disciplinary background of our students, we use a range of authentic teaching materials, tackling topics such as immigration, art criticism, anthropology, law and business. A typical teaching day may involve independent study, pair-work, group discussion and individual supervision, offering ample opportunity for you to apply and develop your skills. Short writing activities are integrated into the course, and students will research, produce and receive feedback on an academic essay. Critical thinking and a willingness to engage in debate are crucial, as is the desire to produce your own short forms of research.

While intensive, the CEAP programme aims to be fun, and to offer a springboard for the academic courses that follow it. Designed around each group of learners' specific needs, it provides a personalised and highly supportive learning environment.

## A four-week experience

Participants taking the Cambridge EAP programme for two weeks (6-19 July 2014) follow on to take two more weeks (or four, if they choose to) of a specialist or interdisciplinary Summer School. Having developed their English language skills during the first two weeks, they will find that they have

achieved a sufficiently robust level of proficiency to enjoy the Summer School programmes. They can choose from a wide variety of programmes and approaches, and they are welcome to practice their new skills by writing essays which will be marked by academic experts.

Amongst the choices for Cambridge English for Academic Purposes participants are the following programmes: History, Literature (Term II), Science (Term II) and Interdisciplinary Summer School (Term II). These all run from 20 July to 2 August 2014. If they choose to, participants are also welcome to join the programmes on Shakespeare, Medieval Studies or Interdisciplinary Summer School (Term III), which run from 3 to 16 August 2014.

### The academic programme

For a student who has just completed CEAP, the specialist and interdisciplinary programmes are an excellent way to consolidate further their knowledge and to test the skills learned in pursuit of academic proficiency in the English language. Humanities-based programmes like Literature and History are an inspired choice for students hoping to gain a greater grasp of textual and source-based investigation and analysis. In the History Summer School students will focus in great detail on specific historical figures, periods or events, spanning over 500 years of British, European and world history. No prior knowledge is expected, so students

can choose freely from a variety of specialist courses. For those interested in literature, likewise, the Literature (Term II) programme is an excellent option. The programme was devised to cater for students who are well-read and proficient in literary studies, and also for those who are just starting out their journey of enjoyment of English and European literature. Course Directors teaching on the Literature programme will focus on close reading of texts and on the exploration of the hidden meanings of renowned masterpieces, as well as on the personal and historical backgrounds of the surveyed authors.

For students who would like more experience in examining academic matters of a science-related nature, or those who seek politics, international relations, archaeology and other great areas of knowledge, the Science Summer School (Term II) and the Interdisciplinary Summer School (Term II) are a splendid complement to the first two weeks of CEAP. The Science Summer School (Term II) will explore the great theme of knowledge and need, in a variety of courses including mathematics, psychology, physics, materials science and many others. The implications of scientific work and innovation and the relevance of new trends in scientific output such as sustainability, social psychology and neurobiology make this a unique learning experience. Similarly, the Interdisciplinary Summer School (Term II) offers a variety of course combinations which further enhance

knowledge of a variety of topics, and offers a plenary lecture series focusing on the broad theme of *Achievement*.

### A six-week experience

Students wishing to stay for six weeks are also welcome to join the third term of the Interdisciplinary Summer School with its many courses across various disciplines, the Shakespeare Summer School or the Medieval Studies Summer School. The latter brings to students interested in medieval history, literature, science and art a variety of specialist courses taught by world experts. The Shakespeare Summer School brings Shakespeare's work to life by looking at the plays in context, and by exploring his talent in ways that go beyond traditional scholarship and performance.

### Plenary lectures

All students enrolled in the CEAP programme and subsequent chosen Summer School programme are welcome to attend the plenary lectures which are thematic and relevant to each programme (*International Relations* for History, *Crime and Punishment* for Literature, *Knowledge and Need* for Science, *Achievement* for the Interdisciplinary Summer School (Terms II and III), and, for those staying for six weeks, *Shakespeare's World* for Shakespeare and *Education and Learning* for Medieval Studies).

### Evening lectures

Participants also have the opportunity to attend evening lectures and events taking place while the CEAP programme is in session.

### Language requirements

This programme is for second language students, already proficient in English, who wish to develop their language skills. It is aimed at students who already hold an overall IELTS band score of 6.0-6.5. The minimum requirement for admission to the programme is an overall band score of 6.0 with not less than 6.0 in speaking, listening, writing and reading achieved in the same sitting and no more than two years before the start of the programme.

### Tuition and accommodation fees

See page 101

### Accommodation options

See page 97

### Balance of payment deadline

Monday 12 May

### Application deadline

Monday 23 June

# Course Directors

## Interdisciplinary Summer School

### Terms I, II and III

**Dr Frederick Baker** – Senior Research Associate, McDonald Institute for Archaeological Research, University of Cambridge; Screen Media and Cultures Research Group, University of Cambridge; Filmbäckerei Productions, London/Vienna

**Simon Browne** – Panel Tutor for the University of Cambridge Institute of Continuing Education

**Piers Bursill-Hall** – Lecturer for the Department of Pure Mathematics and Mathematical Statistics, University of Cambridge; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Emily Caddick Bourne** – Academic Director and Teaching Officer in Philosophy, University of Cambridge Institute of Continuing Education

**Mary Conochie** – Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Jonathan Davis** – Principal Lecturer in Russian and Modern History, Anglia Ruskin University

**Dr Karim Esmail** – Panel Tutor for the University of Cambridge Institute of Continuing Education

**John Gilroy** – Lecturer in English, Anglia Ruskin University; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Siân Griffiths** – Freelance Lecturer in History and History of Art

**Caroline Holmes** – Garden Historian; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr John Howlett** – Lecturer, Faculty of Education, University of Cambridge

**Dr Nicholas James** – Consultant; Affiliated Scholar in Archaeology, University of Cambridge; Panel Tutor for the University of Cambridge Institute of Continuing Education

