



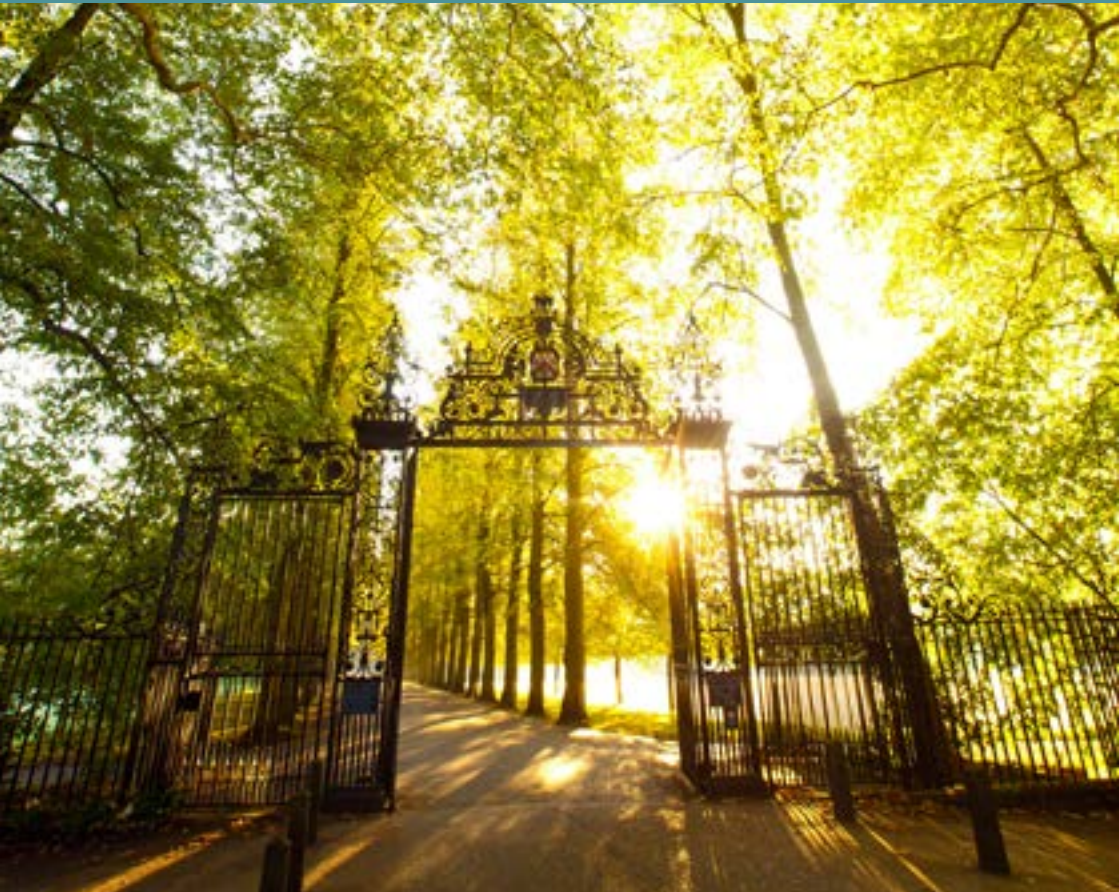
UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

International Summer Programmes

8 July – 18 August 2018

95th ANNIVERSARY 1923 - 2018



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Welcome

Welcome to the University of Cambridge International Summer Programmes, now celebrating their 95th year, and continuing to reflect this remarkable University's 800-year history of tradition and innovation. Our oldest programmes spring from our first offerings in 1923: two new programmes and over 100 new courses will be offered in 2018.

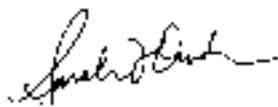
Our programmes are recognised for their excellent teaching, fascinating courses, and inspiring lectures and talks. We welcome hundreds of new and returning students (undergraduates, graduates, and adults of all backgrounds and professions) to the University each summer. They learn from some of its finest academics, and from each other. And within a community which boasts some 60 nationalities and every age group from 18 to 80+, there is no shortage of people to share new ideas and opinions.

Why join us? Studying with us can help enhance your degree course, your career prospects, your communication skills, or simply feed your love of learning. Every year, the learning and exchange of ideas continues outside the classroom: over meals in College, during exploration of this vibrant, bustling city, and its historic Colleges, museums and galleries, in punts on the river, or on our weekend excursions. You can choose which of five Colleges - Gonville & Caius, Newnham, Queens', St Catharine's or Selwyn - will be your home whilst you are here.

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

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

Join us and see for yourself.



Sarah J Ormrod

Director of International Programmes



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

Thomas Haig, Australia

Our programmes

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

Selecting programmes

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

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

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

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

Combining programmes

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

Study for one week only

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

Sun 8 - Sat 14 July	Sun 15 - Sat 21 July	Sun 22 - Sat 28 July	Sun 29 July - Sat 4 August	Sun 5 - Sat 11 August	Sun 12 - Sat 18 August
Interdisciplinary Term I		Interdisciplinary Term II		Interdisciplinary Term III	
Science Term I		Science Term II		Business and Entrepreneurship	
Literature Term I		Literature Term II		Shakespeare	
Ancient and Classical Worlds		History		Medieval Studies	
		Art and Visual Culture		Creative Writing	
English Law and Legal Methods					



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

Ben Wiley, United States of America

Our teaching staff

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

Our Programmes Directors

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

Experienced communicators

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

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

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

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

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

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

See pages 18-99 (programme descriptions), pages 100-107 (Course Directors), page 121 (map) and our website for further information.

Studying at Cambridge

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

An intensive study experience

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

English language requirements

All teaching for the Summer Programmes is in English.

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

Certificate of attendance

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

Virtual Learning Environment (VLE)

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

Writing essays and academic credit

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

Libraries and computing

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

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

See pages 109-113 (fees), page 114 (English language requirements), page 116 (evaluation), and our website for further information.



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

Barbara Plock, Germany

Living in Cambridge

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

College accommodation

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

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

Accommodation is in single rooms normally occupied by undergraduates. You can choose a basic room with a bed and washbasin; or one with en suite bath/shower facilities. Breakfast and evening meals are included in the cost. A number of twin en suite rooms are available in Queens' College. Double rooms are not available.

Non-residential option

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

Cambridge city centre

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

See pages 109-113 (accommodation options and fees) and our website for further information.

Queens' College

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

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

Location on map:

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

Facilities include:

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

Please note:

No ground floor en suite rooms.



St Catharine's College

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

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

Location on map: F

Facilities include:

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

Please note:

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



Gonville & Caius College

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

Location on map:

G: Old Courts

H: St Michael's Court

I: Harvey Court

Facilities include:

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

Please note:

There are no ground floor rooms available in St Michael's Court or Harvey Court, and no en suite rooms in St Michael's Court.

The College offers a choice of traditional rooms located in the heart of the city centre. St Michael's Court is just across Trinity Street from the main Porters' Lodge, and offers basic, single, upstairs rooms, with shared toilets on the same floor. Shower/bath facilities may be located on a different floor. A stroll through the world-famous Gates of Humility and Virtue takes you to the historic Old Courts dining hall, where you will be served breakfast and three-course dinners.

Harvey Court, set within extensive private gardens and close to the teaching site, offers modern en suite rooms. Breakfast is at Harvey Court, but dinners will be served in the historic dining hall in Old Courts.



Newnham College

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

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

Location on map: A

Facilities include:

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

Please note:

During the Summer Programmes the College accepts both male and female students.

Limited availability of en suite rooms.

Building works will be taking place in part of the College.



Selwyn College

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

Location on map:

B: Old Court

C: Ann's Court

D: Cripps Court

Facilities include:

- en suite and standard rooms
- wifi access in rooms
- bed linen and towels
- laundry rooms
- bar/common room
- Chapel/prayer room

Selwyn College was founded in 1882. Elegant Ann's Court, completed in 2009, offers en suite accommodation and is close to the red-brick Tudor-Gothic style of Old Court. Nearby is Cripps Court, which has recently been refurbished to provide modern en suite rooms. On most evenings, a three-course dinner is served in the impressive oak-panelled dining hall in Old Court. Breakfast is also in the hall and is self-service. The extensive and beautiful gardens at the heart of the College provide a quiet place for relaxation. A short, shrub-lined path leads directly to your lecture rooms and the city centre beyond.



Our students

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

Who are our students?

Some 50% of participants are aged 18-24, 50% are aged 25-80+ and over half are current undergraduate or graduate students. Our participants also include teachers, scientists, writers, journalists, researchers, executives, lawyers and doctors.

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

University and institutional groups

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

Who can apply?

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

Community

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

Cambridge Student Assistants

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

Stay Connected

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

See page 114 (who can apply?) and our website for further information.



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

Blanaid Barr, Northern Ireland

Excursions and events

At weekends we offer you the opportunity to explore heritage sites and cities, and enjoy Shakespeare plays at Stratford-upon-Avon and the Globe Theatre. Ceilidhs, concerts and a variety of social activities are also held during the summer.

Weekend excursions

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

Details, prices and tickets are available on the VLE for accepted students from March onwards. We advise that you book early, as places are limited. However, subject to availability, you can also buy tickets after your arrival in Cambridge.

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

Events

In addition to our evening talks, we organise a number of late afternoon and evening events to give you the opportunity to relax and meet fellow students. These include concerts, ceilidhs (folk dances), talks and readings. This year, we are planning three late-afternoon tea parties to celebrate the 95th year of the Summer Programmes.

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

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

Entertainment

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



“This year we are planning to offer you the chance of a great day out exploring Hever Castle and Penshurst Place.”

Emma Whybrow, International Programmes



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

Sarah J Ormrod,
Programme Director, Interdisciplinary Summer Programme

Interdisciplinary Programme

Term I: 8 – 21 July

Term II: 22 July – 4 August

Term III: 5 – 18 August

Programme Director: Sarah J Ormrod
Director of International Programmes

Academic programme

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

Programme description

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

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

You can focus your studies on two or three courses in the same discipline, or choose courses in differing subjects.

With hundreds of possible course combinations, you can devise your own personalised study programme.

Courses

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

Plenary lectures

Everyone also attends the morning plenary lecture series at 10.30am. The theme *Impact* is applied across politics, scientific discovery, literature, art, economics, conflict, climate change and a wide variety of other topics.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-13 and 109-113

Application deadlines

ISP Term I: 25 June

ISP Term II: 9 July

ISP Term III: 23 July

Interdisciplinary Term I courses

8 – 21 July

Classes are held from Monday 9 to Friday 20 July inclusive, at the times shown. Participants may choose two or three courses, each from a different group (A, B or C).

Group A: 9.00am – 10.15am

A11

International politics in a global age I

Sir Tony Brenton, Ian Shields, Dr Julie Smith, Dr Robert Weatherley

In this team-taught course, we consider some of the key issues shaping politics in the modern world and examine how political, strategic and economic aspects of international relations interact with, and reinforce, one another in a global age. Scholars from various fields of expertise will cover a range of current and historical issues, which are planned to include: an introduction to the international order; the role of economics, trade and war in the world today; diplomacy, international law and the United Nations; international relations in a globalised world; Chinese domestic politics from a historical and contemporary perspective; dealing with crises – Eurozone and refugees; Brexit and beyond, and the future of the EU; challenges to the liberal world order and scenes of tension.

Please note: A11 can only be taken with B11 and C11. Enrolment on this course is capped at 40. An excellent complement to this course is ISP Term II, A21/B21/C21.

A12

The world of Napoleon

Dr Seán Lang

Napoleon Bonaparte remains one of the most frustrating 'great men' of history. Was he an admirable figure, devoted to good government and the protection of liberty, brought down by lesser men? Or was he a power-grabbing betrayer of the ideals of the Revolution, a war-monger who brought disaster to France and to Europe?

A13

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.

A14**Myth, magic and make believe
in the English Renaissance**

Siân Griffiths

The English Renaissance was a time when Kings owned unicorn horns and claimed descent from legendary heroes; when fact and fiction faded in the theatre of court life. It was a time of prophecy and witchcraft and a question of perspective. We investigate the smoke and mirrors of English Renaissance culture.

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**Hollywood cinema: five films from
the 1920s to the 1960s**

Simon Browne

Hollywood is a word that nowadays has lost respect, yet the artistic pieces that have been produced under its auspices are some of the most enduringly important of the 20th century. We will study an example from each of five decades in an attempt to understand the greatness of this hybrid art.

