

Institute of Continuing Education

International Summer Programmes

3 July – 13 August 2016



Contents

Welcome	p1
Our programmes	p2
Programme calendar	p3
Our teaching staff	p4
Studying at Cambridge	p6
Living in Cambridge	p8
Our students	p14
Excursions and events	p16
Interdisciplinary Summer Programme Terms I, II and III	p18
Ancient and Classical Worlds Summer Programme	p38
Science Summer Programme	p44
Literature Summer Programme	p50
History Summer Programme	p60
Shakespeare Summer Programme	p68
Medieval Studies Summer Programme	p74
Creative Writing Summer Programme	p80
English Legal Methods Summer Programme	p84
Course Directors	p88
Tuition fees	p94
Accommodation options and fees	p95
Guidance on how to apply	p96
What happens next?	p98
Booking terms and conditions	p99
Also at the Institute	p104
Image credits	p104
Map of Cambridge	p105

International Programmes

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Welcome

Steeped in tradition, the University of Cambridge is also a vibrant, bustling place. The innovative ideas, influences and discoveries of Cambridge philosophers, writers, scientists, engineers, theologians, politicians and entrepreneurs, have helped to shape and change the world for centuries. They continue to do so, on a daily basis.

The University's International Summer Programmes are also a heady mixture of tradition and innovation – hundreds of new and returning students come every year to absorb the atmosphere of this remarkable place, and to learn from some of its finest academics – and from each other. Traditionally, our programmes are known for excellent teaching, fascinating courses, and intriguing plenary lectures. Every year, we welcome graduate and undergraduate students, and adults of all ages and backgrounds, bringing other 'life experience' to the classroom. With over 50 nationalities represented, there is no shortage of new ideas and opinions.

We continue to adapt and innovate, with more than 200 courses on offer this year, including traditional favourites and exciting new titles. We are delighted to add to our portfolio the prestigious English Legal Methods programme, running since 1947, and now administered by International Programmes. You can construct your own personal programme of study, and choose which of our four Colleges will be your home whilst you are here.

Discover an unbeatable mix of subject range and teaching quality in a beautiful location. Continue your exchange of ideas with peers beyond the classroom, as you use free time to explore the city's historic Colleges, churches, courtyards and museums, go punting on the river, or share a traditional English tea at nearby Grantchester.

There's no guarantee the 2016 Summer Programmes will change the world, but every year we change perspectives, make discoveries, enable connections and friendships between people from all corners of the globe. That's just the start of it! Join us and see for yourself.



Sarah J Ormrod

Director of International Programmes



“One of the best summers of my life! The courses were intensive, challenging and highly enjoyable!”

Marie Tredaniel, France

Our programmes

Leading academics deliver classroom sessions, themed plenary lectures and evening talks, to extend your knowledge of your chosen subjects.

Selecting programmes

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

More appropriate for those with specific subject interests are our specialist programmes: **Ancient and Classical Worlds, Science, Literature, History, Shakespeare, Medieval Studies, Creative Writing and English Legal Methods**. Most programmes run for

two weeks, but one-week options are available for most.

The English Legal Methods programme runs for four weeks.

Combining programmes

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

Study for one week only

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

Sun 3 July - Sat 9 July	Interdisciplinary Term I	Science Term I	Literature Term I	Ancient and Classical Worlds	English Legal Methods
Sun 10 July - Sat 16 July					
Sun 17 July - Sat 23 July	Interdisciplinary Term II	Science Term II	Literature Term II	History	
Sun 24 July - Sat 30 July					
Sun 31 July - Sat 6 August	Interdisciplinary Term III	Creative Writing	Shakespeare	Medieval Studies	
Sun 7 August - Sat 13 August					



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

Ben Wiley, United States of America

Our teaching staff

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

Inspirational programmes

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

Communication is key

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

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

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

For the English Legal Methods programme, specialist subjects are taught in seminars.

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

See pages 18-87 (programmes and course descriptions), pages 88-93 (Course Directors) and our website for further information.

Studying at Cambridge

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

An intensive study experience

Our programmes are academically rigorous and require you to prepare for your studies in advance. This will increase enjoyment and enhance your capacity for critical thinking.

Language requirements

All teaching for the Summer Programmes is in English.

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

Certificate of attendance

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

Virtual Learning Environment (VLE)

You can download course materials, handbooks and timetables from our VLE before you arrive. The VLE also contains useful information about living in Cambridge and travelling while you are in the UK. You will also be able to communicate with fellow participants via the online forum.

Writing essays and academic credit

You may choose to write one or more essays for evaluation in order to gain credit from your home institution, or simply to assimilate the learning more fully. Evaluation is optional, but if you are applying as part of a group, your home institution may require this, in order to award you credit. Essays will be assessed against the University of Cambridge standard. Participants receive written feedback and a grade. You may complete one essay per course. This option is not available for English Legal Methods students.

Libraries and computing

You will have access to a variety of libraries.

You will also receive a University computer account in order to access the internet and write essays. Depending on the College you stay in, you may also be able to connect your own laptop, or other devices, to the network.

See page 99 (language requirements), pages 94 and 101 (evaluation, fees and credit) and our website for further information.



“The International Summer Programme is the most wonderful thing I have ever taken part in. I have learned more in the past two weeks than in the past two years! Thank you for this opportunity!”

Barbara Plock, Germany



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

Georgia Aliano, Brazil

Living in Cambridge

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

College accommodation

You can choose to stay in one of four Colleges; Clare, Gonville and Caius, Newnham or Selwyn. Each is very different in character, but all offer a warm welcome. Here you will meet fellow students studying other subjects, and become familiar with Cambridge in a way that few are privileged to experience.

All four Colleges are within easy walking distance of the main teaching site. Breakfast and dinner are provided in the College where you decide to live.

Accommodation is in single rooms normally occupied by undergraduates. You can choose a basic room with a bed and washbasin; or one with en suite bath/shower facilities. Breakfast and evening meals are included in the cost. Double or twin rooms are not available. Couples or friends are usually housed in adjacent rooms upon request.

Non-residential option

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

Cambridge city centre

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

See overleaf, page 95 (accommodation options and fees), page 102 (accommodation) and our website for further information.

Clare College

Dine in the magnificent surroundings of Old Court, which is just a short stroll from your room through picturesque gardens and over the river. The College dates back to the 14th century, and is ideally situated between the city centre and your lecture rooms.

Founded in 1326 as University Hall and re-founded in 1338, Clare is the second oldest Cambridge College. Old Court was built between 1638 and 1715 by local architects, Grumbold and Son, who also built Clare's unique bridge, now the oldest on the Cam. Spacious Memorial Court, where you will be living, is just across the river and was designed by Gilbert Scott in the 1920s. Breakfast and dinner, made from locally-sourced products, are served in the imposing 17th-century Great Hall or the more intimate Small Hall overlooking Old Court. Both are a leisurely walk past the beautiful Fellows' Garden and over Clare Bridge.

Location on map:
E: Memorial Court
F: Old Court

Facilities include:

- en suite and standard rooms
- wifi access in rooms
- computer room
- public telephones
- bedlinen and towels
- laundry room
- bar/common room
- Chapel/prayer room
- gardens

Please note:
Limited availability of
en suite and standard rooms



Gonville and Caius College

Distinguished for having produced twelve Nobel Prize winners, this beautiful College, dating back to medieval times, is situated in the city centre near to the hustle and bustle of the lively market, restaurants and cafés. A variety of attractive walks lead to the teaching site.

Location on map:

G: Old Courts

H: St Michael's Court

Facilities include:

- standard rooms only
- wifi access in rooms
- computer room
- public telephones (Old Courts)
- bedlinen and towels
- laundry room
- Chapel

Please note:

*No ground-floor
or en suite rooms*

Gonville Hall was founded in 1348 and enlarged by John Caius. The new College of Gonville and Caius received its charter from Mary I in 1557. You will stay in St Michael's Court, built in the 1930s, just across the road from the Old Courts and next to the market and shops. The traditional rooms are basic, single rooms located upstairs, with shared toilets on the same floor. Shower/bath facilities may be located on a different floor from your room. A stroll through leafy Tree Court and the world-famous Gates of Humility and Virtue takes you to the traditional dining hall, where you will be served three-course dinners and take breakfast each day.



Newnham College

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

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

Location on map: A

Facilities include:

- en suite and standard rooms
- wifi access in rooms
- bedlinen and towels
- laundry room
- gardens

Please note:

*Limited availability
of en suite rooms*



Selwyn College

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

Location on map:

B: Old Court

C: Ann's Court

D: Cripps Court

Facilities include:

- en suite and standard rooms
- wifi access in rooms
- public telephone
- bedlinen and towels
- laundry rooms
- bar/common room
- Chapel/prayer room
- garden

Selwyn College was founded in 1882. Elegant Ann's Court, completed in 2009, offers en suite accommodation and is close to the red-brick Tudor-Gothic style of Old Court. Nearby is Cripps Court, which has been recently refurbished to provide well-appointed en suite rooms.

A three-course dinner is normally served in the impressive oak-panelled dining hall in Old Court, as is your breakfast. The extensive and beautiful gardens at the heart of the College provide a quiet place for relaxation. A short shrub-lined path leads directly to your lecture rooms and the city centre beyond.



Our students

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

Who are our students?

Some 60% of participants are aged 18-24, 40% are aged 25-85+. Around 50% of participants each year are current undergraduate or graduate students. Our students also include teachers, scientists, writers, journalists, researchers, executives, lawyers, bankers, doctors and more.

Many of our students are retirees, or simply people who now have the time to pursue life-long interests in more depth.

Who can apply?

We welcome applications from all adult learners including university students, professionals and those with other experience, regardless of educational background. All applicants must meet our language requirements.

Community

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

Cambridge Student Assistants

University of Cambridge students are employed by the Summer Programmes and will be on hand to assist you with any queries you may have during your stay. They have extensive knowledge of the University and city, and will be your first point of contact to answer any questions or be of assistance on a day-to-day basis.

Stay Connected

We will automatically enrol you in our *Stay Connected* alumni network to keep in touch with us after the summer, and to receive updates about future programmes and activities. You can choose to opt out once you arrive in Cambridge, or at a later date.

See page 99 (who can apply?) and our website for further information.



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

Blanaid Barr, Northern Ireland

Excursions and events

At weekends we offer you the opportunity to explore heritage sites and cities or enjoy a Shakespearean play. A traditional ceilidh and a variety of social activities are held every term.

Weekend excursions

You can buy tickets for one of our organised excursions giving you the opportunity to discover more of Britain and experience its culture. Day trips include visits to stately homes, castles, museums and cathedrals. These complement some of the subjects covered in the academic programmes and are a way to meet new people.

Details, prices and tickets are available for accepted students from February onwards. You can also book after you have arrived in Cambridge. However, we advise that you book early, as places are limited.

See our website, excursion brochure and VLE for further information.

Events

In addition to our evening talks, we organise a number of evening events to give you the opportunity to relax and meet fellow students. These include ceilidhs (folk dances), talks and readings.

Our walking tours provide the ideal opportunity to learn more about the University and the Colleges.

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

Entertainment

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



“This year we plan to give students the chance to visit Bletchley Park, home of the Enigma codebreakers.”

Emma Whybrow, International Programmes



“A great opportunity for cross-disciplinary study: the wealth and breadth of these courses reflect Cambridge at its very best.”

Sarah J Ormrod,
Programme Director, Interdisciplinary Summer Programme

Interdisciplinary Summer Programme

Term I: 3 – 16 July

Term II: 17 – 30 July

Term III: 31 July – 13 August

Programme Director: Sarah J Ormrod

Director of International Programmes

Academic programme

- Two or three special subject courses
- Plenary lecture series:
Ideas and Influence
- Evening talks

Programme description

The three terms of the Interdisciplinary Summer Programme offer courses covering a wide variety of subjects, including philosophy, economics, international politics and relations, literature, history, archaeology, art history and history of science.

The 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. New this year are introductory and advanced academic writing courses, for those who wish to improve their writing skills.

With hundreds of possible course combinations, you can devise a programme of study 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

Everyone also attends the morning plenary lecture series, which focuses on *Ideas and Influence*. Talks will consider significant literary, artistic, historical and scientific influences.

Evening talks

Speakers will present a varied programme, covering a wide range of subjects.

Tuition fees

See page 94

Accommodation options and fees

See pages 9-13 and 95

Balance of payment deadlines

ISP Term I: Monday 9 May

ISP Term II: Monday 23 May

ISP Term III: Monday 6 June

Application deadlines

ISP Term I: Monday 20 June

ISP Term II: Monday 4 July

ISP Term III: Monday 18 July

Interdisciplinary Summer Programme

Term I

Special Subject Courses

Classes are held from Monday 4 to Friday 15 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

A11

International politics in a global age I

Various speakers

In this team-taught course, we examine how political, strategic, economic and legal aspects of international relations interact with, and reinforce, one another in a global age. Scholars from various fields of expertise will cover a range of current and historical issues, which are planned to include Russian foreign policy under Putin, terrorism and guerrilla insurgencies, diplomacy and conflict resolution, Chinese domestic politics, post-conflict state-building, Iran and the post-revolutionary political economy, morality in foreign policy and the death and rebirth of power politics: 1945-2015.