**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; Panel Tutor for the University of Cambridge Institute of Continuing Education

**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 Fellow and Director of Studies in English, Trinity Hall and Professor of British and American Literature, University of the West Indies, Mona; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Graham McCann** – Former Lecturer in Social and Political Theory, University of Cambridge; King's College

**Dr Nigel Miller** – Senior Economist, Economic Growth Analysis, Department of Business, Innovation and Skills

**Dr Jan Parker** – Chair, Humanities Higher Education International Research Group, Lucy Cavendish College, Cambridge; Senior Member, Faculty of Classics, University of Cambridge

**Dr Stephen Peake** – Fellow in Management Science, Judge Business School, University of Cambridge; Senior Lecturer in Environmental Technologies, Open University

**Jon Phelan** – Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Paul Suttie** – Former Fellow of Robinson College; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Karolina Watras** – Affiliated Lecturer, Department of History of Art, University of Cambridge

**Dr Alexandra Winkels** – Academic Director and Teaching Officer for International Development and Global Change, University of Cambridge Institute of Continuing Education

**Richard Yates** – Former Senior Lecturer, Anglia Ruskin University

## Ancient Empires Summer School

**Piers Bursill-Hall** – Lecturer for the Department of Pure Mathematics and Mathematical Statistics, University of Cambridge; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Anna Collar** – Fellow of the McDonald Institute for Archaeological Research, University of Cambridge

**Dr Corinne Duhig** – Panel Tutor for the University of Cambridge Institute of Continuing Education; Senior Fellow of the McDonald Institute for Archaeological Research, University of Cambridge; Research Associate, Wolfson College

**Dr Karim Esmail** – Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Nicholas James** – Consultant; Affiliated Scholar in Archaeology, University of Cambridge; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr John MacGinnis** – Research Fellow of the McDonald Institute for Archaeological Research, University of Cambridge

**Dr Justin Meggitt** – University Senior Lecturer in the study of Religion and the Origins of Christianity, Institute of Continuing Education and Affiliated Lecturer, Faculty of Divinity, University of Cambridge; Fellow of Wolfson 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 Siân Thomas** – Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Francis Woodman** – University Lecturer in Art History and Architecture, University of Cambridge Institute of Continuing Education

## Science Summer School

**Professor Chris Abell FMedSci** – Professor in Biological Chemistry, University of Cambridge; Todd-Hamied Fellow of Christ's College

**Dr Daniel Beauregard** – College Lecturer, Newnham College; Teaching Officer, Department of Chemistry, University of Cambridge

**Dr Erica Bithell** – Academic Director and Teaching Officer in Physical Sciences, University of Cambridge Institute of Continuing Education; Fellow of Murray Edwards College

**Dr James Grime** – Enigma Project Officer, Millennium Mathematics Project, Department of Mathematics and Theoretical Physics, University of Cambridge

**Dr Nicola Humphry-Baker** – Rutherford Schools Physics Project Assistant, Cavendish Laboratory, University of Cambridge; Preceptor, Corpus Christi College

**Dr Hugh Hunt** – Senior Lecturer in Engineering, University of Cambridge; Fellow of Trinity College

**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

**Professor Imre Leader** – Professor of Pure Mathematics, Department of Pure Mathematics and Mathematical Statistics, University of Cambridge; Fellow of Trinity College

**Dr Amy Milton** – University Lecturer, Behavioural and Clinical Neuroscience Institute, Department of Psychology, University of Cambridge; Ferreras-Willetts Fellow in Neuroscience, Downing College

**Professor Eric Miska** – Herchel Smith Professor of Molecular Genetics, Wellcome Trust/Cancer Research UK Gurdon Institute and Department of Genetics, University of Cambridge

**Dr John Skidmore** – Senior Research Associate, Department of Chemistry, University of Cambridge

**Professor John Trowsdale** – Head of Immunology Division, Department of Pathology, University of Cambridge; Cambridge Institute for Medical Research; Fellow of Trinity Hall

**Dr Ed Turner** – Academic Director and Teaching Officer in Biological Sciences, University of Cambridge Institute of Continuing Education

**Dr Petra Vértes** – Brain Mapping Unit, Department of Psychiatry, University of Cambridge; College Research Associate, Wolfson College

**Dr Rob Wallach** – University Senior Lecturer in Materials Science and Metallurgy, University of Cambridge; Vice-Provost and Fellow of King's College

## Literature Summer School

**Dr Jenny Bavidge** – Academic Director and University Lecturer in English Literature, 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 Michael Hurley** – Lecturer in English, University of Cambridge; Fellow in English, St Catharine's College

**Dr John Lennard** – Formerly Fellow and Director of Studies in English, Trinity Hall and Professor of British and American Literature, University of the West Indies, Mona; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Alexander Lindsay** – Associate Lecturer, Open University

**Dr Elizabeth Moore** – Panel Tutor for the University of Cambridge Institute of Continuing Education

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

**Dr Jan Parker** – Chair, Humanities Higher Education International Research Group, Lucy Cavendish College, Cambridge; Senior Member, Faculty of Classics, University of Cambridge

**Jon Phelan** – Panel Tutor for the University of Cambridge Institute of Continuing Education

**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

**Clive Wilmer** – Affiliated Lecturer, Faculty of English, University of Cambridge; Emeritus Fellow of Sidney Sussex College

## History Summer School

**Dr Jonathan Davis** – Principal Lecturer in Russian and Modern History, Anglia Ruskin University

**Dr Eoin Devlin** – British Academy Postdoctoral Fellow, Faculty of History, University of Cambridge; Bye-Fellow of Selwyn College

**Dr Mark Goldie FRHistS** – Reader in British Intellectual History, University of Cambridge; Fellow of Churchill College

**Professor Eric Grove** – Professor of Naval History and Senior Fellow in the Centre for Applied Research in Security Innovation at Liverpool Hope University

**Dr Emma Hunter** – Fellow and Director of Studies in History, Gonville and Caius College

**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; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Robert Priest** – Research Fellow in History, Gonville and Caius College

**Dr Richard Rex** – Reader in Reformation History, Faculty of Divinity, University of Cambridge; Fellow and Tutor, Queens' College

**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

**Dr Jessica Sharkey** – Lecturer in Early Modern History, University of East Anglia

**Dr Andrew Thompson** – Fellow, College Lecturer in History and Admissions Tutor, Queens' College

**Professor Philip Towle** – Former Reader in International Studies, Department of Politics and International Studies, University of Cambridge. Visiting Professor, University of Buckingham.