Group B: 11.45am – 1.00pm

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

Various speakers

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

B12**The Cold War:
clash of the Superpowers**

Dr Jonathan Davis

The Cold War divided the world for nearly fifty years. This course considers when the Superpowers' struggle for supremacy began, assesses key flashpoints including the Korean War, the Cuban Missile Crisis and the Vietnam conflict, and asks why it ended when it did. *Not to be taken with La5 in the History Programme.*

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**Art and power: how value is made**

Siân Griffiths

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

B15**The politics and economics of the European Union: past, present and future**

Max Beber

Europe has been drinking in the last-chance saloon: stagnant economies, restless electorates, its second largest country heading for the Brexit door, populism and nativism on the rise, asymmetric wars and desperate refugees at its borders. This course explains how Europe reached its current unhappy predicament, and how national governments and EU institutions are attempting to overcome the current crisis.

B16**Violence and the royal figure in Shakespeare: *King Lear* and *Macbeth***

Simon Browne

Shakespeare's tragedies look directly at the violence inherent in power. In this course we shall be looking at two violent kings, Lear and Macbeth, whose murderous impulses destroy themselves, their family and bring civil war to their countries. What drew Shakespeare time and again to this form of narrative? What draws us?



Group C: 2.00pm – 3.15pm

C11

International politics in a global age I

Various speakers

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

C12

The Scientific Revolution

Piers Bursill-Hall

The Scientific Revolution c.1500-c.1770 signalled the start of modern science. Although the period was less revolutionary than you might expect, and changes sometimes happened for remarkably non-scientific reasons, no period in the history of science was quite so dramatic. It makes for an amazing story. *Evaluation is not available for this course. Not to be taken with C33 in ISP Term III.*

C13

The British Home Front in the First World War

Dr Andrew Lacey

2018 marks the 100th anniversary of the end of the First World War. The first 'total' war in Britain's history touched the lives of almost every family in the United Kingdom and in this course we will explore something of the varied impact of the War on the Home Front.

C14

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

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.

C15

Bob Dylan's lyrics: a literary exploration

Simon Browne

Some people were delighted when Bob Dylan won the Literature Nobel Prize, others felt his work should only be appreciated as music. This course will look at lyrics from over four decades, from a literary standpoint, to see whether, indeed, they can be appreciated as works of literature.

Interdisciplinary Term II courses

22 July – 4 August

Classes are held from Monday 23 July to Friday 3 August inclusive, at the times shown. Participants may choose two or three courses, each from a different group (A, B or C).

Group A: 9.00am – 10.15am

A21

International politics in a global age II

Sir Tony Brenton, Dr Michael Clark, Ian Shields, Dr Robert Weatherley

We consider some of the key issues shaping politics in the modern world and examine how political, strategic and economic aspects of international relations interact with, and reinforce one another in a global age. Scholars from various fields of expertise will cover a range of current and historical issues, which are planned to include: shapers of the international scene; the US and its evolving international role; ideology and foreign policy; the environment and climate change; rebuilding order after systemic collapse; China's foreign relations and its place in the world; politics and development in Africa; the politics of the modern Middle East.

Please note: A21 can only be taken with B21 and C21. Enrolment on this course is capped at 40. An excellent complement to this course is ISP Term I, A11/B11/C11.

A22

Wellington to Churchill: the British at war, 1815-1945

Dr Seán Lang

Less than 150 years separated Wellington's squares at Waterloo from the atomic bomb. That period saw the British at war all over the world from Russia to Egypt, from Afghanistan to Normandy. How did this long period of conflict affect the British view of themselves and of others? How well did the British face both triumph and disaster?

A23

Principles of macroeconomics: countries and systems

Dr Carolina Alves

This course introduces the major concepts and debates on aggregative economic systems, including national economies and international economic relations. It centres on main topics in macroeconomics: aggregate demand and supply management, economic growth, economic fluctuations and cycles, and the role for government intervention. *Students will be required to undertake short assignments during the course.*

A24**The abridged history of English**

Dr Karen Ottewell

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

A25**Words, deeds and democracy: 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**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.

Group B: 11.45am – 1.00pm**B21****International politics in a global age II**

Various speakers

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

B22**Three great Young Adult fantasists: Pullman, Rowling, Nix**

Dr John Lennard

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

B23**Economics of public policy**

Dr Carolina Alves

This course introduces students to the most important questions around economic policy. The course initially explores the aims of public policy through the discussion of taxing, borrowing and spending, and market and government failure. It then centres on a variety of public policy issues including healthcare, environment policy and pensions provision. *Students will be required to undertake short assignments during the course.*

B24**Living film: a life in pictures?**

Dr Frederick Baker

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

B25**The philosophy of mind**

Jon Phelan

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

B26**The origins of Stonehenge: new discoveries and fresh perspectives**

Professor David Jacques FSA

Why is Stonehenge where it is? What was it for? Recent research has started to reveal large accumulations of Mesolithic material in the area. We explore a wide range of Mesolithic traditions – landscape use, mobility, settlement, tool use, hunting and domestic and ceremonial practices – for a wider understanding of hunter-gatherer societies. We examine later Neolithic monuments including the long barrows and the different building phases of Stonehenge.



Group C: 2.00pm – 3.15pm

C21

International politics in a global age II

Various speakers

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

C22

20th-century country house fiction: Forster's *Howard's End*, Waugh's *Brideshead Revisited* and McEwan's *Atonement*

Ulrike Horstmann-Guthrie

The English country house as a cultural concept was celebrated in 17th-century poetry and has been a favourite setting and theme for many a novel since the 18th century.

This course explores two traditional examples, E M Forster's *Howards End* (1910) and Evelyn Waugh's *Brideshead Revisited* (1946) before discussing Ian McEwan's post-modern use of it in *Atonement* (2001).

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

Making film: media theory and practice

Dr Frederick Baker

Anyone can shoot pictures, but good films are made before filming begins. We explore low-tech, rapid-prototyping techniques which allow analysis and experience of film-making before the cameras roll. The course combines classroom sessions from a practitioner with practical exercises: location scouting, paper editing, casting and pitching. *If possible, bring a mobile phone to take short film clips and your own laptop.*

C25

International development: key issues in today's world

Ingrida Kerusauskaitė

Guided by the Course Director, course participants work together to explore various factors affecting development and 'under-development', analysing a range of policies and development programmes. Starting with the concept of development, the history of international development interventions and the theories that underpin them, we drill down to challenges facing people in low- and middle-income countries, including governance, justice, education and migration.

Interdisciplinary Term III courses

5 – 18 August

Classes are held from Monday 6 to Friday 17 August inclusive, at the times shown. Participants may choose two or three courses, each from a different group (A, B or C).

Group A: 9.00am – 10.15am

A31

**Science, superstition and religion:
key questions**

Dr Alex Carter

In this course we shall consider what role philosophy can play in mediating the conflict(s) between science and religion. Does God's foreknowledge pose a greater threat to our freedom than either determinism or indeterminism? Are Creationism and evolution competing theories? And can parables be used scientifically?

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.

A33

Early Islamic science

Piers Bursill-Hall

A slightly different view of Islam: we explore the controversial origins of Islam and its first two centuries of development. Next, we consider the intellectual and political conditions that generated the early Islamic world's intense interest in science. Finally we look at the surprising and profound influence early Islam had on Western Christianity, science, and culture. *Evaluation is not available for this course.*

A34

J R R Tolkien and modern fantasy

Dr John Lennard

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

Group B: 11.45am – 1.00pm

A35

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 B35 in ISP Term III.*

B31

English houses and gardens: defining Englishness

Caroline Holmes

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

B32

Metropolis and imperialism, Roman and Aztec

Dr Nicholas James

Imperialism is often caused by struggles in the homeland. Rome and the Aztec capital, Tenochtitlan, both projected and diverted the stresses of rapid urban growth abroad. The chief problems were sociological, political and administrative. Investigating them takes us from palaces to banlieues and from temples and theatres to taverns.



B33**A history of medicine from the Ancients to the 19th century**

Piers Bursill-Hall

We explore medical ideas and the practice of medicine alongside scientific theories of life, physiology, and disease. Starting with the pre-Classical world, Ancient Greece, the Arabic and Western Middle Ages, we move to the Renaissance and the Enlightenment, ending with a very brief look at the beginnings of modern medical thinking in the 19th century. *This non-technical treatment of medicine requires no scientific or medical background. Evaluation is not available for this course.*

B34**Political Shakespeare: *Julius Caesar*, *King Lear* and *The Tempest***

Dr Paul Suttie

Out-of-touch elites convinced they are entitled to govern; cynical demagogues who stir the mob to fury, the manipulative and the manipulated; the self-righteous and the self-seeking; the danger of social catastrophe and the yearning for something better: we look at three great plays by Shakespeare which throw light on such perpetually relevant political themes.

B35**The human mind: the 'normal' and beyond**

Dr John Lawson

This is a double course which can only be taken with A35 in ISP Term III.



Group C: 2.00pm – 3.15pm

C31

Castles, palaces and houses of British monarchs

Caroline Holmes

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

C32

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.

C33

The Scientific Revolution

Piers Bursill-Hall

The Scientific Revolution c.1500-c.1770 signalled the start of modern science. Although the period was less revolutionary than you might expect, and changes sometimes happened for remarkably non-scientific reasons, no period in the history of science was quite so dramatic. It makes for an amazing story. *Evaluation is not available for this course. Not to be taken with C12 in ISP Term I.*

C34

Philosophy, humour and the absurd

Dr Alex Carter

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



“Explore the rise and influence of ancient civilisations: engage with key issues and ideas of the past.”

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

Ancient and Classical Worlds Programme

8 – 21 July

Programme Director: Dr Jan Parker

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

Academic programme

- Four courses (two per week)
- Plenary lecture series AEO: *Ideas and Influence*
- 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 drama or poetry, Greek philosophers, the Egyptian Old Kingdom, Aegean empires, Visigoths and ancient astronomy, 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 Ideas and Influence

Wide-ranging plenary lectures by leading specialists associated with the University will explore the latest discoveries, key issues and influence of the art, ideas and cultures of the Ancient and Classical Worlds: from China to Scythia, the Aegean to Asia Minor and Rome to Londinium.

Optional workshops

Limited places will be available on four late-afternoon workshops in Classical and Ancient languages, including hieroglyphs and Greek.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-13, 109, 110 and 113

Application deadline

25 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 (8 – 14 July)

Group Aa: 11.15am – 12.45pm

Aa1

Athens and Sparta: rivals for Greek domination

Dr Paul Millett

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

Aa2

Egypt's pyramid age: the Old Kingdom

Dr Corinne Duhig FSA

The Old Kingdom - the time of magnificent pyramids - is regarded by later Ancient Egyptians as the pinnacle of their civilisation. What social and economic structure made it possible to build them? Why were they, and the other great monuments, built? How was everyday life in Egypt at the time? We address these questions, considering the precursors of the Old Kingdom and the causes of its final collapse.

Aa3

The fall of Rome to the beginnings of England: Visigoths to Sutton Hoo

Dr Sam Newton

The Visigothic sack of Rome in 410 AD (and Vandal and Ostrogothic attacks) signalled the fall of the Western Roman Empire and its transformation into the nation-states of Europe. We will consider the emergence of 'England' from rival Anglo-Saxon and British kingdoms, ending with the magnificent Sutton Hoo royal ship-burial.

Aa4

The world of Horace

Dr Charles Weiss

In this course we trace the career of Horace, from his witty vignettes of Roman social life at the end of the Republic and the dawn of the Empire in the *Satires*, to some of the most memorable lines of Roman poetry in his *Odes*. Horace rose from fighting on the wrong side of history against Octavian to being Rome's poet laureate.

Group Ea: 2.00pm – 3.30pm

Ea1

The pre-Socratics and Socrates

Dr Karim Esmail

The earliest of Ancient Greek philosophers are those preceding Socrates, viz. the Pre-Socratics. They are concerned in particular with providing a single and rational account of the natural order. Socrates is concerned in particular with questions of ethics. This course is a philosophical introduction to some of the key elements in their thought.