Please note: A11 can only be taken with B11 and C11. Enrolment for this course is capped at 40. Excellent complements to this course are the ISP Term II course A21/B21/C21 and the ISP Term III course A31/B31/C31. (Classes for these courses are not repeated, and can be attended consecutively by students taking ISP Terms I, II and/or III.)

A12

Britain and 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.

A13

Russia: from Lenin to Putin

Dr Jonathan Davis

This course considers the developments in Russia from the revolutionary year of 1917 to the first decade of the post-Soviet era. It traces the continuities and changes in a country moving from Tsarism to democracy via revolutionary socialism and Stalinist tyranny, focusing on the main events of the Soviet era and assessing what has changed since the collapse of Communism in 1991.

A14

The English Renaissance: myth, magic and make-believe

Siân Griffiths

The English Renaissance was a time when kings owned unicorn horns and claimed descent from legendary heroes; when fact and fiction faded in the theatre of court life. It was a time of prophecy and witchcraft and a question of perspective. We investigate the 'smoke and mirrors' of English Renaissance culture. (*Not to be taken with A34 in ISP Term III.*)

A15

British political thought, 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.

A16

Shakespeare: *Hamlet* and *Measure for Measure*

Simon Browne

"Something is rotten in the state of Denmark", but also in *Measure for Measure's* Vienna. One is a tragedy, the other a comedy, but both reveal malfunctioning societies, unbalanced central figures, a belief in brutality, disturbing sexual attitudes, cruelty in place of love. These plays are central to understanding Shakespeare's work.

A17

The Scientific Revolution

Piers Bursill-Hall

The period between c.1500 and c.1770 witnessed what we call 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. Yet no period in the history of science was quite so dramatic, and it makes for an amazing story.



Group B: 11.45am – 1.00pm

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.)

B12

International development: key issues in today's world

Dr Alexandra Winkels

In this course we explore some of the key 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.

B13

Britain's global decline, 1900-2000

Dr Jonathan Davis

This course assesses the ways in which Britain's global role changed in the 20th century. It begins by looking at Britain at its highpoint of imperial rule, and then focuses on the causes of its decline as a leading world power. Here, the impact of two world wars, the loss of empire, the Cold War and the rise of other powers are discussed.

B14

Religion, revenge and revolt in the English Renaissance

Siân Griffiths

The English Renaissance saw popular culture come under attack from an increasingly radical elite. It was a time of popular uprising and revolt to protect ancient traditions; of iconoclasm and terror; of saints and soldiers. A time of gunpowder, treason and plot. We discover the dark side of English Renaissance culture. *(Not to be taken with B34 in ISP Term III.)*



B15**Politicising art, 1500-1970**

Mary Conochie

To what extent is the artist a political commentator? Artists challenge and disturb, often taking a political stance. Artists become more vocal from the 19th century, then use the manifesto, social realism and propaganda posters in the 20th century to redefine the function of art, to promote social revolution, aligning artists with the worker. Images from Michelangelo to Warhol are used to support this challenging argument.

B16**Fairy tales and visions:
the Romantics and Jane Austen**

Simon Browne

"Performances which have only genius, wit, and taste to recommend them"
Jane Austen said about herself and her contemporaries. Ancient mariners, mind-forged manacles and disastrous picnics create a literature that is entertaining, but with a determination to explore the "meddling intellect" which "murder(s) to dissect".

B17**Great ancient and medieval
philosophers**

Dr Karim Esmail

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



Group C: 2.00pm – 3.15pm

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.)

C12

Landscape history of England

Dr Nicholas James

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

C13

Civil War and revolution: Britain divided, 1640-60

Dr Andrew Lacey

The Civil War which swept across the British Isles in the 17th century saw father fighting son and brother killing brother. We explore the causes, conduct and implications of the Civil War; the effects on individuals caught up in the crisis; the battles and campaigns; the personalities involved; and the radical political and religious ideas the wars provoked.



C14**An introduction to academic writing**

Dr Simon Atkinson

This introductory course is aimed at those new to academic writing or those who would like to refresh themselves of the 'basics'. It would be particularly useful for those who do not have English as a first language and who have never written an essay in English before.

C15**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.

C16**Villains in literature: "something wicked this way comes"**

Simon Browne

Macbeth, Frankenstein, Kurtz, Hamm - all are monsters, all are differently monstrous. We will look at how they reflect ideas about leadership, science, empire and gender in order to understand better why these literary figures continue to interest us, and why we keep returning, however aghast, to "The horror! The horror!".



Interdisciplinary Summer Programme Term II

Special Subject Courses

Classes are held from Monday 18 to Friday 29 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

A21

International politics in a global age II

Various speakers

In this team-taught course, we examine how political, strategic, economic and legal aspects of international relations interact with, and reinforce, one another in a global age. Scholars from various fields of expertise will cover a range of current and historical issues, which are planned to include nationalism and international society, history and international relations, the two Koreas, China's foreign relations and its place in the world, militarised humanitarian intervention, and the modern Middle East (including the Arab uprisings, Iraq and Syria and the Middle East today).

Please note: A21 can only be taken with B21 and C21. Enrolment for this course is capped at 40. Excellent complements to this course are the ISP Term I course A11/B11/C11 and ISP Term III course A31/B31/C31. (Classes for these courses are not repeated, and can be attended consecutively by students taking ISP Terms I, II and/or III.)

A22

The British Empire in literature and film

Dr Seán Lang

From the imperial background tales to be found in Jane Austen and Charlotte Brontë to the films of David Lean, from the imperial gung-ho spirit of Rider Haggard and the *Boy's Own Paper* to the postcolonial imagery of Zadie Smith and Benjamin Zephaniah, this course will look at the way the Empire has featured in literature, film and television, over the last 200 years of its existence.

A23

Understanding poetry

Dr John Lennard

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

A24**Why the English Renaissance killed chivalry**

Siân Griffiths

The English Renaissance was a time of dynastic alliances and dynastic war: knights-at-arms and damsels in distress, 'just war' and chivalry. It was also a time of brutal, bloody battle, hostages and ransom, as well as 'ideal love' and marriages of convenience. We study the propaganda and *real politik* of English Renaissance paramilitary culture.

A25**Words, deeds and democracy: British political thought, 1800 to the present**

Dr Graham McCann

This course focuses on the ideas and actions that accompanied the period in which Britain gradually became a modern democracy. Looking at liberal, socialist and conservative thinkers of the era, and also practical social movements, it examines what is distinctive about the British Constitution, as well as, more broadly, the nature of modern political theory.

A26**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.

A27**An introduction to animal behaviour**

Dr Paul Elliott

This course introduces you to the multidisciplinary nature of the study of behaviour. You will learn about different ways of explaining behaviour, including from the perspectives of mechanism, development, function and phylogeny. Lectures will be supported with exciting hands-on activities and we will have a number of 'special guests'.

A28**Advanced academic writing**

Dr Karen Ottewell

This advanced course is aimed at those, whether native or non-native speakers of English, who already have a good grounding in the 'nuts and bolts' of academic writing, but who wish to refine further their skills set with guided hands-on practice.

Group B: 11.45am – 1.00pm

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.)

B22

The imperial French: Napoleon and after

Dr Seán Lang

When Napoleon declared a French Empire in 1804 he set the country off on a century of imperial and colonial expansion. His own conquests spanned the European continent, but his ambitions had spread to Egypt, India and even America. Even as his empire fell and the Bourbons returned, his imperial dreams passed to the new regime, which carried them into Africa and the Middle East.

B23

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.

B24

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?



B25**Living film - a life in pictures?**

Dr Frederick Baker

Drawing on the latest film theory and practice, we approach the 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. Experience worldwide film from the inside, from blockbuster to art house.

B26**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.

B27**Ancient engineering**

Piers Bursill-Hall

Ancient societies may not have had smart phones or 'Top Gear', but they were still obsessed by technology and gadgets. Technology played a critical role in ancient civilisation, whether in mundane or (occasionally) spectacular ways. This course looks at a selection of ancient technologies - from pyramids to vending machines and computers - that reveal a lot more about ancient society and life. *(Not to be taken with Eb4 in Ancient and Classical Worlds.)*

B28**Three great Tragedies: Shakespeare's Julius Caesar, Macbeth and King Lear**

Dr Paul Suttie

Whether rashly or with deliberation, whether aiming at the good or knowing that they do evil, Shakespeare's tragic characters make momentous decisions from which there is no going back. Do they get what they deserve - or something worse? We will look closely at these three great plays in turn.



Group C: 2.00pm – 3.15pm

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.)

C22

Disreputable reading: 19th-century sensation and detective fiction

Ulrike Horstmann-Guthrie

Alongside the classic realist novel of the 19th century there developed genres which seemed to subvert the commitment to plausibility and truthfulness of mainstream writing. Examples include Wilkie Collins, *The Woman in White* (1860); *The Moonstone* (1868), a text which marks the transition from sensation to detective fiction, and Conan Doyle's *The Hound of the Baskervilles* (1902).

C23

Great modern philosophers

Dr Karim Esmail

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

C24

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.



C25

Making film: media theory and practice

Dr Frederick Baker

In today's world the global language is audiovisual. Anyone can shoot pictures, few can make films: good films are made before the camera rolls. We explore low tech, rapid prototyping techniques which allow analysis and experience of film-making before the cameras roll. The course combines lectures from a practitioner with practical exercises, including location scouting, paper editing, casting and pitching. *(Students should bring a mobile phone capable of taking short film clips and their own laptop.)*

C26

J R R Tolkien and modern fantasy

Dr John Lennard

No 20th-century author has been more influential than Tolkien, and *The Lord of the Rings* all but created modern fantasy. This course spends the first week looking at Tolkien's work and its adaptations, including Jackson's films, and the second week on later fantasies indebted to, or reacting against, Tolkien's example.



Interdisciplinary Summer Programme Term III

Special Subject Courses

Classes are held from Monday 1 to Friday 12 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

A31

International politics in a global age III

Various speakers

In this team-taught course, we examine how political, strategic, economic and legal aspects of international relations interact with, and reinforce, one another in a global age. Scholars from various fields of expertise will cover a range of current and historical issues, which are planned to include the problem of defining terrorism, types of terrorism and ways of countering it, conflict and peacebuilding, international politics in a global arena, global security: equity, stability and sustainability, the possibilities and limitations of global governance, and challenges to the international order.

Please note: A31 can only be taken with B31 and C31. Enrolment for this course is capped at 40. Excellent complements to this course are the ISP Term I course A11/B11/C11 and ISP Term II course A21/B21/C21. (Classes for these courses are not repeated, and can be attended consecutively by students taking ISP Terms I, II and/or III.)

A32

Great short stories

Elizabeth Mills

The term 'short story' applies to an amazing variety of tales and styles, from the hilarious to the heartbreaking. In this course, we will consider some of the greatest stories in English from around the world. Authors may be familiar (Rudyard Kipling and Virginia Woolf) or less so (V S Pritchett and Nadine Gordimer). What makes the greatest short stories so great, and which ones speak most powerfully?

A33

Monuments in the landscape: from Stonehenge to the Shard

Dr Nicholas James

Whether to impress or oppress, for beauty or as tribute to the gods, how buildings address or exploit their settings both reflects and affects the people around them. We consider monuments from Stonehenge 4,000 years ago, through Roman Britain to medieval castles and cathedrals, right up to London's 21st-century Shard.

A34**The English Renaissance: myth, magic and make-believe**

Siân Griffiths

The English Renaissance was a time when kings owned unicorn horns and claimed descent from legendary heroes; when fact and fiction faded in the theatre of court life. It was a time of prophecy and witchcraft and a question of perspective. We investigate the 'smoke and mirrors' of English Renaissance culture. *(Not to be taken with A14 in ISP Term I.)*

A35**The Church at war with itself: religion in 16th- and 17th-century England**

Rev Canon Dr Adrian Chatfield

The tearing apart of Europe in the 16th-century reformations of the Church came to a bloody climax in the Thirty Years War. This course will explore the rifts, their religious and social consequences and the impact of Christian division on European self-definition and character.

A36**Britain's leaders: the challenge of governing in the 21st century**

Richard Yates

British politics and government has changed dramatically in recent years. Critics argue that there is now a democratic deficit which in part is due to a lack of leadership associated with politicians such as Margaret Thatcher and Tony Blair. The course will examine the validity of such claims in terms of the contemporary political environment.

A37**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 B38 in ISP Term III.)*



Group B: 11.45am – 1.00pm

B31

International politics in a global age III

Various speakers

(This is a three-part course which can only be taken with A31 and C31.)

B32

English houses and gardens: defining 'Englishness' from 1130 to 2016

Caroline Holmes

'English' architecture and gardens from court to cottage. We examine regal tastes at Hampton Court Palace, the Royal Pavilion, Brighton, and Buckingham Palace, and the English classical landscape at Stourhead. We compare quintessential Englishness at The Manor, Hemingford Grey and Gertrude Jekyll's Munstead Wood with its eccentricities at Sissinghurst and Chatsworth.