## Shakespeare Summer School

**Vivien Heilbron** – Actor; Director; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr John Lennard** – Formerly Fellow and Director of Studies in English, Trinity Hall and Professor of British and American Literature, University of the West Indies, Mona; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Alexander Lindsay** – Associate Lecturer, Open University

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

**Dr Paul Suttie** – Former Fellow of Robinson College; Panel Tutor  
for the University of Cambridge Institute of Continuing Education

**Clive Wilmer** – Affiliated Lecturer, Faculty of English, University of Cambridge;  
Emeritus Fellow of Sidney Sussex College

## Medieval Studies Summer School

**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

**Professor Michelle P Brown FSA** – Professor Emerita, School of Advanced Study,  
University of London

**Dr Spike Bucklow** – Senior Research Scientist and Teacher of Theory at the  
Hamilton Kerr Institute, Fitzwilliam Museum, University of Cambridge

**Professor Wendy Childs** – Emeritus Professor of Later Medieval History,  
School of History, University of Leeds

**Dr Hugh Doherty** – Hugh Price Fellow, Jesus College, University of Oxford

**Dr Rosemary Horrox FRHistS** – Fellow and Director of Studies in History,  
Fitzwilliam College; Director of Studies in History, St Edmund's College

**Dr John Maddicott** – Former Fellow and Tutor in Medieval History, Exeter College,  
Oxford; Panel Tutor for the University of Cambridge Institute of Continuing Education

**Dr Philip Morgan FSA** – Senior Lecturer, University of Keele

**Professor Andy Orchard FRSC** – Rawlinson and Bosworth Professor of Anglo-Saxon,  
Pembroke College, University of Oxford

**Richard Partington** – Senior Tutor and Director of Studies in History,  
Churchill College

**Professor Carole Rawcliffe FSA FRHistS** – Professor of Medieval History,  
University of East Anglia

**Dr Francis Woodman** – University Lecturer in Art History and Architecture,  
University of Cambridge Institute of Continuing Education

# Creative Writing Summer School

**Dr Tiffany Atkinson** is a poet living and working in Wales. She was winner of the Ottakar's and Faber National Poetry Competition (2000) and the Cardiff Academi International Poetry Competition (2001). Her poems are published widely in journals and anthologies, and her first collection, *Kink and Particle* (Seren, 2006) was a Poetry Book Society Recommendation, and winner of the Jerwood Aldeburgh First Collection Prize. Her second collection, *Catulla et al* (Bloodaxe, 2011) was shortlisted for the Wales Book of the Year. Her third collection, *So Many Moving Parts*, will be published by Bloodaxe in January 2014. She gives regular readings and workshops across the UK and internationally, and is poetry editor for *New Welsh Review*. She is Senior Lecturer in English and Creative Writing at Aberystwyth University.

**Dr Sarah Burton**'s diverse publications include two critically acclaimed biographies, *Impostors: Six Kinds of Liar* (2000) and *A Double Life: a Biography of Charles and Mary Lamb* (2003), shortlisted for the Mind Book of the Year award; a children's book, *The Miracle in Bethlehem: A Storyteller's Tale* (2008) and a page-to-stage guide, *How to Put on a Community Play* (2011). Her spoof *The Complete and Utter History of the World: By Samuel Stewart, Aged 9* was published by Short Books in September 2013. She has taught Creative Writing in a wide variety of contexts, from voluntary work in mental health centres and primary schools to teaching for the London School of Journalism, Oxford University's Department for Continuing Education and the University of Cambridge Institute of Continuing Education. She is currently director of Cambridge's MSt in Creative Writing.

**Professor Jem Poster** is the author of two novels, *Courting Shadows* (Sceptre, 2002) and *Rifling Paradise* (Sceptre, 2006), as well as a collection of poetry, *Brought to Light* (Bloodaxe, 2001); he is also the editor of volume III of the projected six-volume Oxford University Press *Edward Thomas: Prose Writings* (forthcoming, 2014). As University Lecturer in Literature with Oxford University's Department for Continuing Education, he was founder-director of the department's Undergraduate Diploma in Creative Writing. From 2003 to 2012 he was Professor of Creative Writing at Aberystwyth University and is now Emeritus Professor. He has been Chair of the editorial board of *New Welsh Review*, and is currently Director of Academic Programmes for the Sunday Times Oxford Literary Festival and programme advisor to Cambridge's MSt in Creative Writing.

**Dr Midge Gillies** is a freelance journalist and the author of seven non-fiction books, including biographies of Amy Johnson and Marie Lloyd. In *The Barbed-Wire University* (Aurum Press, 2011) she explores what it was really like to be an Allied Prisoner of War in the Second World War. She is the author of *Writing Lives* (CUP, 2009) and co-author, with Sally Cline, of *The Arvon Book of Literary Non-Fiction* (Bloomsbury, 2012). She studied history at Girton College and has written for a range of national, international and regional newspapers and magazines. She is currently working on a book about army wives from the Crimea to the present day. She is a Royal Literary Fund Fellow at Magdalene College, Cambridge.



# Accommodation

All Summer School students have the opportunity to live in the historic Cambridge Colleges. Each College houses a number of different programmes, providing participants with an excellent opportunity to meet fellow students studying on other Summer Schools.