Ea2

The invisible Ancient Egyptians

Dr Corinne Duhig FSA

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

Ea3

Rome and China

Dr Nicholas James

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

Ea4

Dramatic women: Antigone, Hecuba, Medea, Electra and Lysistrata

Dr Jan Parker

Actors, directors, and audiences are fascinated by these powerful women's roles. Discussing key scenes, their interactions with others – Creon, Cassandra, Helen, Jason, Orestes, Clytemnestra and female choruses – we compare iconic representations, and explore the enduring timeliness and timelessness of these plays.



Week 2 (15 – 21 July)

Group Ab: 11.15am – 12.45pm

Ab1

Philip of Macedon and Alexander the Great

Dr Paul Millett

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

Ab2

The first Aegean empires: the Minoan and Mycenaean civilisations

Dr Anna Simandiraki-Grimshaw

This course investigates the Minoan and Mycenaean civilisations (Greece, 3rd - 2nd millennia BC) as early empires. Combining archaeological, philological and interdisciplinary methods, we shall look at state formation processes, art, religion and economy in richly-illustrated sessions. The course also helps develop or sharpen critical skills needed to research past civilisations.

Ab3

Investigating the cosmos: controversies in ancient astronomy

Piers Bursill-Hall

Every early society wondered about the heavens; the Ancient Greeks started a particularly bold project of finding a physical model of the cosmos and the extraordinary idea of using geometry to explain the heavens. We look at early cosmology and how physical and mathematical arguments developed around Plato, Aristotle and their successors. *Evaluation is not available for this course.*

Ab4

Demystifying the Etruscans

Dr Margarita Gleba

At the height of their power (8th - 5th century BCE), Etruscans ruled the Mediterranean Sea, built some of the largest cities in Europe and developed some of the most complex infrastructures and technologies in the ancient world. Yet their language remains largely undeciphered, and they are often regarded as 'mysterious'. We focus on archaeological evidence to explore Etruscan art, economy, religion, architecture and the legacy of the Etruscan culture.

Group Eb: 2.00pm – 3.30pm

Eb1

Plato and Aristotle

Dr Karim Esmail

This course is a philosophical introduction to Plato and Aristotle, addressing key elements in their thought. It considers Plato on the soul and its immortality in the *Phaedo* and the perfectly just city-state in the *Republic*, and Aristotle on language and logic in the *Organon*, on change and cause in the *Physics*, and on 'happiness' in the *Nichomachean Ethics*.

Eb2

The archaeology of the Ancient Greek myths

Dr Anna Simandiraki-Grimshaw

Heroic journeys and epic feats are just two of the inspiring topics in Ancient Greek myths. But what about their archaeology? Our richly illustrated sessions explore this, alongside issues of spirituality, society and belief. The course also helps develop or sharpen critical skills needed to research past civilisations.

Eb3

The rise of civilisation: Mesopotamia and Mexico

Dr Nicholas James

The Middle East and tropical Mexico have long provided case studies of the conditions for rising population, concentration of political power, growth of towns, technological intensification and the long-term consequences of these momentous developments. Our understanding of telling similarities and differences shifts continually with continuing archaeological research.

Eb4

Roman art and archaeology

Dr Tiziana D'Angelo

This course focuses on Roman art and material culture from c.300 BC - 400 AD. We will explore how the development of architecture, sculpture, painting and minor arts across the Roman Empire offer valuable insights into contemporary society, shedding light on urban life, religious beliefs, funerary practices, political ideology and cultural identity.





"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: 8 – 21 July

Term II: 22 July – 4 August

Programme Directors:

Dr Tom Monie, Dr James Grime and Dr Robin Catchpole FRAS

Academic programme

- Four courses (two per week)
- Plenary lecture series P01:
Impact and Responsibility
- Evening talks

Programme description

The University is globally renowned for scientific achievement and innovation.

We draw on the far-reaching expertise of Cambridge academics to offer courses in a broad variety of scientific fields. This year sees a massive expansion of the programme with many more courses and subjects on offer. These are supplemented by plenary lectures which showcase the University's teaching and research. Those of you with a strong interest, but with little formal science training, are very welcome, but should note the requirements of some courses.

Courses

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

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

To gain full advantage from these courses, it is recommended that you have studied science to at least high school level. Those marked * require a knowledge of differential calculus, some integral calculus and fluency in high school level algebra and geometry. See website for more details.

Plenary lectures

P01 *Impact and Responsibility*

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

Practical sessions and visits

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

Evening talks

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

Tuition and accommodation options and fees

See pages 8-13, 109-111 and 113

Application deadlines

Term I: 25 June, Term II: 9 July

Science Term I courses

8 – 21 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 (8 – 14 July)

Group Pa: 11.00am – 12.30pm

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. *Includes a visit to the world-famous Gurdon Institute (1.5km, c. 20 mins walk). 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 context, ie other people around them. This course explores a number of differing contexts (small groups, crowds, authority figures) and examines the evidence that seeks to explain how this context shapes what we do and how we think.

Pa3

Building blocks of astronomy

Dr Sonali Shukla

We learn the basics of astronomy by exploring our own solar system and nearest neighbouring stars and planets. We look at the theories of how stars and planets form and how these theories change as astronomers discover planets around stars other than our Sun. We also examine some of the basic techniques used to find new planets, our closest neighbours in our universe.

Pa4

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 will give an overview of how nanosized materials with unique chemical, optical, magnetic and/or structural properties are transforming medical diagnostics and therapy.

Pa5

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.

Group Qa: 2.00pm – 3.30pm

Qa1

Life at the Poles: adaptations in extreme environments

Professor Lloyd Peck, Professor Peter Convey, Dr Ian Staniland and Dr Alistair Crame

The coverage by this team of subject specialists, renowned globally for their work in this field, will include adaptations to extreme-cold terrestrial and marine environments by mammals, birds and invertebrates; the genes and genomics of polar organisms; evolution; Antarctic dinosaurs, and the fossils found in these unique habitats. *Includes a visit to the British Antarctic Survey (3.2 km, c. 40 mins walk, or c.20 mins bus/walk).*

Qa2

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.

Qa3

Understanding the Universe: a multi-wavelength approach

Dr Matthew Bothwell

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

Qa4

Solar energy science and technology

Dr Paul Coxon

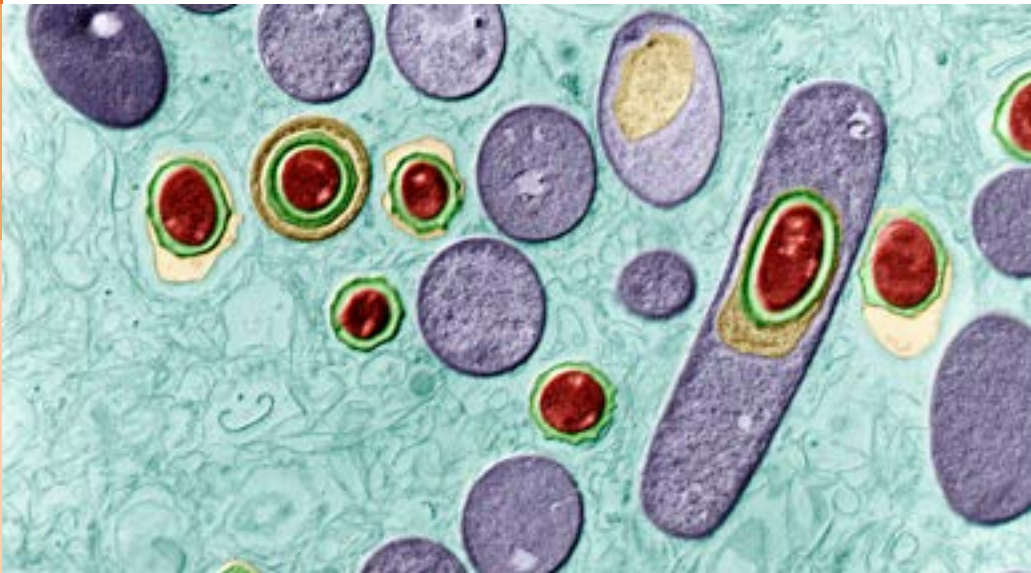
This course introduces humanity's harnessing of the sun and how we can use it to provide our energy needs. The course will cover the history and development of solar architecture over thousands of years, the arrival of photovoltaics and solar cells, the science behind their operation, and provide a glimpse into future advanced solar PV technologies. *Includes a practical in the Department of Materials Science and Metallurgy (2.6km, c.30 mins walk, or c.25 mins bus/walk).*

Qa5

The future of electronics

Gwen Wyatt-Moon

Printed and flexible electronics are changing the world we live in; from OLED displays, flexible solar cells and sensors for personalised medicine, the age of the 'internet of things' is fast approaching. This course will explore the state-of-the-art materials and manufacturing procedures that are being utilised to create the future of electronics.



Term I, week 2 (15 – 21 July)

Group Pb: 11.00am – 12.30pm

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 how cells know which genes to turn on and turn off, when to do this and how to regulate the process. A bioinformatics practical explores publicly available genetic information. *Includes a practical in the Department of Genetics (1km, c.15 mins walk). An excellent complement to this course is Pa1.*

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

Curious physics: rotational mechanics and special relativity *

Dr Lisa Jardine-Wright

Ever feel that you are going round in circles? Does time pass you by faster than it should? If the answer is yes,

then this is the course for you. We will solve puzzles both mathematically and practically in topics such as gyroscopic motion, time dilation and length contraction alongside answering questions like can you ride a bicycle in a vertical loop-the-loop? Can we stay younger for longer? *Taught in the Cavendish Laboratory (2.2km, c.30 mins walk, c.20 mins bus/walk).*

Pb4

Small worlds: an introduction to microbiology

Dr Martin Welch

Classroom sessions and practicals will 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 will also delve into the world of pathogens and 'unculturable', and touch on the latest developments that are 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 immunocompromised as it may involve handling pathogen cultures.*

Group Qb: 2.00pm – 3.30pm

Pb5

The science and technology behind adhesive bonding and composite materials

Dr Ewen Kellar

Adhesive bonding and composites are key components in the fast-moving world of advanced materials and engineering. Bonding technologies can join almost any material combination and composites are known for being lightweight and very strong but what do you really know about them? This lecture series unveils their inner workings.

Qb1

Exciting cells: an introduction to neurobiology

Dr Matthew Mason

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 will particularly suit biology undergraduates wanting to know more about electrical signalling in the body. *Includes a practical in the Department of Physiology (1.2km, c.15 mins walk).*



Qb2

Antarctica: Ocean, ice, animals and climate change

Professor Dame Jane Francis, Dr Peter Fretwell, Dr Emily Shuckburgh, Dr Ed King and Dr Anna Jones

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

Qb3

Curious physics: waves and quantum mechanics *

Dr Lisa Jardine-Wright

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

Qb4

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).*

Qb5

The medicinal properties of plants

Dr Patrick Harding

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

Science Term II courses

22 July – 4 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 (22 – 28 July)

Group Pc: 11.00am – 12.30pm

Pc1

Hidden partners: symbioses and the success of plants on land

Dr Sonja Dunbar and Dr Uta Paszkowski

Symbioses have been essential for the establishment and persistence of life on land. Over 90% of all land plant species live in mycorrhizal symbiosis trading carbon for phosphate. How are these complex interactions established? What is the key to the success of this partnership, and do the partners always play fair? *Includes a practical in the Department of Plant Sciences (1km, c.15 mins walk).*

Pc2

Stem cells

Professor Austin Smith FRS and others

Stem cells have the extraordinary ability to develop into any cell type in the body. Join world-leading researchers from the Cambridge Stem Cell Institute who will introduce the biological basics of these fascinating cells and explain the practical ways that stem cells are being used to understand and treat disease. *Includes a visit to the Cambridge Stem Cell Institute (1.5km, c.20 mins walk).*

Pc3

Codes, ciphers and secrets: an introduction to cryptography

Dr James Grime

This course on the mathematics of cryptography introduces some of the most important codes and ciphers. Topics range from simple substitution ciphers and the Enigma machine of the Second World War, to modern cryptography such as RSA used in internet encryption. You will need to be confident with basic arithmetic and algebra.