B33

Rome and China

Dr Nicholas James

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

B34

Religion, revenge and revolt in the English Renaissance

Siân Griffiths

The English Renaissance saw popular culture come under attack from an increasingly radical elite. It was a time of popular uprising and revolt to protect ancient traditions; of iconoclasm and terror; of saints and soldiers. A time of gunpowder, treason and plot. We discover the dark side of English Renaissance culture. *(Not to be taken with B14 in ISP Term I.)*



B35**The metropolis: imaging the city**

Mary Conochie

This course examines the metropolis as an urban phenomenon from 1860 onwards and how it was imaged in Western European art with particular focus on contrasting the utopian (sites of leisure, pleasure, consumption) with the dystopian (alienation, corruption, decadence) aspects of the city.

B36**Galileo and his world**

Piers Bursill-Hall

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

B37**More's *Utopia*:
a 500th anniversary review**

Dr Paul Suttie

In 1516, Thomas More published *Utopia*, one of the most influential books of all time. 500 years on, we will look in detail at the *Utopia* itself and at its place in the history of thought, giving close attention to some key books that help to define its historical and intellectual context - Machiavelli's *The Prince*, Erasmus's *Praise of Folly*, and above all, Plato's *Republic*.

B38**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 A37 in ISP Term III.)



Group C: 2.00pm – 3.15pm

C31

International politics in a global age III

Various speakers

(This is a three-part course which can only be taken with A31 and B31.)

C32

Lancelot 'Capability' Brown: transforming England's great estates

Caroline Holmes

Lancelot 'Capability' Brown – England's first 'celebrity' gardener – made major changes to England's great estates in the 18th century. Was he a visionary or a vandal? We explore his astonishing achievements as earthmover, engineer, builder and architect, and consider his legacy in the mature sinuous 'natural' landscapes that still surround so many English royal and aristocratic houses.

C33

The Aztecs: conquerors and conquered

Dr Nicholas James

The Spanish Conquest is commonly understood as the destruction of Aztec civilisation; but that tale is too simple. Had the Aztecs already doomed themselves? Or, to the contrary, did aspects of their way of life and thought survive in all but name beneath a veneer of European religion and language?



C34**Loves in literature from Shakespeare to Seamus Heaney**

Elizabeth Mills

The Greeks had four words for love; in English we have just one. In this course we consider love in all its forms – spiritual, filial, erotic and platonic – through a study of key literary texts, from William Blake to D H Lawrence, from Shakespearean tragedy to modern elegy. What does love mean, and how do writers set it down on paper? (*Not to be taken with Ga2 in Literature Term I.*)

C35**Women painters: breaking taboos**

Mary Conochie

This introduction to women artists from 1500-1970 traces the gradual breaking of taboos that existed (and to some extent still exist) for them; their

contribution to artistic genres; their eventual acceptance into Academies; and their increasingly significant role in art history as a result of the feminist movement.

C36**Early Islamic science**

Piers Bursill-Hall

A slightly different view of Islam: we will explore the controversial origins of Islam and its first two centuries of development. Next, we consider the intellectual and political conditions that caused the early Islamic world to become intensely interested in science. Finally we look at the surprising and profound influence early Islam had on Western Christianity, science, and culture.





“Engage with key issues of the ancient past
– thought-provoking and fascinating!”

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

Ancient and Classical Worlds Summer Programme

3 – 16 July

Programme Director: Dr Jan Parker

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

Academic programme

- Four special subject courses (two per week)
- Plenary lecture series AE0: *Discovery and Exploration*
- Evening talks

Programme description

This Summer Programme 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 subjects such as identity, Greek drama, the first Aegean empires, and the Etruscans, our courses offer a wealth of choice.

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 Discovery and Exploration

Course Directors and leading specialists associated with the University give lectures on subjects from Mesopotamia to Maya, Egypt to Troy, Etruria to Rome, and beyond, exploring the same 'wonders' of art, ideas, culture and conquest that inspired Herodotus.

Evening talks

Speakers will present a varied programme, covering a wide range of subjects.

Tuition fees

See page 94

Accommodation options and fees

See pages 9-13 and 95

Balance of payment deadline

Monday 9 May

Application deadline

Monday 20 June

Ancient and Classical Worlds

Summer Programme

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 (3 – 9 July)

Group Aa: 11.15am – 12.45pm

Aa1

Athens and Sparta: rivals for Greek domination

Dr Paul Millett

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

Aa2

The ancient and enduring Maya

Dr Nicholas James

Maya tradition has lasted 3,000 years. It endured catastrophe 1,200 years ago and again in the 1500s but can it survive today's challenges? Archaeology, history and anthropology offer insights into Maya social and political organisation, economy and religion – and, by analogy, into other traditions.

Aa3

The Ancient Egyptian Empire: treasures, treaties and conquests

Dr Corinne Duhig FSA

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 uses history and archaeology to examine Egypt's changing trade, political and military relationships with other states and peoples.

Aa4

Love and death: Greek and Roman poetry

Dr Jan Parker

Golden lyrics, anguished elegy, epic heroes: Greek and Roman poets gave unforgettable shape to profound and joyous reflections on what it is to live, love and be human. We will look at poems by Sappho, Homer, Catullus, Vergil, Horace and others, in the great translations, modern and classic, they inspired.

Group Ea: 2.00pm – 3.30pm

Ea1

Writing history: masters and commanders

Tom Holland and

Professor Barry Strauss

Hannibal crossing the Alps and Julius Caesar the Rubicon; Augustus becoming Emperor and founding a dynasty, Alexander, Trajan and Constantine and other 'masters of command'... this course will explore how these figures continue to fascinate historians today.

Ea2

An introduction to Ancient Greek philosophy

Dr Karim Esmail

Socrates, Plato and Aristotle are the greatest of Ancient Greek philosophers. We will discuss Socrates on human virtue; Plato on the perfectly just city-state, the philosopher king and the Forms in the *Republic*. Then, Aristotle on language and logic in the *Organon*, on nature in the *Physics*, and on the "good for man" in the *Nicomachean Ethics*.

Ea3

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

Dr Corinne Duhig FSA

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.

Ea4

From shards to scrolls: how the Old Testament came to be written

Dr Nathan MacDonald

The rich and various books of the Old Testament came from the diverse cultures of the Ancient world: its wisdom literature, folk stories and legendary histories. We will delve into inscriptions, scrolls and archaeology to situate the Old Testament in its context.



Week 2 (10 – 16 July)

Group Ab: 11.15am – 12.45pm

Ab1

City of Athens

Dr Paul Millett

What was it like to live in Athens, at its height in the 5th and 4th centuries BC? What did it mean to be a woman or a slave? If democracy brought a degree of political equality for the citizens, how different were the lifestyles of the rich and poor? This course will combine the evidence of literature with archaeology and topography to address these and other key questions about living in ancient Athens.

Ab2

The Roman Empire

Dr Nicholas James

The Roman Empire is the archetypal empire. Yet interpretation changes continually as focus shifts among different sources and dimensions of the voluminous historical and archaeological evidence from Rome itself and its diverse provinces. How can we build an understanding of such a rich cultural history? We shall review and assess the theories.

Ab3

In the land of the Minotaur: exploring the Minoan civilisation

Dr Anna Simandiraki-Grimshaw

The Minoan civilisation (Crete, Greece, 3rd–2nd millennia BCE) gave us the earliest complex European societies, as well as works and structures of incredible beauty and sophistication. This visually rich course explores this fascinating and diverse culture, while also critically approaching its discovery and interpretation.

Ab4

Greek drama in performance

Dr Helen Eastman

Greek tragedy and comedy challenge directors and actors, contemporary as well as ancient. What can we understand from how various cultures meet those challenges? Drawing on the recent abundance of performances of ancient drama and on the rich archive of the Cambridge Greek Play (such as *Agamemnon*, *Frogs*, *Antigone*) we will discuss what we can learn from contemporary productions about the original texts.



Group Eb: 2.00pm – 3.30pm

Eb1

Culture and religion in Etruria and Rome

Dr Margarita Gleba

The course will deal with the fascinating culture and religion of the Etruscans and explore how their sacred books, divination rituals, divinities, sacred architecture and funerary customs had a major impact on Roman and even later Christian religious practices. The rich material culture illuminates the Etruscans in life and in death.

Eb2

An age of heroes? The archaeology of the Homeric Epics

Dr Anna Simandiraki-Grimshaw

Was Homer the father of the *Iliad* and the *Odyssey*? In this visually rich course, we will critically approach the Epics' archaeological and socio-political complexities through their likely origins, (trans)formations and legacy to reveal why and how they were so influential for the Ancient Greeks and continue to be so.

Eb3

Exploring Ancient and Classical worlds - Cambridge collections

Dr Jan Parker

With the help of museum curators, we will explore the treasures of the museums of the University of Cambridge: the Fitzwilliam Museum, the Museum of Classical Archaeology and the Museum of Archaeology and Anthropology to discover Mesopotamian, Assyrian, Greek, Roman, Etruscan and Celtic art and culture.

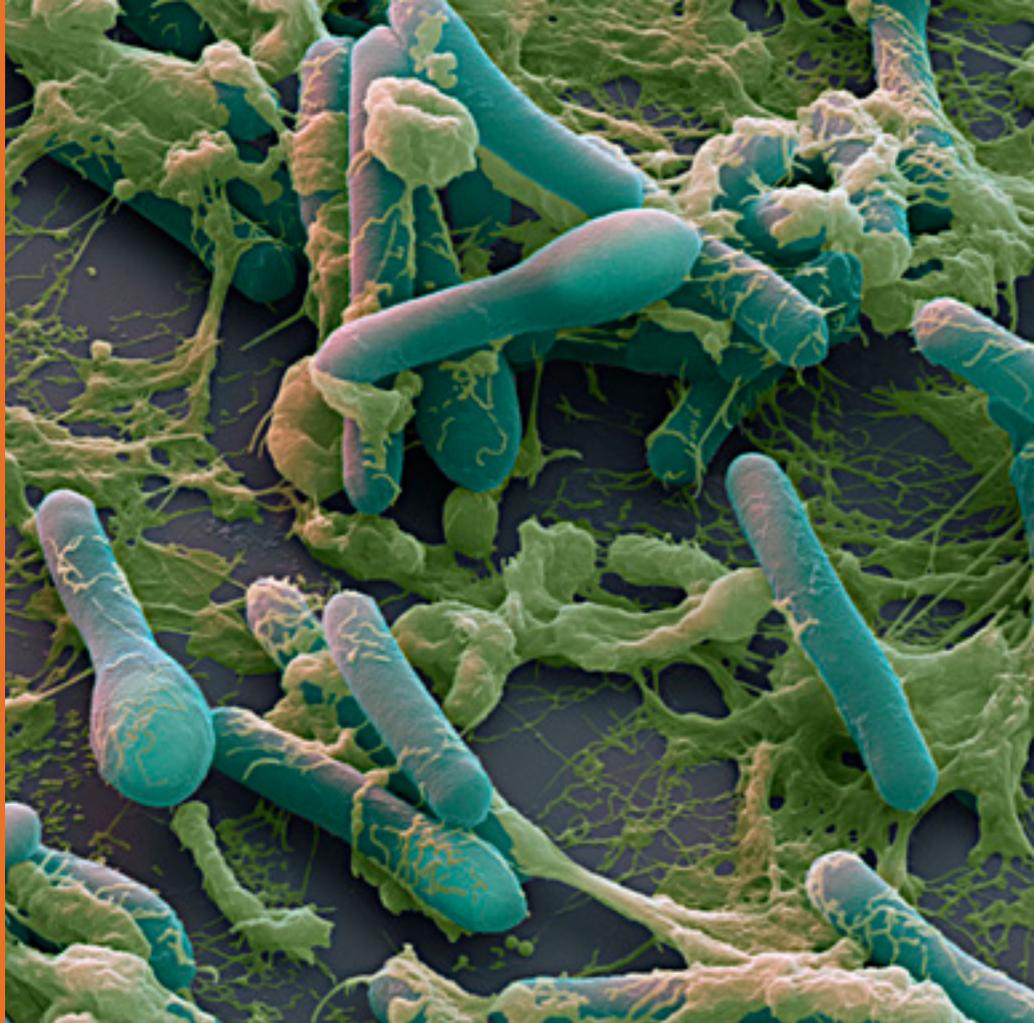
Eb4

The wonders of Ancient Greek technology

Piers Bursill-Hall

The Ancient Greeks were the most amazing engineers - and their technology reveals a lot about contemporary society. Among other 'wonders', we will look at their metallurgy, the Samos tunnel, the Trireme, the Antikythera mechanism, the mathematician and engineer Hero of Alexandria... Perhaps they were just as fascinated by their technological innovations as we are. (*Not to be taken with B27 in ISP Term II.*)





“The Science Programme allows students to learn more about Cambridge's cutting-edge research, which is expanding the very limits of scientific understanding!”

Dr Ed Turner,
Programme Director, Science Summer Programme

Science Summer Programme

Term I: 3 – 16 July

Term II: 17 – 30 July

Programme Directors:

Dr Ed Turner, Dr Judith Croston, Dr Lisa Jardine-Wright
and Dr James Grime

Academic programme

- One special subject course per week
- Plenary lecture series P01:
Life at the limits
- Practical sessions and evening talks

Programme description

We draw on the expertise of senior academics at Cambridge, to offer courses in a variety of scientific fields. The programme is suitable for undergraduates and graduates in the sciences, as well as teachers and other professionals. We also welcome 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 *Life at the limits*

Lectures from specialists will cover such topics as: the physiology of exploration, evolution, life in extreme situations, extinctions, stem cell research, and many more.

