



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

International Summer Programmes

Course guide: 5 July – 15 August 2020



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International Summer Programmes

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Welcome

As one of the oldest universities in the world, the University of Cambridge has shaped and changed the world through visionary ideas and ground-breaking discoveries. Cambridge is a city of cyclists, beautiful Colleges, churches, chapels, courtyards and museums. Yet these historic buildings are in daily use by people solving problems to shape the future, and our museums serve both as treasure houses and as valuable resources for research and learning. Renowned for its teaching excellence, the University is a vibrant, bustling place where curiosity, influence and illumination are everyday occurrences. Our Summer Programmes have been a part of the University since 1923.

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

Short as they are, our inspirational programmes can be life-changing! Join us and see for yourself.



Sarah J Ormrod

Director of International Summer Programmes and Lifelong Learning

Full details of our programmes, and how to apply, can be found on our website: www.ice.cam.ac.uk/intsummer



109 affiliates
of the
University
have been
awarded a
Nobel Prize



Summer Programmes

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

Selecting programmes

Over 200 open-access courses and seminars make up the University of Cambridge International Summer Programmes, providing scope to personalise your programme of study.

The structure of each programme is planned carefully, to provide choice and to ensure the most effective way of delivery.

Some courses feature visits to the University's superb museums and art collections, and a number of Science courses have integral laboratory sessions and visits to world-famous departments.

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

In addition, themed plenary lectures explore various aspects of each discipline, to offer new perspectives on your chosen subjects. Plenary Lecturers focus on a specific angle, interpreting their area of scholarship. More general evening talks are designed to add to your enjoyment. Nobel and other major prize-winners have, in the past, been among our eminent speakers.



In 2019 we welcomed 1297 students, from 73 countries



Combining programmes

This calendar shows how you can build your own study schedule to include one or more programmes or Terms. Dotted lines indicate which programmes can be taken for just one week.

Sun 5 - Sat 11 July	Sun 12 - Sat 18 July	Sun 19 - Sat 25 July	Sun 26 July - Sat 1 August	Sun 2 - Sat 8 August	Sun 9 - Sat 15 August
Interdisciplinary Term I		Interdisciplinary Term II		Interdisciplinary Term III	
Literature Term I		Literature Term II		Creative Writing	
Ancient and Classical Worlds		History		Medieval Studies	
Global Challenges		Art and Visual Culture		Shakespeare and the Renaissance	
Science Term I		Science Term II			
		Innovation and Entrepreneurship		LMU/Cambridge (16-29 August in Munich)	
Visions of the Future					
English Law and Legal Methods					
Pre-University Term I		Pre-University Term II			

Tuition and accommodation fees

Prices start from £840 and depend on the type of programme you select, and whether you attend for one or two weeks. Accommodation costs range from £470 to £650 for one week, and from £675 for two weeks. See website for full details.



2020 sees
the launch
of three new
programmes



Who will teach you?

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

Experienced communicators

Inspirational lectures and classes are taught at Cambridge first-year undergraduate level. Leading Cambridge academics and guest subject specialists bring a wealth of knowledge to the programmes. Classes are designed to inspire you to think and reason in a different way, and to develop new skills transferable to your degree, career or lifetime interest.

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

See the full list of Course Directors/ Seminar Leaders and their affiliations on pages 115-122. The names of plenary speakers and their lecture subjects/titles are added to the programme web pages during the year. Full timetables, including talks and events, are provided at the start of the programmes.

Libraries and computing

You will have access to a variety of faculty and departmental libraries and receive a University computer account with internet access.



Last year, 263 academics contributed to 1,720 sessions



Why should you join us?

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.

A diverse community

You will have the chance to learn from some of our finest academics, and from each other. Being part of a community which boasts over 70 nationalities and every age group from 18 to 80+, means that there is no shortage of people to share new ideas and opinions.

Studying with us can help enhance your degree course, your career prospects, your communication skills, or simply feed your love of learning. The exchange of ideas continues outside the classroom as you take meals in College, get to meet people at a garden party, a ceilidh or on a weekend excursion.

Around half of our students are aged 18-24, most of these are undergraduate or graduate students. The rest are over 25. Participants also include teachers, scientists, writers, journalists, researchers, executives, lawyers and doctors. Many are retirees, or simply people who now have the time to pursue lifelong interests in more depth.

Universities and institutions

For many years, we have been welcoming groups of students from partner universities and institutions, and members of special interest societies from all over the world. If you are interested in sending a group, please contact us. Please see page 29.

“This was such a brilliant experience; easily two of the most enjoyable and fulfilling weeks of my life!”

Natasha Traves, Australia

Studying at Cambridge

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

Course prerequisites

Unless indicated in the individual descriptions, programmes and courses do not require prior knowledge. We will provide you with a list of recommended reading to increase your enjoyment and enhance your capacity for critical thinking when you are here.

English language requirements

All teaching for the Summer Programmes is in English. You must be able to understand and follow arguments presented in written and spoken English at university level. See website for full details.

Essays, and gaining academic credit

Many undergraduate and graduate students earn credit from their home institution by choosing to write one or more essays for evaluation. Essays are assessed against the University of Cambridge standard. Home institutions use the percentage mark and written feedback to award you credit. For almost all programmes, you submit your paper(s) after the end of the programme.

Certificate of attendance

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



On average,
a two-week
programme
involves
around 50
contact hours





“This was genuinely the best academic experience I have had in my life so far. It has given me an entirely different perspective on how to approach my studies.”

Summer Programme student, 2019

Apply online at www.ice.cam.ac.uk/intsummer



“I so thoroughly enjoyed meeting people from all over the world and being surrounded by a group of supportive peers from all walks of life and areas of study.”

Natasha Traves, Australia

Apply online at www.ice.cam.ac.uk/intsummer

Living in a Cambridge College

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

A choice of Colleges

To add to your Cambridge experience, we offer you the chance to stay in one of five beautiful Colleges. All are within easy walking distance of the main teaching site and the vibrant city centre.

Each College is different in character, but all offer a warm welcome and the opportunity to meet fellow participants of all backgrounds and ages, as you dine in a historic hall and share a wealth of ideas and life experience.

A variety of room options

Accommodation is in single rooms normally occupied by undergraduates. You can choose a standard room with shared bathroom facilities, or an en suite room with its own bathroom. Prices for single accommodation, dinner and breakfast start from £470 for one week and depend on the College and the type of room selected. There are a limited number of double and twin rooms available and some shared flats.

Non-residential places

If you live nearby, wish to stay with friends, or find your own accommodation, you are welcome to do so.



Five historic
Cambridge
Colleges to
choose from





Gonville & Caius College



Newnham College



Queens' College



St Catharine's College



Selwyn College



Distinguished for having produced fourteen Nobel Prize winners, this beautiful College, dating back to medieval times, is situated in the city centre. A variety of attractive walks lead to the teaching site.



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



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



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



With its peaceful gardens, which conveniently back onto the teaching site, Selwyn offers a choice of traditional and modern rooms. A variety of walks, past famous landmarks, lead to the city centre.



A chance to explore

There are plenty of opportunities to discover Cambridge. At weekends you can join an excursion and immerse yourself in British history and culture.

Cambridge city centre

Outside the classroom you will have a chance to get to know Cambridge in a way that few are able to experience. The city is ideal for exploring on foot, and has the highest concentration of internationally important collections outside London; most of these museums and galleries are free.

Cambridge benefits from a daily market, a wide variety of shops, restaurants, music venues, theatres, pubs and cafés.

Long, light summer days allow time to explore the city and go punting on the river, or walk to Grantchester for a traditional English tea. In the evenings and weekends, you can choose from a wealth of talks, concerts and Shakespeare plays performed in College gardens.

Further afield

You can buy tickets for one of our weekend excursions, to help you discover more of England and experience its culture. Day trips include visits to historic residences and the opportunity to see a play at Stratford-upon-Avon, the birthplace of Shakespeare.

You will be given more detailed information after you have applied. We advise that you book early, as places are limited.

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



7 excursions
3 walking tours
3 garden parties
3 concerts
2 ceilidhs





“The social evening events like the ceilidh, the tea party and the choir night were amazing.”

Marino Ngugen, USA

Apply online at www.ice.cam.ac.uk/intsummer



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

Sarah J Ormrod,
Programme Director, Interdisciplinary Summer Programme

Interdisciplinary Programme

Term I: 5 – 18 July

Term II: 19 July – 1 August

Term III: 2 – 15 August

Programme Director: Sarah J Ormrod

Director of International Summer Programmes and Lifelong Learning

Academic programme

- Two or three courses per term
- Plenary lecture series:
Turning Points
- Evening talks

Programme description

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

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

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

Courses

Classroom sessions are held on each weekday. These are limited to 25 participants.

Plenary lectures

Everyone also attends the morning plenary lecture series at 10.30am. The theme of *Turning Points* is likely to include the start and end of wars, climate change, revolutions, inventions, discoveries and a wide variety of other topics.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11 and 123-127

Application deadlines

ISP Term I: 22 June

ISP Term II: 6 July

ISP Term III: 20 July

Interdisciplinary Term I courses

5 – 18 July

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

Group A: 9.00am – 10.15am

A11

Russia: from Lenin to Stalin, 1917-53

Dr Jonathan Davis SFHEA

Vladimir Lenin's Bolsheviks came to power in 1917 promising to establish a democratic, equal society out of the ruins of Tsarism. Josef Stalin died in 1953 with Russia far away from the ideals of 1917. This course examines the development of Russian society and politics and explores how the dream of socialism became a nightmare of dictatorship.

A12

Britain and its Empire, 1763-1919

Dr Seán Lang

Once, the British Empire was generally seen as a force for good; now it is reviled as racist and oppressive. Which view is closest to the truth? This course will look at the development of the Empire in the 19th century, at its wars, its culture and its impact both on the world and on the British themselves.

A13

Fantasy, faith, and attitude:
JRR Tolkien and Philip Pullman

Dr John Lennard

The Lord of the Rings is, among other things, a great religious fantasy. *His Dark Materials* is, among other things, a great anti-religious fantasy. This course looks hard at both works, with the worlds they contain, to consider how personal faith and published fantasy combine and sometimes clash. *Not to be taken with A33 in ISP Term III.*

A14

International development

Dr Calum Nicholson

This course provides an introductory review of international development discourses since the 1950s and critically examines the competing meanings of 'development' drawing on relevant theoretical traditions. We explore development challenges in the post-2015 agenda such as poverty, inequality, education, health, social protection, and share insights into the dilemmas of development policy and practice. *Not to be taken with A23 in ISP Term II.*

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

Dr Graham McCann

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

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

Dr Seb Falk

This course will bring the medieval world view to life. Between 500 and 1500, Europeans keenly studied the universe around them, learning from distant cultures and making scientific knowledge a key part of Christian faith. We will look at manuscripts and learn to use instruments like the astrolabe, to understand how the Middle Ages laid the foundations for modern science. *Not to be taken with A26 in ISP Term II.*

Group B: 11.45am – 1.00pm**B11****Russia: from Stalin to Putin**

Dr Jonathan Davis SFHEA

After Josef Stalin's death in 1953, his successors tried to move Russia away from the harshness of his rule while maintaining some elements of the Stalinist system. This course examines the changes and continuities in Russia's domestic life, considering the nature of the Soviet and post-Soviet systems since Stalin's death. It also discusses the USSR's foreign policy after Stalin, and Russia's place in the world after 1991. *Not to be taken with La5 in History.*

B12**Childhood in literature, from Shakespeare to Alice and beyond**

Simon Browne

Children appear in literature, throwing different lights on the adult world. Is Shakespeare's Prospero abusive or protective? Is the adult world damaging as in Blake and Rossetti? Do children have a capacity for darkness as Henry James's narrative might suggest or are they just Alices, adventuring in Wonderland? Different authors, different ideas, all relevant, all fascinating.

B13**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.

B14**An introduction to animal behaviour**

Dr Paul Elliott

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

B15**Catastrophe and collapse: exploring societal failures, extinction and existential risk**

Dr Luke Kemp

This course provides an introduction to the study of global catastrophic risks, including societal collapses and existential (human extinction) risks. The first half of the course examines

the lessons we can take from history, particularly societal collapses and mass extinction events. The second half focuses on the future, and unprecedented risks.

B16**Governing markets: contemporary trade law and policy and its challenges**

Toby Fenwick FRSA

It is widely held that the liberal economic consensus is fraying, and that 'free trade' should be replaced by 'fair trade'. This course offers a practitioner's perspective on the current architecture of the international trade system, its development, current legal and policy challenges it faces, and the range of potential solutions.

Group C: 2.00pm – 3.15pm**C11****Metropolis and imperialism, Roman and Aztec**

Dr Nicholas James

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

C12

An introduction to international business

Dr Sooter Nomhwange

Understanding and applying international business strategy is key to the success of today's multinational company. This course provides insight on international firm strategy and structure, management of international alliances, global manufacturing and international supply chain management, micro-multinationals and born global firms, internationalisation and corporate social responsibility, and the impact of foreign direct investment. *Not to be taken with C32 in ISP Term III.*

C13

Britain and its film makers

Simon Browne

British film makers enjoy the cultural stereotypes of Britishness, amateurism, the stiff upper lip, a tendency to be backward-looking and, of course, a dry irony. But are these cultural myths restrictive or strengthening? From Hitchcock to David Lean, film as an art gives and reflects on the stories we British like to live by.

C14

British culture and traditions

Dr Karen Ottewell

The culture of Britain is a rich patchwork of traditions and customs, influenced by the island's equally rich history. This course will take a look at some of these customs – from mythology, through cuisine, to festivals and national heritage, to name but a few – tracing their origins and exploring what they say about the country today. *Not to be taken with C22 in ISP Term II.*

C15

Exploring cultural history: arts and science, 1880s-1930s

Dr Allegra Fryxell

We focus on the flourishing of arts and science of *fin-de-siècle* culture in Western Europe and North America and consider key developments that shaped the modern world. Topics include: the rise of new technologies, new scientific discoveries, fears of degeneration and the rise of eugenics, dreaming of better futures in utopian fiction, modern art movements, spiritualism and secularisation, and modernist literature and theatre.

Interdisciplinary Term II courses

19 July – 1 August

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

Group A: 9.00am – 10.15am

A21

Imagining intelligent machines

Dr Kanta Dihal

The dream of creating machines in our image is as old as literature itself. This course will explore the long history of imagining intelligent machines, and how these stories resonate today, shaping both our expectations for artificial intelligence, and the directions real AI research is taking.

A22

The art of looking

Jo Rhymmer

How can we 'read' a painting? What dialogues might we discover in an exhibition or gallery display? Examining a range of artists' materials, subjects and techniques, this course offers a 'toolkit' for actively and enjoyably looking at diverse works of art from the 15th century to the present. *Includes a visit to the Fitzwilliam Museum (1km, c.15 mins walk).*

A23

International development

Dr Calum Nicholson

This course provides an introductory review of international development discourses since the 1950s and critically examines the competing meanings of 'development' drawing on relevant theoretical traditions. We explore development challenges in the post-2015 agenda such as poverty, inequality, education, health, social protection, and share insights into the dilemmas of development policy and practice. *Not to be taken with A14 in ISP Term I.*

A24

The philosophy of mind

Dr Jon Phelan

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

Group B: 11.45am – 1.00pm

A25

British politics and political thought, 1800 to the present

Dr Graham McCann

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

A26

Medieval science: the not-so-Dark Ages?

Dr Seb Falk

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

B21

The making of the modern Middle East, 1914-67

Dr Michael Talbot FRHistS FRAS FHEA

This course will examine the emergence of new empires, states, and ideologies in the Middle East in the 20th century. Focusing on Turkey, Syria, Iraq, Palestine, and Egypt after the First World War, it will explore the histories of the ideas and identities that continue to shape the region today. *Duplicate of Mb4 in History.*

B22

Modern art: Impressionism to Abstract Expressionism

Jo Rhymer

Investigating paintings and sculpture by artists including Claude Monet, Vincent van Gogh, Pablo Picasso and Jackson Pollock, we chart the development of modern western art from the 1860s to the 1960s. In examining the narratives of modern art as innovative and rule-breaking, how does tradition contribute to the shaping of new visual languages?

B23**The nature of knowledge**

Dr Karim Esmail

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

B24**Making sense of international migration**

Dr Calum Nicholson

The human story has always been one of migration: still true in our globalised world of contiguous nation-states. Yet migration's universalism is matched by the fear (however unfounded) it often provokes. We explore this 'migration paradox' – historically, cross-culturally, philosophically and politically – from a current perspective, and to assess what the future holds in our increasingly mobile world. *Not to be taken with A31 in ISP Term III.*

B25**Three great Shakespeare Comedies: *A Midsummer Night's Dream, The Merchant of Venice and Twelfth Night***

Dr Paul Suttie

In Shakespeare's great romantic comedies, a happy ending is always in store – but not necessarily for everyone. So who wins and who loses, and why? In this course, we will see how laughter and wish fulfilment can go hand in hand with profound attention to some of the harsher truths of life.