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! The course will be made up of lectures and hands-on study of rocks, minerals and fossils. *Includes a visit to the Sedgwick Museum of Earth Sciences (1km, c.15 mins walk). This is a double course which can only be taken with Qc4.*

Group Qc: 2.00pm – 3.30pm

Qc1

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).*

Qc2

Forests in a rapidly changing world

Professor David Coomes

Forests dominate most terrestrial ecosystems. We study their evolution and how their rise to dominance altered global cycles of water, carbon and nutrients. We seek to understand why tropical forests are so diverse compared with temperate ones, investigate the threats to forests in a changing world and look at how new remote sensing technologies can track changes. Finally, we consider the effectiveness of international conservation efforts to protect and

restore forests. *Includes a visit to the Cambridge University Botanic Garden (1.7km, c.25 mins walk, c.20 mins bus/walk).*

Qc3

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.

Qc4

From micro to macro: understanding our planet

Dr Morag Hunter

This is a double course which can only be taken with Pc4.



Term II, week 2 (29 July – 4 August)

Group Pd: 11.00am – 12.30pm

Pd1

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 by exciting hands-on activities, visits by some special animal guests, and a field observation of animal behaviour on a local fen (0.5km away).

Pd2

Fossils, evolution and the history of life

Dr Peter Sheldon

A wide-ranging introduction to this inspiring subject, showing how fossils get preserved, sometimes in exquisite detail, and studying the principles of evolution and natural selection. We discuss remarkable extinct creatures, such as trilobites, ammonites, dinosaurs and mammoths, using hands-on study of a fine collection of fossils.

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

Palaeopathology: the study of ancient health and diseases

Dr Corinne Duhig FSA

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

Group Qd: 2.00pm – 3.30pm

Qd1

Memory: psychological and neurobiological perspectives

Dr Amy Milton

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

Qd2

Nutrition Science: from core concepts to health applications

Professor Sumantra (Shumone) Ray

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

Qd3

Unveiling the Universe

Dr Robin Catchpole FRAS

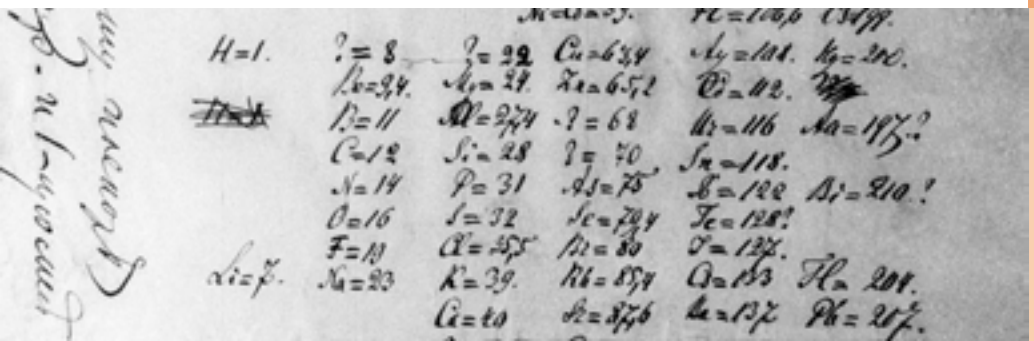
This is a double course which can only be taken with Pd3.

Qd4

The Periodic Table: patterns and predictions

Dr Peter Wothers

We are approaching the 150th anniversary of Mendeleev's formulation of the Periodic Table. We will explore the underlying beauty of the Table from its early history, to how and why it 'works', and how it was able to predict undiscovered elements. The concepts will be brought to life with accompanying demonstrations. Taught in the Department of Chemistry. (1.5km, c.20 mins walk).





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

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

Literature Programme

Term I: 8 – 21 July

Term II: 22 July – 4 August

Programme Directors:

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

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

Academic programme

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

Programme description

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

Courses

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

Plenary lectures

GH0 Influences

Our speakers will explore the factors - social, biographical, and intellectual - that go into the making of literary works, including how writers respond to works by predecessors and contemporaries. We shall also investigate how characters in fiction work upon one another, and how literature influences its readers' behaviour and ideas.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-13, 109-111 and 113

Application deadlines

Term I: 25 June, Term II: 9 July

Literature Term I courses

8 – 21 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 (8 – 14 July)

Group Ga: 9.15am – 10.45am

Ga1

Reading Chaucer's *Canterbury Tales*

Dr Fred Parker

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

Ga2

Henry James and the subjective adventure: *In The Cage* and *The Turn of the Screw*

Rachel Bryan

Henry James was fascinated by the power of the imagination. In two of his greatest novellas, *In the Cage* and *The Turn of the Screw*, he explores the risks and rewards that this most creative of faculties might offer to young women constrained by both their gender and social class.

Ga3

21st-century fiction and the return of Modernism

Dr Andy Wimbush

The 1920s and 30s saw a flurry of innovation in literary forms and methods under the banner of Modernism. This course will examine how modernist sensibilities continue to influence today's writers through a study of Ali Smith's *How to be Both* and Marlon James's *A Brief History of Seven Killings*.

Ga4

James Joyce's 'scrupulous meanness': style, text and context in *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.

Group Ha: 2.00pm – 3.30pm

Ha1

Guilt and the novel: *Crime and Punishment*, *The Trial* and *Atonement*
Dr Elizabeth Moore

We examine the emergence of guilt in the novel, as both an existential condition and a psychological reality, in three literary masterpieces: Dostoevsky's *Crime and Punishment*, Kafka's *The Trial* and Ian McEwan's *Atonement*. In addition to close reading of these texts, we examine the development of a cultural and literary history that led to the foregrounding of guilt as a fictional subject.

Ha2

An introduction to the Bloomsbury Group
Dr Claire Nicholson

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

Ha3

Contemporary American literature and the spiritual quest
Dr Andy Wimbush

From Thoreau to Kerouac, American literature has often depicted a quest for self-realisation and transcendence. In this course, we will consider how contemporary writers have continued this American tradition through an exploration of George Saunders's Booker-winning novel *Lincoln in the Bardo* and Barbara Ehrenreich's memoir *Living with a Wild God*.

Ha4

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

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



Term I, week 2 (15 – 21 July)

Group Gb: 9.15am – 10.45am

Gb1

Two sides of Jane Austen:

Mansfield Park and *Emma*

Dr Fred Parker

Mansfield Park is Austen's darkest, most challenging novel; *Emma*, written immediately afterwards, is perhaps her most brilliant comedy. Looking closely at particular scenes, we shall explore the qualities of each, while also asking what, if anything, connects these two contrasting masterpieces.

Gb2

Disruptive Comedies:

Much Ado About Nothing and
A Midsummer Night's Dream

Dr Lucy Allen

In Shakespearean comedy, all problems appear to be resolved by the promise of marriage. Yet *Much Ado About Nothing* and *A Midsummer Night's Dream* expose tensions, variously depicting forced marriage, pharmaceutical subterfuge and elaborately contrived fictions of infidelity. We will explore what happens when comedy becomes uncomfortable, disturbing, or disruptive.

Gb3

The double in Dostoevsky:

The Brothers Karamazov
and other writings

Dr Mark Sutton

A recurring theme in 19th-century literature from Gogol to Stevenson and beyond, the idea of the 'double' defines Dostoevsky's writing both in terms of character psychology and broader narrative structure. The course will consider Dostoevsky's re-definition of the double's traditional division in his final and most ambitious novel, *The Brothers Karamazov*.

Gb4

The dramatic monologue in poetry:
from Browning to the present

Dr John Lennard

Someone who clearly isn't the poet speaks, someone else listens, silently yet reflected in the words. Browning and Tennyson made the dramatic monologue a primary Victorian form, but if subsequently rarer it still thrives, and this course will trace it onwards to T S Eliot, Robert Lowell, Dana Gioia, and beyond.

Group Hb: 2.00pm – 3.30pm

Hb1

The tragic South: literature of the American South

Dr Elizabeth Moore

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

Hb2

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.

Hb3

Cambridge writers and Cambridge readers, 1798-2018

Dr Claire Wilkinson

This course will focus on a selection of poets, novelists, and critics – including Wordsworth, Tennyson, A S Byatt, and J H Prynne – who have studied and worked in Cambridge. Through close reading, we will learn how to develop our interpretation of literary material and consider how this can inform our responses to literature.

Hb4

Three great Young Adult fantasists: Pullman, Rowling, Nix

Dr John Lennard

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



Literature Term II courses

22 July – 4 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 (22 – 28 July)

Group Gc: 9.15am – 10.45am

Gc1

Reading Virginia Woolf:
Mrs Dalloway and *The Years*
Dr Claire Nicholson

This course focuses upon two texts in which Woolf explores women's place in society, from Clarissa Dalloway's post-First World War London to three generations of the Pargiter family in *The Years*. We will discuss Woolf's feminist perspectives on women's changing social role from the late Victorian era to the early 20th century.

Gc2

An introduction to Homer:
the *Iliad* and the *Odyssey*
Dr Charles Weiss

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

Gc3

Dangerous books for girls?
Fairy tales past and present
Dr Jenny Bavidge FEA

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

Gc4

The unconventional heroines
of Brontë's *Jane Eyre* and Gaskell's
North and South
Ulrike Horstmann-Guthrie

When in 1847 Charlotte Brontë burst upon the literary scene, she was seen as a dangerous radical with tendentious views on gender relations. Criticised for her sympathetic treatment of social issues, Elizabeth Gaskell came to be regarded as the purveyor of cosy domestic values. Our discussions will show that both views are oversimplifications!

Group Hc: 2.00pm – 3.30pm

Hc1

Issues in the philosophy of literature I
Jon Phelan

This course explores fundamental questions about literature: What is literature? Can books be immoral? What is creative about creative writing? What makes good literary criticism? What can we learn from literary fiction? *This course complements Hd1 or can be taken on its own.*

Hc2

Romantic Lyric poetry:
Wordsworth and Keats
Dr Alexander Lindsay

This course will examine selected poems from two of the most important collections of Romantic verse, Wordsworth's innovative *Lyrical Ballads* (1798 and 1800), and Keats's *Poems* (1820). We will focus on Wordsworth's meditative and narrative poems, on Keats's odes and their different thinking about the nature of poetry as revealed in prefaces and letters.

Hc3

Milton and the idea of freedom:
Paradise Lost in context
Dr Paul Suttie

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

Hc4

Representing the Raj: *Kim*, *A Passage to India*, *The Jewel in the Crown* and *The Siege of Krishnapur*
Dr John Lennard

Representations of British rule in India vary widely, and are sharply contested. Taking the four greatest novels to depict the Raj, this course asks how good they really are, how historically accurate they are, what kinds of bias they display, and what judgements of imperialism they offer.



Term II, week 2 (29 July – 4 August)

Group Gd: 9.15am – 10.45am

Gd1

Female perspectives on the First World War: Vera Brittain and Winifred Holtby

Dr Claire Nicholson

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

Gd2

Ancient Greek lyric poetry from Sappho to Pindar

Dr Charles Weiss

We will consider some of the most beautiful and tantalising fragments which remain from the original corpus of Ancient Greek lyric, from the highly individualistic Archilochus to the heart-breaking voice of Sappho and finally to the sublime Pindar, with plenty of lesser known glories in between. Poems will be contextualised in the historical setting of a rapidly developing Ancient Greece.

Gd3

Decadence and dread: three novels of the fin de siècle

Dr Jenny Bavidge FEA

We focus on three novels which reflect the dark and dangerous ideas of the fin de siècle: Bram Stoker's *Dracula*, Oscar Wilde's *The Picture of Dorian Gray* and Robert Louis Stevenson's *Dr Jekyll and Mr Hyde*. How does each novel deal with late-Victorian anxieties about race and class, post-Darwinian fears of 'degeneration' of the species, and the illicit pleasures of breaking with social, sexual and moral convention?

Gd4

The Waste Land and other poems

Clive Wilmer

T S Eliot's poem *The Waste Land* is widely regarded as the great but difficult masterpiece of Modernism. We shall examine it closely from beginning to end and, as we do so, look at some of the works that inspired it and some of the poems written, as *The Waste Land* itself was, in the period 1914-22.

Group Hd: 2.00pm – 3.30pm

Hd1

Issues in the philosophy of literature II

Jon Phelan

We consider why Plato wanted to ban poets from his ideal state and subsequent philosophical defences of literature. We will defend the close reading of literary texts, with reference to literary devices such as metaphor, and argue that the skills exercised in close reading extend beyond the literary text. *This course complements Hc1 or can be taken on its own.*

Hd2

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

Dr Alexander Lindsay

We look at how Jane Austen's earlier novels were originally cast in epistolary form, how both explore the inner life and social relationships of young women through a pair of contrasted sisters and how *Pride and Prejudice* develops the themes of its predecessor in a comedy less light-hearted than at first apparent.