Practical sessions

Practical sessions take place on three afternoons each week, and are likely to include ecological, geological, and botanical 'trails' along with visits to institutes, collections and laboratories in Cambridge.

Evening talks

Experts provide introductions to additional aspects of science, as well as talks of general interest.

Tuition fees

See page 94

Accommodation options and fees

See pages 9-13 and 95

Balance of payment deadlines

Term I: Monday 9 May

Term II: Monday 23 May

Application deadlines

Term I: Monday 20 June

Term II: Monday 4 July

Science Summer Programme Term I

3 – 16 July

Special Subject Courses

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

Term I, week 1 (3 – 9 July)

11.00am – 12.45pm

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.

P03

An introduction to social psychology

Dr John Lawson

Within the realm of psychology, social psychology is concerned with how the behaviour and thoughts of an individual are influenced by the social 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.

P04

Sustainable fluid dynamics

Professor Andy Woods

We explore the dynamics of flows in natural and man-made environments, focusing on volcanic eruption processes, including ash plumes, ash flows and the hazards for aircraft; snow avalanches and the effectiveness of barriers; air quality in cities, including controls on mixing and dispersion; air flows in buildings and in particular natural ventilation and smoke propagation from fires in tunnels and buildings.

P05

Manufacturing: making ideas work

Professor Sir Mike Gregory

Manufacturing plays a vital role in the realisation of new ideas and opportunities for economic and social progress. We trace its emergence from the earliest times through the Industrial Revolution to the present. We explore the nature of modern manufacturing from research and development, through design, production, distribution, service and sustainability, and end with a glimpse of future trends.

Term I, week 2 (10 – 16 July)

11.00am – 12.45pm

P06

Celestial physics: laws of nature on the grandest scale

Dr Judith Croston

Why does the habitability of our planet rely on quantum weirdness? Can black holes make matter travel faster than the speed of light? How can spinning magnets in space help test our understanding of gravity? This course will explore the fundamental ideas of modern physics via a series of astronomical examples.

P07

Spectroscopy: light and matter

Dr Peter Wothers

This course explores the interaction of light with matter and how this may be used to reveal information from what's inside our bodies, to what's inside a distant galaxy. The course introduces the basic ideas from Quantum Mechanics but assumes very little mathematical background and is not aimed at students currently specialising in physics.

P08

Autism: a modern epidemic?

Dr John Lawson

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

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



Science Summer Programme Term II

17 – 30 July

Special Subject Courses

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

Term II, week 1 (17 – 23 July)

11.00am – 12.45pm

P10

Emerging and re-emerging infectious diseases

Professor Derek Smith

Most morbidity and mortality from infectious diseases today is caused by pathogens that evolve to escape immunity induced by prior infection or vaccination, or to become resistant to drugs. Relatedly, non-human pathogens sometimes evolve to cross species-barriers and humans posing pandemic threats. We explore the evolution of such pathogens from a scientific and public health perspective.

catastrophic effects of the melting of the ice at the end of the last Ice Age.

P12

An introduction to animal behaviour

Dr Paul Elliott

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

P11

Geological disasters: earthquakes, volcanoes, tsunamis and megafloods

Dr Mike Tuke

Using hands-on activities, we look at the causes and effects of a variety of disasters, including earthquakes which cause a million deaths, the volcanic eruption which caused starvation throughout Europe and Asia, the filling of the once empty Mediterranean, the cause of Noah's flood, and the

P13

Curious physics: problem-solving with physics and maths

Dr Lisa Jardine-Wright

Think like a physicist, solve problems like a physicist. Why is there such a thing as a chain fountain? How can sail boats go faster than the wind? This course challenges your understanding of the fundamental laws of physics. Boost your confidence and problem solving skills in physics and maths through a series of curious puzzles.

Term II, week 2 (24 – 30 July)

11.00am – 12.45pm

P14

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.

P15

The physics of optical illusions

Dr Nicola Humphry-Baker

Ever wondered how rainbows are formed? How 3D glasses work? This course introduces the physical nature of light and how its different properties give rise to fantastic optical phenomena from diffraction gratings to mirages to polarisation in 3D glasses. This course will also explore how nature and we as humans have used these phenomena to our advantage.

P16

Unveiling the universe

Dr Robin Catchpole FRAS

This course gives an overview of the current state of knowledge about the contents and evolution of our universe, ranging from dark matter, vacuum energy, black holes and the birth and death of stars, to the latest results about the planets and origin of our solar system. Finally, we consider if we are alone.

P17

Fossils, evolution and the history of life

Dr Peter Sheldon

A wide-ranging introduction to this inspiring subject, showing how fossils get preserved, sometimes in exquisite detail, and studying the principles of evolution and natural selection. We outline major events in the history of life, and discuss remarkable extinct creatures, such as trilobites, ammonites, dinosaurs and mammoths.





“It's a space in which we all get to re-discover why literature matters.”

Dr Fred Parker,
Programme Director, Literature Summer Programme

Literature Summer Programme

Term I: 3 – 16 July

Term II: 17 – 30 July

Programme Directors:

Dr Jenny Bavidge: Academic Director and University Lecturer in English Literature, 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

Academic programme

- Four special subject courses (two per week)
- Plenary lecture series GH0: *Connections and Conflicts*
- Evening talks

Programme description

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

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 and evening talks

GH0 Connections and Conflicts

'Only connect', wrote E M Forster. Lectures will explore how works of literature make and represent connections - between ideas, between times and places, between modes of experience, and (not least) between people. Speakers will also make or uncover connections between different works and authors, and between literature and other fields of inquiry. But every connection is also a potential conflict, a site of tension, antagonism, or debate. General evening talks will add to your enjoyment of the programme.

Tuition fees

See page 94

Accommodation options and fees

See pages 9-13 and 95

Balance of payment deadlines

Term I: 9 May, Term II: 23 May

Application deadlines

Term I: 20 June, Term II: 4 July

Literature Summer Programme Term I

3 – 16 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.

Term I, week 1 (3 – 9 July)

Group Ga: 9.15am – 10.45am

Ga1

Blake and Wordsworth

Dr Fred Parker

We shall look closely at the shorter lyrics of these two great and very different poets, comparing their accounts of childhood, their powers of imagination, their versions of pastoral, and their connections with popular culture and radical thought – all being crucial aspects of that elusive thing called Romanticism.

Ga2

Loves in literature

Elizabeth Mills

The Greeks had four words for love; in English we have just one. In this course, we will consider love in all its forms – spiritual, filial, erotic and platonic – drawing on writers as diverse as John Donne and Thom Gunn, Emily Dickinson and Elizabeth Jennings. What does love mean, and how do writers set it down on paper? (*Not to be taken with C34 in ISP Term III.*)

Ga3

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

Dr Mark Sutton

In 1922, 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.

Ga4

From *Watchmen* to *Maus* and beyond: the modern graphic novel

Dr John Lennard

Since Will Eisner popularised the term in 1978, claiming a new seriousness for 'comics', the graphic novel has hugely expanded and diversified. This course starts with some history and considers outstanding examples of innovation, autobiography, and adaptation in the modern genre, ending with a look at work on the web.

Group Ha: 2.00pm – 3.30pm

Ha1

Religion and contemporary literature

Dr Andy Wimbush

This course investigates the relationship between literature and religion in today's secular age by examining how contemporary works adopt and rework traditional Christian registers of scripture, prayer, hymn, and confession. We look at a range of authors, including Eimear McBride, Jim Crace, Philip Pullman, Barbara Ehrenreich and Anne Carson.

Ha2

The modern novel I: one hundred years of experiments in narrative

Elizabeth Mills

In the face of unprecedented challenges to the concept of the human, 20th-century novelists found diverse ways, both playful and political, to capture the 'modern' experience in writing. We explore key texts, including novels by James Joyce and Virginia Woolf, placing formal and linguistic experimentation in the context of the period's many complexities.

Ha3

Making sense of poetry

Dr Stephen Logan

We examine what good poets have traditionally wanted their readers to know about such things as metre, diction, syntax, rhyme, other sound effects and figurative language. We explore what sensitive, historically-informed and imaginative reading is like and identify the kinds of literary competence needed to make it more fully possible. (*This is a double course which can only be taken with Hb3.*)

Ha4

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

Dr John Lennard

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



Term I, week 2 (10 – 16 July)

Group Gb: 9.15am – 10.45am

Gb1

An introduction to the Bloomsbury Group

Dr Claire Nicholson

This course will introduce the key members of the Bloomsbury Group and explore their contribution to the fields of art, literature, politics and philosophy. We will look at examples and extracts of their work and consider their contribution to cultural life in early 20th-century Britain.

Gb2

Charlotte Brontë: restraint and rebellion

Dr Jenny Bavidge

This course will cover the remarkable work of Charlotte Brontë, still much loved and read 200 years after her birth. With a focus on *Jane Eyre* and *Villette* and some reference to her other novels, we will discuss the political and personal struggles which drive her writing.

Gb3

James Joyce's *A Portrait of the Artist as a Young Man* and other early writings

Dr Mark Sutton

100 years after the publication of his first novel, *A Portrait of the Artist as a Young Man*, this course will look at Joyce's early writings. Focusing primarily on this novel, we cover the period from *Stephen Hero* (1904), through the short, autobiographical *Giacomo Joyce*, to the publication of his only extant play *Exiles* (1918).

Gb4

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.



Group Hb: 2.00pm – 3.30pm

Hb1

**The serious Jane Austen:
*Mansfield Park and Persuasion***
Dr Fred Parker

Life presses harder on Fanny Price and Anne Elliot than in earlier Austen, with less oxygen for playful intelligence. The times are a-changing, bringing displacement and vulnerability as well as new horizons. We look at Austen's narrative voice, as well as her characterisation, in exploring what is at stake.

Hb2

The modern novel II: one hundred years of experiments in narrative
Elizabeth Mills

In the face of unprecedented challenges to the concept of the human, 20th-century novelists found diverse ways, both playful and political, to capture the 'modern' experience in writing. We explore key texts, including novels by Samuel Beckett and Elizabeth Bowen, placing formal and linguistic experimentation in the context of the period's many complexities.

Hb3

Making sense of poetry
Dr Stephen Logan

(This is a double course which can only be taken with Ha3.)

Hb4

**Three great American fantasists:
Ursula Le Guin, Tamora Pierce,
Lois McMaster Bujold**
Dr John Lennard

We consider three living award-winning American writers whose fantasy has expanded the genre and its readership, tackling issues of gender, community, sexual and racial discrimination, religion and theology, psychology, sacrifice, work, crime, economics, landscape, magic, and dragons.



Literature Summer Programme Term II

17 – 30 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.

Term II, week 1 (17 – 23 July)

Group Gc: 9.15am – 10.45am

Gc1

King Lear and Macbeth

Dr Alexander Lindsay

Written within a year of each other, these are widely regarded as Shakespeare's most profound tragedies. This course considers them not only as studies in moral evil, but also as tragedies of state with a peculiar relevance to the Jacobean period.

Gc2

Reading Virginia Woolf

Dr Claire Nicholson

Who's afraid of Virginia Woolf? This course explores some of her books (*A Room of One's Own* and *To the Lighthouse*), essays, and short stories, to discover why she is regarded as one of the greatest British writers of the early 20th century.

Gc3

Dickens and the Victorian underworld: *Great Expectations*

Ulrike Horstmann-Guthrie

One of Dickens's most exciting works, *Great Expectations* contains both autobiographical and sensational elements. It addresses social issues such as the causes of crime, the question of what constitutes a gentleman, and presents his most enigmatic female character.

Gc4

Romantic madness

Dr Stephen Logan

Ever since Plato (and no doubt before), madness has been strongly associated with the visionary power for which poets can be valued; and during the late 18th and early 19th centuries, the conception of poetic excellence shifted so as to make madness seem a condition for achieving it. This course will examine conceptions of enabling madness in Cowper, Blake, Wordsworth, Coleridge and Clare.

Group Hc: 2.00pm – 3.30pm

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 examines this issue from a philosophical perspective and asks 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.*)

Hc2

Dystopian visions on page and screen: 'Imagine a boot...'

Dr Jenny Bavidge

The vision of a dystopian future has preoccupied many novelists in the 20th and 21st centuries. Beginning with Orwell's *1984*, this course will chart the genre in fiction and also in film, touching on novels by Margaret Atwood and Dave Eggers, and examining films including *Metropolis*, *Bladerunner* and *Children of Men*.

Hc3

Elizabethan love poetry

Dr Paul Suttie

The Elizabethan Renaissance has left us some of literature's most enduring and thought-provoking explorations of the experience of desire. We look closely at some outstanding sonnet sequences and other love poetry, focusing on four of the period's greatest writers: Sidney, Spenser, Marlowe, and Donne.

Hc4

The soul of C S Lewis

Dr Stephen Logan

C S Lewis had strong private motives for wishing to transcend deeply painful aspects of his personal experience. We examine how Lewis has come to be felt as such an intimate writer, and the accident by which his vision of nature has become modern. Lewis emerges into a writer of major importance for Christians and non-Christians alike, demonstrating the vitality of the human 'soul'.