Accommodation options range from simple room only (no meals/no self-catering facilities) accommodation with a single bed and washbasin to en suite rooms including breakfast and evening meals. There is no standard room size.

Each College varies in character and history, the information overleaf should help you to decide where to stay if multiple options are available for your programme(s).

The College rooms you will be staying in are normally occupied by undergraduates so you will be living like a Cambridge student. Couples or friends are usually housed in adjacent rooms upon request.

Early arrivals and late departures can usually be accommodated subject to availability. Bookings must be made by 1 June.

Further information about early arrivals and late departures is available on our website and in the Student Handbook, available for download once your application has been accepted. You might also consider staying at Madingley Hall for these extra nights if space permits (see page 100 for further details).

Please note that we are unable to offer College accommodation from Saturday 16 August onwards, except for the Hanseatic League programme.

Those attending two consecutive programmes or terms who intend to stay for the night(s) between Summer Schools may book accommodation for an additional charge.

Non-residential attendance at the Summer Schools is also possible if you would prefer to find your own accommodation. For information on guest houses and lodgings please contact the Cambridge Tourist Information Centre.

Unfortunately the University can accept no responsibility for finding accommodation for those applying for non-residential places.



## Newnham College

**Accommodation available for:**  
ISS Terms I, II and III

**Facilities include:** Wireless internet access in rooms; telephones (public); laundry room; gardens

**Location on map:** E

Newnham College is one of the most important and influential College foundations since the 16th century, contributing greatly to feminist reform and producing many leading women writers, scientists and intellectuals. Founded in 1871, its early mentors were Henry Sidgwick, the moral philosopher and promoter of women's education and Anne Jemima Clough, its first principal. Newnham received a College charter in 1917 and in 1948 its women finally received University degrees. The original series of buildings were designed by Basil Champneys and built in the graceful Queen Anne style with Dutch red-brick gables and white woodwork, well suited to its setting around extensive lawns and flower beds. A number of the student rooms are in more modern buildings which blend well with their older counterparts alongside.

Please note that the en suite rooms available are not on the ground floor.

## Selwyn College Old Court, Cripps Court and Ann's Court

**Accommodation available for:**  
ISS Terms I, II and III; CEAP\*; Ancient Empires\*\*; History\*\*; Shakespeare\*\* and Medieval Studies\*\*

**\*Cripps Court only, \*\*Ann's Court only**

**Facilities include:** Wired laptop connections in room (wireless not available); telephone (public); laundry room; bar/common room; Chapel/prayer room; gardens

**Location on map:** A (Ann's Court); B (Cripps Court); C (Old Court)

Selwyn College was founded in 1882 in memory of George Augustus Selwyn, the first Bishop of New Zealand. Selwyn's Old Court architecture is in the red-brick neo-Tudor style of the 1880s, with a turreted gate-tower and a chapel reminiscent in shape of King's College Chapel, built 400 years earlier. Old Court is set in large secluded gardens very close to the teaching rooms and not far from the town centre. Cripps Court is the more modern residential accommodation situated close to Old Court. Ann's Court is a newly-built facility offering en suite rooms. Students living in Cripps Court and Ann's Court take their meals in the main dining hall in Old Court.

Please note that Cripps Court has building works on staircases H and I and in the Diamond Room.



## St Catharine's College

**Accommodation available for:** Ancient Empires; Science; Literature; History; Shakespeare; Medieval Studies and Creative Writing

**Facilities include:** Wired internet access in rooms (wi-fi is available in the College bar); computer room; Chapel/prayer room; gardens; sports facilities; bar; games room

**Location on map:** G

St Catharine's College was founded in 1473 by Robert Woodlark, former Chancellor of the University. Originally established for the study of 'philosophy and sacred theology', Woodlark also left elaborate instructions with regard to the prayers to be said for the benefit of his soul following his death. The College was rebuilt in the 17th century with work on the main court beginning in 1674 and the Chapel completed thirty years later. Today the College is an intriguing mix of the old and the new and is set in the heart of the ancient city of Cambridge.

Please note there are no ground floor en suite rooms available and due to the location of the College in the city centre, some bedrooms face onto the street.

## Clare College

**Accommodation available for:** Ancient Empires; Science; Literature; History; Shakespeare and Medieval Studies

**Facilities include:** Wired laptop connections in room; wireless internet access (public areas only); computer room; telephones (public); laundry room; bar/common room; Chapel/prayer room; gardens

**Location on map:** H/J

Founded in 1326 as University Hall and re-founded in 1338, Clare is the second oldest Cambridge College. The College takes its name from Lady Elizabeth de Clare, a wealthy granddaughter of Edward I who endowed the foundation of 1338. The present main court was built by local architects, Grumbold and Son, between 1638 and 1715; Grumbold also built Clare's unique bridge, now the oldest on the Cam. The imposing Memorial Court, where you will be living, was designed by Gilbert Scott in the 1920s and helped to accommodate women undergraduates when Clare became one of the first Colleges to become co-residential in 1972.

Unless otherwise stated, breakfast and dinner will be in Clare College Old Court, a five-minute walk away, reached by crossing Grumbold's famous bridge.



## Gonville and Caius College St Michael's Court

**Accommodation available for:** Ancient Empires; Science; Literature; History; Shakespeare; Medieval Studies and CEAP

**Facilities include:** Telephones (public, within Old Court); laundry room; bar; computer room; wi-fi access is only available in the public areas of the College including the bar (not available in bedrooms)

**Location on map:** D/F

Gonville Hall was founded in 1348 by a Norfolk priest, Edmund Gonville. It was enlarged by John Caius, an eminent physician, and the new College of Gonville and Caius received its charter from Mary I in 1557.

Students will be staying in accommodation in St Michael's Court right in the heart of the city centre, close to the market, Great St Mary's Church, the Senate House and the main shopping area.