B26**Understanding the Earth and its history**

Dr Peter Sheldon

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

Group C: 2.00pm – 3.15pm

C21

The future of the European Union with(out) the United Kingdom

Julius Rogenhofer

Originating in 1950, the European Union (EU) – that most ambitious supra-national project – offered a vision of peace and stability around economic, social and political union. Do its promises of borderless internal trade, policy convergence and commitments to ever-closer union persist? Can the EU cope with the crises threatening its values and commitments? We explore EU-integration, the Euro-crisis, migration, populism and Brexit, and possible futures.

C22

British culture and traditions

Dr Karen Ottewell

The culture of Britain is a rich patchwork of traditions and customs, influenced by the island's equally rich history. This course will look at some of these customs – from mythology, through cuisine, to festivals and national heritage, to name but a few – tracing their origins and exploring what they say about the country today. *Not to be taken with C14 in ISP Term I.*

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

The medicinal properties of plants

Dr Patrick Harding

How might cannabis, ginseng and ginkgo provide the drugs of the future? Learn which plants can cure or alleviate cancer, chronic pain, depression and dementia. See how ancient herbal remedies and newly-discovered plant compounds have been transformed into modern medicines. Illustrated lectures will be supported by fresh plants and herbal products. *Includes a visit to the Cambridge University Botanic Garden (1.7km, c.25 mins walk, or c.20 mins bus/walk). No botanical, chemical or medicinal knowledge required.*

C25

Pride, prejudice and persuasion: Jane Austen revisited

Ulrike Horstmann-Guthrie

Why do Austen's novels from 200 years ago still appeal to readers, and cinema and TV audiences? After the recent TV 'adaptation' of Austen's fragment *Sanditon*, we revisit the texts to explore this question. Focusing particularly on her most popular novel, *Pride and Prejudice*, and her last completed work, *Persuasion*, we look afresh at all of Austen's works in context, and glimpse aspects of her personality revealed by her letters.



Interdisciplinary Term III courses

2 – 15 August

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

Group A: 9.00am – 10.15am

A31

Making sense of international migration

Dr Calum Nicholson

The human story has always been one of migration: still true in our globalised world of contiguous nation-states. Yet migration's universalism is matched by the fear (however unfounded) it often provokes. We explore this 'migration paradox' – historically, cross-culturally, philosophically and politically – from a current perspective, and to assess what the future holds in our increasingly mobile world. *Not to be taken with B24 in ISP Term II.*

A33

Fantasy, faith, and attitude: JRR Tolkien and Philip Pullman

Dr John Lennard

The Lord of the Rings is, among other things, a great religious fantasy. *His Dark Materials* is, among other things, a great anti-religious fantasy. This course looks hard at both works, with the worlds they contain, to consider how personal faith and published fantasy combine and sometimes clash. *Not to be taken with A13 in ISP Term I.*

A32

The landscape history of Britain

Dr Nicholas James

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

Group B: 11.45am – 1.00pm

A34

The human mind: the 'normal' and beyond

Dr John Lawson

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

A35

Materials and our environment: striving for sustainability

Dr Darshil Shah

Taking a journey through the interconnected history and evolution of materials with our natural and built environments, we will discover various classes of ancient and advanced engineering materials. To inform material choices and product design philosophies, we will explore product life-cycles and learn from nature's biomaterials.

B31

English houses and gardens – personal expressions

Caroline Holmes

An exploration of *An Englishman's home as his castle*, which addresses a wide range of English historic houses. Elizabethan England sets the scene with Kenilworth Castle, Hardwick Hall and Burghley House. Historic and contemporary expressions are contrasted at Alnwick Castle and Houghton Hall. Osborne House as Victorian exemplar is countered by Morris's Red House and Robinson's Gravetye Manor. Finally, Chartwell was 'Churchill at home'.

B32

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.

B33**An introduction to Ancient Greek lyric poetry**

Dr Charles Weiss

This course will start briefly with the archaic Greek epic backdrop to lyric then move to Archilochus, Sappho and Alcaeus, Sappho's compatriot on the island of Lesbos. We will then turn the choral poet Alcman and finally Stesichorus, whose lyrics paved the way for Bacchylides and Pindar.

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

Dr John Lawson

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

B35**An introduction to Milton's *Paradise Lost***

Dr Paul Suttie

Paradise Lost is an astonishing journey of the imagination, exploring the depths of Hell, the heights of Heaven, and the intricacies of the human heart. What's more, it challenges us to think: for besides being a magnificent poet, Milton was also one of history's great advocates of democracy, free speech, and religious toleration, whose ideas remain powerfully relevant today.



Group C: 2.00pm – 3.15pm

C31

Designing Georgian Britain: 18th-century consuming passions

Caroline Holmes

Elegance, travel and enlightenment, not forgetting the South Sea Bubble disaster and merciless cartoons, shaped Britain under four King Georges 1714-1830. Consuming passions that have left a glorious legacy of buildings, landscapes, paintings and furniture: William Kent, Robert Adam, Lancelot 'Capability' Brown, Thomas Chippendale, Thomas Gainsborough, Josiah Wedgwood, Humphry Repton and John Nash.

C32

An introduction to international business

Dr Sooter Nomhwange

This course provides an introductory review of international development discourses since the 1950s and critically examines the competing meanings of 'development' drawing on relevant theoretical traditions. We explore development challenges in the post-2015 agenda such as poverty, inequality, education, health, social protection, and share insights into the dilemmas of development policy and practice. *Not to be taken with C12 in ISP Term I.*

C33

Greek and Roman epic heroes: Achilles, Odysseus and Aeneas

Dr Charles Weiss

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

C34

British politics at the dawn of a new era

Carina O'Reilly

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

C35

An introduction to Creativity Theory

Dr Alex Carter

In this course, we will look back at the pivotal moments in human history and ask what it is that makes particular cultures, societies and individuals creative. Students will also be invited to think actively about their own lives and endeavours in order to explore and expand their own creativity.

Working with other universities around the globe

Every year universities and institutions from around the globe send their students to our programmes.

'Study abroad' at Cambridge

We 'partner' with groups, some small, some very large, to accept their students for an enriching study abroad experience that can be an affordable, intensive and immersive alternative to a semester abroad.

We are aware that not every student can be abroad for a full year or semester, so studying with us for 6 weeks, 4 weeks or even just 2 can be a valuable opportunity.

Our contacts tell us that their students find it really rewarding to study alongside students from many different age groups and nationalities.

Credit via home institutions

Students needing to earn credit (or secure financial aid) from their home institution for a minimum of 4 weeks' study can join our new 'Visions of the Future' programme (see overleaf).

Other options are 4 weeks of Science or Literature. The three Terms of the Interdisciplinary Programme offer a 2, 4 or 6 week option. Some will combine similar programmes to build their own longer period of study, such as Ancient and Classical Worlds with History and Medieval Studies.

We work closely with institutions to ensure they can assess the amount of credit to award, based on course materials, contact hours and the number of papers submitted.

Accompanying faculty

Universities can send faculty members with their groups to act in a pastoral role for all or part of the programme. Faculty members can attend plenary and evening sessions, and visit classes where they have students enrolled. Being here in the Summer is a great way to discover more about the students' own experiences, and to further your own academic work.

Two-way benefits

We are delighted to add new 'partners' each year, and also to see groups coming back from institutions we know, year after year. We benefit from the satisfaction of knowing groups will join us, and, as each group of students returns home after the summer, there are people ideally placed to advise the next cohort coming to Cambridge on how to prepare, what to see and what to expect.



“An immersive programme for anyone interested in exploring possible futures for our world.”

Professor Sir Mike Gregory
Programme Director,
Visions of the Future Summer Programme

Visions of the Future Programme

5 July – 1 August

Programme Director: Professor Sir Mike Gregory CBE FEng
Former Head of the Institute for Manufacturing (IfM);
Fellow, Churchill College

Academic programme

- Seminar
- Two-three plenary lectures per day
- Evening talks
- Supervision

Programme description

This new, four-week programme will immerse participants in a series of lectures and seminars designed to address a wide range of topics related to our future. Visionaries, philosophers, politicians, scientists, engineers and writers all try to anticipate the future. Drawing on specific examples, topics are likely to include artificial intelligence, biodiversity, biomaterials, climate change, currency, existential risk, the international order, medicine, security, sustainability and visual culture. Debate will focus on current 'visions', but will also include past literary, historical and political predictions.

The programme allows students time to engage with the topics, to reflect on their learning, to write on a topic set by their seminar leader, and to discuss those written pieces within their supervision group. We expect that most students will be current undergraduates, with a high GPA (minimum 3.2/4) in their home

institution, who want to earn credit toward their home degree.

There will be no teaching on Friday 17 July; you have a study break on that day and over the rest of the weekend.

Seminars

You choose one seminar subject, and meet with the Seminar Leader and fellow seminar participants five times.

Supervision

Each seminar group will be split in the final week, to have Cambridge-style small group supervision, addressing the topics you have chosen for your written work.

Plenary lectures

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

Evening talks

Eminent speakers will present a variety of general interest talks.

Tuition and accommodation options and fees

Students live in Gonville & Caius College or can be non-resident. See pages 8-11 and 123

Application deadline

22 June

Visions of the Future seminars

Seminars are held on weekday afternoons. You choose one seminar from those listed. Seminar groups will be split into smaller sections for supervisions in the final week.

Vf1

The future of money

Andrew Hatcher

In order to understand the potential developments in the world of money and how its form and nature might change over time, it is important to understand its past. In these sessions we will look at the origins of money, how it developed and where it might be going in the not so distant future.

Vf2

Social media's global challenge

Dr Calum Nicholson

The greatest challenge to social norms generally is often presumed to be the internet, particularly the rise of social media. Indeed, the change here is precisely the shift from local to global forms of social identity. We consider the major impact of social media not only on establishing localised communities, but also in wider terms – on international relations and the building of national identities.

Vf3

Catastrophe and collapse: exploring societal failures, extinction and existential risk

Dr Luke Kemp

This course provides an introduction to the study of global catastrophic risks, including societal collapses and existential (human extinction) risks. The first half of the course examines the lessons we can take from history, particularly societal collapses and mass extinction events. The second half focuses on the future, and unprecedented risks.

Vf4

Imagining intelligent machines

Dr Kanta Dihal

The dream of creating machines in our image is as old as literature itself. This course will explore the long history of imagining intelligent machines, and how these stories resonate today, shaping both our expectations for artificial intelligence, and the directions real AI research is taking.

Plenary subjects

Invited speakers will address a wide range of topics, from art and literature to science, sustainability. These are likely to include, but are not limited to:

'Tomorrow belongs to me': controlling the future

Francis Bacon and his dreams of a scientific future

William Blake and the horror of the new world

Mary Shelley's *Frankenstein*: Science and the fear of the future

Utopia or dystopia: countries of the future

What is the sustainability challenge, and how are companies and others responding?

The politics of climate change

Hyperloop, and the future of long-distance travel

The problem with experts

Genomic medicine: successes and future challenges

The age of plastics

From cells to skyscrapers: the science and engineering of advanced timber materials

Modern engineering and the ingenuity of nature

Visions of the future: Jacob Epstein's *Rock Drill* and other artists' visions of the changing world

Applying data science to complex systems: simple techniques for a complex world

Please see the web pages, where details of lectures and speakers will be posted as the programme develops.



“An ideal programme for anyone interested
in the big issues facing the world today.”

Sir Tony Brenton KCMG
Programme Director,
Global Challenges Summer Programme

Global Challenges Programme

5 – 18 July

Programme Director: Sir Tony Brenton KCMG

Former British Ambassador to Russia

Academic programme

- Seminar
- Two-three plenary lectures per day
- Evening talks

Programme description

This new, two-week programme builds on a long-standing tradition of offering courses on international politics within our Summer Programmes.

The programme will cover a range of fields, all of which are related to the pressing challenges we currently face, as global citizens.

Between the plenary lectures and the afternoon seminar sessions, the programme will address a wide range of topics related to current global challenges. These are likely to include, but are not limited to: international relations, global politics, international development, foreign policy, Europe now and after Brexit, migration, populations, sustainability, climate change, and the major global players, such as Russia, China, and the USA.

Seminar groups will be limited in size, allowing students time to engage with the topics and to discuss the subjects covered by the Seminar Leaders and by the morning plenary speakers.

This programme is suitable for anyone interested in the big issues faced by our global community.

Seminars

You choose one seminar subject, and meet with the Seminar Leader and fellow seminar participants six times, on specific afternoons across the two weeks.

Plenary lectures

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

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11 and 123-124

Application deadline

22 June

Global Challenges seminars

Seminars are held on weekday afternoons. You choose one seminar from those listed. Seminar groups will be split into smaller sub-sets for supervisions in the final week.

GI1

Social media's global challenge

Dr Calum Nicholson

The greatest challenge to social norms generally is often presumed to be the internet, particularly the rise of social media. Indeed, the change here is precisely the shift from local to global forms of social identity. We consider the major impact of social media not only on establishing localised communities, but also in wider terms – on international relations and the building of national identities.

GI2

Anthropic futures: potential and perils of human existence

Carla Zoe Cremer

What futures can humanity make possible? We examine the extent to which technological progress can be predicted, examined and influenced, and how the emerging field of longtermism evaluates what futures are desirable and possible. We consider existential threats to humanity, and from humanity to the existence of life. The study of humanity's trajectory must naturally learn from all disciplines, but draws especially on philosophy, computer science and biology.

GI3

Challenges to the global order

Sir Tony Brenton KCMG

The end of the Cold War brought 'Liberal International Order' and, with no real competition to US dominaton, a period of apid globalisation, the spread of democracy, and shared international approaches to problems such as climate change. Now that rival powers – notably Russia and China – have emerged, and Islamism has shattered peace in the Middle East and elsewhere, shared approaches to world problems have faltered. What has gone wrong, and what next for world order?

GI4

International Human Rights: war, conflict and the responsibility to protect

Toby Fenwick FRSA

War is depressingly constant throughout human history, and in the modern era, civilians frequently find themselves in the front line. This course charts the evolution of legal attempts from the 19th century to limit war's excesses up to the current debate about whether, when and how states may intervene to protect human rights.

G15

Polar challenges: the impact of the Eagle, the Bear and the Dragon

Tim Reilly

Global challenges which historically only affected non-Polar regions of the globe, are now under debate in the Arctic and Antarctica. This course examines four aspects of human affairs that are impacting both Poles today: climate and environmental impacts; changes in political governance; the evolving status of superpowers in the regions; and the effects of the international political economy, shifting eastward.

Plenary subjects

Invited speakers will address a wide range of topics relating to the challenges we face today, expanding on, and adding to, the subjects addressed in the seminars. Subject areas are likely to include, but are not limited to:

Challenges to democracy of populist leaders

Climate change

The energy crisis

Issues of sustainability

Feeding the world

Immunity and disease

Conservation science

Conflict

Migration

Poverty



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

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

Ancient and Classical Worlds Programme

5 – 18 July

Programme Director: Dr Jan Parker

Senior Member (Tragedy and Classical Epic) of the Faculties of Classics and English, University of Cambridge; Finals supervisor Emmanuel College and Gonville and Caius College; Chair, Humanities Higher Education Research Group, Lucy Cavendish College

Academic programme

- Four courses (two per week)
- Plenary lecture series AEO:
Imagination and Belief
- Optional workshops
- Evening talks

Programme description

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

Courses

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

Plenary lectures

AEO Imagination and Belief

Plenary lectures by leading specialists explore what we can determine of imagination and belief in a range of Ancient and Classical cultures from artistic representations, ceremonial architecture, and the myths and legends surviving in their literature.

Optional workshops

There will be several limited-place workshops which provide fascinating insights and deep engagements with a wide range of Ancient and Classical 'hot topics'.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11 and 123-124

Application deadline

22 June

Ancient and Classical Worlds courses

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

Week 1 (5 – 11 July)

Group Aa: 11.15am – 12.45pm

Aa1

Living in Ancient Athens

Dr Paul Millett

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

Aa2

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

Dr Corinne Duhig FSA MIFA

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

Aa3

Popular culture in Ancient Rome

Dr Jerry Toner

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

Aa4

The Minoans: Europe in the making

Dr Anna Simandiraki-Grimshaw

The Minoan Civilisation (c.3100-1100 BCE), which flourished mainly on the island of Crete, gave us the first truly complex societies in Bronze Age Europe through an array of artistic, technological, religious and cultural achievements. Join us in exploring this prehistoric phenomenon through interactive sessions, props and audiovisual material.