Term II, week 2 (24 – 30 July)

Group Gd: 9.15am – 10.45am

Gd1

Jane Austen: *Sense and Sensibility* and *Pride and Prejudice*

Dr Alexander Lindsay

We look at Jane Austen's first two published novels. *Sense and Sensibility* is in part a response to a contemporary literary movement, the cult of Sensibility, but also begins Austen's exploration of the inner life and social relationships of young women. *Pride and Prejudice* develops the design and themes of its predecessor in a social comedy which is witty, but more critical and less light-hearted than at first apparent.

Gd2

Classical heroes from Troy to Ithaca and Rome: *the Iliad*, *Odyssey* and *Aeneid*

Dr Jan Parker

The fate of Achilles, Odysseus and Aeneas was shaped by the Trojan War, the ultimate test of the hero. Triumphant or dying before the walls or surviving and wandering, displaced; Homer and Vergil reflect on what it is to be a hero and the costs for heroes, victims, and the women and gods who care for them.

Gd3

From Pan to Potter: 20th-century British children's literature

Dr Jenny Bavidge

This course moves from the first 'Golden Age' of British children's literature in the late 19th and early 20th century to the explosion of popular and innovative fiction and poetry in the late 20th century, with reference to the works of Barrie, Nesbit, Garner, Rosen, Rowling and Pullman.

Gd4

Selected English poems, 1870-1915

Clive Wilmer

A course of close readings of short, pre-Modernist English poems, by Gerard Manley Hopkins, Thomas Hardy, Charlotte Mew, the young W B Yeats and others. Each poet will be briefly contextualised, but the main focus will be on reading and discussing poems, about two per session. Participants will be expected to take part in the discussions.



Group Hd: 2.00pm – 3.30pm

Hd1

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

Jon Phelan

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

Hd2

**"If that which is lost be not found":
restoration and romance
in Shakespeare**

Dr Jan Parker

Many of Shakespeare's plays offer us the hope that all will end well, but the path to that joyous ending goes through misunderstanding and darkness. We will follow the Greek roots of Shakespearean romance from *Ion* to *The Winter's Tale*, *Measure for Measure* and *The Tempest*.

Hd3

**Reinventing heroism:
the epic poem in English**

Dr Paul Suttie

At the heart of the epic genre is the idea of the hero - but what is true heroism? We consider two great English poems, Spenser's *Faerie Queene* (Book One) and Milton's *Paradise Lost*, which aspire in very different ways to reinvent the epic and to set before their readers a true standard of virtue.

Hd4

Three tales by Henry James

Clive Wilmer

Henry James (1843-1916) was a master of the novella – the kind of tale that is shorter than a novel but longer than a short story – and many of his major themes are developed in it. The three studied on this course will include one of his greatest achievements, *The Aspern Papers*, a story about Americans in Venice. The others will be *Daisy Miller* and *The Lesson of the Master*.





“The History Summer Programme offers an exciting opportunity to learn from Cambridge experts as they embrace a broad range of approaches to the past.”

Dr David Smith FRHistS,
Programme Director, History Summer Programme

History Summer Programme

17 – 30 July

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: *Revolutions*
- Evening talks

Programme description

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

This programme is intended primarily for those who are currently students or teachers of history, or who have been engaged in historical study at some stage. However, applications are 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 *Revolutions*

The lecturers for this series will consider the wide variety of different forms that revolutions have taken in history. They will explore the causes, course and consequences of a range of revolutions in different parts of the world and from various periods of history. These issues will be examined through a series of examples and case-studies.

Evening talks

Speakers will present a varied programme, covering a wide range of subjects.

Tuition fees

See page 94

Accommodation options and fees

See pages 9-13 and 95

Balance of payment deadline

Monday 23 May

Application deadline

Monday 4 July

History Summer Programme

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 (17 – 23 July)

Group La: 11.00am – 12.30pm

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? We examine a range of documents, especially Cromwell's private letters and speeches, to answer these questions.

La2

The American experience in Vietnam

Professor Andrew Preston

The Vietnam War stands as one of the defining events of the 20th century. Four decades after its end, the war continues to exert a profound influence upon the USA, as well as having a lasting effect on the people of Southeast Asia. This course aims to provide an understanding of the causes, course, and consequences of American involvement in Vietnam between 1941 and 1975.



La3

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

Dr Andrew Lacey

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

La4

Heroes and villains: the Victorians and history

Dr Gareth Atkins

If the Victorians thought a great deal about the future, they were obsessive about the past. From politicians to preachers, from artists to architects: all were steeped in history. Tyrants, heroes and long-dead martyrs gained new life as commentators ransacked history books for guidance on present-day problems. We look at some of the heroes and villains, asking why the past was so significant in a rapidly-changing society.

La5

Revolutionary Russia

Dr Jonathan Davis

This course focuses on the revolutionary period in Russia in the early part of the 20th century. It begins by looking at the 1905 revolution and

questions whether this deserves such a title. It then turns to the two revolutions in 1917 and considers why Tsarism fell, why liberalism failed and why Bolshevism succeeded. Lastly, it assesses the consequences of the revolutions, both for Russia and the world.

Group Ma: 2.00pm – 3.30pm

Ma1

France under the Occupation

Dr Seán Lang

What was life like for those in occupied France? How different was life under the Vichy regime in the South, until 1942? What were the realities of collaboration and resistance? This course examines the period from May 1940 to December 1944, and the military administration of France by the German Third Reich.

Ma2

Bloody Mary? The reign and reputation of Mary I

Dr Ceri Law

Mary Tudor is one of England's most vilified monarchs, known to generations as 'Bloody Mary'. Yet recently her five-year reign has been drastically re-evaluated. This course examines the rule of Mary Tudor in depth, focusing on the challenges she faced, considers how effectively she ruled and what it meant to be a queen in Tudor England.

Ma3**Louis XIV and the greatness of France**

Dr Andrew Lacey

The reign of Louis XIV (1643-1715) was one of the longest in Europe and transformed France. This course will examine the life and achievements of 'Le Roi Soleil', his domestic policies, his relationship with the church, his long wars and his patronage of the arts and architecture.

Ma4**British America, from the Tudors to Independence**

Dr Eoin Devlin

We examine how the ambitions of explorers, religious exiles, government officials and businessmen created the 'first' British Empire. We explore that empire's intellectual and cultural contexts, the role of profit-seeking

companies, the social history of British settlements, interactions with native peoples, and the crisis of the late 18th century.

Ma5**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, the invasion of Hungary, the Cuban Missile Crisis and the Vietnam War. Finally, it examines the events leading to the end of the Cold War.



Week 2 (24 – 30 July)

Group Lb: 11.00am – 12.30pm

Lb1

John Milton and the English Revolution

Dr David Smith FRHistS

This course examines John Milton's life and career during one of the most turbulent periods in English history, locating his writings in the context of the dramatic political and religious upheavals of the English Revolution. We explore Milton's writings through an extensive selection of extracts from primary sources, and use this material to reconstruct his attitudes and mental world, and the nature of his experiences during the Revolution.

Lb2

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. We use 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 – including Wolsey, More and Cranmer – as well as the falls of Anne Boleyn and Thomas Cromwell.



Lb3**Democracy in India, 1935-2002**

Dr Leigh Denault

Before the ink was even dry on India's constitution, debates began on the meaning of independence and freedom, hierarchy and belonging, and the rights and duties of citizenship. We focus on a series of popular protests which reshaped the independent Indian state and constitution, from the language movements of the 1950s, caste, class, gender, and region-based movements, up to the anti-corruption activism in the present day.

Lb4**Winston Churchill:
the greatest Briton?**

Professor 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 took part in the last cavalry charge in British history and lived to authorise the atomic bomb. 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.

Lb5**Surprise attacks from
Pearl Harbor to 9/11**

*Professor Eric Grove FRHistS
and Dr 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. We examine what attackers hoped to gain, what they achieved, why intelligence services failed to predict the attacks, and how democracies used such aggression to rally people to respond.

Group Mb: 2.00pm – 3.30pm

Mb1**The French Revolution**

Dr Seán Lang

No event so shook history as the Revolution that burst over France in 1789. A bold attempt to reshape an ancient kingdom along lines of reason quickly sank into bloody hysteria. Why were the hopes of 1789 dashed? Why did the Revolution provoke such bitter hatred at home and abroad? What happened when the French spread 'liberty and equality' to the rest of Europe – by force?

Mb2

Elizabeth I: the Age of Gloriana?

Dr Jessica Sharkey

The reign of Elizabeth I, the last Tudor monarch, is often associated with a golden age in English history. This course re-examines the period by looking past the traditional image and considers the challenges posed by religious upheaval, female rule and complex foreign diplomacy.

Mb3

The CIA in Cold War historical perspective

Dr William Foster FRHistS

No western governmental organisation since the Second World War has proven as controversial on the world stage as the US Central Intelligence Agency (CIA). Some praise its integral role in Cold War successes, others accuse it of playing the role of 'rogue elephant' in US and international affairs. We examine political, diplomatic, legal, and social aspects of CIA history, and consider the complex profession of intelligence-gathering.

Mb4

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.

Mb5

Naval warfare in the 20th century

Professor Eric Grove FRHistS

Naval warfare was transformed in the 20th century with an unprecedented series of technological revolutions in both weapons and platforms, putting sea power at the heart of the victories in the World Wars and the Cold War. We trace technological developments – from torpedoes and battleships to nuclear-powered submarines – against the strategic, operational and technical background of a highly eventful maritime century.





“The intellectual excitement these courses generate is a joy to share.”

Dr Fred Parker,
Programme Director, Shakespeare Summer Programme

Shakespeare Summer Programme

31 July – 13 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 per week)
- Plenary lecture series RSO: *Exits and Entrances*
- Evening talks

Programme description

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

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

RSO Exits and Entrances

2016 is the 400th anniversary of Shakespeare's death, that great exit which, according to one of the poems prefacing the First Folio, set up his re-entrance to the applause of posterity. Morning plenary lectures will explore Shakespearean deaths, exits and entrances, literal and figurative, with an eye both to his stagecraft and to his works' reception between then and now. Evening talks and events are broader in scope, aiming to stimulate new pleasures and insights through the exchange of experience and ideas. Likely speakers include such eminent Shakespearians as Catherine Belsey, Kate McLuskie and Catherine Alexander, as well as Martin Best, lutenist with the Royal Shakespeare Company, and members of the University's Faculty of English.

Tuition fees

See page 94

Accommodation options and fees

See pages 9-13 and 95

Balance of payment deadline

Monday 6 June

Application deadline

Monday 18 July

Shakespeare Summer Programme

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 (31 July – 6 August)

Group Ra: 9.15am – 10.45am

Ra1

Warriors in love:
Troilus and Cressida and *Othello*

Dr Fred Parker

In sharply contrasting ways, these plays expose passionate love to the pressures of army life. They are also intensely concerned with questions of reputation, and how well people can really know one another. With these matters in mind, we shall explore both plays and the light they throw on one another.

Ra2

Shakespeare on love. The Romances

Dr Stephen Logan

The plays now commonly known as Romances were not classified that way in the first collected edition of Shakespeare's plays: until recently they were known by other names, such as 'the late plays'. We study the reasons for these changes, the nature of romance and the opportunities it afforded for the different treatment of moral and religious themes. Texts include: *The Tempest*, *Pericles*, *The Winter's Tale* and *Cymbeline*.

Ra3

Vaulting ambition:
The Tragedy of Macbeth

Clive Wilmer

The protagonist of *Macbeth* is a profoundly wicked man. He is also profoundly sympathetic. In much the same way, Macbeth is deeply ambitious, but knows that the fulfilment of his ambition will destroy everything that makes his life worthwhile – his honour, his reputation, the love he is held in, his relationship with his wife. We will attempt to solve these enigmas, studying one act per day.

Ra4

Much Ado About Nothing.
"A kind of merry war."

Vivien Heilbron

During this series of five practical acting workshops, which require confident English speaking skills, we will focus on the relationship between Beatrice and Benedick, as well as the colourful characters who are the members of the Watch in the city of Messina. Much of this play is written in lively and comical prose. Later, as the action of the play alters the tone, lyrical blank verse takes over. Both styles will be explored.

Group Sa: 2.00pm – 3.30pm

Sa1

King Lear in performance. "Meantime we shall express our darker purpose."

Vivien Heilbron

This course requires confident English speaking skills and consists of ten practical acting workshops. Lear's "darker purpose" – to divide his kingdom into three parts, giving the most generous portion to the daughter who says she loves him most – is the trigger for the tragedy which follows. We explore this extraordinary play from an actor's point of view, always focusing on Shakespeare's dramatic language: "Letting the words do the work." (*This is a double course which can only be taken with Sb1.*)

Sa2

The later history plays: King Henry IV Parts 1 and 2 and King Henry V

Dr Alexander Lindsay

Shakespeare follows England's favourite hero king from his wild youth to his conquest of France, yet these plays do not simply celebrate patriotic legend. They reveal a calculating young man conscious of the roles he plays, and show both Lancastrian kings to be haunted by their usurpation and burdened by the responsibilities of kingship. Falstaff and

Pistol are not just comically diverting: they provide debunking commentary on the main action.