Hd3

Shakespeare and the English Sonnet

Dr Paul Suttie

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

Hd4

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.





“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

8 – 28 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 for lawyers and law students who have no prior knowledge of the English legal system. Law students must have completed a minimum of one year of their legal studies at undergraduate level. Applications from others, however, can be considered.

We will aim to include the following topics: the development and structure of English law, the sources of English law, precedent and statutory interpretation, the courts and legal profession, private law (property, obligations, trusts, labour law, family law etc), public law (constitutional and administrative law), civil and criminal procedure.

Seminars

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

Plenary lectures

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

Evening talks

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

Tuition and accommodation options and fees

See pages 8,13 and 109

Application deadline

31 May

English Law and Legal Methods seminars

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

Group A

Em1

Contract law

Dr Roderick Munday

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

Em2

Private international law

Professor Richard Fentiman

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



Group B

Em3

Company law

Dr Felix Steffek

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

Em4

Civil procedure

Professor Neil Andrews

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

Group C

Em5

Constitutional and administrative law

Dr Paul Daly

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

Em6

Law of torts

Dr Janet O'Sullivan

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



“The History Summer Programme allows you to explore a wide range of historical topics taught in depth by leading historians.”

Dr David Smith FRHistS,
Programme Director, History Summer Programme

History Programme

22 July – 4 August

Programme Director: Dr David Smith FRHistS

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

Academic programme

- Four courses (two per week)
- Plenary lecture series LM0:
Turning-points
- 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 *Turning-points*

The lecturers will examine a variety of historical turning-points and the ways in which historians have interpreted them. The lectures will consider what constitutes a turning-point and will explore a series of case-studies, analysing their causes and consequences. A central theme will be the diverse forms that turning-points can take, with examples drawn from a broad range of different historical periods and parts of the world.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-13, 109, 111 and 113

Application deadline

9 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 (22 – 28 July)

Group La: 11.15am – 12.45pm

La1

The English Revolution, 1637-62

Dr David Smith FRHistS

Examining the dramatic events that engulfed England during the 1640s and 1650s, this course considers the outbreak of civil war, the execution of the King, the abolition of the monarchy, and the establishment of a republic. We will explore the central themes and problems of this exciting period through an extensive selection of primary sources.

La2

Winston Churchill: the greatest Briton?

Professor Mark Goldie FRSA FRHistS

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

La3

Enlisting hearts and minds: propaganda and the Second World War

Dr Andrew Lacey

Propaganda was used by all nations involved in the Second World War and employed every type of media from film to children's comics. We will investigate the propaganda of Great Britain, the USA, Nazi Germany and the Soviet Union between 1939 and 1945 to explore differences and similarities between the propaganda of democracies and dictatorships.

La4

From Shakespeare to Mantel: historical fiction and national identity in English culture

Siân Griffiths

This course will put the 'story' firmly into History. We will investigate how it is that from Shakespeare to Hilary Mantel, certain historical episodes have been invented and re-invented in order to produce and re-produce meaning and identity in English culture.

La5

Cold War flashpoints

Dr Jonathan Davis

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. *Not to be taken with B12 in ISP I.*

Group Ma: 2.00pm – 3.30pm

Ma1

Britain and the Great War: five key controversies

Dr Seán Lang

We focus on five major controversies about Britain and the First World War; the declaration of war in 1914; the generalship of Sir John French and Sir Douglas Haig; British policy in Palestine and the Balfour Declaration; the German 1918 Spring Offensive; and the 1919 Treaty of Versailles.

Ma2

The 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.

Ma3

The Fall of Eagles: the Romanovs, Habsburgs and Hohenzollerns, 1848-1920

Dr Andrew Lacey

19th-century Europe was dominated by the ambitions and rivalries of these three imperial families. We examine these dynasties and how they all came to grief in the catastrophe of the First World War – a war created by those very ambitions and rivalries.

Ma4

The Ottoman Empire, c.1300-1923

Dr Andrew Arsan

This course retraces the long and eventful history of the Ottoman Empire. We will challenge long-standing stereotypes of the empire as 'the terrible Turk' or 'the sick man of Europe', tracing its political and social transformations and its cultural interconnections with its European and Asian neighbours.

Ma5

The global 1980s: a world in transition

Dr Jonathan Davis

This course considers the great changes which took place in the 1980s as the world moved into a new socio-economic and political era. It looks at the rise of a new ideology and the end of an old one, the technological developments and the democratic movements which helped to push numerous dictatorships over.

Week 2 (29 July – 4 August)

Group Lb: 11.15am – 12.45pm

Lb1

The reign of Charles II, 1660-85

Dr David Smith FRHistS

This course examines the personality and policies of Charles II, exploring his turbulent early life and considering how and why he came to be restored to the throne in 1660. We review his career as King, his beliefs and motives, the use he made of his powers, and the nature of his achievements. Throughout, the classes will make use of an extensive selection of primary sources.

Lb2

Salvation at stake: martyrdom in early modern Christianity, c.1500-1700

Dr Ceri Law

We examine the many controversies surrounding martyrdom in early modern Europe, study figures including Thomas More and Thomas Cranmer, see original texts and historic works up close, and consider what this tells us about the religious conflicts of the period.

Lb3

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.

Lb4

Political change in Europe, 1789-1871

Dr Paul McHugh

When asked in the 1970s for his assessment of the French Revolution of 1789, Zhou Enlai replied "It is too early to say". This course will take up the challenge – at least for the hundred years after the great revolution – looking at the interplay of liberalism, nationalism, Bonapartism, anarchism and socialism in order to understand the nature of 19th-century political change.

Lb5

The Bandung Moment: revolution and anti-imperialism in the 20th century

Dr Leigh Denault

Taking the 1952 Bandung conference as its starting point, we consider major themes (the end of Empire, violence, internationalist thought, and ideas about human rights) and major figures (including Nasser and Nehru) in terms of rethinking the world order in the 1940s and 50s from the perspective of the 'global south'.

Group Mb: 2.00pm – 3.30pm

Mb1

1776: American Revolution or British Civil War?

Dr Seán Lang

The conflict in the 1770s between Britain and its American colonies has been seen as a war between a mighty empire and the fledgling American republic. But is that right? This course will trace the war back to its roots, in Britain's constitutional conflicts going back to the days of Charles I, Oliver Cromwell and beyond.

Mb2

Elizabeth I: the age of Gloriana?

Dr Jessica Sharkey

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

Mb3

Exploring Britain's constitutional conventions

Dr Graham McCann

The British Constitution has been described as 'hidden and difficult to find'. While parts of it are written, other parts exist only as conventions, to be treated as strictly or loosely as any generation of politicians choose. We explore some of the most significant,

unusual and contentious of these conventions, considering what is most distinctive about the nature, and history, of the British system of government.

Mb4

Republicanism and rebellion in modern Ireland, c.1798-1922

Dr Eoin Devlin

This course explores the development of republican ideas and their impact in shaping a series of rebellions in modern Ireland, with particular attention on the reception of the American and French Revolutions, the rebellion of 1798, and the Easter Rising of 1916. We will consider the interrelationship of ideas and political action, with a focus on some key documents from the period.

Mb5

Stonehenge: a Mesolithic to Romano-British landscape

Professor David Jacques FSA

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



“This programme provides an unparalleled opportunity to discover world-class art and material culture collections in Cambridge, and engage with leading experts in the field.”

Dr Victoria Avery FSA,
Joint Programme Director,
Art and Visual Culture Summer Programme

Art and Visual Culture Programme

22 July – 4 August

Programme Directors:

Dr Lydia Hamlett: Leverhulme Early Career Fellow,
Department of History of Art, University of Cambridge

Dr Victoria Avery: Keeper of the Applied Arts Department,
The Fitzwilliam Museum, University of Cambridge

Academic programme

- Core lecture series: *Moving images*
- Discussion sessions
- Afternoon gallery and museum visits within Cambridge
- Full day gallery excursion
- Evening talks

Programme description

The programme offers a multidisciplinary approach encompassing art, architecture, sculpture and film, 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.

Core lectures and discussion sessions *Moving images*

Over 20 lectures form the core of this programme, given by experts from a diverse range of backgrounds in art and visual culture. Lecturers interpret the theme of 'moving images' widely: topics will include emotionally moving works, the early moving image, art and movement, sculpture, performance art, and culture and film in the digital age. Students attend all lectures and discussion sessions.

Gallery and museum visits

No fewer than five afternoon visits to galleries and museums in Cambridge are planned. Participants enjoy the rich diversity of collections held across the city: the newly re-opened Kettle's Yard Gallery, New Hall Art Collection at Murray Edwards College, the Whipple Museum of the History of Science, the Museum of Archaeology and Anthropology and, of course, the Fitzwilliam Museum. There is also the opportunity to see many of the contemporary sculptures in College grounds and on the teaching site. There will be a private reception at Kettle's Yard.

Full day excursion

The programme includes an excursion to London on Saturday 28 July.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-13, 109, 111 and 113

Application deadline

9 July

Art and Visual Culture Programme

Core lecture series

Proposed topics include, but are not limited to, the following subjects:

The slippery sublime

Dr Lydia Hamlett

Common to the various notions of the 'sublime' over time has been its power to move its subject, its audience or beholder. This lecture will examine the shifting concept of the sublime in relation to the visual arts, in particular before and after Edmund Burke famously discussed the sublime in relation to the natural object in the mid-18th century.

Illumination: movement and emotions in Medieval and Renaissance manuscripts

Dr Stella Panayotova

By virtue of their artists' skills and their patrons' literacy, illuminated manuscripts are the richest visual repository of contemporaneous ideas. We focus on two of the most important artistic and intellectual developments: the simulation of movement through 3D effects and the depiction of human emotions. In addition to the sentiments familiar from religious images, we shall explore less well-known emotional responses portrayed in secular contexts, such as surprise, disgust and laughter.

The moving image and migration: visual culture of the Russian emigration

Dr Nicola Kozicharow

We explore the cultural aftershocks of the Russian Revolution of 1917, when 1.5 million Russians were forced to flee their homeland and settle abroad, through a wide range of visual media, from everyday popular images such as caricatures and children's books to paintings.

Another Day Lost: movement and Syrian refugees

Issam Kourbaj

Syrian artist Issam Kourbaj reflects on his work on the continuing tragedies of his homeland. *Another Day Lost*; *Dark Water*, *Burning World* and *Lost* are some of his installations that travelled (and are still travelling) to various museums and festivals around the world, and deal with issues of thousands of refugees fleeing the violence in Syria.

Art and dance in pre-war London: Henri Gaudier-Brzeska and contemporaries

Dr Jenny Powell

Focusing on the work of the French-born but London-based artist Henri Gaudier-Brzeska, this lecture explores the dialogues between art and dance

in London before the First World War. Gaudier-Brzeska and his 'Vorticist' artist contemporaries became increasingly obsessed with capturing the energy and motion of the modern world through their art, and with the new dance trends that were emerging in London's theatres and music halls in this period.

Murals and movement in the British Baroque

Dr Lydia Hamlett

This lecture examines mural painting in Britain under the Stuart monarchs, where they shine a light on many aspects of the history, politics and culture of the period. It will focus on how a spectator interacted with murals, placing them in the context of the ceremonies and performances enacted in the spaces they adorned.

Antony Gormley: the body and space in sculpture

Dr Jenny Powell

We explore the work of the internationally renowned British sculptor Antony Gormley. His sculptures consistently provoke conversations between the sculpture, site, space and the body (that of the artist and the viewer). New work created in 2018 will be considered alongside earlier examples of the artist's practice.

Artistic value: a moving target

Siân Griffiths

Values in Western art have traditionally reflected the values of a powerful elite. During the 20th century, the art world developed direct challenges to this system. Philosophies of art and anti-art emerged to subvert the existing order. The commercial world of art changed and artists themselves found ways to avoid being caught up in it, or else to exploit it.

Moving bodies: Orlan and Abramovich

Siân Griffiths

This talk considers two artists for whom "the medium is the body". Orlan has used her body to redefine the parameters of aesthetic value; in particular through her process of Carnal Art. Marina Abramovich has taken Performance Art to the limits of physical endurance to explore the human condition.