Group Ea: 2.00pm – 3.30pm

Ea1

Plato and Aristotle

Dr Karim Esmail

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

Ea2

Augustan poetry

Dr Charlie Weiss

This course will begin with an orientation in the Greek background of Roman poetry and with a brief look at the work of Catullus (84-54 BC). We will then move on to study love elegy in Propertius and Tibullus, and lyric in Horace, then we will conclude with a look at the monumental work of Vergil and Ovid.

Ea3

Religious and philosophical traditions of India

Dr Daniel Soars

We explore some of the key religious and philosophical questions which have animated debate between thinkers within different traditions in what we now know as the Indian subcontinent. Particular texts will inform our enquiries – about the structure of society, the nature of personal identity and moral duty – parts of the Vedas, Upanishads, and Bhagavad-Gita.

Ea4

The Mycenaeans: Greece in the making

Dr Anna Simandiraki-Grimshaw

The Mycenaean Civilisation (c.1600-1100 BCE), emanating from mainland Greece, put its indelible mark on the Greek Bronze Age and foreshadowed later Greece through numerous artistic, technological, linguistic and economic breakthroughs. Join us in exploring this fascinating cradle of Greek legend through interactive sessions, props and audiovisual material.



Week 2 (12 – 18 July)

Group Ab: 11.15am – 12.45pm

Ab1

Forgotten people of Ancient Greece

Dr Paul Millett

The ancient Greeks themselves thought of the typical Greek as being an adult male citizen. We consider the people crucial to the existence of Greek society, but not acknowledged as part of its mainstream. Sessions address women, slaves, non-Greeks, peasants, children, the elderly and others whose marginalisation helps to shed light on the ancient Greeks as a whole.

Ab2

Augustus's Homer

Dr Jan Parker

Vergil's epic, seeing 'tears in the heart of things' (Aen 1 462) also has passages reflecting on Rome's first Emperor, Augustus. But how: in celebration or criticism? We will explore the complex translation of Homer's heroes – Achilles, Hektor, Odysseus (and Andromache, Circe, Calypso, Penelope...) into the Trojan Aeneas, who is charged by Vergil with replaying the past in order to found Rome's future.

Ab3

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.

Ab4

New light on Stonehenge and other stone circles

Professor David Jacques FSA

This course allows us to discuss the 'big questions' about stone circles and their landscape: Why are they where they are? What were they for? Where did their builders come from? Looking at new discoveries at The Ness of Brodgar, Stonehenge, Knowth and the Mull Circle, we will examine Neolithic and early Bronze Age monumentalisation of their landscapes.



Group Eb: 2.00pm – 3.30pm

Eb1

All roads lead to Rome

Dr Matthew Symonds

Rome is usually credited with spreading civilisation from the northern fringes of Celtica to the edge of the Sahara. But as Rome's dominion grew, so too Rome was itself changed. The empire's famous transport arteries saw raw materials, ideas, and even soldiers flowing back towards the centre. We examine the changing face of life in the Roman Empire, from the provinces to the eternal city.

Eb2

Carthage beyond the Romans: myths and facts in the Carthaginian world

Dr Beatriz Marin-Aguilera

Carthagem esse delendam (Carthage must be destroyed) was how Cato the Censor concluded all his speeches in the Roman Senate. The Romans had a vivid image of the Carthaginian general Hannibal crossing the Alps with his elephants to attack Rome – a deed that still mesmerises the European imagination. Our exploration of life and death in the Carthaginian world considers solid archaeological evidence and Roman myth.

Eb3

The good life in Ancient Greece and Early China

Dr Jenny Zhao

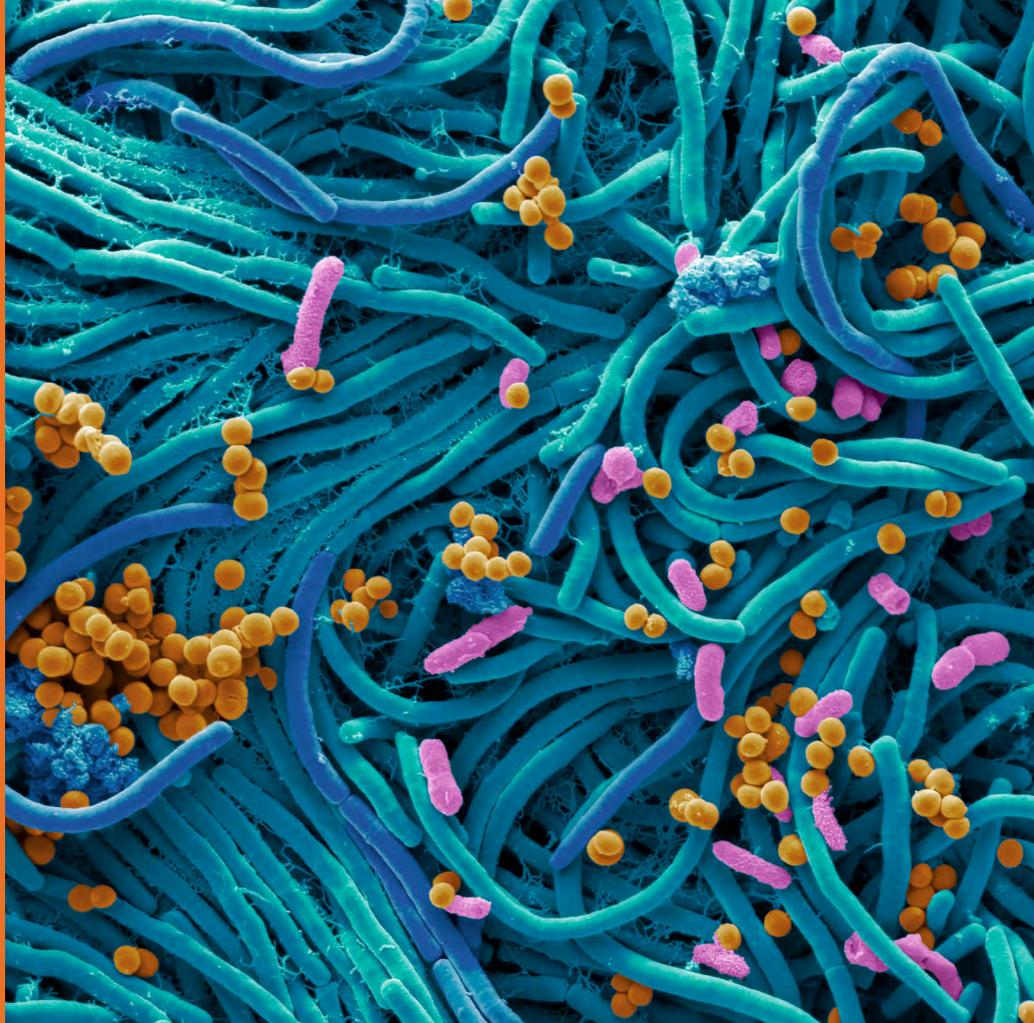
What form did 'philosophy' take in the ancient Greek and early Chinese traditions, and what can we learn about the good life and the human condition by studying the great philosophers in comparison? This course explores the thoughts of Socrates and Confucius, Heraclitus and the Daodejing, Aristotle and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

Eb4

Two great Ancient Indian religious traditions

Dr Karim Esmail

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



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

Dr Tom Monie,
Joint Programme Director, Science Summer Programme

Science Programme

Term I: 5 – 18 July

Term II: 19 July – 1 August

Programme Directors:

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

Dr Oliver Hadeler. Programme Manager of the CamBridgeSens Strategic Network, Department of Chemical Engineering and Biotechnology and Institute Teaching Officer in STEM, Institute of Continuing Education, University of Cambridge

Academic programme

- Four courses (two per week)
- Plenary lecture series
- Evening talks

Programme description

The University is renowned for scientific achievement and innovation. We draw on the far-reaching expertise of Cambridge academics to offer courses in a broad variety of scientific fields. Those of you with a strong interest, but with little formal science training, are very welcome, but should note the requirements of some courses.

Courses

Follow a particular track by selecting courses in related subject fields, or take an interdisciplinary approach.

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

To gain full advantage from these courses, it is recommended that you have studied science to at least high school level.

Plenary lectures

Leading academics and subject specialists showcase the University's teaching and research.

Practical sessions and visits

Many courses have an integral practical session, or visit. These can be reached on foot or by bus.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11, 123-125 and 127

Application deadlines

Term I: 22 June, Term II: 6 July

Science Term I courses

5 – 18 July

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

Term I, week 1 (5 – 11 July)

Group Pa: 11.15am – 12.45pm

Pa1

It's all in the genes: introduction

Dr Tom Monie

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

Pa2

An introduction to social psychology

Dr John Lawson

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

Pa3

Small worlds: an introduction to microbiology

Dr Martin Welch

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

Pa4

Nanotherapeutics: how nanobiotechnology is revolutionising healthcare

Dr Iris Batalha

The study of nanometre-scale functional materials and their interactions with biological systems has had a profound impact in healthcare and the pharmaceutical industry. This course gives an overview of how nanosized materials with unique chemical, optical, magnetic and/or structural properties are transforming medical diagnostics and therapy.

Pa5

Bio-inspired photonics

Dr Lukas Schertel

We look at how natural systems can manage light and what we can learn from this to produce photonic systems with natural materials. After an introduction to light scattering, we go on to consider photonic structures in nature, colours of plants and animals, the role of disorder in natural photonic systems, using biopolymers to produce photonic systems and other applications.

Group Qa: 2.00pm – 3.30pm

Qa1

Exciting cells: fundamentals of neurobiology

Dr Matthew Mason SFHEA

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

Qa2

An introduction to animal behaviour

Dr Paul Elliott

We explore the multidisciplinary nature of animal behaviour. You will be taught about different ways of explaining behaviour such as, perspectives of mechanism, development, function and phylogeny. We will meet a variety of vertebrates and invertebrates, and observe their behaviour (*up to 2km walk*).

Qa3

An introduction to common biochemical assay techniques

Dr Sio Ball

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

Qa4

How does your immune system work?

Professor John Trowsdale

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

Qa5

Diffraction and crystallography: seeing materials at the atomic level

Dr Lewis Owen

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



Term I, week 2 (12 – 18 July)

Group Pb: 11.15am – 12.45pm

Pb1

It's all in the genes: intermediate

Dr Tom Monie

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

Pb2

Autism: a modern epidemic?

Dr John Lawson

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

Pb3

Adhesive bonding and composite materials: engineering advanced materials

Dr Ewen Kellar & Dr Chris Worrall

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

Pb4

Building blocks of astronomy

Dr Sonali Shukla

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

Group Qb: 2.00pm – 3.30pm

Pb5

Antarctica: ocean, ice, animals and climate change

Dr Alistair Crame and others

The continent of Antarctica sits over the South Pole, frozen, ice-covered and remote. It is extremely cold, windy, dry, and covered by an ice sheet that is over 4km thick in places. Very little life can survive on this frozen landscape but the surrounding oceans are teeming with life. What happens on this continent today affects the whole Earth through sea level rise as ice sheets melt, and the cold ocean interacts with global climates. A team of subject specialists look at how these important features are responding to global change. *Includes a visit to the British Antarctic Survey (3.2 km, c.40 mins walk, or c.20 mins bus/walk).*

Qb1

Introduction to the chemistry of the transition metals

Dr Sally Boss

The chemistry of first row transition metals will be explored, focusing on the role of d-orbitals and d-electrons in bonding. The synthesis and reactivity of basic coordination complexes will be explained and some simple bonding models will be used to explain the chemistry of this region of the periodic table, which includes iron and copper.



Qb2

Evolutionary biology

Dr David Applin

'Ontogeny recapitulates phylogeny' was a dominant idea of late 19th-century evolutionary thinking. 'Ontogeny drives phylogeny' was an important response 50 or so years later. Today Evolutionary Developmental Biology (Evo-Devo) reframes the arguments, adding molecular biology to our understanding of how developmental processes influence evolution. We explore a synthesis of these ideas using our growing understanding of speciation in Darwin's finches, the molecular genetics of beak development and theories of larval forms to illustrate a reassessment of evolution in process.

Qb3

Physics at small scales and high speeds

Dr Sarah Williams

The laws of classical physics work well when describing the behaviour of everyday objects but break down when looking at physics at the smallest scales, or at objects travelling close to the speed of light. This course covers the development and main concepts in the two pillars of modern physics: Quantum mechanics and special relativity. *Some sessions may be taught in the Cavendish Laboratory (2.2km, c.30 mins walk, or c.20mins bus/walk).*

Qb4

Understanding the Universe: a multi-wavelength approach

Dr Matthew Bothwell

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

Qb5

More than hot air: fundamentals of air pollution and climate science

Dr Alex Archibald

This course covers the fundamentals of atmospheric physics and the structure of the atmosphere, and includes an introduction to climate science. We will look at radiation in the atmosphere; the role of chemical kinetics in the atmosphere and consider the chemistry of air pollution; the hole in the ozone layer and how, why and when will it go? Finally, we examine sources and impacts of air pollution in the UK and in the developing world, and what can be done. *You will be involved in the collection and interpretation of air pollution data, which will involve walking around Cambridge to collect data (c.1 km) starting from the Department of Chemistry.*

Science Term II courses

19 July – 1 August

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

Term II, week 1 (19 – 25 July)

Group Pc: 11.15am – 12.45pm

Pc1

How biotechnologies are changing science and how we live

Dr Charlie Morgan

Explore the how and why behind transformative biotechnologies in scientific research, healthcare, agriculture, and nutrition. Focusing on Cambridge-based research, we explain the underlying science behind biotechnologies currently in the market and news, and how developing biotechnologies have the potential to disrupt our daily lives.

Pc2

Allergens and other dangers

Dr Tom Monie

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

Pc3

Sensors: from measurements to data and decisions

Dr Oliver Haderl

Sensors are everywhere and play a critical role in manufacturing and healthcare, from MRI scanners to portable continuous diabetes monitors. For centuries sensors and measurement have underpinned scientific discovery. We will cover the fundamentals before discussing current trends in sensor technologies and applications, and looking at the ethical and societal implications of collecting huge amounts of data.

Pc4

From micro to macro: understanding our planet

Dr Morag Hunter

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

Group Qc: 2.00pm – 3.30pm

Qc1

Cryptography: unlocking the future

Dr James Grime

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

Qc2

Nature and nurture: understanding the genetics of obesity

Dr Neha Agrawal

Is the rapid increase in obesity due to unhealthy lifestyles or our genes to blame? This course will focus on the complex interactions between environmental and genetic factors that influence body weight and explore some of the latest research in this area. We will learn how hormones and organ systems maintain energy balance; how genes linked to obesity are being identified and how epigenetic changes can influence obesity.

Qc3

Solar energy science and technology

Dr Paul Coxon

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

Qc4

From micro to macro: understanding our planet

Dr Morag Hunter

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



Term II, week 2 (26 July – 1 August)

Group Pd: 11.15am – 12.45pm

Pd1

The medicinal properties of plants

Dr Patrick Harding

Starting with a history of herbal medicine, we will examine some of the many modern drugs that are derived from plant compounds such as the alkaloids, essential oils, coumarins and mucilage. From the mode of action of morphine and cocaine to the uses of menthol in aromatherapy, mucilage in skin creams and the origin of warfarin (anti-clotting drug). *Includes a visit to the Cambridge University Botanic Garden (1.7km, c.25 mins walk, or c.20 mins bus/walk).*

Pd2

Disruptive technologies

Dr Oliver Haderler

The mechanical loom and the moving assembly line revolutionised manufacturing while personal computers heralded the transition into the digital age. Today, new and potentially disruptive technologies, such as AI, robotics, commercial space travel, gene editing and renewable energies, are emerging at an increasingly fast rate. We look at the science behind some of these technologies and explore their potentials and challenges.

Pd3

Unveiling the Universe

Dr Robin Catchpole FRAS

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

Pd4

Human evolution

Dr Mircea Iliescu

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

Group Qd: 2.00pm – 3.30pm

Qd1

Understanding life: finding clues in the fossil record

Dr Peter Sheldon

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

Qd2

Materials and our environment: striving for sustainability

Dr Darshil Shah

Taking a journey through the interconnected history and evolution of materials with our natural and built environments, we will discover various classes of ancient and advanced engineering materials. To inform material choices and product design philosophies, we will explore product life-cycles and learn from nature's biomaterials. *This course is designed for those with undergraduate-level science backgrounds.*

Qd3

Unveiling the Universe

Dr Robin Catchpole FRAS

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

Qd4

Restless creatures

Dr Matt Wilkinson

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



“The intellectual excitement these courses generate is a joy to be part of.”