Sa3

Romanticising Shakespeare

Dr Stephen Logan

The prevailing image of Shakespeare derives from the Romantics. We examine both what the Romantics have done to Shakespeare and what they have done for him. We will look at the shift of outlook from Johnson to Coleridge, along with changes in the way Shakespeare's texts have been edited. The aim is to see current attitudes to Shakespeare as a mix of time-bound prejudice and durable intuition.

Sa4

Character and action in Julius Caesar

Dr Paul Suttie

Can we judge our own character, or the significance of our own actions? Or is the true nature both of who we are, and of what we do, impossible for us to determine? In *Julius Caesar*, some of the most famous characters and actions in all of history come under Shakespeare's tragic scrutiny.



Week 2 (7 – 13 August)

Group Rb: 9.15am – 10.45am

Rb1

Self and role:

Richard II, Hamlet, Coriolanus

Dr Fred Parker

The world is a stage where "every man must play a part" – king (Richard), revenger (Hamlet), military hero (Coriolanus). But what happens when a gap opens up between the actor and the part he plays? What anxieties and energies does this release? And what did Shakespeare's experience as actor show him about how we perform ourselves?

Rb2

Shakespeare and the natural world

Dr Bonnie Lander Johnson

Shakespeare encountered varying descriptions of nature in the Classical and Biblical texts he read at grammar school, the folk traditions of his childhood, the urban worlds of plant medicine, and the 'green thoughts' of court poets. This course spans two decades of Shakespeare's plays, examining his thinking on woods, plants, almanacs, medicines, gardens, and fairies.

Rb3

**Antony and Cleopatra:
a Roman thought about Egypt**

Clive Wilmer

Antony and Cleopatra, with its richly sensuous language, is one of Shakespeare's finest poetic achievements. It is also a great tragedy, full of humour as well as anguish, and one of Shakespeare's most complex statements about love and sexual passion. This course studies the play scene by scene – one act per day – exploring it in its poetic, ethical, psychological and political dimensions.

Rb4

Shakespeare's season pairs

Dr John Lennard

There is fair evidence that *Dream* and *Romeo* were, like *Twelfth Night* and *Hamlet*, premiered in the same season, inviting comparison. How do these seemingly dissimilar comedies and tragedies pair, and what binds them together, in substance or structure? Some of the answers may surprise you! Texts: *A Midsummer Night's Dream*, *Romeo and Juliet*, *Twelfth Night*, and *Hamlet*.



Group Sb: 2.00pm – 3.30pm

Sb1

***King Lear* in performance. "Meantime we shall express our darker purpose."**

Vivien Heilbron

(This is a double course which can only be taken with Sa1.)

Sb2

***Measure for Measure* and *Julius Caesar*: Ben Jonson responds**

Dr Alexander Lindsay

In *Measure for Measure*, Shakespeare comes closest to a city comedy of low life. It explores disturbingly sexual morality and the efficacy of human justice. *Julius Caesar* is a political tragedy where old Roman republican values are defeated by autocracy. The course compares these plays with Ben Jonson's *Bartholomew Fair* and *Sejanus*, which seem almost a direct reply to Shakespeare on these issues.

Sb3

Shakespeare's evolving comedy

Dr John Lennard

Shakespeare was throughout his career a bold innovator in comedy. This course starts with two of his earliest comedies as a study in contrasts, and pursues his comedic evolution to its zenith in *As You Like It*, and beyond to the strange later plays where ideas of genre break down. Texts: *The Comedy of Errors*, *The Two Gentlemen of Verona*, *As You Like It*, *All's Well that Ends Well*.

Sb4

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 glitters is not gold".





“Join us for our 20th year of Medieval Studies!”

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

Medieval Studies Summer Programme

31 July – 13 August

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

Academic programme

- Four special subject courses (two per week)
- Plenary lecture series KN0: *Towns and Cities*
- Evening talks

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 which encompass art, architecture, history, literature, religion, trade and

health. 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

KN0 *Towns and Cities*

Plenary lectures are given by recognised experts. Subjects will include medieval Paris, Byzantium and London; town law, taverns and trade; and the archaeology of towns and cities. These lectures form an additional integrated course, for all participants.

Evening talks

These talks extend the *Towns and Cities* theme. Others, of more general interest, are shared with participants on concurrent programmes.

Tuition fees

See page 94

Accommodation options and fees

See pages 9-13 and 95

Balance of payment deadline

Monday 6 June

Application deadline

Monday 18 July

Medieval Studies Summer Programme

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 (31 July – 6 August)

Group Ka: 11.00am – 12.30pm

Ka1

Scandal, politics and glamour: courts and courtiers in medieval Europe, 1200–1500

Professor Nigel Saul FRHistS

The course will examine the culture, ceremonies and physical setting of the courts of late medieval Europe, concentrating on those of England, France and Burgundy. Attention will be paid especially to the role of the court as a forum for the display of majesty, a community of polite living and a point of contact between ruler and ruled. *(This is a double course which can only be taken with Na1.)*

Ka2

England's wine: vineyard to table

Professor Wendy Childs FRHistS

Wine was a major trade commodity in the Middle Ages and also had significant social and cultural importance. The course explores wine production (areas and types, with some emphasis on English Gascony); its transport, distribution, and consumption (at feasts, in taverns, for health); and attitudes towards it in medieval writings (from

connoisseurship to moral disapproval of drunkenness).

Ka3

Women and the medieval book: writers, makers and readers

Professor Michelle P Brown FSA

This course reviews the evidence for the role of women in the creation of medieval manuscripts, as scribes, illuminators, patrons and authors. These range from the 4th-century pilgrim Egeria to Elizabeth I and include writers such as Hildegard of Bingen, Margery Kempe, Mother Julian and 'desktop publisher' Christine de Pizan.

Ka4

Discovering the medieval world through Chaucer

Dr Elizabeth Solopova

The course will introduce Chaucer's major works, including *The Canterbury Tales* and *Troilus and Criseyde*. Students will learn about Chaucer's career, explore his philosophy, his highly innovative poetic art, and read extracts from his works to discover some of the most fascinating narratives and beautiful poetry written in English.

Group Na: 2.00pm – 3.30pm

Na1

Scandal, politics and glamour: courts and courtiers in medieval Europe, 1200–1500

Professor Nigel Saul FRHistS

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

Na2

Medieval libraries

Dr David Rundle

This course investigates the life of books in the later middle ages. In particular, we consider how the material evidence they provide can help us reconstruct how they were stored and used. In the process, we will address larger questions about the place of books in overwhelmingly illiterate societies.

Na3

The Early Anglo-Saxons, before Alfred the Great

Professor Michelle P Brown FSA

We explore the written, visual and material culture of the Anglo-Saxons from the Roman withdrawal in the 5th century until the Viking upheavals of the mid-9th century. We discuss finds such as the Sutton Hoo and Prittlewell burials and the Staffordshire Hoard, alongside artworks including the Ruthwell Cross, the Franks Casket, the Lichfield Angel and the Vespasian Psalter, all set in context using historical and literary sources.

Na4

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.



Week 2 (7 – 13 August)

Group Kb: 11.00am – 12.30pm

Kb1

The reform and rise of the papacy, 1000-1215

Dr Rowena E Archer FRHistS

A visitor to Rome c.1000 would not have had business with the pope, but such was the revolution in the papacy's standing by 1215 that its authority had become all pervasive in matters ecclesiastical and temporal. This course charts papal expansion from the 11th-century reform to the Fourth Lateran Council. (*This is a double course which can only be taken with Nb1.*)

Kb2

The medieval palace

Dr Francis Woodman FSA

Palaces have existed as long as there have been rulers and the ruled. Medieval palaces derive from two traditions – the Roman via Byzantium, the Umayyad's and Sicily, and the northern Germanic models based upon the communal hall. This course will examine the origins of both, using Westminster, Spalata, Anjar, and Paris, amongst others.

Kb3

Opposing the king in later medieval England

Richard Partington

Opposing the king was anathema in medieval England. The king was lord and master as well as divinely ordained. Obedience to him was both personal and existential. Nonetheless some kings ruled badly, and subjects had to resist. How was resistance rationalised? What form did opposition take? And what were the political consequences?

Kb4

Reading medieval letters

Dr Philip Morgan FSA

How revealing were medieval letters? We look at examples, mostly from the 15th century, including great correspondents like the Pastons, to understand the public and the private. We will read our writers in their own words and also in their own hands since the course includes an introduction to 15th-century palaeography.



Group Nb: 2.00pm – 3.30pm

Nb1

The reform and rise of the papacy, 1000-1215

Dr Rowena E Archer FRHistS

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

Nb2

The Black Death

Professor Mark Bailey FRHistS

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

Nb3

Reading Old English poetry, now and then

Professor Andy Orchard FRSC

Old English poetry has a captivating richness and depth, and this course seeks to explore a wide range. From the allusive brevity of the *Riddles* to the stately expansiveness of *Beowulf*, Old English verse demonstrates a great range of genres, outlooks, and styles, and we will consider the role of individual poets within the wider inherited tradition.

Nb4

Eleanor of Aquitaine and the Gascon Question, 1152-1453

Dr Philip Morgan FSA

The marriage of Eleanor of Aquitaine to Duke Henry of Anjou in 1152 brought much of south-western France into a shared relationship with the lands of the kings of England, and until 1453 the King of England was also Duke of Aquitaine. Was Gascony, as it was also called, part of a proto-English empire, the first of England's overseas possessions, or were the English and their kings as remote as their French counterparts?





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

Professor Jem Poster,
Programme Director, Creative Writing Summer Programme

Creative Writing Summer Programme

31 July – 13 August

Programme Director: Professor Jem Poster

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

Academic programme

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

Programme description

The Creative Writing Summer Programme 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 300-400 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 350-500 words a day for their chosen 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 talks

Some evening talks and readings are for the Creative Writing programme only. Others are shared with the Medieval Studies, Interdisciplinary and Shakespeare programmes, also running at the same time.

Tuition fees

See page 94

Accommodation options and fees

See pages 9-13 and 95

Balance of payment deadline

Monday 6 June

Application deadline

Monday 18 July

Creative Writing Summer Programme

Special Subject Courses

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

Week 1 (31 July – 6 August)

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

Wa1

Fiction I. Writing plot.
What's the big idea?

Dr Sarah Burton

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

Wa2

Writer's art, writer's world I.
Essential skills

Professor Tiffany Atkinson

Where do we start? This series of practical and supportive workshops equips the writer with a broad range of skills transferable across genres. Through stimulating writing exercises, discussion and constructive feedback we tackle all stages of the writing process, from first thoughts to final draft.

Wa3

Writing short stories I.
Memory, imagination, research

Professor Jem Poster

With particular emphasis on the short story, we 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 also consider the value of research, in the broad sense of that term, as a basis for fiction.

Wa4

Writing non-fiction I.
Lives - past and present

Midge Gillies

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

Week 2 (7 – 13 August)

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

Wb1

**Fiction II. Writing character.
Who and why?**

Dr Sarah Burton

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

Wb2

**Writer's art, writer's world II.
Wider explorations**

Professor Tiffany Atkinson

How do we take our writing up a gear? This series of hands-on workshops explores how we can sharpen and develop our writing skills by drawing on a range of resources - from existing literary models to research and fieldwork. We also focus on practical matters such as time-management and publication opportunities.

Wb3

**Writing short stories II.
Place, character, voice, action**

Professor Jem Poster

With particular emphasis on the short story, we 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.

Wb4

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

Midge Gillies

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





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

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

English Legal Methods Summer Programme

3 – 30 July

Programme Director: Dr Roderick Munday

Reader in Law, University of Cambridge; Fellow, Peterhouse

Academic programme

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

Programme description

The programme presents the central aspects of English law. Much of the emphasis is on the general structure of the law and legal methods, although detailed study of substantive law is also covered.

The programme is designed for lawyers and law students who have no prior knowledge of the English legal system. Owing to the nature of the academic content taught, applications from countries whose legal systems are based on English common law will not normally be accepted. Law students must have completed a minimum of one year of their legal studies at undergraduate level.

All applicants should submit a 200-300 word piece explaining what they hope to gain from the programme.

We will aim to include the following topics: the development and structure of English law, the sources of English law, the courts and legal profession, private law (property, obligations,

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

Special subject seminars

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

Plenary lectures

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

Evening talks

Evening talks are shared with the Science, Literature, Ancient and Classical Worlds, History and Interdisciplinary Summer Programmes running in July.

Tuition fees

See page 94

Accommodation options and fees

See pages 13 and 95

Balance of payment deadline

Monday 9 May

Application deadline

Monday 20 June

English Legal Methods Summer Programme Special Subject Seminars

**Seminars are held from Monday to Friday.
Participants choose one seminar from each group.**

Group A

Em1

Civil procedure

Professor Neil Andrews

Main principles, commencement of proceedings, joinder, third party proceedings, set-off and counter claims, discovery and disclosure between parties and exceptions to discovery, settlement, access to justice and delay.

Em2

Constitutional and administrative law

Professor Trevor Allan

The unwritten, common law Constitution of the United Kingdom. Foundational doctrines of parliamentary sovereignty, the rule of law, and the separation of powers. Constitutional rights and their means of enforcement; judicial review of executive (or administrative) acts and decisions; the relationship between statute and the common law. Contemporary political context, including British membership of the European Union and adherence to the European Convention on Human Rights.