Breakfast and evening meals will be served in Old Court's dining hall.

All of the rooms are traditional single shared-facility rooms. Please note that there are no ground floor rooms available.

Internet access is not available in guest rooms.

## Madingley Hall

**Accommodation available for:** Hanseatic League

**Facilities include:** Internet access; digital television; telephone; tea- and coffee-making facilities; bar; gardens; parking

Madingley Hall, on the outskirts of Cambridge, was built in the 1540s. This historic country house offers tasteful accommodation and is set in seven acres of delightful gardens and grounds, designed in the 18th century by Lancelot 'Capability' Brown.

The accommodation has a 5 star Visit England rating for campus accommodation.

With pleasant views over the woods, gardens and courtyard, the en suite bedrooms are warm, welcoming and comfortably furnished. Each room has wi-fi internet access, a digital television and a direct-dial telephone, as well as tea- and coffee-making facilities and a safe for valuables. Linen, soap and towels are also provided and bedrooms are serviced daily. Rooms will be ready by 2pm on the day of arrival.

Breakfast and evening meals will be served in the main dining hall.



## Accommodation options and fees

<p><b>Full programme fees</b></p> <p>All prices include tuition, bed, breakfast and evening meals unless otherwise indicated.</p>	<p><b>Interdisciplinary Terms I, II and III</b></p> <p><b>Ancient Empires</b></p> <p>Science Term I</p> <p>Science Term II</p> <p>Literature Term I</p> <p>Literature Term II</p> <p>History</p> <p>Shakespeare</p> <p>Medieval Studies</p> <p>Creative Writing</p> <p>CEAP</p> <p>Hanseatic League</p>
<p><b>1 week only fees</b></p> <p>Ancient Empires</p> <p>Science Term I or II</p> <p>Literature Term I or II</p> <p>History</p> <p>Shakespeare</p> <p>Medieval Studies</p> <p>Creative Writing</p>	<p>Extra night between programmes/terms</p>

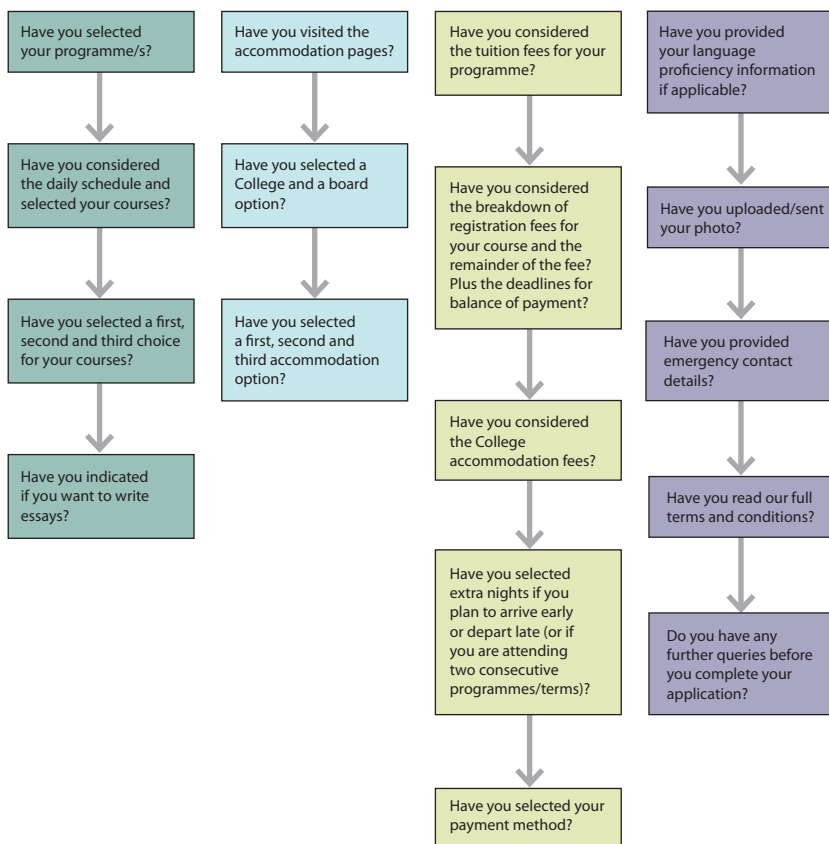
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All fees correct  
at time of print.

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# How to apply and pay

Before completing your application, follow the easy steps below to ensure we have all of the necessary information in order to process your application.





## Applications

Early application is advisable as places on courses and in the Colleges are limited and allocated on a first-come, first-served basis.

### Online application

Applicants who wish to pay by card have the option to apply and pay online. For more information please visit our website.

### Paper-based application

Applicants can also apply by completing the application form at the back of the brochure or by downloading a copy from our website. Once you have completed the relevant sections, send the form with your registration fee (or with the full fee, if you are applying after the balance of payment deadline) by post or fax to the below address or fax number. We are unable to accept applications by email.

University of Cambridge  
International Programmes  
Institute of Continuing Education  
Madingley Hall, Madingley  
Cambridge CB23 8AQ, UK  
Fax: +44 (0) 1223 760848  
[www.ice.cam.ac.uk/intsummer](http://www.ice.cam.ac.uk/intsummer)

**Please note: some 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.**

Please note: if you are applying as part of an institutional group, you should send your application form to your group contact.

Please ensure that you have read the terms and conditions before applying.

### Course/accommodation selection

Indicate your first, second and third choices in courses and, if required, accommodation. We try to place participants in their first choices; however, as places are limited, this is not always possible. Course and accommodation availability can be found on our website or obtained from the Summer Schools office.