Dr Fred Parker,
Joint Programme Director, Literature Summer Programme

Literature Programme

Term I: 5 – 18 July

Term II: 19 July – 1 August

Programme Directors:

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

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

Academic programme

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

Programme description

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

Courses

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

Plenary lectures

GH0 *Interpretation*

'Interpretation' needn't only mean decoding, but also the kind of thing that happens when an actor interprets a role, or a musician performs a score. Exploring a range of literary works, these talks will highlight how we find meaning as we read, what is at stake between different interpretations, and how one writer's work may interpret another's.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11, 123-125 and 127

Application deadlines

Term I: 22 June, Term II: 6 July

Literature Term I courses

5 – 18 July

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

Term I, week 1 (5 – 11 July)

Group Ga: 9.15am – 10.45am

Ga1

The plays of Tom Stoppard

Dr Fred Parker

The course will introduce some of the most engaging plays by Tom Stoppard, author of *Rosencrantz and Guildenstern are Dead* and *Arcadia*. One of Britain's leading living dramatists, Stoppard's writing is wonderfully funny, clever, thought-provoking, and moving – and often all those things at once.

Ga2

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

Dr Claire Nicholson

Who's afraid of Virginia Woolf? This course explores two of her best-known texts, together with extracts from relevant essays and short stories, to discover why she is regarded as one of the greatest British writers of the early 20th century. *This course complements Gb2 or can be taken on its own.*

Ga3

Tears and laughter: the Irish comic novel

Dr Andy Wimbush

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

Ga4

Passion and repression in English fiction: Jane Austen's *Mansfield Park* and D H Lawrence's *Lady Chatterley's Lover*

Simon Browne

In *Mansfield Park* Austen takes her heroine on a journey through the upper class world of unrepessed desire, ending with banishment and conversion with rewards for the self-repressing Miss Price. In *Lady*

Chatterley's Lover Lawrence charts an opposite path, taking his heroine towards passion and, as in Austen, social ostracism.

Group Ha: 2.00pm – 3.30pm

Ha1

Magic, faeries and gods: *A Midsummer Night's Dream* and *The Tempest*
Valentin Gerlier

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

Ha2

An introduction to *The Canterbury Tales*
Dr Scott Annett

This course presents an opportunity to learn more about the wonderful, witty and subtle storytelling to be found in *The Canterbury Tales*. We will explore the complex and, in many respects, surprisingly contemporary questions posed by Chaucer's great work, whilst at the same time increasing confidence in reading Middle English.

Ha3

Moby-Dick: an introduction to a Great American Novel
Dr Andy Wimbush

Moby-Dick is the novel in which, as Bob Dylan puts it, 'everything is mixed in'. This course will guide you through the expansive oceans of this encyclopaedic book and discover how Melville's tale of obsession, fate, and the search for the impossible remains frighteningly relevant to our own times.

Ha4

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

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

Term I, week 2 (12 – 18 July)

Group Gb: 9.15am – 10.45am

Gb1

Variations on the tragic in modern drama

Dr Fred Parker

What happens to the classical idea of tragedy in modern dramas, when the world of gods and heroes, ritual and fate is no longer available? We shall explore landmark works by Ibsen, Chekhov, Brecht, Miller and Beckett. Did tragedy die, or just change its form? Does its ghost still walk?

Gb2

Virginia Woolf's early fiction: *The Voyage Out* and *Night and Day*

Dr Claire Nicholson

We will investigate how Virginia Woolf's literary career began by focusing on her first two published novels. *The Voyage Out* (1915) centres on a young woman on the brink of adulthood, and *Night and Day* (1919) addresses questions of biography and legacy. We explore how Woolf's style evolved from these two texts to the high Modernism of her writing of the 1920s.

Gb3

Style, text and context in James Joyce's *Dubliners*

Dr Mark Sutton

James Joyce identified the style of *Dubliners* as one of 'scrupulous meanness'. The book's diminished subject matter, employment of the epiphany and lack of evident authorial intrusion marked the beginning of a new style in 20th-century literature. We will consider innovations of style and substance, studying the individual stories partly through the historical and cultural context of Joyce's time.

Gb4

Corruption and evil in Shakespeare's *Measure for Measure* and Conrad's *Heart of Darkness*

Simon Browne

Measure for Measure gives us two absolutist rulers in internal conflict, a conflict they project onto the outer world spreading fear and injustice. Conrad takes one absolutist and watches how his evil is unchecked and absorbed by an amoral society. No comfortable conclusions, only disturbing questions.

Group Hb: 2.00pm – 3.30pm

Hb1

Spies and assassins in fiction through the ages

Dr Erica Wickerson

We consider some classics of the spy fiction genre, including Conrad's *The Secret Agent* and le Carré's *The Spy Who Came in from the Cold*. We will identify recurring trends and techniques across the 20th century and beyond, analyse the works in their historical and contemporary contexts, and consider their broader reflections on society.

Hb2

Exploring poetry in the British landscape

Dr Holly Corfield Carr

A field guide to poetry in the British landscape. From Dylan Thomas's 'house on stilts' above the Taf estuary to Alice Oswald's 'nightbook', we will take a close look at the particular places where poems happen and, through playful and practical reading exercises, explore new poetic forms and voices.

Hb3

Plotting girls: looking at *Little Women*

Dr Jillian Caddell

A course devoted to analysis and discussion of *Little Women* (1868-69), Louisa May Alcott's novel following the lives of the four March sisters. Originally published in two volumes and said to be semi-autobiographical, this enchanting book offers a glimpse of domesticity, work and true love for women in the America of Alcott's time.

Hb4

Frankenstein/s then and now: Mary Shelley's fable and its legacies

Dr John Lennard

The tale of Victor Frankenstein's monstrous creation still resonates. This course compares the astonishing original novel with two major 20th-century versions, Philip K Dick's *Do Androids Dream of Electric Sheep?* (1968, aka *Bladerunner*) and Marge Piercy's *He, She and It* (1991, aka *Body of Glass*), combining androids and the Golem of Prague.



Literature Term II courses

19 July – 1 August

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

Term II, week 1 (19 – 25 July)

Group Gc: 9.15am – 10.45am

Gc1

Charles Dickens: *Oliver Twist*
Clive Wilmer

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

Gc2

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

Focusing predominantly on Joyce's first novel, *A Portrait of the Artist as a Young Man*, the course will cover the period of the novel's long genesis from *Stephen Hero* (1904), through both Joyce's short autobiographical work *Giacomo Joyce*, and his only extant play *Exiles*, to *Portrait's* eventual publication in 1916.

Gc3

Short stories of Katherine Mansfield
Dr Claire Nicholson

Katherine Mansfield's experimental approach to style, subject matter and theme in her short stories re-invigorated this literary form in the early 20th century. We will examine a selection of stories across her writing career and assess her influence upon other writers of the period and beyond.

Gc4

Facing the fear: *Dr Jekyll and Mr Hyde* and *The Hound of the Baskervilles*
Ulrike Horstmann-Guthrie

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

Group Hc: 2.00pm – 3.30pm

Hc1

Philosophy of literature: morality, creativity and understanding

Dr Jon Phelan

We explore the relation between literature and morality in terms of how moral value can affect the aesthetic value of a work; whether readers can gain moral knowledge from poetry, plays or literary prose and how a close reading of literature develops intellectual virtues such as carefulness, curiosity and creativity. *This course complements Hd1 or can be taken on its own.*

Hc2

Dream poetry: from Chaucer to Bunyan

Dr Lotte Reinbold

Sensuous, rich, thought-provoking, and psychologically complex, literary dreams thread through Medieval and Early Modern literature, representing some of the most compelling and accessible literature of both periods. Reading and discussing dream poems from the comic to the elegiac, we gain historical, political, and psychological perspectives upon the time.

Hc3

Nature and justice in *King Lear*

Dr Paul Suttie

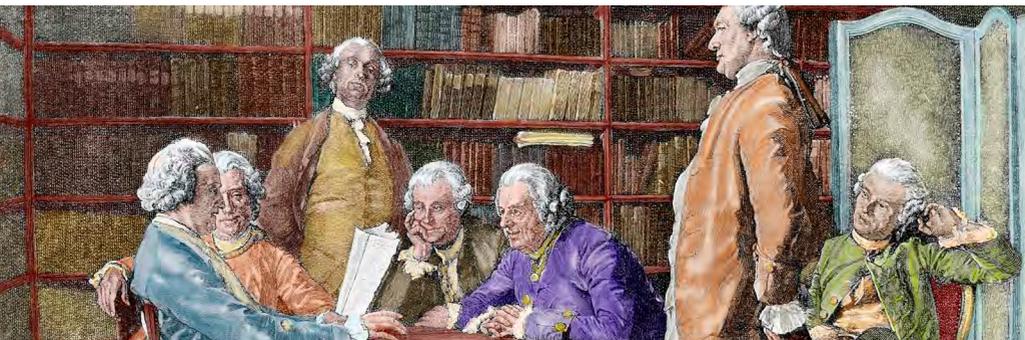
This stark tragedy asks: is the world morally comprehensible? Can justice be found or made in it, or will there only ever be "the pelting of this pitiless storm"? But what then to make of our human longing for justice – is it a saving trait, or one that makes fools of us all?

Hc4

Understanding poetry

Dr John Lennard

Whatever its period or mood, reading a poem means dealing with its craft: rhyme and rhythm, choice of words and syntax, form and layout – and how they work together. This course explores all these elements, drawing on poetry of every period from the Renaissance to the 21st century. *This is a double course which can only be taken with Hd4.*



Term II, week 2 (26 July – 1 August)

Group Gd: 9.15am – 10.45am

Gd1

Charles Dickens: *Great Expectations*
Clive Wilmer

One of Dickens's later works, *Great Expectations* is a coming-of-age novel. It includes elements of grim horror, acute social observation and zany humour. It deals with power and humiliation, class consciousness and sexual subjection, with criminality at the root of ordered society.

Gd2

Catullus and love in Rome
Dr Charles Weiss

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

Gd3

An introduction to the Bloomsbury Group
Dr Claire Nicholson

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

Gd4

Jane Austen: *Pride and Prejudice* and *Persuasion*
Ulrike Horstmann-Guthrie

The many film and TV adaptations of Austen's novels in recent years show that these works have a universal and lasting appeal. We take a fresh look at Austen's most popular novel, *Pride and Prejudice*, and her last completed work, *Persuasion*, in the context of her life and times, and consider which (sometimes surprising!) aspects of her personality emerge from her letters.

Group Hd: 2.00pm – 3.30pm

Hd1

Philosophy of literature: literary fiction and understanding

Dr Jon Phelan

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

Hd2

An introduction to Sophocles

Dr Charles Weiss

Sophocles was the most successful playwright in the history of Ancient Greece, credited with some 120 plays and two dozen victories in the famous 5th-century drama competitions in Athens. This course will survey the seven plays that survive: *Ajax*, *Antigone*, *Women of Trachis*, *Oedipus the King*, *Electra*, *Philoctetes* and *Oedipus at Colonus*.

Hd3

Deeds and consequences in *Macbeth*

Dr Paul Suttie

Shakespeare's darkest play takes us on a journey of astonishing intensity and great psychological insight from deeds too terrible to be named through the inexorable chain of their consequences, mocking human pretensions to self-awareness and self-determination, and exposing a fearful abyss that lurks beneath the conscious mind and its attempts to rationalise the world.

Hd4

Understanding poetry

Dr John Lennard

This is a double course which can only be taken with Hc4.





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

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

English Law and Legal Methods Programme

5 – 25 July

Programme Director: Dr Roderick Munday

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

Academic programme

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

Programme description

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

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

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

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

Seminars

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

Plenary lectures

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

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11 and 123

Application deadline

22 June

English Law and Legal Methods seminars

Seminars are held on weekdays. Participants choose a total of two seminars from the eight listed; one from Group A and one from Group B.

Group A

Em1

Contract law

Dr Roderick Munday

This seminar addresses such key topics of the law of contract as formation of contracts, interpretation of contracts, the doctrine of consideration, frustration of contracts, the terms of the contract, mistake and vitiating factors, and remedies for breach of contract. *Not to be taken with Em5.*

Em2

Company law

Dr Felix Steffek

This seminar covers the core issues of English company law: limited liability and piercing the corporate veil, directors' powers and duties, shareholders' rights and responsibilities, legal capital and capital maintenance, corporate insolvency and creditors' rights. The seminar takes an interdisciplinary approach and examines these topics from a legal, economic and comparative perspective. *Not to be taken with Em6.*

Em3

Private international law

Professor Richard Fentiman

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

Em4

Civil procedure

Professor Neil Andrews

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

Group B

Em5

Contract law

Dr Roderick Munday

This seminar addresses such key topics of the law of contract as formation of contracts, interpretation of contracts, the doctrine of consideration, frustration of contracts, the terms of the contract, mistake and vitiating factors, and remedies for breach of contract. *Not to be taken with Em1.*

Em6

Company law

Dr Felix Steffek

This seminar covers the core issues of English company law: limited liability and piercing the corporate veil, directors' powers and duties, shareholders' rights and responsibilities, legal capital and capital maintenance, corporate insolvency and creditors' rights. The seminar takes an interdisciplinary approach and examines these topics from a legal, economic and comparative perspective. *Not to be taken with Em2.*

Em7

Constitutional and administrative law

Dr Martin Steinfeld

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

Em8

Law of torts

Dr Janet O'Sullivan

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



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

Andrew Hatcher,
Programme Director,
Innovation and Entrepreneurship Summer Programme

Innovation and Entrepreneurship Programme

19 July – 1 August

Programme Director: Andrew Hatcher

Mentor in Residence, Cambridge Judge Business School,
University of Cambridge

Academic programme

- Plenary lectures
- Teamwork
- Mentoring and panel sessions
- Evening talks

Programme description

This programme is aimed at current undergraduates, recent graduates, and adults who are aspiring entrepreneurs. It combines plenary lectures and sessions from business school academics with hands-on sessions from practitioners and successful entrepreneurs.

After an introduction to the concepts of innovation and entrepreneurship, teams of students will be invited to generate and select simple business ideas. These are then used to underpin core sessions, illustrating how aspects of innovation and entrepreneurship can be applied in real life.

The programme includes coaching sessions where specific issues can be addressed in more detail.

To apply, you need to submit a short written statement (see our website or details). After selection, places are offered on a first-come, first-served basis. We need to ensure

representation from a wide range of nationalities, so may need to make some selection decisions on this basis.

Plenary lectures

Plenary lectures address a wide range of key issues and common themes in innovation and entrepreneurship. All students attend these sessions. Examples of speakers and session topics are given overleaf.

Teamwork

Working successfully in teams is a key skill: groups working on specific ideas will meet daily, applying the processes covered in plenary sessions, and working towards a pitch to a panel of entrepreneurs on the final day.

Coaching sessions

Mentors provide small-group coaching sessions to help teams to consolidate their plans.

Evening talks

Eminent speakers will present a variety of general interest talks.

Tuition and accommodation options and fees

See pages 8-11, 123 and 125

Application deadline

6 July

Innovation and Entrepreneurship Programme

Plenary sessions

Proposed topics include the following subjects:

Idea innovation

This session encourages participants to operate outside their normal frames of thinking to develop new, innovative and exciting ideas to solve current and common problems.

Business Model Canvas

This session introduces the Business Model Canvas – a strategic management and lean start-up template for developing new, or documenting existing, business models. This visual chart describes infrastructure, value proposition, customers, and finances.

Value proposition

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

Defining the customer

A customer profile can help to clearly define their needs through their buying patterns and their motivations

for buying. This session focuses on segmenting customers, to enable targeted marketing activities to be developed to fit them.

Marketing innovation

This session looks at how marketing has changed from traditional to more innovative digital approaches through the rise of mobile communications and broadband internet. It looks at how brands have harnessed new technologies to develop innovations in the 'marketing mix'.

Operations – basics

This session addresses the essentials that drive the day-to-day business. These include where, if it is manufactured, your product is coming from and who is making it, and how your product is being delivered – by whom and to whom. The session also looks at how operational processes can define success in terms of customer service and satisfaction.

Innovation in product design

Some elements of business success can be assigned to the way any product is designed and delivered to the customer. We review basic product

design principles and how they can be used to introduce innovations that differentiate a product from its competition.

Prototyping and MVP

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

Innovation in service provision

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

Team basics

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

What investors want to see

For any potential investor, the management team will be a major area of risk. This session covers the primary

elements that investors look for in a business and will cover concepts such as level of consensus, diversity of experience, customer and market knowledge and overall adaptability.

Culture and dynamics

This session is orientated around why individuals do what they do – their beliefs, motivations and attitudes – and how an organisation can use those values to drive the development of policies, processes and procedures and consequently generate value and competence.