Em3

Company law A

Dr Felix Steffek

Incorporation and limited liability, directors' powers and duties, shareholders' rights and responsibilities, memorandum and articles of association, share capital and loan capital, corporate insolvency and creditors' rights, economic analysis of company law. *(Not to be taken with Em10 as this is a duplicate seminar.)*

Em4

Criminal law

Dr Matthew Dyson

Principles of criminal law and criminal justice, including the relationship between law and morality, the doctrine and theory relating to physical acts and mental states which the law proscribes, specific offences including homicide, criminal damage and theft.

Em5

Contract law A

Dr Roderick Munday

See seminar description under Em6. *(Not to be taken with Em6 as this is a duplicate seminar.)*

Group B

Em6

Contract law B

Dr Roderick Munday

The formation of a contract, interpretation of contracts, consideration, the doctrine of frustration, terms of the contract, mistake and vitiating factors, and remedies in contract. *(Not to be taken with Em5 as this is a duplicate seminar.)*

Em7

Law of torts

Dr Catherine Seville

The law of civil liability for the wrongful infliction of injury by one person upon another, general principles, liability for economic loss, compensation for victims of highway accidents, multiple sources of reparation, measure of damages, and defamation.

Em8

Private international law

Professor Richard Fentiman

Private international law. The structure and context of cross-border disputes in the English courts, with particular reference to international commercial litigation. Jurisdiction, cross-border injunctions, choice of law in civil and commercial matters, proof of foreign law.

Em9

Law of trusts

John Hopkins

The trust is a particular method of holding property that developed mainly to preserve family wealth. Areas covered may include the requirements for establishing a valid trust, and remedies when trustees act improperly.

Em10

Company law B

Dr Felix Steffek

See seminar description under Em3. *(Not to be taken with Em3 as this is a duplicate seminar.)*



Course Directors

KEY ■ Interdisciplinary ■ Ancient and Classical Worlds ■ Science
■ Literature ■ History ■ Shakespeare ■ Medieval Studies
■ Creative Writing ■ English Legal Methods

- **Professor Trevor Allan** – Professor of Jurisprudence and Public Law, University of Cambridge; Fellow, Pembroke College
- **Professor Neil Andrews** – Professor of Civil Justice and Private Law; Fellow, Clare College
- **Dr Rowena E Archer FRHistS** – Fellow of Brasenose College, University of Oxford
- **Dr Gareth Atkins** – Postdoctoral Fellow, Centre for Research in Arts, Social Sciences and Humanities (CRASSH); Senior Research Fellow and Joint Director of Studies in History, Magdalene College; Affiliated Lecturer, Faculty of History, University of Cambridge
- **Dr Simon Atkinson** – Teaching Officer in Academic Development & Training for International Students, The Language Centre, University of Cambridge; Academic Skills Supervisor, Gonville and Caius College
- **Professor Tiffany Atkinson** – Professor of Creative Writing, University of East Anglia
- **Professor Mark Bailey FRHistS** – High Master of St Paul's School, London; Professor of Later Medieval History, University of East Anglia
- **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
- **Dr Jenny Bavidge** – Academic Director and University Lecturer in English Literature, University of Cambridge Institute of Continuing Education
- **Professor Michelle P Brown FSA** – Professor Emerita, School of Advanced Study, University of London
- **Simon Browne** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Spike Bucklow** – Senior Research Scientist and Teacher of Theory at the Hamilton Kerr Institute, Fitzwilliam Museum, University of Cambridge
- ■ **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 Sarah Burton** – Course Director of Creative Writing MSt, University of Cambridge; Freelance Writer
- **Dr Robin Catchpole FRAS** – Institute of Astronomy, University of Cambridge
- **Reverend Canon Dr Adrian Chatfield** – Tutor in Christian Life and Thought at Ridley Hall; Director of the Simeon Centre for Prayer and the Spiritual Life
- **Professor Wendy Childs FRHistS** – Emeritus Professor of Later Medieval History, School of History, University of Leeds
- **Mary Conochie** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Judith Croston** – Teaching Officer and Academic Director for Physical Sciences, University of Cambridge Institute of Continuing Education
- **Dr Jonathan Davis** – Principal Lecturer in Russian and Modern History, Anglia Ruskin University
- **Dr Leigh Denault** – Fellow and Director of Studies in History, Churchill College
- **Dr Eoin Devlin** – British Academy Postdoctoral Fellow, Faculty of History, University of Cambridge; Bye-Fellow, Selwyn College
- **Dr Corinne Duhig FSA** – Panel Tutor for the University of Cambridge Institute of Continuing Education; Senior Fellow of the McDonald Institute for Archaeological Research; Research Associate, Wolfson College
- **Dr Matthew Dyson** – Fellow and Director of Studies, Trinity College
- **Dr Helen Eastman** – Theatre Writer, Director and Producer; Artistic Associate of the Archive Performance of Greek and Roman Drama at the University of Oxford; Director of the Greek Play at the University of Cambridge
- **Dr Paul Elliott** – Director of Studies, Scientific Admissions Tutor and College Lecturer, Homerton College; Senior Lecturer in Animal Behaviour, Anglia Ruskin University
- **Dr Karim Esmail** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Professor Richard Fentiman** – Professor in Private International Law, University of Cambridge; Fellow, Queens' College
- **Dr William Foster FRHistS** – Vice-Principal and Director of Studies for History, Homerton College
- **Midge Gillies** – Writer; Creative Writing Tutor

- **Dr Margarita Gleba** – ERC Principal Research Associate, McDonald Institute of Archaeological Research
- **Professor Mark Goldie FRHistS** – Professor of Intellectual History, University of Cambridge; Fellow, Churchill College
- **Professor Sir Mike Gregory** – Former Head of the Institute for Manufacturing, Department of Engineering, University of Cambridge; Acting Head of the University of Cambridge Institute of Continuing Education
- **Siân Griffiths** – Freelance Lecturer in History and History of Art
- **Dr James Grime** – Former Enigma Project Officer, Millennium Mathematics Project, Department of Mathematics and Theoretical Physics, University of Cambridge; Mathematician, Lecturer and Public Speaker
- **Professor Eric Grove FRHistS** – Former Professor of Naval History and Senior Fellow, Centre for Applied Research in Security Innovation, Liverpool Hope University
- **Vivien Heilbron** – Actor; Director; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Tom Holland** – Historian; Author
- **Caroline Holmes** – Garden Historian; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **John Hopkins** – Former University Lecturer in Law, University of Cambridge; Fellow Emeritus, Downing College
- **Ulrike Horstmann-Guthrie** – Panel Tutor for the University of Cambridge Institute of Continuing Education; Lecturer for the Department of German, University of Cambridge
- **Dr Nicola Humphry-Baker** – Project Physicist, Rutherford Physics Project, Cavendish Laboratory, University of Cambridge; Preceptor, Corpus Christi College
- **Dr Nicholas James** – Consultant; Director of Studies in Social Anthropology, Magdalene College; Affiliated Scholar in Archaeology; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Lisa Jardine-Wright** – Co-Director of Isaac Physics, Astrophysicist and Educational Outreach Officer at Cavendish Laboratory, University of Cambridge
- **Dr Andrew Lacey** – Panel Tutor for the University of Cambridge Institute of Continuing Education; Tutor for the University of Oxford Department of Continuing Education
- **Dr Bonnie Lander Johnson** – Fellow, Lecturer, and Director of Studies in English, Selwyn College

- ■ **Dr Seán Lang** – Senior Lecturer in History, Anglia Ruskin University; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Ceri Law** – Teaching Fellow, Queen Mary, University of London
- ■ **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 Alexander Lindsay** – Associate Lecturer, Open University
- ■ **Dr Stephen Logan** – Principal Supervisor in English, Clare College
- **Dr Nathan MacDonald** – Lecturer in Hebrew Bible, Faculty of Divinity, University of Cambridge; Fellow, St John's College
- **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 Paul Millett** – Collins Fellow in Classics; Vice-Master of Downing College; University Senior Lecturer in Classics, Faculty of Classics, University of Cambridge
- ■ **Elizabeth Mills** – Affiliated Lecturer, University of Cambridge Institute of Continuing Education
- **Dr Philip Morgan FSA** – Senior Lecturer, University of Keele
- **Dr Roderick Munday** – Reader in Law, University of Cambridge; Fellow, Peterhouse
- **Dr Claire Nicholson** – Lecturer in English, Anglia Ruskin University
- **Professor Andy Orchard FRSC** – Rawlinson and Bosworth Professor of Anglo-Saxon, Pembroke College, University of Oxford
- **Dr Karen Ottewell** – Director of Academic Development & Training for International Students, The Language Centre, University of Cambridge; Senior Member of Wolfson College; Fellow; Graduate Tutor, Lucy Cavendish College
- ■ **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 Research Group, Lucy Cavendish College and Faculty of English, University of Cambridge; Editor-in-Chief, Arts and Humanities in Higher Education: an International Journal of Theory, Research and Practice SAGE
- **Richard Partington** – Senior Tutor and Director of Studies in History, Churchill College
- ■ **Jon Phelan** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Professor Jem Poster** – Emeritus Professor of Creative Writing, Aberystwyth University; Affiliated Lecturer, University of Cambridge Institute of Continuing Education
- **Professor Andrew Preston** – Reader in American History, Clare College
- **Dr David Rundle** – Lecturer and Co-Director of the Centre for Bibliographical History, University of Essex
- **Professor Nigel Saul FRHistS** – Professor of Medieval History, University of London
- **Dr Catherine Seville** – Reader in Law, University of Cambridge; Vice-Principal, Newnham College
- **Dr Jessica Sharkey** – Lecturer in Early Modern History, University of East Anglia
- **Dr Peter Sheldon** – Honorary Associate at the Open University; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Anna Simandiraki-Grimshaw** – Assistant Lecturer in Classical and Archaeological Studies, University of Kent
- **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
- **Professor Derek Smith** – Professor of Infectious Disease Informatics, Department of Zoology, University of Cambridge
- **Dr Elizabeth Solopova** – Researcher and Lecturer in Medieval Literature, Faculty of English, University of Oxford
- **Dr Felix Steffek** – University Lecturer, Faculty of Law, University of Cambridge; Senior Member, Newnham College

- **Professor Barry Strauss** – Bryce and Edith M Bowmar Professor in Humanistic Studies, Department of History, Cornell University; Series Editor of the Princeton History of the Ancient World and Contributing Editor of MHQ: The Quarterly Journal of Military History
- ■ ■ **Dr Paul Suttie** – Former Fellow of Robinson College; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Mark Sutton** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Philip Towle** – Former Fellow of Queens' College, Director of the Centre of International Studies, University of Cambridge and Visiting Professor, University of Buckingham
- **Professor John Trowsdale** – Head of Immunology Division, Department of Pathology, University of Cambridge; Cambridge Institute for Medical Research; Fellow, Trinity Hall
- **Dr Mike Tuke** – Former Exploration Geologist and Lecturer; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Ed Turner** – Academic Director and Teaching Officer in Biological Sciences, University of Cambridge Institute of Continuing Education; Fellow of Clare College
- ■ **Clive Wilmer** – Affiliated Lecturer, Faculty of English, University of Cambridge; Emeritus Fellow of Sidney Sussex College
- **Dr Andy Wimbush** – Former Isaac Newton Trust PhD Student, Faculty of English
- **Dr Alexandra Winkels** – Academic Director and Teaching Officer for International Development and Global Change, University of Cambridge Institute of Continuing Education
- **Dr Francis Woodman FSA** – University Lecturer in Art History and Architecture, University of Cambridge Institute of Continuing Education
- **Professor Andy Woods** – BP Institute, University of Cambridge; Fellow, St John's College
- **Dr Peter Wothers** – Teaching Fellow, Department of Chemistry, University of Cambridge; Fellow, St Catharine's College
- **Richard Yates** – Former Senior Lecturer, Anglia Ruskin University

Tuition fees

	Four-week programme	
English Legal Methods	£2,730	
	Two-week programme or term	One week only
Interdisciplinary Term I	£1,135	N/A
Interdisciplinary Term II	£1,135	N/A
Interdisciplinary Term III	£1,135	N/A
Ancient and Classical Worlds	£1,135	£680
Science Term I	£1,185	£715
Science Term II	£1,185	£715
Literature Term I	£1,135	£680
Literature Term II	£1,135	£680
History	£1,135	£680
Shakespeare	£1,135	£680
Medieval Studies	£1,135	£680
Creative Writing	£1,530	£960
	Cost per essay	
Evaluation	£50	

Decide if you wish to write essays for **evaluation** (not available for English Legal Methods). You may be able to earn credit from your home institution by writing one or more essays. If you are applying as part of a group, your home institution may require this, in order to award you credit. You may complete one essay per course. You can also sign up for evaluation on arrival in Cambridge, if you prefer.

Accommodation options and fees

These include bed, breakfast and evening meals.

English Legal Methods			Four-week programme		
Selwyn College	Ann's Court	En suite	£2,245		
	Old Court	Standard	£1,915		
All other programmes			Two-week, programme or term	One week only	Extra night*
Clare College		En suite	£1,285	£595	£99
		Standard	£1,100	£510	£85
Gonville and Caius College		Standard	£830	£385	£64
Newnham College		En suite	£1,100	N/A	£85
		Standard	£965	£450	£75
Selwyn College	Ann's Court	En suite	£1,080	N/A	£83
	Cripps Court	En suite	£1,080	£500	£83
	Old Court	En suite	£1,080	N/A	£83
	Old Court	Standard	£915	£440	£71

En suite includes a private shower or bathroom and toilet. Standard includes shared facilities.