Moving sculpture in Renaissance Italy

Dr Victoria Avery FSA

How were large marble blocks transported from quarry to workshop? How were finished sculptures moved and installed? Focusing on Florence and Venice, we look at the textual and visual evidence for the logistics of moving sculpture, and how Renaissance sculptors encouraged viewers to interact with their creations.

Painting through ACTION? Abstract Expressionism in post-war New York

Dr Jenny Powell

1940s and 1950s New York was home to a group of groundbreaking abstract artists commonly known as the New York School. Artists such as Jackson Pollock created highly physical 'Action paintings' on a monumental scale that often dominate discourses around Abstract Expressionism. Pollock will be considered in this lecture alongside lesser-known, but seminal figures, such as Richard Pousette-Dart.

Moving images: a curator's tale

Dr Victoria Avery FSA

This talk reflects on how a museum curator's time is spent 'moving images': overseeing physical object moves for temporary exhibitions and loans off-site; fund-raising to pay for conservation work to stop objects 'moving'; acquiring artworks to 'move the public' emotionally and intellectually; and devising new displays to make static objects come alive.

Modelling movement: Degas's sculptures of horses and dancers

Dr Victoria Avery FSA

Why was Degas obsessed with capturing movement and the fleeting moment in his three-dimensional statuettes of horses and dancers? Why did he resist having his creations cast into bronze? How were his statuettes manipulated after his death, causing alterations between the originals and the serial casts? We reflect on the kinetic aspects of Degas's work as a sculptor, and the changes to his creations since his death.

Film and television culture in the age of the algorithm

Alexander Taylor

Streaming services, data analytics and algorithms are redefining media landscapes. The TV series has become the dominant moving-image narrative form as images themselves move across platforms and devices. We critically explore the sociocultural, economic and political impact of new models of media production, distribution and viewer engagement.



Art and Visual Culture Programme

Gallery and museum visits

Proposed visits include the following:

Fitzwilliam Museum

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

Kettle's Yard

Kettle's Yard was originally the home of Jim Ede, a former curator at the Tate Gallery, and provides a unique light-filled space to house his outstanding collection of modern and contemporary art, including works by Joan Miro, Alfred Wallis, Ben Nicholson, Winifred Nicholson, Constantin Brancusi, Barbara Hepworth and Henri Gaudier-Brzeska. Kettle's Yard has recently undergone a major building project thanks to funding from the Heritage Lottery Fund.

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.

The moving image in Victorian popular culture

Dr Josh Nall

The moving image was a staple of popular culture long before the invention of cinema. In this hands-on session at the Whipple Museum of the History of Science, curator Joshua Nall will demonstrate and explain some of the many fantastical devices used by Victorians to animate and project dramatic scenes for public education and spectacle.

New Hall Art Collection

Eliza Gluckman

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



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

Dr Fred Parker,
Programme Director, Shakespeare Summer Programme

Shakespeare Programme

5 – 18 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 RSO:
Transitions
- 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 per week, each has five sessions. In order to gain the greatest benefit from your studies you should undertake any given preparatory work.

Plenary lectures

RSO Transitions

Between the old order and a new modernity, hierarchy and individualism, faith and scepticism, Shakespeare's world was in transition, and his works are acutely responsive to this cultural moment. Fluid identities, shifts in genre, slippage between viewpoints, and metamorphoses of all kinds will come into focus in these 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 8-13, 109 and 112

Application deadline

23 July

Shakespeare 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 (5 – 11 August)

Group Ra: 9.15am – 10.45am

Ra1

The comedy of love: A Midsummer Night's Dream and Twelfth Night

Dr Alexander Lindsay

At first Shakespeare's love comedies might seem to make play upon mistaken identity, disguise and illusion. Through such means, however, he raises deeper issues, truth and seemingly, even the very nature of theatre itself. Above all, these two of his finest comedies simultaneously celebrate love.

Ra2

The green-eyed monster: jealousy

Dr Fred Parker

So Iago describes the condition which exerts a recurrent fascination across Shakespeare, as sexual insecurity feeds a still deeper uncertainty as to how well we can know someone else. We shall be trying to understand what afflicts Leontes (*The Winter's Tale*) and Othello, while also drawing on key moments elsewhere.

Ra3

Coriolanus

Clive Wilmer

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

Ra4

The Tempest in performance

Vivien Heilbron

The Tempest is set on an almost deserted island, where Prospero the magician lives in exile with his daughter, Miranda, Caliban, his savage but eloquent slave and Ariel, a delicate spirit who serves Prospero but who longs for freedom. A shipwreck, magically conjured up by Prospero, strands his enemies on the island. Good and evil fight for power. *The course consists of five practical acting workshops and requires confident English speaking skills.*

Group Sa: 2.00pm – 3.30pm

Sa1

As You Like It in performance

Vivien Heilbron

The forest of Arden is inhabited by country peasants, lovers of all kinds and a band of exiled noblemen. All the characters are under pressure, driven by both love and hatred. In a series of ten practical acting workshops, we will see how Shakespeare guides his actors through his use of language, both verse and prose. *This course 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

Retelling old stories:

Antony and Cleopatra and Pericles

Dr Lucy Allen

Shakespeare's *Antony and Cleopatra* and *Pericles* retell old stories, and reanimate the words and speeches of bygone authors in Latin, Greek, and medieval English. How do these plays represent telling, retelling, and memory? How do voices from the past construct memorials for the future?

Sa3

Shakespeare's mislabelled plays:

Troilus and Cressida, Measure for Measure and All's Well That Ends Well

Dr John Lennard

In 1896, F S Boas borrowed the term 'problem play' from contemporary theatre to describe plays he thought neither comedies nor tragedies, and unleashed a world of confusion. This course tackles the problem of Boas's legacy, and sets the problems posed in and by these plays in a more helpful light.

Sa4

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.



Week 2 (12 – 18 August)

Group Rb: 9.15am – 10.45am

Rb1

Hamlet

Dr Fred Parker

We shall look closely at key passages in an attempt to do justice to this most multi-faceted, ambiguous, elusive, and endlessly interesting play – though justice, it seems, is not easily done. Moments from other revenge tragedies will show how *Hamlet* is typical of the genre, and how it is not.

Rb2

Staging sexuality

Dr Lucy Allen

Shakespearean stages offer cross-dressing boys, men in love with donkeys, forbidden marriages, sexual jealousy, and more than a hint of homoeroticism. We will explore these varied forms of love and lust, examining the controversies different plays arouse, and the various strategies performers and directors have pursued in staging sexuality.

Rb3

Falstaff

Clive Wilmer

The 'fat rogue' Sir John Falstaff is the greatest of all Shakespeare's comic creations. This course follows his 'career' through four plays: as the central figure in two history plays, Parts 1 and 2 of *King Henry IV*, in the light comedy *The Merry Wives of Windsor* and with the report of his death in *King Henry V*.

Rb4

Shakespeare's Venice: The Merchant of Venice and Othello

Valentin Gerlier

A place of political intrigues, bacchanalia, wealth and avarice, a threshold between East and West, and a haven of art and culture: Venice is the perfect setting for complex and far-reaching drama. This course explores how (and why) Shakespeare stages such powerful and complex plays in this city of many colours.



Group Sb: 2.00pm – 3.30pm

Sb1

As You Like It 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

Wonder in the early Comedies:

The Two Gentlemen of Verona, The Comedy of Errors and Love's Labour's Lost

Valentin Gerlier

What is 'wonder' and what place has such an elusive quality in Shakespeare's work? Exploring form, structure and dramatic tropes – shipwrecks, twins, disguises, recognition scenes – this course will delve into how Shakespeare's sparkling and magical early Comedies were intended to bring about 'wonder' in the theatre, leaving audiences with a baffling sense of awe, marvel and delight.

Sb3

Shakespeare's first tetralogy: King Henry VI, Parts 1- 3 and Richard III

Dr John Lennard

Shakespeare's account of the long, disputatious reign of Henry VI led to his mesmerising Richard Crookback. This course asks how experiments in a new genre taught him how to fit history on stage and to build a theatrical role actors still love to play, and audiences love to hate.

Sb4

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?





“Only in Cambridge can you do a seriously academic Summer Programme in Medieval Studies”

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

Medieval Studies Programme

5 – 18 August

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

Academic programme

- Four courses (two per week)
- Plenary lecture series KN0:
Chivalry
- Evening talks

Programme description

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

Courses

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

Plenary lectures

KN0 *Chivalry*

Nothing captures the spirit of the Middle Ages quite so effectively as chivalry. Plenary lectures are given by recognised experts. Subjects will include the concept of chivalry, war, heraldry, romances, tournaments, secular orders and courtly love. These lectures effectively form an additional integrated course, for all participants.

Evening talks

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

Tuition and accommodation options and fees

See pages 8-13, 109 and 112

Application deadline

23 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 (5 – 11 August)

Group Ka: 11.15am – 12.45pm

Ka1

History, art and image: English tomb sculpture in the Middle Ages

Professor Nigel Saul FSA

The richly-carved figures of the knights and their ladies, the bishops and their clergy, constitute some of the most eye-catching features of our medieval churches. Who made these monuments and whom do they commemorate?

The course will use the world of tomb sculpture to open a window onto the art and history of medieval England.

Ka2

Medieval death and dying

Dr Philip Morgan FSA

Death is the constant human experience, but what were the characteristics and differences in the Middle Ages between, the 'good death', the risks of death in battle or in childbirth, death by execution or the sudden and unanticipated deaths of the traveller or the murdered?

Ka3

Before the Reformation

Dr Richard Rex

The idea of 'Reformation' – much in the news thanks to the quincentenary of Luther's Ninety-Five Theses – has tended to paint the late medieval Church as a cesspit of corruption or a morass of superstition. 'Before the Reformation' invites you to take a fresh look, on its own terms, at the Church Luther broke.

Ka4

Discovering the medieval world through Chaucer

Dr Elizabeth Solopova

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

Group Na: 2.00pm – 3.30pm

Na1

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

Professor Nigel Saul FSA

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

Na2

Eleanor of Aquitaine and women of the 12th century

Dr Philip Morgan FSA

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

Na3

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

Dr Ted Powell

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

Na4

Masterpieces of Old English poetry

Dr Elizabeth Solopova

This course is an introduction to genres, themes, ideas and form of the earliest surviving verse in English. It is an opportunity to study, understand more fully and enjoy distant yet enduringly appealing works, such as *Beowulf*, *The Dream of the Rood*, the elegies and riddles.



Week 2 (12 – 18 August)

Group Kb: 11.15am – 12.45pm

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 architecture of the English Parish Church

Dr Francis Woodman FSA

The English Parish Church emerged as a physical expression of religion, popular devotion, community, local Church organisation and government. We shall examine their architectural development over more than five centuries with reference to liturgy, style, decoration and financing, as well as the impact of cults, patrons and chantry foundations.

Kb3

Serving the state in 14th-century England

Richard Partington

14th-century England witnessed accelerating state growth, as the legal expansion of the late 13th century was joined by ever-greater demands pertaining to war. Unprecedented public service was consequently delivered by the king and many of his subjects. This course will examine how and why political lives were changed.

Kb4

Reading between the lines: understanding English medieval illuminated manuscripts

Professor Michelle P Brown FSA

This course shows how the illumination of certain manuscripts can be interpreted to better understand both the text and the age in which they were made. Manuscripts reviewed include The Lindisfarne Gospels, The Anglo-Saxon Scientific Miscellany, Giraldus's Topography of Ireland, The Luttrell Psalter, The Holkham Bible and the Sherborne Missal.

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 medieval English hospital

Professor Carole Rawcliffe FSA FRHistS

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

Nb3

The transformations of the book in the later Middle Ages

Dr David Rundle

Even in our digital age, our concept of the book owes much to the later Middle Ages. We will discuss the significant changes from the 13th to the 15th century – the invention of the Bible as a portable one-volume object; the introduction of paper; the development of the book trade; and the first half-century of print.

Nb4

From Skellig Michael to Sinai: contacts between West and East in the early Middle Ages

Professor Michelle P Brown FSA

It has generally been thought that there was no direct contact between the archipelago of Britain and Ireland and the Near East, from the Fall of the Roman Empire to the start of the Crusades. We review new evidence from recent research which reveals a more complex picture of continuing cultural relations.