Finance – basics

Starting and running a business requires a good understanding of the role that finance plays in making the business operate profitably and sustainably. It requires that business owners develop financial intelligence.

Revenue streams

Revenue streams can be generated in many different ways and this session reviews a range of options and how they may be used together. There has been extensive innovation in the development of new models including freemium, subscription, affiliation and advertising among many others.

Simple cash flow

This session covers the creation of a simple cash flow forecast showing which items need to be included,

where those data come and what insights and information can be derived from the forecast.

Route to market

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

Legals, IP and responsibility

This session covers the basics of how taking on running a business means taking on a range of responsibilities to yourself, your employees, your customers and the government – in terms of obeying the law, paying your taxes and being compliant with regulations. It also covers the basis of commercial value management and the role of IP in commercial entities.

Shares and shareholders

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

Valuation and investors

Many entrepreneurs start a business in order to sell it and so for them, and for many others, working out how much their business is worth at different stages of its development is a recurring question. Valuation is a complex process, and is very different dependent on whether you are buying or selling. This session looks at common ways in which companies are valued. It covers some of the issues and traps that companies fall into when trying to establish a true value

Afternoon sessions

Afternoons rotate between team work (on the selected entrepreneurial ideas, and application to those ideas of the processes and theories covered in plenaries), coaching and pitch development. The programme culminates in entrepreneurship clinics and presentations to panels.

Speakers

Invited speakers include:

Professor Eden Yin – University Senior Lecturer in Marketing

Paul Bourne – Fellow in Creative Engagement

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

Simon Hall – News Correspondent, BBC news

Kiran Kapur – CEO Cambridge Marketing College

Colin Haden – Senior Industrial Fellow at the University of Cambridge Institute for Manufacturing

Dr Ward Hills – Director, Cambridge Space Technologies

Eric Wood – Director at Affirma Ltd, Visiting Fellow at Cambridge Judge Business School

John Yeomans – Angel Investor

Mike Phipps – CEO, Politics at Work

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

Sarah Hewett – Supply Chain and Manufacturing Finance Analyst at Abcam





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

Dr David Smith FRHistS,
Programme Director, History Summer Programme

History Programme

19 July – 1 August

Programme Director: Dr David Smith FRHistS

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

Academic programme

- Four courses (two per week)
- Plenary lecture series LM0:
War and Peace
- Evening talks

Programme description

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

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

Courses

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

Plenary lectures

LM0 *War and Peace*

The lecturers will examine a range of issues related to the theme of *War and Peace* in history. Their subjects will be taken from a wide variety of different periods of time and parts of the world. Particular attention will be paid to the relationship between war and peace, and the extent to which they represented attempts to achieve similar ends by different means. The degree to which the nature of war and peace has changed over time will also form a central theme of the lectures.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11, 123 and 125

Application deadline

6 July

History courses

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

Week 1 (19 – 25 July)

Group La: 11.15am – 12.45pm

La1

Oliver Cromwell and the English Revolution

Dr David Smith FRHistS

Oliver Cromwell remains one of the most controversial and complex figures in British history. Was he driven by consistent principles or by 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 will explore Cromwell and the English Revolution by examining a range of documents, especially his own letters and speeches.

La2

Winston Churchill: the greatest Briton?

Professor Mark Goldie FRHistS

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

La3

Europe: the age of empires, 1848-1914

Dr Seán Lang

Empire was central to late 19th-century Europeans' ideas of themselves, their status and their national identity. They built or reconstructed empires within Europe and sought desperately to build empires outside Europe. This course looks at how the concept of empire helped shape the Europe that went into the First World War. *This course complements Lb3 or can be taken on its own.*

La4

From famine to revolution: Ireland 1845-1923

Dr Niamh Gallagher

From the devastating consequences of the Great Irish Famine and the rise of organised political movements to the experience of partition and successive wars, the political and social landscape of Ireland was transformed from 1845-1923. We look at the historical processes that helped to create a two-state solution for the island of Ireland and assess whether revolution was inevitable.

La5**Russia after Stalin:
from Krushchev to Putin**

Dr Jonathan Davis SFHEA

Josef Stalin died in 1953. His successors made changes to the system he created but also left some key aspects in place. This course examines the changes and continuities in Russia in the years after Stalin's death, and considers the nature of the Soviet and post-Soviet systems. *Not to be taken with B11 in ISP Term I.*

La6**Advent of the Tudors**

Dr Jessica Sharkey

Despite its fame, the Tudor dynasty rose from shadowy and humble origins. We examine the tumultuous and unlikely events that led to Henry VII's victory over Richard III at the Battle of Bosworth, and consider how the first Tudor managed to secure his throne and end the Wars of the Roses.

Group Ma: 2.00pm – 3.30pm**Ma1****English politics and culture in the
18th century**

Dr Matthew Neal

We consider to what extent 18th-century England was the age of enlightenment, politeness and Georgian poise. The century's politics were dynamic, sometimes tumultuous, never settled, and English culture highly-wrought and many-faced. How did an increasingly diverse and complex society tame deadly forces that had bedevilled the previous century and chart a new course for peace and prosperity?

Ma2**The French Revolution and its causes,
1685-1793**

Dr Felix Waldmann

This course examines the history of the French Revolution – and the long-running historiographical and political debate about its causes. We will examine several important events and controversies in this debate, with a particular focus on the confrontation between the *ancien régime* in France and the intellectual vanguard which we now associate with the French Enlightenment.

Ma3**The great Prime Ministers**

Dr Seán Lang

The office of Prime Minister confers great power and authority yet it was only officially recognised in the 20th century and it remains firmly constrained. This course will look at the development of the premiership through the experiences of some of the greatest figures who have held it. *This is a double course which can only be taken with Mb3.*

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

Dr Michael Talbot FRAS FHEA

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

Ma5**Cold War flashpoints**

Dr Jonathan Davis SFHEA

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

Ma6**Bloody Mary:
reassessing England's first queen**

Dr Jessica Sharkey

'Bloody' Mary's reign (1553-58), commonly associated with the violent suppression of English Protestantism, is viewed as a dark interlude before the triumphant age of Elizabeth I. This course seeks to look beyond popular assumption to consider whether or not Mary was markedly successful as Queen of England before falling victim to a run of bad luck and Protestant propaganda.



Week 2 (26 July – 1 August)

Group Lb: 11.15am – 12.45pm

Lb1

John Milton and the English Revolution

Dr David Smith FRHistS

Examining John Milton's life and career during one of the most turbulent periods in English history, we locate his writings, in both poetry and prose, in the context of the dramatic political and religious upheavals of the English Revolution. Through exploring Milton's writings, we will reconstruct his attitudes and mental world, and the nature of his experiences during the Revolution.

Lb2

On the roof of the world: the making of modern Central Asia, 1865-1953

Dr Jennifer Keating

From the ancient Silk Route onwards, Central Asia has played a pivotal role in human history, yet is a little-known part of the globe. We explore the region's annexation by the Russian tsars and its subsequent evolution into nation-states within the USSR until the death of Stalin. We consider anti-colonial resistance, the Great Game, confessional politics, nomadic societies, natural resources and ideas of modernity in the heart of Eurasia.

Lb3

Europe: the fall of empires, 1914-97

Dr Seán Lang

This course considers the 20th-century concept of empire. The First World War caused the collapse of three empires and produced the pseudo-empires of fascism and Nazism. British and French 'liberal' imperialism fought the Second World War but emerged broken and unprepared for the anti-colonialism of the post-war world. *This course complements La3 or can be taken on its own.*

Lb4

'Greatness' and the US Presidency

Nicolas Kinloch

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

Group Mb: 2.00pm – 3.30pm

Lb5

Treason in early modern England, 1500-1700

Dr Mark Nicholls

In early modern England, as elsewhere in Europe, treason was the worst of crimes, an offence committed against one's sovereign and, by extension, against the state and existing order. Through case studies, documents and reflection on the political realities of the age, we trace the history of treason and its punishments across two eventful centuries.

Lb6

From removal to reservations: Native American history, 1830-80

Dr Ian Chambers FRGS

"The land is our mother, the rivers our blood. Take our land away and we die." (Mary Brave Bird). With this in mind, we consider the policy of forcible removal, including the Cherokee 'Trail of Tears', examine the role and involvement of Native Americans in the American Civil War, reflect on the impact of the 'Plains Indian Wars', and conclude with the implementation of the Reservation System.

Mb1

The English Reformation: politics and personalities

Dr Harriet Lyon

The Protestant Reformation was one of the most tumultuous periods in English history. This course traces religious change and conflict across the 16th century, examining the lengths to which figures including Henry VIII, Thomas Cromwell, and Elizabeth I were willing to go to realise their vision of the English church.

Mb2

Revolutionary Russia

Dr Jennifer Keating

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



Mb3**The great Prime Ministers**

Dr Seán Lang

This is a double course which can only be taken with Ma3.

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

Dr Michael Talbot FRHistS FRAS FHEA

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

Mb5**From rotten boroughs to the ballot box: Britain's road to democracy in the 19th century**

Dr Graham McCann

The paradox of British democracy is that it was driven forwards predominantly by people who were opposed to democratisation. This course will examine and explain the complicated and often conflicting motives and methods that shaped the three major Reform Acts, and consider the specific contents, impact and implications of each one.

Mb6**The Spanish Civil War, 1936-39**

Dr Daniel Carter

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





“The theme of this year's Art and Visual Culture programme is 'Narratives', with lectures and seminars exploring ideas of storytelling, texts, myths and legends manifested in art across the globe.”

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

Art and Visual Culture Programme

19 July – 1 August

Programme Director: Dr Lydia Hamlett

Academic Director in History of Art, University of Cambridge
Institute of Continuing Education; Fellow, Murray Edwards College

Academic programme

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

Programme description

The programme offers a multidisciplinary approach encompassing art, architecture and sculpture, and draws on the magnificent collections across the University of Cambridge.

For undergraduates, graduates, teachers and those with a passion for art and visual culture.

Seminars

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

Plenary lectures

Narratives

Lectures and seminars will explore ideas of curatorial interpretation, storytelling, texts, myths and legends manifested in art across the globe.

Visits

Visits to galleries and museums in Cambridge will enable participants to enjoy the rich diversity of collections held across the city. Special access tours will open up new and surprising aspects of relevant collections in the Colleges, museums and libraries of the University.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11, 123 and 125

Application deadline

6 July

Art and Visual Culture Seminars

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

Week 1 (19 - 25 July)

Ja1

Classical mythology in art

Dr Lydia Hamlett

This seminar explores the narratives of classical mythology, Greek and Roman, that have provided inspiration for western artists over millennia. We will address how ancient texts provided subjects for artists and sculptors, and how and why these subjects were presented differently over time.

Ja2

Colours, medieval style

Dr Spike Bucklow

Today, people's tastes in colour are considered subjective. Idiosyncratic approaches are the norm and there are relatively few collectively held colour conventions. In medieval Europe, however, colour codes were widely recognised and the colour of clothes, for example, was regulated by sumptuary laws. We will look at three colours – blue, red and gold.



Ja3

Writers on art through the ages

Dr Sophie Pickford

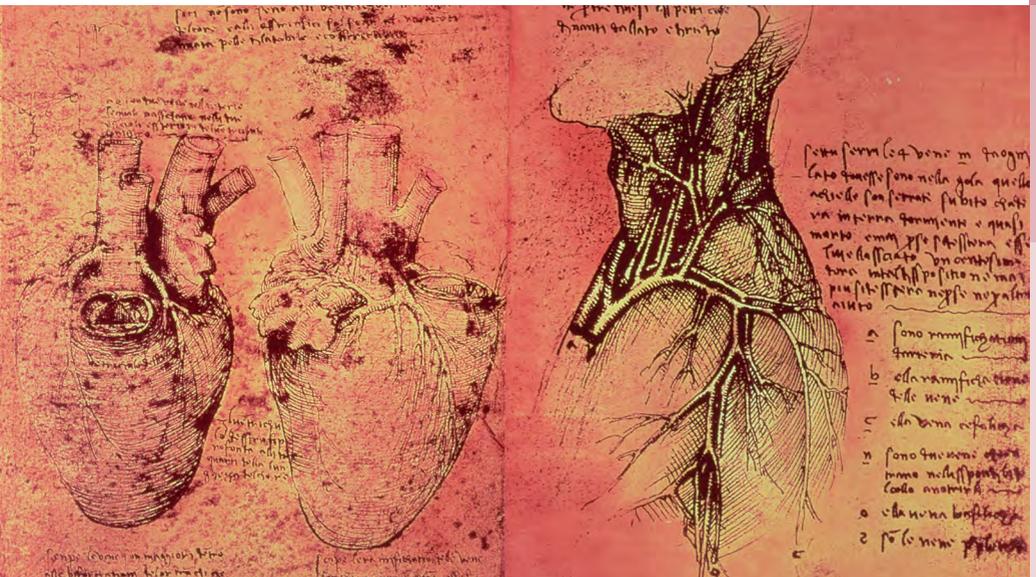
This seminar will explore the varying ways that artists, philosophers and theorists have written about art through the ages. We will examine the complex relationship between primary texts, artistic practice and images, focusing in particular on three periods: Antiquity, the Renaissance and Modernism.

Ja4

The art of science: medieval to modern

Dr Seb Falk

This seminar will focus on how science has produced art, and how art has shaped science. From illuminated manuscripts to electron microscopes, a dazzling array of images reflect humanity's evolving understanding of nature. We will learn to read these images, discussing why and how they were made, and what they can tell us.



Week 2 (26 July - 1 August)

Jb1

Politics and representation

Joanne Rhymer

Sessions discuss the *re-presentations* of women and their changing roles within French, Mexican and American society from the 19th century to the present. How does Édouard Manet represent women as commodities, consumers and spectators? To what extent does Frida Kahlo's focus on her own lived experience disrupt notions of women as muses? Does Sherman's work debunk female stereotypes in art and popular culture?

Jb2

Narratives of Baroque art

Dr Aleksandra Koutny-Jones

Focusing on European figurative paintings and sculptures from the 16th to the 18th centuries, these seminars will demonstrate the diversity of Baroque artistic narratives by exploring themes relating to the lives of the saints, visual cultures of death, and classical mythology.

Jb3

Bloomsbury art and narrative

Dr Sophie Pickford

This seminar will explore the use and misuse of narrative by the artists of the Bloomsbury Group in the early 20th century. We will examine the Group's approach to art through their publication of theoretical texts, and will discuss the ways in which narrative is connected to their work for the stage, in particular their artistic contributions to ballets in the 1920s and 1930s.

Jb4

Architectural narratives, engaging with dialogues written in stone

Dr Sarah Pearson

This seminar examines the ways in which architecture may be employed to express a personal, national or political narrative. In the Elizabethan period we examine the buildings of Thomas Tresham, a knight at the court of Elizabeth I who used architecture to express his Catholic faith in a time of religious repression. In the Victorian era we examine the search to find a national architectural language and how this was enacted through public commissions. Finally, we consider how Mussolini used architecture to promote his political ideology in grandiose building projects of the early 20th century.

Proposed visits include:

Fitzwilliam Museum

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

(1km, c.15 mins walk).

Parker Library

Established at Corpus Christi College in the late 16th century by Matthew Parker, a former Archbishop of Canterbury and Master of the College. The Library houses a number of important medieval and Renaissance manuscripts, with Gospels dating as far back as the 6th century.

(0.8km, c.10 mins walk).

King's College Chapel

For over 500 years King's College Chapel has stood at the heart of Cambridge. Considered one of the finest examples of late Perpendicular Gothic English architecture, this iconic building is world-famous for its spectacular fan vaulting and vast expanse of beautiful 16th-century stained glass.

(0.8km, c.10 mins walk).

Museum of Archaeology and Anthropology

The collections span nearly two million years of human history, from six continents, with the newest objects being made by contemporary artists. The collections represent contemporary life all over the world, and the museum works with modern-day indigenous communities in all kinds of ways. They also provide a sense of how artefacts moving around the globe have been important influences on Western art for more than 150 years.

(1km, c.15 mins walk).

Whipple Museum of the History of Science

Founded in 1944 the Museum is part of the Department of History and Philosophy of Science. The Museum is home to a number of scientific instruments that date from the 17th century to the present day, including Persian astrolabes, microscopes and maps.

(0.8km, c.10 mins walk).