### Additional materials

For each programme/term you are applying for please send:

- One recent colour photograph of yourself: this will be used on your Summer Schools ID card and for office records.
- Language proficiency information:  
**IELTS:** Test Report Form (TRF) number.  
**TOEFL:** Registration number and date of birth.  
**Cambridge CAE:** Candidate ID number and secret number.
- The non-refundable, non-transferable registration fee must be received with your application.

The balance of payment is due by the relevant date (see page 108). Before the balance of payment date you may choose to pay the full fee when you apply. After the balance of payment date fees must be paid in full at the time of applying.

If you are paying the full fees, please calculate the full fee according to your first choice of accommodation and complete your payment details on the application form.

**If you are paying by bank transfer, please send proof of your transaction (applications cannot be processed without this).**

### Application check list

- Signed application form
- One photograph
- Language proficiency information
- The non-refundable registration fee (or full fee if applying after the balance of payment date).  
Please complete your payment details on the application form
- Bank transfer receipt (if necessary)

Applications should reach the Summer Schools office by the deadlines specified below.

### Application deadlines

ISS Term I, Ancient Empires, Science Term I, Literature Term I, CEAP:  
**Monday 23 June**

ISS Term II, Science Term II, Literature Term II, History: **Monday 7 July**

ISS Term III, Shakespeare, Medieval Studies, Creative Writing:  
**Monday 21 July**

Hanseatic League: **Monday 4 August**

Occasionally applications can be accepted after the application deadline, where space permits. Contact us to check after these dates.

### Methods of payment

Payment of fees must be by one of the following methods:

- Sterling banker's draft drawn on a UK bank (applicants should speak to their own bank to arrange this).
- Cheque drawn on a UK bank.
- VISA/Mastercard/Eurocard/JCB/Delta/Connect/Switch (NB: we do not accept American Express).
- Travellers' cheques in sterling.
- Bank transfer (**please send proof of your transaction**).

Cheques or postal orders should be made payable to 'University of Cambridge'. Please do not send cash.

Personal cheques drawn on banks outside the United Kingdom cannot be accepted in any circumstances.

If paying by credit card, please ensure that you have sufficient credit limit, and that your bank or credit card company have been notified of the transaction to avoid delays in payment.

The University reserves the right to retrieve from applicants any bank charges or exchange costs which arise from payments, made in other ways (including Eurocheques).

# What happens next?

## Applications received via post or fax:

- Confirmation of receipt of your application will be sent via email.
- If all requirements are met/all information is received, 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 language information) you will be contacted via email. Your application will be assigned as 'pending'\* until the issue is resolved.

## Applications received online:

- Automatic emails\*\* are sent to all applicants who complete the online process to:
  1. Confirm online order
  2. Confirm online booking
  3. Confirm online payment
- Your application is automatically sent to our database for processing.
- If all requirements are met/all information is received, your application will be processed and accepted.
- If your application is incomplete (eg missing language information) you will be contacted via email.

Your application will be assigned as 'pending'\* until the issue is resolved.

## Once your application is accepted:

- We will send you, via email, your acceptance letter (including allocated courses and accommodation), an invoice or receipt showing the fees you have paid and (if applicable) the balance to be paid.\*\*\*
- You will be emailed login details for the Online Resource Centre where you should access the Student Handbook, course materials, information about your College, excursions, etc. You will also be able to communicate with fellow participants via the student forum prior to your arrival.

\* If applications are assigned as pending, room and course allocations will not be made.

\*\* Please note that these emails are not confirmation of acceptance on to the Summer Schools, they are just confirmation of your online booking.

\*\*\* If you have applied through an institutional group, your acceptance letter will be sent directly to the group contact for them to distribute to you, unless we are informed otherwise.

## Creative Writing only:

- Your 300-400 word statement must be included with your application, and will be reviewed before places are offered. Label your submission with your name and 'Creative Writing Statement'.

# Booking terms and conditions

## Who can apply?

Our programmes are designed and delivered for adult learners, and applicants under 18 are not normally accepted. The Institute of Continuing Education has a legitimate interest in preserving the character of its courses which integrate a great deal of student discussion and interaction. The Institute's acceptance of any application from a student under 18 will therefore be based on a judgment by the Institute of the age, quality and maturity of the applicant and/or whether the participation of the applicant could compromise the learning experience of other students on the course and/or whether the applicant would be able to gain full benefit from his or her participation at that time. Programmes are open to university students, professionals and those with other life experience; gap year students preparing for university may also apply (students must be accompanied by a parent/guardian if they are under 18 when the programme commences). The Institute considers this policy to be a proportionate means of achieving a legitimate aim. Applicants must also meet our language requirements (see information below).

## Visas

At the time of going to print, the Student Visitor Visa is the relevant document for international students accepted on our Summer

School programmes. However, since regulations may change and additional documents may be required, applicants should always check current requirements for themselves. Please consult the UK Border Agency website for more information about making a visa application:

<http://www.ukba.homeoffice.gov.uk/visas-immigration/visiting/student/>

Applicants must ensure they 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.

## Language requirements for interdisciplinary and specialist programmes

All teaching for the Summer Schools is in English. Applicants must satisfy themselves and the organisers of the Summer Schools that their English is of a standard high enough for them to be able to understand and follow arguments presented in written and spoken English at university level. We expect all applicants (except those opting to do CEAP, please see below) whose first language is not English to have one of the following test results:

**IELTS** (International English Language Testing System) details can be obtained from local British Council offices. The minimum requirement is an overall band score of 6.5 with not less than 6.5 in each element, achieved in the same sitting.

In the **TOEFL internet-based Test (iBT)**, the minimum requirement is an overall score of 100, with a minimum score of 25 in each element. The minimum requirement is 600 in the paper-based TOEFL test with 5.0 in the TWE, achieved in the same sitting. Our institution code for TOEFL is 7207.

Students with **Cambridge CAE** are required to achieve grade C or above.