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

Andrew Hatcher,
Programme Director,
Business and Entrepreneurship Summer Programme

Business and Entrepreneurship Programme

5 – 18 August

Programme Director: Andrew Hatcher

Managing Director, The Applied Knowledge Network Limited:
Senior Faculty in Management Practice, Judge Business School,
University of Cambridge

Academic programme

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

Programme description

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

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

Core sessions

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

attend these sessions which are taught in the Judge Business School. (See map on page 121.) Examples of speakers and session topics are given overleaf.

Teamwork and panel sessions

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

Mentoring sessions

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

Evening talks

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

Tuition and accommodation options and fees

See pages 8-13, 109 and 112

Application deadline

23 July

Business and Entrepreneurship Programme

Core sessions

Proposed topics include the following subjects:

Product design

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

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.

Service provision

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

Marketing delivery

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

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

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.

Business Model Canvas

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

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

Revenue streams

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

Team profiles

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

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

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

Types of funding

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

Risk reward return

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

Simple cash flow

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

Manufacturing and logistics

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

Wholesale and retail

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

Technology

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

Taxes, boards, policies

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

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.

Intellectual property (IP)

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

Afternoon sessions

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

Speakers

Speakers, associated primarily with the University of Cambridge Judge Business School, who have been invited to contribute, include:

Keivan Aghasi – Research Fellow

Professor Shaz Ansari – Professor of Strategy and Innovation

Adrian Calder – Founder and MD, VenturePro

Dr Chris Coleridge – Senior Faculty in Management Practice, Director of the Cambridge Judge Launchpad

Peter Cowley – Entrepreneur and Angel Investor, Cambridge Angels

Dr Feryal Erhun – Reader in Operations Management

Andrew Hatcher – Senior Faculty in Management Practice

Peter Hiscocks – CEO of Executive Education

Hanadi Jabado – Executive Director of the Entrepreneurship Centre

Professor Stelios Kavadias – Margaret Thatcher Professor of Enterprise Studies in Innovation and Growth

Dominique Lauga – University Senior Lecturer in Marketing

Professor Tim Minshall – Head of the Institute for Manufacturing

Professor Sucheta Nadkarni – Sinyi Professor of Chinese Management

Cyrille Najjar – CEO of Sensio Air

Professor Andy Nealy – Pro-Vice-Chancellor for Enterprise and Business Relations

Lionel Paoella – University Lecturer in Strategy and Organisation

Dr Uday Phadke – CEO of Cartezia and Entrepreneur in Residence

Tom Phillips – Manager, KPMG Enterprise

Pawel Piotrowicz – Partner, Venner Shipley LLP

Tim Rea – Fund Advisor, Fivecross Ltd

Dr Andreas Richter – Reader in Organisational Behaviour

Philip Stiles – University Senior Lecturer in Corporate Governance

Simon Thorpe – Managing Partner, Delta

Eden Yin – University Senior Lecturer in Marketing

John Yomans – Angel Investor and Chairman of Wazoku



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

Professor Jem Poster,
Programme Director, Creative Writing Summer Programme

Creative Writing Programme

5 – 18 August

Programme Director: Professor Jem Poster

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

Academic programme

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

Programme description

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

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

Courses and daily writing tasks

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

Plenary lectures

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

Evening talks

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

Tuition and accommodation options and fees

See pages 8-13, 109 and 112

Application deadline

23 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 (5 – 11 August)

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

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

**Writing short fiction I.
Glimpsed moments**

Dr Lucy Durneen

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

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**

Midge Gillies

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

Wa5

Adventures in fiction I. Approaching fiction

Rupert Wallis

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 (12 – 18 August)

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

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

Writing short fiction II. Specifics

Dr Lucy Durneen

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

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

Midge Gillies

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

Wb5

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

Rupert Wallis

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

18 – 24 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. Course Director-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: shortcourses@ice.cam.ac.uk



Summer School in Applied Human Nutrition

14 – 17 July

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

International Summit on Medical Education and Research

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

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

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, 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

Course Directors

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

-   **Dr Lucy Allen** – Affiliated Lecturer and Director of Studies, Newnham College
-  **Dr Carolina Alves** – Joan Robinson Research Fellow in Heterodox Economics, Faculty of Economics, University of Cambridge; Girton College
-  **Professor Neil Andrews** – Professor of Civil Justice and Private Law; Fellow, Clare College
-  **Dr Rowena E Archer FRHistS** – Fellow of Brasenose College, University of Oxford
-  **Dr Alex Archibald** – Lecturer in Atmospheric Chemistry Modelling, Department of Chemistry, University of Cambridge; Fellow, Emmanuel College
-  **Dr Andrew Arsan** – Senior University Lecturer in Modern Middle Eastern History, Faculty of History, University of Cambridge; Fellow, St John's College
-  **Dr Victoria Avery FSA** – Keeper of the Applied Arts Department, The Fitzwilliam Museum, University of Cambridge
-  **Dr Frederick Baker** – Senior Research Associate, McDonald Institute for Archaeological Research, University of Cambridge; Screen Media and Cultures Research Group, University of Cambridge; Filmbäckerei Productions, London/Vienna
-  **Dr Sio Ball** – Classroom Supervisor, Department of Biochemistry, University of Cambridge
-  **Dr Iris Batalha** – Research Associate, Nanoscience Centre, Department of Engineering, University of Cambridge; Research Associate, Medical Research Council Laboratory of Molecular Biology
-  **Dr Jenny Bavidge FEA** – Academic Director and University Senior Lecturer in English Literature, University of Cambridge Institute of Continuing Education
-  **Max Beber** – Fellow in Economics and Senior Tutor, Sidney Sussex College

- Dr Sally Boss** – University Lecturer in Chemistry, Department of Chemistry, University of Cambridge; Undergraduate Admissions Tutor and Fellow, Churchill College
- Dr Matthew Bothwell** – Postdoctoral Researcher, Kavli Institute for Cosmology, University of Cambridge
- Sir Tony Brenton** – Former British Ambassador to Russia
- Professor Michelle P Brown FSA** – Professor Emerita, School of Advanced Study, University of London
- Simon Browne** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- Rachel Bryan** – PhD candidate, Faculty of English, University of Cambridge
- Piers Bursill-Hall** – Lecturer for the Department of Pure Mathematics and Mathematical Statistics, University of Cambridge
- Dr Sarah Burton** – Fiction-writer and biographer; Course Director of Creative Writing MSt, University of Cambridge Institute of Continuing Education
- Dr Alex Carter** – Academic Director for Philosophy, University of Cambridge Institute of Continuing Education
- Dr Robin Catchpole FRAS** – Institute of Astronomy, University of Cambridge
- Dr Michael Clark** – Teaching Associate at the Department of Politics and International Studies, University of Cambridge
- Professor David Coomes** – Professor of Forest Ecology and Conservation, Department of Plant Sciences, University of Cambridge; Fellow, Fitzwilliam College
- Dr Paul Coxon** – Postdoctoral Research Associate in the Materials Chemistry Group, Department of Materials Science and Metallurgy, University of Cambridge
- Dr Paul Daly** – Senior Lecturer in Public Law, University of Cambridge; Derek Bowett Fellow in Law, Queens' College
- Dr Tiziano D'Angelo** – Temporary Lecturer in Classical Art and Archaeology, University of Cambridge; Fellow, Tutor and Director of Studies in Classics, St Edmund's College
- Dr Jonathan Davis** – Senior Lecturer in Russian and Modern History, Anglia Ruskin University
- Dr Leigh Denault** – Fellow and Director of Studies in History, Churchill College
- Dr Eoin Devlin** – Faculty of History, University of Cambridge; College Teaching Associate and Bye-Fellow, Downing College

- Dr Corinne Duhig FSA** – Senior Fellow of the McDonald Institute for Archaeological Research; Research Associate, Wolfson College; Panel Tutor for the University of Cambridge Institute of Continuing Education
- Dr Sonja Dunbar** – Teaching Assistant in Plant Sciences, University of Cambridge; Teaching By-Fellow, Churchill College
- Dr Lucy Durneen** – Teaching Associate in Creative Writing, University of Cambridge Institute of Continuing Education
- 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
- Professor Richard Fentiman** – Professor in Private International Law, University of Cambridge; Fellow, Queens' College
- Professor Dame Jane Francis** – Director of British Antarctic Survey
- Valentin Gerlier** – Faculty of Divinity, University of Cambridge; St Edmund's College
- Midge Gillies** – Academic Director for Creative Writing, University of Cambridge Institute of Continuing Education
- Dr Margarita Gleba** – ERC Principal Research Associate, McDonald Institute for Archaeological Research
- Eliza Gluckman** – Curator, New Hall Art Collection, Murray Edwards College
- Professor Mark Goldie FRSA FRHistS** – Professor of Intellectual History, University of Cambridge; Fellow, Churchill College
- Siân Griffiths** – Freelance Lecturer in History and History of Art
- Dr James Grime** – Former Enigma Project Officer, Millennium Mathematics Project, Department of Mathematics and Theoretical Physics, University of Cambridge; Mathematician, Lecturer and Public Speaker
- Dr Lydia Hamlett** – Leverhulme Early Career Fellow, Department of History of Art, University of Cambridge
- Dr Patrick Harding** – Freelance Broadcaster, Author and Adult Teacher
- Andrew Hatcher** – Managing Director, The Applied Knowledge Network Limited; Senior Faculty in Management Practice, 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** – Teaching Programme Administrator, Department of Earth Sciences, University of Cambridge; Fellow and Director of Studies, Girton College; Director of Studies, Churchill College
- ■ **Professor David Jacques FSA** – Senior Research Fellow in Archaeology, Buckingham University
- ■ **Dr Nicholas James** – Consultant; Lecturer in Social Anthropology, Magdalene College; Affiliated Scholar in Archaeology and Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Lisa Jardine-Wright** – Co-Director of Isaac Physics, Astrophysicist and Educational Outreach Officer at Cavendish Laboratory, University of Cambridge
- **Dr Jennifer Keating** – Past and Present Postdoctoral Fellow, Institute of Historical Research, London
- **Dr Ewen Kellar** – Consultant, Adhesives, Composites and Sealants (CACS) Joining Technology Group, The Welding Institute
- **Ingrida Kerusauskaitė** – Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Issam Kourbaj** – Artist; Lector in Art, Christ's College
- **Dr Nicola Kozicharov** – Affiliated Lecturer, Department of History of Art, University of Cambridge; Schulman Research Fellow, Trinity Hall
- ■ **Dr Andrew Lacey** – Panel Tutor for the University of Cambridge Institute of Continuing Education; Tutor for the University of Oxford Department of Continuing Education
- ■ **Dr Seán Lang** – Senior Lecturer in History, Anglia Ruskin University; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Dr Ceri Law** – AHRC Postdoctoral Research Associate, Faculty of History, University of Cambridge
- ■ **Dr John Lawson** – Research Associate, Autism Research Centre, Department of Psychiatry, University of Cambridge; Director of Studies in Human, Social and Political Science and Director of Studies in Psychological and Behavioural Sciences, Girton College; Senior Lecturer in Psychology, Oxford Brookes University

- Dr John Lennard** – Formerly Professor of British and American Literature, University of the West Indies, Mona; Director of Studies in English at Hughes Hall, and Panel Tutor for the University of Cambridge Institute of Continuing Education
- Dr Alexander Lindsay** – Associate Lecturer, Open University
- Dr Matthew Mason** – University Physiologist, Department of Physiology, Development and Neuroscience, University of Cambridge; Fellow and Director of Studies in Physiology, St Catharine's College; Senior Fellow of the Higher Education Academy
- Dr Graham McCann** – Former Lecturer in Social and Political Theory, University of Cambridge; King's College
- Dr Paul McHugh** – Former Director of Student Affairs, Anglia Ruskin University
- Dr Paul Millett** – Collins Fellow in Classics; Vice-Master of Downing College; University Senior Lecturer in Classics, Faculty of Classics, University of Cambridge
- Dr Amy Milton** – University Lecturer, Behavioural and Clinical Neuroscience Institute, Department of Psychology, University of Cambridge; Ferreras-Willetts Fellow in Neuroscience, Downing College
- Dr Tom Monie** – Academic Director for STEM, University of Cambridge Institute of Continuing Education; Fellow and Director of Studies in 1A Biological Natural Sciences, Christ's College
- Dr Elizabeth Moore** – Associate, Hughes Hall
- Dr Philip Morgan FSA** – Senior Lecturer, University of Keele
- Dr Roderick Munday** – Reader Emeritus in Law and Affiliated Lecturer, University of Cambridge; Fellow Emeritus, Peterhouse
- Dr Josh Nall** – Assistant Curator, Whipple Museum of the History of Science
- 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
- Carina O'Reilly** – Lecturer in Policing and Criminal Justice, Anglia Ruskin University
- Dr Janet O'Sullivan** – University Senior Lecturer, Faculty of Law, University of Cambridge; Director of Studies, Selwyn College