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

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

Shakespeare and the Renaissance Programme

2 – 15 August

Programme Director: Dr Fred Parker

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

Academic programme

- Four courses (two per week)
- Plenary lecture series R50:
Performance
- Evening talks

Programme description

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

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

Courses

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

Plenary lectures

R50 *Performance*

This year's theme of *Performance* has two interconnected strands. One is the experience of performance in both Shakespeare's theatre and modern productions. The other is Shakespeare's world as a 'performance culture', where identity and character depend on how I present myself – and how my audience sees me. 'The play's the thing', both inside the playhouse and beyond its walls.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11, 123 and 126

Application deadline

20 July

Shakespeare and the Renaissance courses

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

Week 1 (2 – 8 August)

Group Ra: 9.15am – 10.45am

Ra1

Love in trouble: Twelfth Night, All's Well that Ends Well, and Othello

Dr Fred Parker

These three plays were (probably) written close together in Shakespeare's career. In exploring them, we shall be thinking about the allure of romance; the difference between men's love and women's as presented here; and how nearly connected comedy and tragedy are in matters of love.

Ra2

The Early Italian Renaissance

Dr Oren Margolis

In an age and country torn by war, plague, and social and religious ferment, the works of Giotto, Simone Martini, and their contemporaries brought the art of the Middle Ages to its apogee. The writings of Dante, Petrarch and Boccaccio revolutionised literature, though the new awareness of historical change that they bequeathed ultimately brought the period to an end.

Ra3

Shakespeare and the botanical renaissance

Dr Bonnie Lander Johnson

Shakespeare's plays were at the centre of an aesthetic, philosophical and social movement to rediscover the meaning and purpose of plants through art, writing, medicine, food, walking, gardening and theological contemplation. This course will explore *A Midsummer Night's Dream* alongside a range of early modern botanical texts.

Ra4

Performing the Sonnets

Vivien Heilbron

Sonnets are wonderful exercise pieces for actors: all only fourteen lines long and like small self-contained scenes. They are rich and varied, often full of a sense of crisis, which Shakespeare attempts to resolve within the form of the sonnet. Each participant will work on a given sonnet, looking in detail at wordplay and structure in order to understand how to present it to the listener. Good English speaking skills are required.

Group Sa: 2.00pm – 3.30pm

Sa1

Much Ado About Nothing in performance

Vivien Heilbron

In *Much Ado About Nothing*, the war of words between Beatrice is fast and furious. Set in Sicily, in the aftermath of a recent battle, the Governor's house is filled with young men eager to show their mettle. The wordplay is witty but though the play is a comedy, parts of it become very dark indeed. This course consists of ten practical acting workshops and requires confident English speaking skills. *This is a double course which can only be taken with Sb1. The maximum number of students on this course is 15.*

Sa2

The Second Tetralogy, plus one

Dr Charles Moseley FSA FEA FRSA FRGS

Richard II, *Henry IV parts I and II* and *Henry V* are among the most inventive plays Shakespeare wrote. He also had a major hand in the collaborative *Edward III*. We discuss the social, political and ideological context of these plays, their generic adventurousness, and what we can know of how they were staged. *Please note: it is essential that all participants read all the plays before the course starts.*

Sa3

Shakespeare and Italian comedy

Dr John Lennard

Shakespeare stole from many books but also from living theatre, especially Venetian *commedia dell'arte*. This course looks at what he took from it, including such character types as the braggart soldier and pedant, and traces what happened when he let some of those comedic figures loose in tragicomic worlds. Texts: *Love's Labour's Lost*, *Twelfth Night*, *Hamlet*, *King Lear*.

Sa4

Hamlet's cousins: Revenge Tragedy in the time of Shakespeare

Dr Paul Suttie

Welcome to the dark side of the Renaissance imagination, where destructive passions reign supreme, grim laughter breaks out, and madness and murder are never far away. We look closely at Kyd's *The Spanish Tragedy*, Webster's *The Duchess of Malfi*, and *The Changeling* by Middleton and Rowley, with their fascinating portrayals of the pitfalls of power, honour, desire – and revenge.

Week 2 (9 – 15 August)

Group Rb: 9.15am – 10.45am

Rb1

Being Catholic in Shakespeare's England

Dr Frederick Smith

"Shakespeare was a Catholic sympathiser" (*The Telegraph*, 02/12/2018). Such sensationalist headlines regularly appear in British newspapers. But what did it really mean to be Catholic in Shakespeare's England? In this course, we will explore this question, analysing primary sources, interrogating popular misconceptions and uncovering the realities of life for Catholics under the Tudors and early Stuarts.

Rb2

'The plague of company?': poets and painters in Shakespeare's England

Dr Christina Faraday

Like many Elizabethan and Jacobean poets, Shakespeare frequently compares himself to a painter. What was gained, or lost, by comparing poetry to painting? What paintings would Shakespeare have seen, anyway? We explore the visual arts of Shakespeare's time, and the ways that poetry interacted with portraits, miniatures, and other art in the Tudor home.

Rb3

The Winter's Tale: Shakespeare's late magical romance

Valentin Gerlier

The Winter's Tale begins in unfathomable jealousy and ends in wondrous forgiveness. Its complex and manifold plot exemplifies the richness of Shakespeare's 'late' phase of writing. Why did Shakespeare move away from the world of tragedy to explore the genre of Romance? This course explores this question, and delves into the play's connections between language, magic and wonder.

Rb4

King Lear: Shakespeare's and other versions

Dr Alexander Lindsay

Shakespeare's *King Lear* survives in two texts, now regarded by many scholars as a case of authorial revision. But its sources were other versions, an anonymous play *King Leir*, and an episode in Spenser's *Faerie Queene*. Comparison shows how Shakespeare's is the bleakest retelling of the story of the legendary king and his daughters.

Group Sb: 2.00pm – 3.30pm

Sb1

Much Ado About Nothing in performance

Vivien Heilbron

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

Sb2

The Late Plays and the Blackfriars Theatre

Dr John Lennard

The greatest challenge of Shakespeare's writing career came when the King's Men were finally able to use the roofed Blackfriars Theatre from 1609. The principal result was the 'late plays' – *Cymbeline*, *The Winter's Tale*, *The Tempest* – and this course asks how they were affected by the new space and its audiences.

Sb3

Love and death in Shakespeare's Rome

Valentin Gerlier

Shakespeare's Roman plays are often presented as staging complex power games driven by their relentlessly ambitious characters. Yet others believe that Shakespeare's knowledge of the classics was poor, his Romans no more than 'Elizabethans in togas'. We challenge these ideas. Using a wealth of ancient authors rediscovered in the Renaissance, we explore Shakespeare's use of these sources to treat the themes of human relationships and the hereafter.

Sb4

Mortality and mercy in *Measure for Measure*

Dr Paul Suttie

Can any person be trusted with the power of life and death over another? What all-too-human motives and machinations lurk behind the claims we make on others in the name of law, morality, religion, or love? All is in doubt in this, the darkest of Shakespeare's comedies.





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

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

Medieval Studies Programme

2 – 15 August

Programme Director: Dr Rowena E Archer FRHistS
Lecturer in Medieval History at Christ Church and Fellow
of Brasenose College, University of Oxford

Academic programme

- Four courses (two per week)
- Plenary lecture series
KNO: *Death and Dying*
- Evening talks

Programme description

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

Courses

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

Plenary lectures

KNO Death and Dying

Nothing was more important to the living than death and the afterlife and the lives of medieval people were full of concerns about how to prepare for eternity and secure a place in the heavenly kingdom.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-11, 123 and 126

Application deadline

20 July

Medieval Studies courses

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

Week 1 (2 – 8 August)

Group Ka: 11.00am – 12.30pm

Ka1

William Marshal: England's most worthy knight

Professor Nigel Saul FSA

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

Ka2

The Bayeux Tapestry and the Norman context

Dr Philip Morgan FSA

In 1066 Duke William of Normandy commenced the conquest of England at Hastings. Almost before the conquest had been completed some years later, the story of the two protagonists, William and Harold, had been told in a remarkable source, commissioned for the cathedral in Bayeux but produced in England. We will look at the Conquest through the lens of the Bayeux Tapestry.

Ka3

Medieval London

Professor Caroline Barron OBE FRHistS

Between 1300 and 1500 the city of London developed a sophisticated system of government, encouraging commercial activity at home and abroad and allowing its inhabitants to live in comparative peace and prosperity. Drawing mainly on the city's own records, we consider how that stability was achieved, and study some of the men and women who contributed to its prosperity.

Ka4

The Early Italian Renaissance

Dr Oren Margolis

In an age and country torn by war, plague, and social and religious ferment, the works of Giotto, Simone Martini, and their contemporaries brought the art of the Middle Ages to its apogee. The writings of Dante, Petrarch and Boccaccio revolutionised literature, though the new awareness of historical change that they bequeathed ultimately brought the period to an end.

Group Na: 2.00pm – 3.30pm

Na1

Magna Carta: history and meaning

Professor Nigel Saul FSA

Magna Carta is perhaps the most famous document in English history. The course will examine how it came to be made – and, more especially, how it came to be made permanent – what it actually says, and how it took on the character of the world's greatest symbol of freedom.

Na2

Gawain and the Green Knight

Dr Philip Morgan FSA

Gawain and the Green Knight, with its tale of a beheading game and the testing of a knight's honour is one of the monuments of provincial English culture. We examine the literary achievement of this alliterative poem, and its historical context between the reigns of Richard II and Henry IV. We consider both the Middle English text and Simon Armitage's new translation.

Na3

The first English Bible: text and context

Dr Elizabeth Solopova

The Wycliffite Bible is the first complete translation of the Vulgate in English produced in the 14th century by the followers of John Wyclif. Though accurate, learned and orthodox, it was prohibited within 25 years of its appearance. The course will explore the early history of biblical translation in England, the Lollard movement, the text and manuscripts of the Wycliffite Bible.

Na4

Monks, manuscripts and machines: the medieval sciences

Dr Seb Falk

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



Week 2 (9 – 15 August)

Group Kb: 11.00am – 12.30pm

Kb1

France: the making of a kingdom, 987-1328

Dr Rowena E Archer FRHistS

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

Kb2

The English medieval parish church

Dr Francis Woodman FSA

There are some 13,000 medieval parish churches in England. Whether grand or humble, they bring us close to the lives of ordinary parishioners. We examine their changing architectural features, what they reveal about liturgical developments, cults of the saints and the founding of chantry chapels to commemorate the dead. How much reflects the desires of wealthy patrons and large pockets?

Kb3

Political subversion in the reign of Edward II

Richard Partington

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

Kb4

The Wars of the Roses: a social perspective

Dr Eliza Hartrich

Contrary to depictions in historical fiction and television, the Wars of the Roses was not just the story of Warwick the Kingmaker, Edward IV, Richard III, and the Princes in the Tower. Building on up-to-date historical research, we reconceptualise the civil wars of 1450-1500 by highlighting the ways in which peasants, townspeople, women, Welsh, and Irish experienced and influenced the conflict.



Group Nb: 2.00pm – 3.30pm

Nb1

France: the making of a kingdom, 987-1328

Dr Rowena E Archer FRHistS

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

Nb2

'The Father of English poetry': reading Geoffrey Chaucer

Dr Lotte Reinbold

This course introduces you to a number of Chaucer's works, and different ways of reading them. Our discussions will fall into five categories, encompassing the breadth and variety of Chaucer's writing: man and animals; love and sex; fame and afterlives; history and mythology, and dreams and books. There will be opportunities to read the texts together in Middle English.

Nb3

Sutton Hoo and the golden age of early England

Dr Sam Newton

The gold cloisonné masterworks found at Sutton Hoo were probably made in the East Anglian royal workshop for the king who lay in state in the funeral-ship, thought to be Rædwald (died c.625), the first overlord of all Britain. We consider these treasures, and related examples from the Staffordshire Hoard, to explore a golden age in early England.

Nb4

The Crusades

Dr Seb Falk

In 1095 began one of the most remarkable episodes of the Middle Ages. This course investigates how devout Christians from across Western Europe came to mount military expeditions to the faraway holy places of their faith. We will explore the experiences of all sides over two centuries of conflict, and trace the long-term cultural ramifications of those extraordinary events.

The Silk Route

Those attending the Medieval Studies Programme might be interested in transferring to Madingley Hall to join The Silk Route Programme starting on Monday 17 August and ending on Saturday 22 August. See page 107.



“Develop your writing skills through practical work and informed discussion in a supportive academic context.”

Professor Jem Poster,
Programme Director, Creative Writing Summer Programme

Creative Writing Programme

2 – 15 August

Programme Director: Professor Jem Poster

Poet and novelist; Emeritus Professor of Creative Writing,
Aberystwyth University

Academic programme

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

Programme description

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

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

Courses and daily writing tasks

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

Plenary lectures

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

Evening talks

Eminent speakers will present a variety of general interest talks.

Tuition and accommodation options and fees

See pages 8-11, 123 and 126

Application deadline

20 July

Creative Writing courses

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

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

Week 1 (2 – 8 August)

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

Wa1

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

Dr Sarah Burton

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

Wa2

**Telling tales in fiction I.
Structuring your story**

Miranda Doyle

Stories enrich our connections with the world and with one another: a skilful story-teller can communicate deep truths in ways at once accessible and surprising. This course will help you to enhance your existing narrative skills and show you how to structure your stories to best effect.

Wa3

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

Professor Jem Poster

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

Wa4

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

Derek Niemann

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.

Wa5

Adventures in fiction I. Approaching fiction

Elizabeth Speller

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

Week 2 (9 – 15 August)

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

Wb1

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

Dr Sarah Burton

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

Wb2

Telling tales in fiction II. Finding a voice

Miranda Doyle

The voice or voices in which our stories are told will give our narratives their own unique character and perspective. In this course we shall discover how voice can be used in fiction-writing to help create the imaginative spaces in which writer and reader interact.

Wb3

Exploring fiction II. Place, character, voice, action

Professor Jem Poster

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

Wb4

Writing non-fiction II. People and places

Derek Niemann

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

Wb5

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

Elizabeth Speller

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

Creative Writing Retreat

15 – 21 August

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



The Silk Route

17 – 22 August

After a break of eight years, we return to the endlessly fascinating topic of the Silk Route. This course is organised by our Lifelong Learning team.

The various Silk Routes from China and the Middle East were synonymous with wealth and luxury. Silk, carpets, lapis lazuli, spices and glass competed for attention with porcelain, jewels and exotic metalwork.

This five-day residential programme, at Madingley Hall, brings together experts from the worlds of art- and architectural history, archaeology, history, politics, culture, and trade to provide an insight into the lives of those living along the Silk Route, and those who traded with them. Subject areas are likely to include, but are not limited to: The Silk Road and before: Afro-Eurasian interactions; Silk on the Silk Road; Roll out the Carpet – Silk Road carpets in late Medieval and early Renaissance art; The truth about Marco Polo; The architecture of the Umayyads and Seljuks, Tang Dynasty gold, silver and precious jewellery; Castles of the Crusades; Food and the foreign in ancient China; and Ottoman architecture, the end of the road.

This programme is suitable for anyone interested in the history and legacy of the Silk Route. For further details see: www.ice.cam.ac.uk/course/silk-route

Tuition fee: £995 (includes served buffet lunches, College-style dinners and tea/coffee)

Accommodation: Single room: £60 per night; Double/Twin room £50 per person, per night (2 people sharing).

Also at the Institute

Short, part-time and online courses

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

Madingley Hall

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



“This exciting new joint venture offers an opportunity for students to engage in study at two leading European universities.”

Julius Rogenhofer
Joint Programme Director, LMU/Cambridge Programme

LMU/Cambridge Programme

2 – 29 August

Programme Directors:

Julius Rogenhofer: Solicitor; PhD Candidate, Department of Sociology, University of Cambridge

Dr. des.Stefan Jagdhuber: Research Associate; Chair of International Relations, LMU; Project Manager & Lecturer, Munich International Summer University (MISU)

The Cambridge/LMU link

In the first instance, this joint programme will encourage awareness of the relationship between two leading universities – the University of Cambridge and Ludwig Maximilians University (LMU). This programme is primarily aimed at current University of Cambridge and LMU students. Small bursaries towards the tuition fees may be available for Cambridge and LMU students applying for the full four weeks of the programme. If space is available, there may be some places for students studying at other leading universities worldwide, eg at IARU member institutions, who can demonstrate their suitability for the programme. Interested parties who are not current students may also apply.

Academic programme

Term I: Cambridge (2-15 August 2020)

Term II: Munich (16-29 August 2020)

- Usually, three plenary lectures per day on *European Studies*
- Small-group seminar discussions
- Evening talks

Programme description

This new, four-week programme offers a unique opportunity for students to learn at both institutions. All students are encouraged to apply for both Terms. Established researchers and experts in each University will deliver talks, which set European issues in their historical context and go on to address the current turbulent political situation.

We enter an extraordinary phase in the history of Europe, fundamental to this programme is the opportunity for discussion and debate between lecturers and students from two major institutions directly affected by these changes.