Applicant's IELTS, TOEFL and Cambridge CAE test results will be directly accessed by our office. In order for us to do this, applicants should supply the following information on their application form:

**IELTS:** Test Report Form (TRF) number

**TOEFL:** Registration number and date of birth

**Cambridge CAE:** Candidate ID number and secret number

Without this information, we will be unable to process your application.

### Language requirements for Creative Writing

The minimum requirement is an overall IELTS band score of 7.0, with no less than 7.0 in each of the four elements (speaking, listening, writing and reading). Alternatively, applicants will be accepted if their TOEFL results are in the band score 100-120 (iBT) or 590-677 (Paper), or Cambridge ESOL (CPE or CAE) grade A or B. These results should have been achieved in the same sitting, and no more than two years before the start of the programme.

### Language requirements for CEAP

This programme is for second language students already proficient in English who wish to develop their language skills. CEAP is aimed at students who already hold an overall band score of 6.0-6.5. The minimum requirement for admission to the programme is an overall band score of 6.0 with not less than 6.0 in speaking, listening, writing and reading, achieved in the same sitting.

### Fees

A registration fee of £200 for each one-/two-/three-week programme or term, or £400 in total for the CEAP programme, must accompany all applications received before the balance of payment date for the relevant programme (see page 108). This registration fee is part of the full fee for the programme outlined on page 101. Applications will not be processed until the registration fee is received. The registration fee is non-refundable and is not transferable to other participants or other years. The remainder of the fee must be paid by the balance of payment date (see page 108). Applications sent after the balance of payment date must be accompanied by the full fee payment. If the full fee is not paid by the balance of payment date the University reserves the right to cancel the application and allocate places to others on waiting lists for courses or accommodation.

**If you pay your balance of fees by bank transfer you must inform us and send a scanned copy of your bank transfer transaction confirmation.**

### Balance of payment dates

ISS Term I, Ancient Empires, Science  
Term I, Literature Term I, CEAP:

**Monday 12 May**

ISS Term II, Science Term II, Literature  
Term II, History: **Monday 26 May**

ISS Term III, Shakespeare, Medieval  
Studies, Creative Writing:

**Monday 9 June**

Hanseatic League: **Monday 23 June**

### Programmes and courses

We reserve the right to alter details of any course should illness or emergency prevent a Course Director from teaching. In such circumstances, we would endeavour to provide a substitute of equal standing. Should a course have to be cancelled due to very low enrolment or last-minute unforeseen circumstances, any participant enrolled on that course will be contacted immediately, and an alternative course place arranged.

### Evaluation

An evaluation fee of £45 is charged for the assessment of written work in one special subject course. The charge for evaluation in two courses is £90 and, where applicable, for three courses £135 and for four courses £180. Please note that once an application has been accepted, fees cannot be refunded if a student decides to drop an evaluation.

### Appeals

Appeals procedures are in place for participants on the University's Summer Schools who undertake written work for evaluation. Details of these are in the Student Handbook

available to download from the Online Resource Centre.

### Programme/term change

Any registered student who wishes to change from one Summer School or term to another must pay an administration fee of £25. Any student who wishes to change from one week to another within the same programme or term must pay an administration fee of £20. Any student who wishes to change from one week to another in a different programme/term will be charged an administration fee of £25.

### Course change

Any registered student who wishes to change from one course to another (where places are available) must pay an administration fee of £10 for each course change made. Please note: course changes cannot usually be made once your course has started.

### Certificates and grade reports

We reserve the right to retain certificates and grade reports if fees are still outstanding on completion of programmes, or if library books have not been returned.

### Accommodation

The accommodation fee pays for a single room, breakfasts and evening meals, unless otherwise stated. Please note that there is a difference in accommodation costs charged by Colleges and the tiered pricing system reflects this. Places in all Colleges are allocated on a first-come, first-served basis once accepted to the programme. Couples will be assigned



to adjacent single rooms, where possible, if requested.

Non-residential attendance at the Summer Schools is also possible. Information on guest houses and lodgings in Cambridge is available from the Cambridge Tourist Information Centre. The University can accept no responsibility for finding accommodation for those applying for non-residential places.

### **Accommodation allocation**

When your first choice of College is full, you will be allocated to your second or third choice. It is therefore important that you complete your alternative choices of accommodation on your application form. College places are allocated on a first-come, first-served basis in order of acceptance and can fill up very quickly. Providing a second or third choice allows us to allocate you a College place, without the need to ask you again or delay the application process. You are asked on the application form to confirm that we may charge your debit/credit card for the difference, if your second or third choice is more expensive than your first choice. You are welcome to express preferences for particular rooms in Colleges on your application form. These requests are passed on to the Colleges and will be considered insofar as possible. Please note that room sizes may vary considerably.

Whilst every effort is made to ensure that you receive the room you have requested, it is important to note that rooms are allocated in order of

acceptance and the Colleges cannot guarantee to fulfil every request. We ask that you do not contact us or the Colleges to find out your room allocation in advance of your arrival in Cambridge.

### **Accommodation between consecutive programmes/terms and early and late departures**

Those attending two consecutive programmes or terms and intending to stay for the night(s) between these may book accommodation for an additional charge. Please indicate on your application form if you wish to do this. If you do not indicate this, we shall assume you will not need this accommodation and you will be asked to clear your room. If you are away from Cambridge between your programmes and leave luggage in your room, you will be charged the room fee for the night(s) that the luggage is left. Early arrivals and late departures can usually be accommodated subject to availability up until 16 August 2014, (except the Hanseatic League programme which will be housed at Madingley Hall until 22 August). Bookings must be made by 1 June 2014.

### **Special requirements**

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 needs, 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

We will endeavour to inform you of any major building works scheduled when the programmes are in session but can accept no responsibility for unscheduled or unexpected works which the Colleges or University may undertake.