If your first choice is full, we will allocate you your next choice (see page 102).

*Extra nights (Saturdays) are only available if you are attending two, or more, consecutive programmes/terms (see above and page 102).

You are welcome to attend as a **non-resident** (see page 102).

Guidance on how to apply

Check your eligibility:

See p99 for who can apply, and language requirements.



Application:

You can either apply online or by filling in an application form. We are unable to accept applications by email as payment details may not be secure. Early application is advisable as places on courses and in the Colleges are limited. Applications should reach our office by the deadlines specified on the individual programme pages.



Paper-based application:

Use the form at the back of the brochure or download a copy from our website. Send the completed form with your registration fee (or with the full fee, if you are applying after the balance of payment deadline) by post or fax.



Passport and visa details:

Make sure you provide the number of the passport on which you will be travelling. If you are a visa national, allow enough time to get your visa (see p99). Our acceptance letter will help with your visa application.



If your first language is not English:

Please provide information/codes so that we can obtain your English proficiency scores (see p99).



Special requirements:

Please indicate any special requirements (including dietary).



Online application:

The quickest way to apply is by using our secure online booking system and paying by credit or debit card. Follow the online prompts to apply.
www.ice.cam.ac.uk/intsummer

Institutional group applications:

If you are applying through an institution, please liaise with your group contact.

Programme choice(s):

Use the calendar on p3. You can attend for 1 to 6 weeks, by choosing one or more programmes/terms.



Course and evaluation choices:

Indicate your first, second and third choices. If your first one is full, we will allocate you your next one. Indicate whether you want to write any essays (see pp94 & 101).



Seminar choices (ELM only):

Choose two seminars, one from each group. We will contact you if your first choice is full.



Accommodation:

Indicate your first, second and third choices, and if you want to book a room for the night(s) between programmes/terms (see pp95 & 102).



Acceptance documents and course materials:

We email acceptance documents and ask you to download course materials from our VLE. Please indicate if you need us to post them to you instead (£25 charge).



Where did you first hear about us?

Please indicate 'returner', 'by recommendation' or the place where you saw our posters, flyers, brochure, or web/print advertising.



Fees due:

Simply add tuition, accommodation and evaluation fees (if applicable) for the total due. If you apply before the balance of payment date, choose whether to pay the full fee now, or just the registration fee (see p100). For credit/debit card payments, indicate the sum you are paying now (ie registration fee OR full fee). For bank transfers, please send proof of transaction.



Photograph:

Please email one recent passport-style (head and shoulders) colour photograph of yourself for our records (pdf or jpeg), to intenq@ice.cam.ac.uk. Please include your full name.



English Legal Methods only:

Please send your statement of 200-300 words (see p85).



Creative Writing only:

Please send your statement of 300-400 words (see p81).



Sign:

To agree to comply with our terms and conditions (see pp99-103 and our website for details).

What happens next?

Online Applications

You will receive an automated email* to:

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

If you meet all our requirements/all relevant information is received, your application will be processed and accepted.

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

Paper-based applications received by post or fax

We will confirm receipt of your application by email. If you meet all our requirements/all relevant 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 receive an email, and your application will be assigned as 'pending'*** until the issue is resolved.

Once your application has been accepted

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

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

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

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

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

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

Booking terms and conditions

Who can apply?

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

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

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

Visas

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

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

Check our website for full details and the UK Border Agency website for more information: <http://www.ukba.homeoffice.gov.uk/visas-immigration/visiting/student/> Applicants should allow sufficient time for the appropriate visa to be processed to ensure that they are in a safe legal position to attend their course of study in Cambridge.

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

All students will be asked to show their passport, EEA national identity card or UK driving licence at Registration.

Language requirements for all programmes, except Creative Writing

All teaching for our programmes is in English. All applicants whose first language is not English must satisfy themselves and the organisers of the Summer Programmes 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 require all applicants whose first language is not English to have one of the following test results:

Academic 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 of the four elements.

Applicants with **Cambridge CAE** require grade A or B. Those with **Cambridge CPE** require grade C or above. For the new Cambridge English Scale, a minimum of 193 points is required in either CAE or CPE.

Applicant's Academic IELTS and Cambridge CAE/CPE test results will be directly accessed by our office. In order for us to do this, applicants should supply the relevant information as detailed on the application form. **Without this information, we will be unable to process your application.** These results should have been achieved in the same sitting, and no more than 2 years before the date of application.

Language requirements for Creative Writing

The minimum requirement is an overall **Academic IELTS** band score of 7.0, with no less than 7.0 in each of the four elements (speaking, listening, writing and reading). Applicants with **Cambridge CAE** require grade A. Those with **Cambridge CPE** require grade C or above. For the new Cambridge English Scale, a minimum of 200 points is required in either CAE or CPE. These results should have been achieved in the same sitting, and no more than 2 years before the date of application.

Fees

A registration fee of £200 for each one-/two-week programme or term, or £400 for English Legal Methods, must accompany your application. This registration fee is part of the full programme fee outlined on pages 94 and 95. Applications cannot be processed until the registration fee is received. The remainder of the fee must be paid by the balance of payment date (see below).

Applications sent after the balance of payment date must be accompanied by the full programme fee. If the full fee is not paid by this date the University reserves the right to cancel the application and allocate places to others on waiting lists.

If you make any payment by bank transfer you must inform us and send a scanned copy of your bank transfer transaction confirmation.

Balance of payment dates

ISP Term I, Ancient and Classical Worlds, Science Term I, Literature Term I, English Legal Methods:	Monday 9 May
ISP Term II, Science Term II, Literature Term II, History:	Monday 23 May
ISP Term III, Shakespeare, Medieval Studies, Creative Writing:	Monday 6 June

Courses and seminars

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

Evaluation (not English Legal Methods)

An evaluation fee of £50 is charged for the assessment of written work in one special subject course. The charge for each additional essay is £50. Once an application has been accepted, fees cannot be refunded if a student decides not to submit an essay.

Appeals

Appeals procedures are in place for participants on the University's Summer Programmes who undertake written work for evaluation. Details of these are in the Student Handbook available to download from the VLE.

Special circumstances

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

Programme/term change

Any registered student who wishes to change *from* one programme/term to another (whether that change is for one-week or two-week attendance) is charged an administration fee of £50. Any student who wishes to change from one week to another *within the same programme/term* is charged an administration fee of £20.

Course change

An administration fee of £20 is charged for each course change made by any student who wishes to change from one course to another (where places are available). Please note: course changes cannot usually be made once a course has started.

Certificates

We reserve the right to retain certificates if fees are still outstanding on completion of programmes.

Accommodation

Places are allocated on a first-come, first-served basis. If requested in advance, couples will be assigned to adjacent single rooms where possible. There are no double or twin rooms available.

All rooms must be vacated after breakfast on your departure date. We reserve the right to pass on to students any charges levied for any loss or damage to College property, including for lost keys.

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

Unfortunately we are unable to provide College accommodation before or after your programme. If you wish to make your own arrangements, we suggest you contact: www.conferencecambridge.com or www.universityrooms.com.

Accommodation allocation

If your first option is full, you will be allocated to your second or third choice. These alternatives must be indicated on your application form and allow us to allocate you a room, without the need to contact you or delay your application. On the application form please confirm that we may charge your debit/credit card for the difference, if your second or third choice is more expensive than your first. Specific room requests are passed to the Colleges, who try to fulfil your requirements, but as rooms are allocated in order of acceptance this is not always possible. Room sizes may vary considerably.

Please do not contact us or the Colleges about your room allocation before your arrival.

Accommodation between consecutive programmes/terms

Those attending two, or more, consecutive programmes/terms and intending to stay for the night(s) between these may book College accommodation for an additional charge. Please indicate on your application form if you wish to do this, otherwise 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 luggage is left.

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 requirement, we will offer you accommodation in a different College. Please indicate on your application form whether you have any special requirements and we will contact you for further information.

Building works

We can accept no responsibility for unscheduled or unexpected building works.

Medical insurance

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

Travel insurance

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

Fees and cancellation policy

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

2-week cancellation period

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

After 2-week cancellation period

Weeks before beginning of programme	Tuition fees	Accommodation fees	Registration fee
More than 8 weeks	Full refund of the balance payment (tuition less registration fee)	Full refund	Not refundable
8 to 4 weeks	50% refund of the balance payment	Full refund	Not refundable
4 to 2 weeks	50% refund of the balance payment	Not refundable	Not refundable
Less than 2 weeks	Not refundable	Not refundable	Not refundable

*By 'order confirmation' we are referring to your acceptance letter

Also at the Institute

Short, part-time and online courses

Based at Madingley Hall, the Institute of Continuing Education offers hundreds of other courses for adults, taught by leading Cambridge academics. These include day schools, residential weekend and weekly courses. Part-time University qualifications include certificates, diplomas, advanced diplomas and Master of Studies degrees.

You can also study at Cambridge, wherever you are in the world, with our range of online courses, each lasting seven weeks. Try a free 'taster' session before you enrol.

www.ice.cam.ac.uk/courses

Madingley Hall

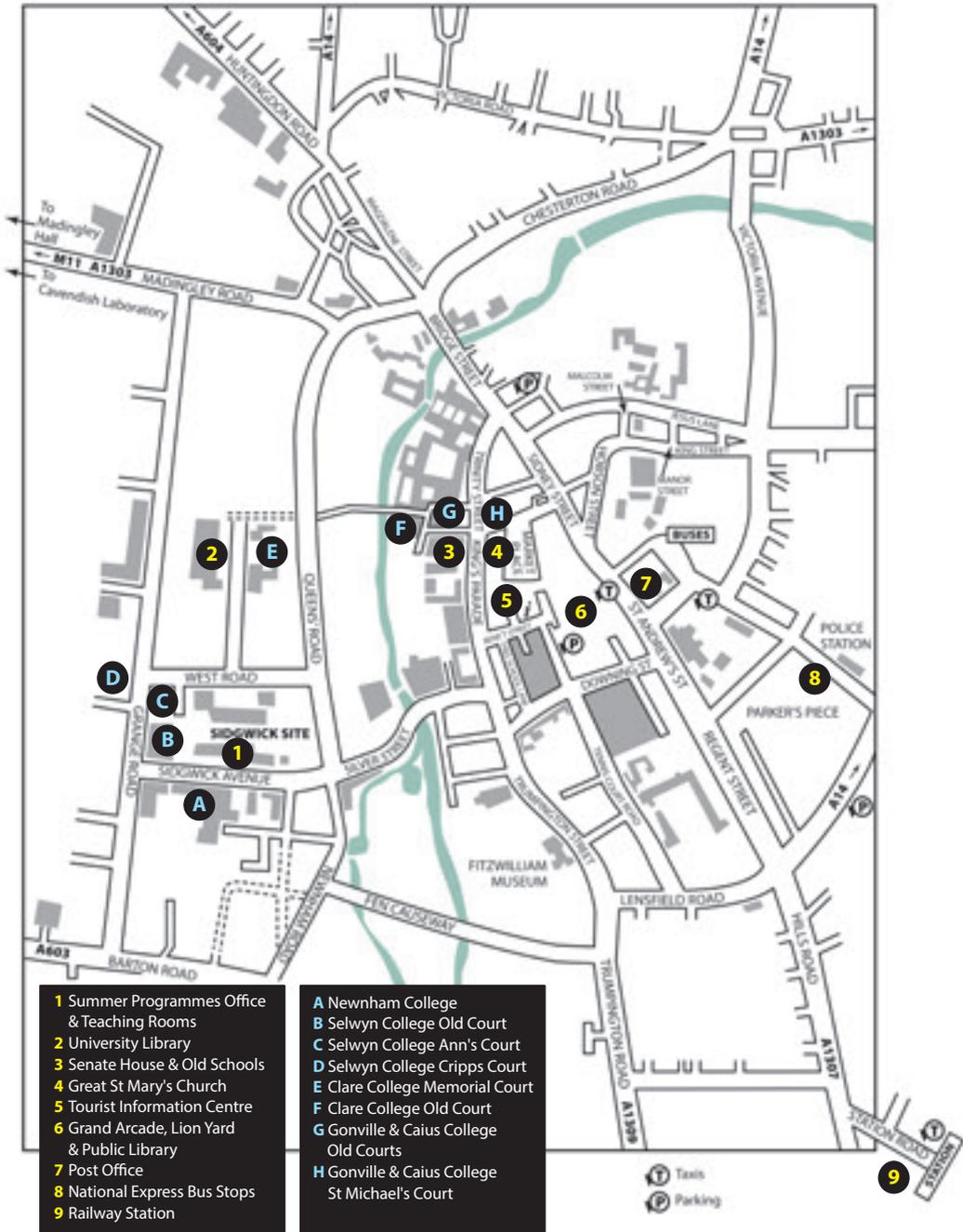
This spectacular 16th-century country house, set in eight acres of gardens and grounds on the outskirts of Cambridge, offers bed and breakfast accommodation.

www.madingleyhall.co.uk

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Cambridge City Centre



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