Between the plenary lectures and the afternoon seminar/discussion sessions, the programme will address a wide range of topics related to European Studies. These are likely to include, but are not limited to: the idea of Europe and the EU, dynamic political change, volatile elections, migration, the rise of populism, blame politics, institutional change in Europe after Brexit.

See the website for full details.

Written work, seminars, and group presentations

Seminar groups will be limited in size, allowing students time to engage with the topics and to discuss the subjects covered by the morning plenary speakers. All students will be expected to undertake group work as part of the programme and to contribute to presentations at the end of the programme.

There is also the opportunity to submit written work for evaluation after the end of the programme, which may be used to earn credit for those who wish it (credit will be awarded by the student's home institution). We anticipate c.22 contact hours per week, and c.88 contact hours across the four weeks of the programme.

Evening talks

Eminent speakers will present a variety of general interest talks.

Tuition and accommodation options and fees

Students live as a group in en suite rooms in Selwyn College Cripps Court for the Cambridge Term, and in the Student Residence Hall at 'Olympiazentrum' for the Munich Term, or can opt to be non-resident for either Term.

To apply

All students will submit the most recent transcript of study and provide a brief statement, which includes their current course information (institution, subject and degree year – 1st, 2nd, final year, etc) and a motivation statement, giving the reasons why they would like to participate. All teaching at both sites is in English. Those whose first language is not English need to provide proof of fluency to at least IELTS 6.5 or TOEFL 100. See the website for further details.

Students apply via the Cambridge website for one or both terms, and for accommodation for the Cambridge Term. Students apply directly to Munich for accommodation for the Munich Term.

Application deadline

1 May 2020

Please see the website, where details of lectures and speakers will be posted as the programme develops.

Plenary lecture topics

The programme will address a wide range of topics related to European Studies. These are likely to include, but are not limited to: The idea of Europe and the EU, dynamic political change, volatile elections, migration, the rise of populism, blame politics and institutional change in Europe now and after Brexit.

In Cambridge: *Term I: The future of the European Union with(out) the United Kingdom*
The content (from Julius Rogenhofer and invited speakers) will focus on putting empirical analysis centre stage. Lectures and interactive sessions expanding on the following themes:

The idea of Europe and the EU

New Order! Nazi Plans for Post-War Europe

European values and Europe's achievements

Negotiating a future European treaty

The EU in Crisis

Brexit and future of EU/UK relations

Fortress Europe and the future of the European 'migrant crisis'

Anticipating the next migration 'crisis'

The EU and populism

The future of the EU in a multipolar world

Russia

The modern Middle East and intersections with Europe

The war on terror and the West's endeavours in Iraq and Afghanistan

Existential risk: exploring human extinction and societal collapse

Appraising the EU: Is the EU ready for the future?

In Munich: *Term II: Engaging with current debates in the EU Studies literature*

The content (from Stefan Jagdhuber and invited speakers) will build on the Term I content with theory-focused, complementary sessions. Lectures, and some group presentation sessions expanding on the following themes:

European Integration Theories: explaining cooperation in Europe

(Non-)integration during the Eurozone and Migration crisis

The 'Constitutionalisation' of the EU

The 'Parliamentarisation' of the EU

The 'Europeanisation' of EU member states

'Democratic backsliding' in the EU: why do some Member States opt for more authoritarian governance

'Blame politics' in the European Union

The EU's international actorness: comparing the EU's response to the Georgian and Ukraine crises

Brexit and disintegration

European defence cooperation and the Transatlantic alliance



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

Dr James Gazzard, Director of Continuing Education

Pre-University Summer Programme

Term I: 5 – 18 July

Term II: 19 July – 1 August

Our Pre-University Summer Programme provides 16-18 year-old high-school students an opportunity to prepare for future undergraduate study at leading global universities.

Taught at Newnham College, this residential programme is intellectually stimulating and intensive. Whatever your current interests, you will discover new disciplines and topics that will challenge your perceptions. While being immersed in the daily activity of College life, you will be with students from over 15 countries, sharing an exciting programme of talks and specialist seminars.

Academic programme

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

Programme description

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

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

Programme content

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

Accommodation

Students will be based at Newnham College in single study bedrooms with shared bathroom facilities. All meals are provided and teaching is on site.

Visits

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

Requirements

Applicants will need to complete their high school studies in 2020 or 2021. They will need to provide two references from their school and a statement of their own, saying what they would gain from the programme.

See www.ice.cam.ac.uk/pup for details.



“The level of discussion, teaching, and inquiry was astounding for a short term program.”

Nicholas Horner, USA

Teaching staff

KEY	 Interdisciplinary	 Ancient and Classical Worlds	 Science
	 Literature	 English Law and Legal Methods	 History
	 Innovation and Entrepreneurship	 Shakespeare and the Renaissance	
	 Medieval Studies	 Art and Visual Culture	 Creative Writing
	 Visions of the Future	 Global Challenges	 LMU Programme

-  **Dr Neha Agrawal** – Borysiewicz Biomedical Sciences Fellow, Wellcome/ Cancer Research UK; Gurdon Institute Postdoctoral Bye-Fellow, Murray Edwards College
-  **Professor Neil Andrews** – Professor of Civil Justice and Private Law; Fellow and Director of Studies in Law at Clare College, University of Cambridge
-  **Dr Scott Annett** – Affiliated Lecturer in English and Italian, Fellow and Director of Studies in English at Robinson College, University of Cambridge
-  **Dr David Applin** – Author and Tutor
-  **Dr Rowena E Archer FRHistS** – Lecturer in Medieval History at Christ Church and Fellow of Brasenose College, University of Oxford
-  **Dr Alex Archibald** – Lecturer in Atmospheric Chemistry Modelling, Department of Chemistry, University of Cambridge; Fellow, Emmanuel College
-  **Dr Sio Ball** – Classroom Supervisor, Department of Biochemistry, University of Cambridge
-  **Professor Caroline Barron OBE FRHistS** – Emeritus Professor in the Department of History, Royal Holloway, University of London
-  **Dr Iris Batalha** – Research Associate, Nanoscience Centre, Department of Engineering, University of Cambridge; Research Associate, Medical Research Council Laboratory of Molecular Biology; Research Associate, Peterhouse
-  **Dr Sally Boss** – University Lecturer in Chemistry, Department of Chemistry, Undergraduate Admissions Tutor and Fellow, Churchill College
-  **Dr Matthew Bothwell** – Postdoctoral Researcher, Kavli Institute for Cosmology, University of Cambridge
-  **Sir Tony Brenton KCMG** – Former British Ambassador to Russia

-  **Simon Browne** – Panel Tutor for the University of Cambridge Institute of Continuing Education
-  **Dr Spike Bucklow** – Reader in Material Culture, University of Cambridge
-  **Dr Sarah Burton** – Novelist and biographer; Creative Writing Panel Tutor, University of Cambridge Institute of Continuing Education
-  **Dr Jillian Caddell** – Lecturer in 19th-century American Literature, University of Kent
-  **Dr Alex Carter** – Institute Teaching Officer and Academic Director for Philosophy and Interdisciplinary Studies, University of Cambridge Institute of Continuing Education; Bye-Fellow Fitzwilliam College, Cambridge
-  **Dr Daniel Carter** – Post-doctoral researcher, University of Cambridge
-  **Dr Robin Catchpole FRAS** – Institute of Astronomy, University of Cambridge
-  **Dr Ian Chambers FRGS** – Lecturer in History, University of Cambridge
-  **Dr Holly Corfield Carr** – Research Fellow in English, Murray Edwards College
-  **Dr Paul Coxon** – Postdoctoral Research Associate in the Materials Chemistry Group, Department of Materials Science and Metallurgy, University of Cambridge
-  **Dr Alistair Crame** – Head, Postgraduate Research Programme, British Antarctic Survey
-  **Carla Zoe Cremer** – Research Scholar, Future of Humanity Institute, University of Oxford; Research Affiliate, Centre for the Study of Existential Risk, University of Cambridge
-  **Dr Jonathan Davis SFHEA** – Senior Lecturer in Russian and Modern History, Anglia Ruskin University
-  **Dr Kanta Dihal** – Postdoctoral Researcher; Principal Investigator of the Global AI Narratives Project, Leverhulme Centre for the Future of Intelligence, University of Cambridge
-  **Miranda Doyle** – Writer
-  **Dr Corinne Duhig FSA MIFA** – Director of Studies in Archaeology, Wolfson College and Lucy Cavendish College; Senior Fellow of the McDonald Institute for Archaeological Research, University of Cambridge
-  **Dr Paul Elliott** – Director of Studies, Scientific Admissions Tutor and College Lecturer, Homerton College; Internal Examiner, University of Cambridge Institute of Continuing Education

-  **Dr Karim Esmail** – Panel Tutor for the University of Cambridge Institute of Continuing Education
-  **Dr Seb Falk** – Rosamund Chambers Research Fellow, Girton College
-  **Dr Christina Faraday** – Affiliated Lecturer in History of Art, University of Cambridge
-  **Professor Richard Fentiman** – Professor in Private International Law, University of Cambridge; Fellow, Queens' College
-  **Toby Fenwick FRSA** – Lead Investigator at Department for International Trade's new Trade Remedies Authority
-  **Dr Peter Fretwell** – Geographic Information Officer, British Antarctic Survey
-  **Dr Allegra Fryxell** – Trebilcock-Newton Research Fellow, Pembroke College,
-  **Dr Niamh Gallagher** – University Lecturer in Modern British and Irish History; Fellow, St Catharine's College
-  **Valentin Gerlier** – Faculty of Divinity, University of Cambridge; St Edmund's College
-  **Professor Mark Goldie FRHistS** – Emeritus Professor of Intellectual History, University of Cambridge; Fellow, Churchill College; Honorary Professor of Intellectual History, University of Sussex
-  **Professor Sir Mike Gregory CBE FREng** – Former Head of the Institute for Manufacturing (IfM); Fellow, Churchill College
-  **Dr James Grime** – Mathematician, Speaker
-  **Dr Oliver Hadeler** – Programme Manager of the CamBridgeSens Strategic Network, Department of Chemical Engineering and Biotechnology and Institute Teaching Officer in STEM, Institute of Continuing Education, University of Cambridge
-  **Dr Lydia Hamlett** – Academic Director in History of Art, Institute of Continuing Education, University of Cambridge; Fellow, Murray Edwards College
-  **Dr Patrick Harding** – Freelance Lecturer, Broadcaster and Author
-  **Dr Eliza Hartrich** – Lecturer in Late Medieval History, University of East Anglia
-  **Andrew Hatcher** – Mentor in Residence, Cambridge Judge Business School, University of Cambridge
-  **Vivien Heilbron** – Actor; Director; Panel Tutor for the University of Cambridge Institute of Continuing Education

- **Caroline Holmes** – Garden Historian; Panel Tutor for the University of Cambridge Institute of Continuing Education
- ■ **Ulrike Horstmann-Guthrie** – Panel Tutor for the University of Cambridge Institute of Continuing Education; Lecturer for the Department of German, University of Cambridge
- **Dr Morag Hunter** – Departmental Teaching Fellow, Department of Earth Sciences, University of Cambridge; Fellow and Director of Studies (Phys Sci), Girton College; Director of Studies (Earth Sci), Churchill, Homerton Colleges
- **Dr Mircea Iliescu** – Researcher, Division of Biological Anthropology, University of Cambridge
- **Professor David Jacques FSA** – Senior Research Fellow in Archaeology, Buckingham University; Fellow of the Society of Antiquaries
- ■ **Dr Nicholas James** – Consultant; Lecturer in Social Anthropology, Magdalene College; Affiliated Scholar in Archaeology and Institute of Continuing Education Panel Tutor, University of Cambridge
- **Dr Anna Jones** – Senior Tropospheric Chemist, British Antarctic Survey
- **Dr Jennifer Keating** – Assistant Professor in Modern East European History, School of History, University College Dublin
- **Dr Ewen Kellar** – Consultant, Adhesives, Composites and Sealants (CACS) Joining Technology Group, The Welding Institute
- ■ **Dr Luke Kemp** – Research Associate at the Centre for the Study of Existential Risk, CRASSH, University of Cambridge
- **Nicholas Kinloch** – Former Head of History at the Netherhall School and Sixth Form College, Cambridge
- **Dr Aleksandra Koutny-Jones** – ICE Tutor in History of Art, academic and writer
- **Dr Bonnie Lander Johnson** – Director of Studies, Newnham College
- ■ **Dr Seán Lang** – Senior Lecturer in History and Politics, Anglia Ruskin University
- **Dr Peter Larter** – Deputy Science Leader of Palaeo Environments, British Antarctic Survey
- ■ **Dr John Lawson** – Director of Studies in Psychological and Behavioural Sciences and Director of Studies in Human, Social and Political Science, Girton College, Cambridge. Senior Lecturer in Psychology, Oxford Brookes University. Research Associate, Autism Research Centre, Department of Psychiatry, University of Cambridge

- 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; Associate Member and Director of Studies in English at Hughes Hall
- Dr Alexander Lindsay** – Associate Lecturer, Open University
- Dr Harriet Lyon** – AH Lloyd Junior Research Fellow, Christ's College
- Dr Oren Margolis** – Lecturer in Early Modern History, University of East Anglia
- Dr Beatriz Marin-Aguilera** – Renfrew Fellow, McDonald Institute for Archaeological Research; Junior Research Fellow, Churchill College
- Dr Matthew Mason SFHEA** – University Physiologist, Department of Physiology, Development and Neuroscience, University of Cambridge; Fellow and Director of Studies in Physiology, St Catharine's College
- Dr Graham McCann** – Former Lecturer in Social and Political Theory, University of Cambridge; King's College
- Dr Paul Millett** – Collins Fellow in Classics; Vice-Master of Downing College; University Senior Lecturer in Classics, Faculty of Classics, University of Cambridge
- Dr Tom Monie** – Assistant Director of Academic Centres (Academic) and Academic Director for STEM (Biological), University of Cambridge Institute of Continuing Education; Fellow and Director of Studies in 1A Natural Sciences, Christ's College
- Dr Philip Morgan FSA** – Senior Lecturer, University of Keele
- Dr Charlie Morgan** – Postdoctoral Research Scientist, Centre for Chemical and Synthetic Biology Laboratory of Molecular Biology, Medical Research Council; Research Associate, Darwin College, University of Cambridge
- Dr Charles WRD Moseley FSA FEA FRSA FRGS** – Fellow and Director of Studies in English, Hughes Hall
- Dr Roderick Munday** – Reader Emeritus in Law, University of Cambridge; Fellow Emeritus, Peterhouse
- Dr Matthew Neal** – Affiliated Lecturer, Faculty of History, University of Cambridge; Fellow, Fitzwilliam College
- Dr Sam Newton** – Freelance Lecturer in Early Medieval and Wuffing Studies
- Dr Claire Nicholson** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- Dr Calum Nicholson** – Panel Tutor for the University of Cambridge Institute of Continuing Education

- **Derek Niemann** – Tutor in Creative Writing, University of Cambridge
Institute of Continuing Education
- **Dr Sooter Nomhwange** – Teaching Associate in Business and Management,
University of Cambridge Institute of Continuing Education
- **Carina O'Reilly** – Lecturer in Policing and Criminal Justice,
Anglia Ruskin University
- **Dr Janet O'Sullivan** – University Senior Lecturer, Faculty of Law, University
of Cambridge; Director of Studies, Selwyn College
- **Dr Karen Ottewell** – Director of Academic Development and Training for
International Students, The Language Centre, University of Cambridge;
Fellow and Graduate Tutor, Lucy Cavendish College; Senior Pro-Proprietor
- **Dr Lewis Owen** – Postdoctoral Research Assistant, Department of Material
Science and Metallurgy, University of Cambridge
- **Dr Fred Parker** – Senior Lecturer in English, University of Cambridge;
Fellow and Director of Studies in English, Clare College
- **Dr Jan Parker** – Senior Member (Tragedy and Classical Epic) of the Faculties
of Classics and English, University of Cambridge; Finals supervisor Emmanuel
College and Gonville and Caius College; Chair, Humanities Higher Education
Research Group, Lucy Cavendish College
- **Richard Partington** – Senior Tutor and Director of Studies in History,
Churchill College
- **Dr Sarah Pearson** – Architectural historian and writer
- **Dr Jon Phelan** – Director of Studies in Philosophy, Wolfson College; Panel
Tutor for the University of Cambridge Institute of Continuing Education and
Head of Philosophy at Hills Road Sixth Form College
- **Dr Sophie Pickford** – Associate of the Senior Combination Room, King's
College; Supervisor and Visiting Lecturer, Department of History of Art,
University of Cambridge
- **Professor Jem Poster** – Poet and novelist; Emeritus Professor of Creative
Writing, Aberystwyth University
- **Tim Reilly** – Former Research Fellow at Centre for Rising Powers, POLIS,
University of Cambridge
- **Dr Lotte Reinbold** – Teaching Bye-Fellow; Director of Studies,
Selwyn College
- **Jo Rhymer** – Independent Art Historian