## Fees and cancellation policy

- There is a non-refundable registration fee of £200 for each one-/two-/three-week programme or term, or £400, in total, for the CEAP programme.
- Payment of the balance of tuition and accommodation fees is due in full eight weeks before the programme start date (see page 108).
- If balance of payment has been made in full before the due date, any student cancelling up to eight weeks before the programme starts will be eligible for a full refund of the balance of payment (excluding the registration fee).
- Cancellations between the balance of payment date and two weeks before the start of the programme are eligible for a 50% refund of the balance of tuition fees and the full evaluation fee (if selected) and may be eligible for a refund of the accommodation fee depending on College policy. Accommodation refunds will be processed after the summer, once College invoices have been received.
- Cancellations received less than two weeks prior to the start of the programme/non arrivals are not eligible for a refund.

- Cancellations due to an unsuccessful visa application are not eligible for a refund.
- Occasionally applications can be accepted after the application deadline, where space permits.
- In the unlikely event that we have to cancel a course at the last minute due to a lecturer's illness or other emergency, we will endeavour to provide an alternative course.
- All fees are non-transferable to another year or another student.

## Travel insurance

It is essential that all visitors take out travel insurance before travelling to Cambridge to cover themselves for their return journey and the duration of their stay. Insurance 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.

Cancelled bookings are subject to the fees set out in the cancellation policy above. The Summer Schools and the University accept no liability for loss or damage to student property.

## Medical insurance

Your home country may have a reciprocal 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 students have known medical needs that may require attention. Medical and hospital costs are expensive and payment is often needed at the time of treatment.

# Also at the Institute

## **The Institute of Continuing Education**

The Institute of Continuing Education (ICE) offers hundreds of other short and part-time courses for adults of all ages, taught by leading Cambridge experts. Options range from weekend courses right up to part-time Master's programmes. You can choose from a huge range of subjects, from archaeology to astronomy, classics to creative writing, property investment to philosophy and many more.

### **Part-time undergraduate and postgraduate qualifications**

At ICE you can study part-time for a Cambridge qualification. We offer over 20 undergraduate-level Certificates, Diplomas and Advanced Diplomas and a growing number of postgraduate qualifications, including Master of Studies (MSt) degrees. Many are taught through a combination of online learning and occasional teaching blocks in Cambridge, making them accessible to students from all over the world.

### **Professional development**

Progress your career with our professional development courses. Our growing list of disciplines includes law, architecture, teaching, coaching, investment and international development.

### **Weekend residential courses**

Our popular weekend programme runs all year round, featuring over 180 courses on subjects ranging

from New Testament Greek to the challenges of globalisation. Students can choose to stay at Madingley Hall, or attend as a non-resident.

### **Madingley Weekly Programme**

Learn from top Cambridge researchers speaking on their specialist subjects. Each course lasts for five weeks, with one 2-hour session each week. Much of the programme is multi-disciplinary, meaning you can explore a variety of perspectives on each topic.

### **Online courses**

You can now study at Cambridge wherever you are in the world, with our new range of fully online courses. Each course lasts seven weeks and is open to anyone with an interest in the topic. You can try out one of our free 'taster' sessions before you enrol.

### **Madingley Hall**

Bed and breakfast accommodation may also be available at Madingley Hall, the spectacular 16th-century country house on the outskirts of Cambridge which is home to the Institute of Continuing Education.

Find out more about all ICE courses, accommodation at Madingley Hall and the opportunity to join 'the Friends of Madingley Hall':

[www.ice.cam.ac.uk/courses](http://www.ice.cam.ac.uk/courses)

[www.madingleyhall.co.uk](http://www.madingleyhall.co.uk)

[www.ice.cam.ac.uk/friends](http://www.ice.cam.ac.uk/friends)

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Arthur Conan Doyle's story published in *The Strand Magazine*, London, 1892. Illustration by Sydney E Paget, the first artist to create an image of Holmes. / Universal History Archive/UIG / The Bridgeman Art Library; p59: Fight of Achilles with the River Scamander (brown and white wash over pencil on paper), Runge, Philipp Otto (1777-1810) / Hamburger Kunsthalle, Hamburg, Germany / The Bridgeman Art Library; p61: Dante (1265-1321) presenting Giotto (1266-1337) to Guido da Polenta (d.1310) (oil on canvas), Mochi, Giovanni (1829-c.1892) / Casa di Dante, Florence, Italy / The Bridgeman Art Library; p62: Winston Churchill (1874-1965), President Truman (1884-1972) and Joseph Stalin (1879-1953) at the Potsdam Conference, July 1945 (coloured photo), English School, (20th century) / Private Collection / The Bridgeman Art Library; p65: The Battle of the Somme, Woodville, Richard Caton II (1856-1927) (after) / Private Collection / Photo © Mark Fiennes / The Bridgeman Art Library; p67: Aerial view of Ford Island and Battleship Row, Pearl Harbor, 7th December 1941 (b/w photo), Japanese Photographer (20th century) / Private Collection / Peter Newark Military Pictures / The Bridgeman Art Library; p68: Shakespeare looks out on this realm, this England (colour litho), English School, (20th century) / Private Collection / The Bridgeman Art Library. 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**We make every effort to ensure that the information in this brochure is correct at the time of going to print.**

1 Summer Schools' Office & Teaching Rooms  
 2 Great St Mary's Church  
 3 University Library  
 4 Senate House & Old Schools  
 5 Mill Lane & The University Centre  
 6 Kettle's Yard  
 7 Grand Arcade/Lion Yard/Public Library  
 8 Post Office  
 9 Guildhall & Tourist Information Centre  
 10 Computing Service  
 11 University Language Centre  
 12 Botanic Garden

A Selwyn College Ann's Court  
 B Selwyn College Cripps Court  
 C Selwyn College Old Court  
 D Gonville & Caius St Michael's Court  
 E Newnham College  
 F Gonville & Caius Old Court  
 G St Catharine's College  
 H Clare College Memorial Court  
 J Clare College Old Court

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