- ■ **Julius Rogenhofer** – PhD candidate in Sociology, Jesus College, University of Cambridge; Solicitor of the Courts of England and Wales
- **Professor Nigel Saul FSA** – Emeritus Professor of Medieval History, Royal Holloway, University of London
- **Dr Lukas Schertel** – Postdoctoral researcher, Department of Chemistry, University of Cambridge
- ■ **Dr Darshil Shah** – University Lecturer in Materials (Fixed-term), Department of Architecture, Centre for Natural Material Innovation, University of Cambridge
- **Dr Jessica Sharkey** – Senior Lecturer in Early Modern History, University of East Anglia
- ■ **Dr Peter Sheldon** – Honorary Associate in Earth Sciences, Open University; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Sonali Shukla** – Astronomy Outreach Assistant, Institute of Astronomy, University of Cambridge
- **Dr Anna Simandiraki-Grimshaw** – Honorary Research Fellow, Department of Archaeology, Durham University
- **Dr David Smith FRHistS** – Affiliated Lecturer, Faculty of History, University of Cambridge; Fellow, Director of Studies in History, Tutor for Graduate Students, Selwyn College
- **Dr Frederick Smith** – Junior Research Fellow, Clare College
- **Daniel Soars** – PhD Candidate in Hindu-Christian Philosophical Theology; Supervisor, Faculty of Divinity, University of Cambridge; Teacher of Divinity, Eton College
- **Dr Elizabeth Solopova** – Researcher and Lecturer in Medieval Literature, Faculty of English, Brasenose College, Oxford University
- **Elizabeth Speller** – Novelist, Memoirist, Poet and Lyricist; Panel Tutor for the University of Cambridge Institute Continuing Education
- **Dr Felix Steffek** – University Senior Lecturer, Faculty of Law, University of Cambridge; Senior Member, Newnham College
- **Dr Martin Steinfeld** – Affiliated Lecturer in EU law, Faculty of Law, University of Cambridge; Charnley Fellow in Law, Hughes Hall
- ■ ■ **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 Matt Symonds** – Editor of Current World Archaeology magazine
- ■ **Dr Michael Talbot FRHistS FRAS FHEA** – Senior Lecturer in the History of the Ottoman Empire and Modern Middle East, University of Greenwich
- **Dr Jerry Toner** – Fellow and Director of Studies, Churchill College
- **Professor John Trowsdale** – Immunology Division, Department of Pathology, University of Cambridge
- **Dr Felix Waldmann** – JH Plumb College Lecturer and Fellow, Christ's College
- ■ ■ **Dr Charles Weiss** – Language Teaching Officer, Faculty of Classics, University of Cambridge; Fellow, Praelector, and Director of Studies in Classics, Clare College
- **Dr Martin Welch** – University Lecturer in Microbiology, Department of Biochemistry, University of Cambridge; Fellow of Murray Edwards College
- **Dr Erica Wickerson** – Research Fellow, St John's College; Affiliated Lecturer in German, Faculty of Modern and Medieval Languages
- **Dr Matt Wilkinson** – Panel Tutor for the Institute of Continuing Education, University of Cambridge; College Teaching Associate, Sidney Sussex College; freelance zoologist, writer, voice artist and actor
- **Dr Sarah Williams** – Fellow in Physics and Director of Studies, Natural Sciences (Physical), Murray Edwards College
- **Clive Wilmer** – Emeritus Fellow, Sidney Sussex College
- **Dr Andy Wimbush** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Francis Woodman FSA** – Former University Lecturer in Art History and Architecture, University of Cambridge Institute of Continuing Education
- **Dr Chris Worrall** – Principal Project Leader, TWI Ltd, Cambridge
- **Dr Jenny Zhao** – Lloyd-Dan David Research Fellow, Needham Research Institute and Darwin College

Tuition fees and accommodation options

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

Accommodation

Places are allocated on a first-come, first-served basis. If your first choice is full, we will allocate you your next choice. If requested in advance, couples will be assigned to adjacent single rooms where possible. There are a limited number of double and twin rooms available.

Accommodation between consecutive programmes/terms

Those attending two, or more, consecutive programmes/terms will automatically have their College accommodation booked for the extra night(s) between and be charged accordingly (see page 127).

See our website for further information.

THREE-WEEK PROGRAMME

5 - 25 July

TUITION FEES

Three weeks	One week only
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English Law and Legal Methods	£2,510	N/A
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COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

ACCOMMODATION FEES

Three weeks	One week only
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Selwyn College - Ann's Court	En suite	£1,810	N/A
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Selwyn College - Old Court	Standard	£1,560	N/A
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FOUR-WEEK PROGRAMME

5 July - 1 August

TUITION FEES

Four weeks	One week only
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Visions of the Future	£2,595	N/A
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COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

ACCOMMODATION FEES

Four weeks	One week only
------------	---------------

Gonville & Caius College - Tree Court	Standard	£1,900	N/A
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5 – 18 July

PROGRAMME OPTIONS

To combine Programmes see calendar on page 3

TUITION FEES

	Two weeks	One week only
Interdisciplinary Term I	£1,400	N/A
Global Challenges	£1,400	N/A
Ancient and Classical Worlds	£1,400	£840
Literature Term I	£1,400	£840
Science Term I	£1,460	£875

COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

ACCOMMODATION FEES

		Two weeks	One week only
Gonville & Caius College	Standard	£915	£430
Newnham College	En suite	N/A	£605
Newnham College	En suite shared double*	N/A	£430pp
Newnham College	Standard	£1,055	£500
Queens' College	En suite single	£1,380	£650
Queens' College	En suite twin*	£1,210pp	£565pp
St Catharine's College	En suite	£1,350	£640
St Catharine's College - St Chad's	Standard in shared flat**	£675pp	N/A
Selwyn College - Ann's Court	En suite	£1,155	N/A
Selwyn College - Ann's Court	En suite twin*	£880pp	N/A
Selwyn College - Cripps Court	En suite	£1,155	£545
Selwyn College - Old Court	En suite	£1,155	N/A
Selwyn College - Old Court	Standard	£990	£470

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

*Doubles and Twins: the price is per person (pp), sharing.

**Shared flat (4 bedrooms) - room only, self catering with kitchen: the price is per person (pp), sharing.

19 July – 1 August

PROGRAMME OPTIONS

To combine Programmes see calendar on page 3

TUITION FEES

	Two weeks	One week only
Interdisciplinary Term II	£1,400	N/A
Innovation and Entrepreneurship	£2,200	N/A
History	£1,400	£840
Literature Term II	£1,400	£840
Science Term II	£1,460	£875
Art and Visual Culture	£1,460	£875

COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

ACCOMMODATION FEES

		Two weeks	One week only
Gonville & Caius College	Standard	£915	£430
Newnham College	En suite	£1,295	N/A
Newnham College	En suite shared double*	£920pp	N/A
Newnham College	Standard	£1,055	£500
Queens' College	En suite single	£1,380	£650
Queens' College	En suite twin*	£1,210pp	£565pp
St Catharine's College	En suite	£1,350	£640
St Catharine's College - St Chad's	Standard in shared flat**	£675pp	N/A
Selwyn College - Ann's Court	En suite	£1,155	N/A
Selwyn College - Ann's Court	En suite twin*	£880pp	N/A
Selwyn College - Cripps Court	En suite	£1,155	£545
Selwyn College - Old Court	En suite	£1,155	N/A
Selwyn College - Old Court	Standard	£990	£470

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

*Doubles and Twins: the price is per person (pp), sharing.

**Shared flat (4 bedrooms) - room only, self catering with kitchen: the price is per person (pp), sharing.

2 – 15 August

PROGRAMME OPTIONS

To combine Programmes see calendar on page 3

TUITION FEES

	Two weeks	One week only
Interdisciplinary Term III	£1,400	N/A
Medieval Studies	£1,400	£840
Shakespeare and the Renaissance	£1,400	£840
Creative Writing	£1,875	£1,125

COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

ACCOMMODATION FEES

		Two weeks	One week only
Gonville & Caius College	Standard	£915	£430
Newnham College	En suite	N/A	£605
Newnham College	En suite shared double*	N/A	£430pp
Newnham College	Standard	£1,055	£500
Queens' College	En suite single	£1,380	£650
Queens' College	En suite twin*	£1,210pp	£565pp
St Catharine's College	En suite	£1,350	£640
St Catharine's College - St Chad's	Standard in shared flat**	£675pp	N/A
Selwyn College - Ann's Court	En suite	£1,155	N/A
Selwyn College - Ann's Court	En suite twin*	£880pp	N/A
Selwyn College - Cripps Court	En suite	£1,155	£545
Selwyn College - Old Court	En suite	£1,155	N/A
Selwyn College - Old Court	Standard	£990	£470

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

*Doubles and Twins: the price is per person (pp), sharing.

**Shared flat (4 bedrooms) - room only, self catering with kitchen: the price is per person (pp), sharing.

Extra nights between consecutive programmes/terms

COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

ACCOMMODATION FEES

		Extra night
Gonville & Caius College	Standard	£72
Newnham College	En suite	£101
Newnham College	En suite shared double*	£71pp
Newnham College	Standard	£183
Queens' College	En suite single	£107
Queens' College	En suite twin*	£94pp
St Catharine's College	En suite	£104
St Catharine's College - St Chad's	Standard in shared flat**	£57pp
Selwyn College - Ann's Court	En suite	£90
Selwyn College - Ann's Court	En suite twin*	£68pp
Selwyn College - Cripps Court	En suite	£90
Selwyn College - Old Court	En suite	£90
Selwyn College - Old Court	Standard	£79

Extra nights (Saturdays) are only available if you are attending two, or more, consecutive programmes/terms

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

*Doubles and Twins: the price is per person (pp), sharing.

**Shared flat (4 bedrooms) - room only, self catering with kitchen: the price is per person (pp), sharing.

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

Alternatively, you can book a room through www.conferencecambridge.com or www.universityrooms.com.

Programme requirements

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 have already finished high school by the start of the programmes) will be considered for admission. See website for details.

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

English language requirements

To ensure that all participants on our Summer Programmes are able to enjoy studying with us, you will need to be confident understanding and following arguments presented in written and spoken English at University level, and will need to demonstrate an appropriate level of English language proficiency. If English is not your first (that is, your native) language, you will need to meet our English language requirements. See our website for full details.

Visas

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

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

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

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

Registration fee

There is a Registration fee of £250 per programme/term. For the 4-week Visions of the Future programme there is a £400 registration fee.

www.ice.cam.ac.uk/intsummer/fees

Booking terms and conditions

Refund and cancellation policy

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

Two-week cancellation period

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

After two-week cancellation period

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

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

Evaluation

An evaluation fee of £55 is charged for the assessment of written work in one course/seminar. The charge for each additional essay is £55. If you decide to opt out, evaluation fees can only be refunded prior to the balance of payment date.

Programme/term or course/seminar change

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

Course and seminar allocation

If your first choice is full, you can add yourself to a waiting list and select a second choice. 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.

Accommodation allocation

If your first option is full, you can add yourself to a waiting list and select a second choice. Colleges will try to meet specific room requests and additional requirements, but this may not always be possible. Please note that room sizes may vary considerably.

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

Special circumstances

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

Booking information

Accommodation

www.ice.cam.ac.uk/intsummer/accommodation
www.ice.cam.ac.uk/intsummer/fees

Special requirements

We make every effort to accommodate the needs of those with special dietary or medical requirements. See: www.ice.cam.ac.uk/intsummer/booking-information

Building works

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

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 in cash 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. Please be aware that we cannot refund fees in the case of a Visa application being refused. It should cover any expenses incurred as a result of lost or stolen property, late arrival, early or delayed departure, or cancellation due to unforeseen circumstances. For our refund and cancellation policy see below. The University accepts no liability for loss or damage to student property. See: www.ice.cam.ac.uk/intsummer/terms

How to apply

ONLINE:

The quickest way to apply is by using our secure online booking system and paying by credit or debit card.

www.ice.cam.ac.uk/intsummer

UNIVERSITY AND

INSTITUTIONAL GROUPS:

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

PAPER-BASED:

Email us for a PDF or paper application form.

Before you apply

Application form checklist

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

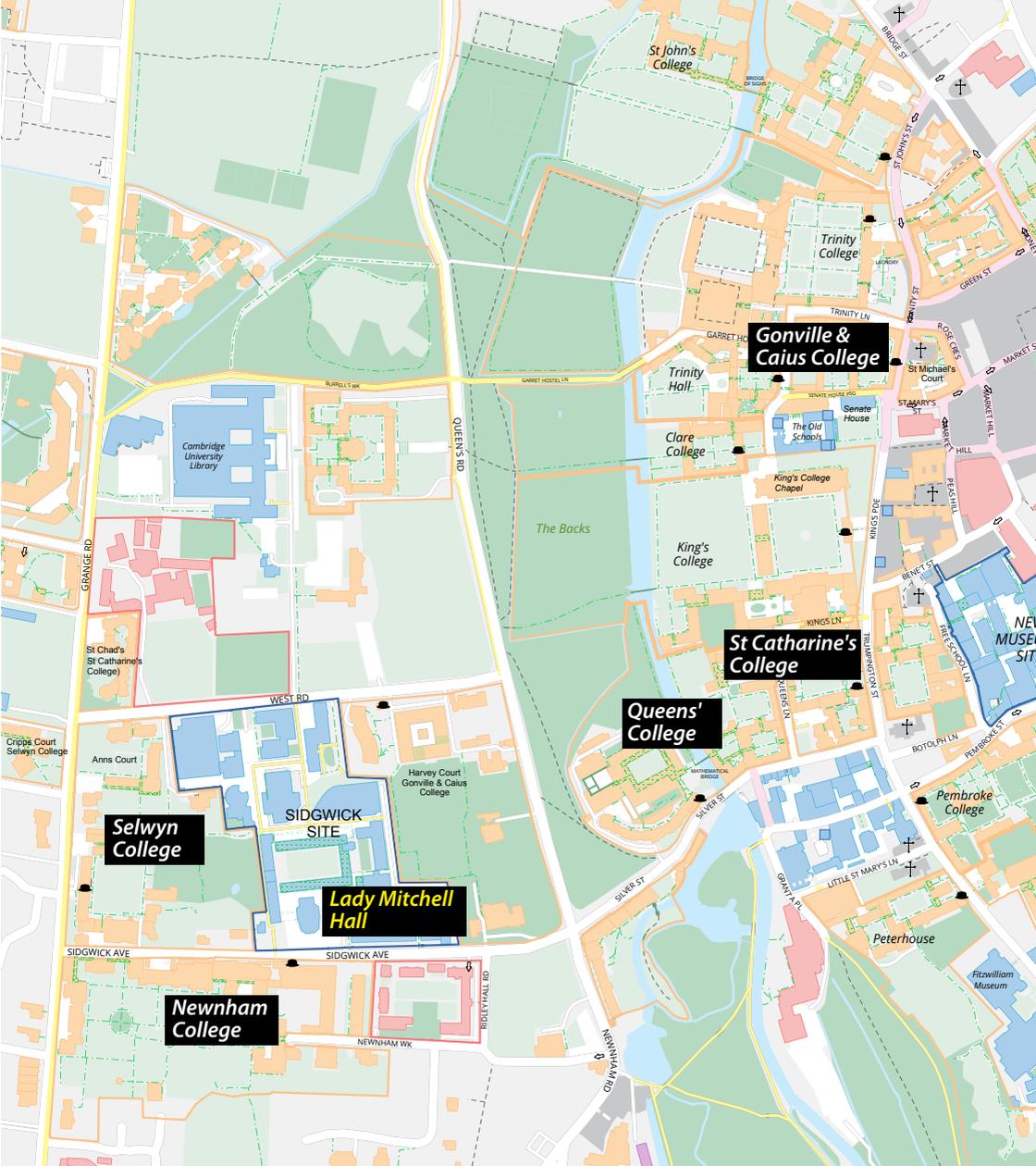
- Decided on your programme and courses/seminars
- Decided where you want to stay and the type of room
- Checked that you meet our English language and/or visa requirements
- Written a statement if you are applying for the Innovation and Entrepreneurship, LMU, or Creative Writing programmes.

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Every effort has been made to ensure the accuracy of the information in this prospectus at the time of going to print. However, changes and developments may occur and to ensure that you have the most up-to-date information please check our website.





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Contact us:

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Website: www.ice.cam.ac.uk/intsummer



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