- **Dr Karen Ottewell** – Director of Academic Development and Training for International Students, The Language Centre, University of Cambridge; Fellow and Graduate Tutor, Lucy Cavendish College
- **Dr Stella Panayotova** – Keeper of Manuscripts and Printed Books, The Fitzwilliam Museum, University of Cambridge
- **Dr Fred Parker** – Senior Lecturer in English, University of Cambridge; Fellow and Director of Studies in English, Clare College
- **Dr Jan Parker** – Director of Studies, Emmanuel College and Faculty of English, University of Cambridge; Founder Editor, Arts and Humanities in Higher Education: an International Journal of Theory, Research and Practice SAGE
- **Richard Partington** – Senior Tutor and Director of Studies in History, Churchill College
- **Dr Uta Paszkowski** – Reader in Plant Molecular Genetics, University of Cambridge; Fellow and Director of Studies in Plant Biology, St John's College
- **Professor Lloyd Peck** – Science Leader, British Antarctic Survey; Honorary Lecturer in Zoology, University of Cambridge; Visiting Professor in Marine Biology, University of Portsmouth
- **Jon Phelan** – Head of Philosophy, Hills Road Sixth Form College; Research Student, Open University; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Professor Jem Poster** – Poet and novelist; Emeritus Professor of Creative Writing, Aberystwyth University; Affiliated Lecturer, University of Cambridge Institute of Continuing Education
- **Dr Jenny Powell** – Senior Curator Collection and Programme, Kettle's Yard, University of Cambridge
- **Dr Ted Powell** – Cambridge
- **Professor Carole Rawcliffe FSA FRHistS** – Professor Emerita of Medieval History, University of East Anglia
- **Professor Sumantra (Shumone) Ray** – NNEdPro Founding Chair and Wolfson College Governing Body Fellow at the University of Cambridge; MRC Senior Clinician Scientist in Nutrition & Vascular Studies and Lead Clinician for the National Diet and Nutrition Survey; Honorary Professor, Imperial College London (Visiting), Ulster University (Visiting) and University of Waterloo (Adjunct)
- **Dr Richard Rex** – Professor of Reformation History, Faculty of Divinity, University of Cambridge; Polkinghorne Fellow in Theology and Religious Studies, Queens' College

- **Dr David Rundle** – Member of the History Faculty, University of Oxford; Honorary Lecturer, University College, London (UCL); Honorary Lecturer, History Department, University of Essex
- **Professor Nigel Saul FSA** – Emeritus Professor of Medieval History, Royal Holloway, University of London
- **Dr Jessica Sharkey** – Lecturer in Early Modern History, University of East Anglia
- **Dr Peter Sheldon** – Honorary Associate in Earth Sciences, Open University; Panel Tutor for the University of Cambridge Institute of Continuing Education
- **Ian Shields** – Associate Lecturer, Department of Politics and International Studies, University of Cambridge; Retired Senior Royal Air Force Officer
- **Dr Sonali Shukla** – Freelance Lecturer in Astronomy
- **Dr Anna Simandiraki-Grimshaw** – Lecturer in Greek Archaeology and History, University of Cardiff
- **Professor Austin Smith FRS** – Medical Research Council Professor and Director, Wellcome Trust Centre for Stem Cell Research
- **Dr David Smith FRHistS** – Affiliated Lecturer, Faculty of History, University of Cambridge; Fellow, Director of Studies in History, Tutor for Graduate Students, Selwyn College; Affiliated Lecturer, University of Cambridge Institute of Continuing Education
- **Dr Julie Smith** – Baroness Smith of Newnham; Director, European Centre at the Department of Politics and International Studies, University of Cambridge; Fellow, Robinson College
- **Dr Elizabeth Solopova** – Researcher and Lecturer in Medieval Literature, Faculty of English, University of Oxford
- **Dr Felix Steffek** – University Lecturer, Faculty of Law, University of Cambridge; Senior Member, Newnham College
- **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
- **Alexander Taylor** – PhD Candidate, Department of Social Anthropology, University of Cambridge

- Professor John Trowsdale** – Immunology Division, Department of Pathology, University of Cambridge; Cambridge Institute for Medical Research; Fellow, Trinity Hall
- Rupert Wallis** – Teaching Associate in Creative Writing, University of Cambridge Institute of Continuing Education
- Dr Robert Weatherley** – Affiliated Lecturer in Chinese Politics and History, University of Cambridge
- 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, Murray Edwards College
- Dr Claire Wilkinson** – Postdoctoral Researcher, University of Cambridge
- 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
- Clive Wilmer** – Emeritus Fellow, Sidney Sussex College
- Dr Andy Wimbush** – Former Isaac Newton Trust PhD Student, Faculty of English, University of Cambridge
- Dr Francis Woodman FSA** – University Lecturer, Academic Director for Art History and Architecture, University of Cambridge Institute of Continuing Education
- Dr Peter Wothers** – Teaching Fellow, Department of Chemistry, University of Cambridge; Fellow, St Catharine's College
- Gwenhivir Wyatt-Moon** – PhD Candidate, Research Assistant in Adhesion Lithography, Department of Engineering, University of Cambridge



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

Georgia Aliano, Brazil

Tuition fees and accommodation options

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

Accommodation

En suite includes a private shower or bathroom and a toilet. Standard includes shared facilities. Places are allocated on a first-come, first-served basis. If your first choice is full, we will allocate you your next choice (see page 117).

If requested in advance, couples will be assigned to adjacent single rooms where possible. Twins are for spouses, partners and siblings, only. Double rooms are not 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 113).

See page 117 (non-residents) and our website for further information.

THREE-WEEK PROGRAMME

8 - 28 July

TUITION FEES

Three weeks	One week only
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English Law and Legal Methods

£2,320	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	£1,745	N/A
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Selwyn College - Old Court	Standard	£1,505	N/A
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8 – 21 July

PROGRAMME OPTIONS

To combine Programmes see calendar on page 3

TUITION FEES

	Two weeks	One week only
Interdisciplinary Term I	£1,295	N/A
Ancient and Classical Worlds	£1,295	£775
Literature Term I	£1,295	£775
Science Term I	£1,350	£815

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	£1,145	N/A
Newnham College	Standard	£1,005	£475
Queens' College	En suite single	£1,340	£625
Queens' College	En suite twin*	£1,155pp	£545pp
St Catharine's College	En suite	£1,275	£595
St Catharine's College	Standard	£1,095	£510
Selwyn College - Ann's Court	En suite	£1,120	N/A
Selwyn College - Cripps Court	En suite	£1,120	£520
Selwyn College - Old Court	En suite	£1,120	N/A
Selwyn College - Old Court	Standard	£955	£455

*Twins are for spouses, partners and siblings, only. The price is per person, sharing.

22 July – 4 August

PROGRAMME OPTIONS

To combine Programmes see calendar on page 3

TUITION FEES

	Two weeks	One week only
Interdisciplinary Term II	£1,295	N/A
History	£1,295	£775
Literature Term II	£1,295	£775
Science Term II	£1,350	£815
Art and Visual Culture	£1,350	N/A

COLLEGE ACCOMMODATION OPTIONS

These include bed, breakfast and evening meals

ACCOMMODATION FEES

		Two weeks	One week only
Gonville & Caius College - Harvey Court	En suite	£1,070	£495
Gonville & Caius College	Standard	£915	£430
Newnham College	En suite	£1,145	N/A
Newnham College	Standard	£1,005	£475
Queens' College	En suite single	£1,340	£625
Queens' College	En suite twin*	£1,155pp	£545pp
Selwyn College - Ann's Court	En suite	£1,120	N/A
Selwyn College - Cripps Court	En suite	£1,120	£520
Selwyn College - Old Court	En suite	£1,120	N/A
Selwyn College - Old Court	Standard	£955	£455

*Twins are for spouses, partners and siblings, only. The price is per person, sharing.

5 – 18 August

PROGRAMME OPTIONS

To combine Programmes see calendar on page 3

TUITION FEES

	Two weeks	One week only
Interdisciplinary Term III	£1,295	N/A
Medieval Studies	£1,295	£775
Shakespeare	£1,295	£775
Creative Writing	£1,735	£1,080
Business and Entrepreneurship	£2,000	N/A

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	£1,145	N/A
Newnham College	Standard	£1,005	£475
St Catharine's College	En suite	£1,275	£595
Selwyn College - Ann's Court	En suite	£1,120	N/A
Selwyn College - Cripps Court	En suite	£1,120	£520
Selwyn College - Old Court	En suite	£1,120	N/A
Selwyn College - Old Court	Standard	£955	£455

Extra nights between consecutive programmes/terms

COLLEGE ACCOMMODATION OPTIONS		ACCOMMODATION FEES
These include bed, breakfast and evening meal		One night
Gonville & Caius College - Harvey Court	En suite	£83
Gonville & Caius College	Standard	£72
Newnham College	En suite	£89
Newnham College	Standard	£79
Queens' College	En suite single	£105
Queens' College	En suite twin*	£91pp
St Catharine's College	En suite	£99
St Catharine's College	Standard	£85
Selwyn College - Ann's Court	En suite	£86
Selwyn College - Cripps Court	En suite	£86
Selwyn College - Old Court	En suite	£86
Selwyn College - Old Court	Standard	£76

*Twins are for spouses, partners and siblings, only. The price is per person, sharing.

Unfortunately we are unable to provide College accommodation before or after our programmes. However, if you would like to arrive early or depart after your programme has finished, you may be able to book a room directly with the Colleges once your application has been accepted. Further information will be available on our Virtual Learning Environment (VLE). Alternatively, you can book a room through www.conferencecambridge.com 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. Due to the nature and location of the Programmes, gap year students under 18 will need to be accompanied by a parent or guardian acting as a chaperone. The chaperone will need to live in College in a room adjacent to the participant, and to attend classes with the participant. Chaperones are charged for accommodation and meals.

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

English language requirements for Creative Writing Programme

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

English language requirements for all other programmes

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

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

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

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

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

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

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

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.

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

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

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

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

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

Fees

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

Balance of payment dates

ISP Term I, Ancient and Classical Worlds, Science Term I, Literature Term I, English Law and Legal Methods:	Monday 14 May
ISP Term II, Science Term II, Literature Term II, History, Art and Visual Culture:	Monday 28 May
ISP Term III, Shakespeare, Medieval Studies, Creative Writing, Business and Entrepreneurship:	Monday 11 June

Booking terms and conditions

Refund and cancellation policy

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

2-week cancellation period

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

After 2-week cancellation period

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

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

Evaluation

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

Programme/term or course/seminar change

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

Courses and seminars

When booking online, if your first option is full, you can add yourself to a waiting list and select a second choice. Paper-based applications ask you for a first, second and third choice. We reserve the right to alter details of any course or seminar should illness or emergency prevent a Course Director 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

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

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

Special circumstances

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

Booking information

Accommodation

Places are allocated on a first-come, first-served basis. If requested in advance, couples will be assigned to adjacent single rooms where possible. Double rooms are not available. Twin rooms are for spouses, partners and siblings, only.

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

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

Accommodation between consecutive programmes/terms

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 113). Please email us at intenq@ice.cam.ac.uk if you do not require this.

Special requirements

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

Building works

We can accept no responsibility for 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. It should cover any expenses incurred as a result of lost or stolen property, late arrival, early or delayed departure, or cancellation due to unforeseen circumstances. For our refund and cancellation policy see page 116. The University accepts no liability for loss or damage to student property.

How to apply

Who can apply?:

See p114 for details, and check English language requirements. Then apply online or request a paper application form. Apply early as courses and College places are limited.

PAPER-BASED:

Email us for a pdf or paper application form.

ONLINE:

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

UNIVERSITY AND INSTITUTIONAL GROUPS:

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

Before you apply

Application form checklist

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

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

What happens next?

Online Applications

You will receive an automated email* to:

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

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

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

Paper-based applications received by email, post or fax

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

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

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

Once your application has been accepted

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

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

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

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

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

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

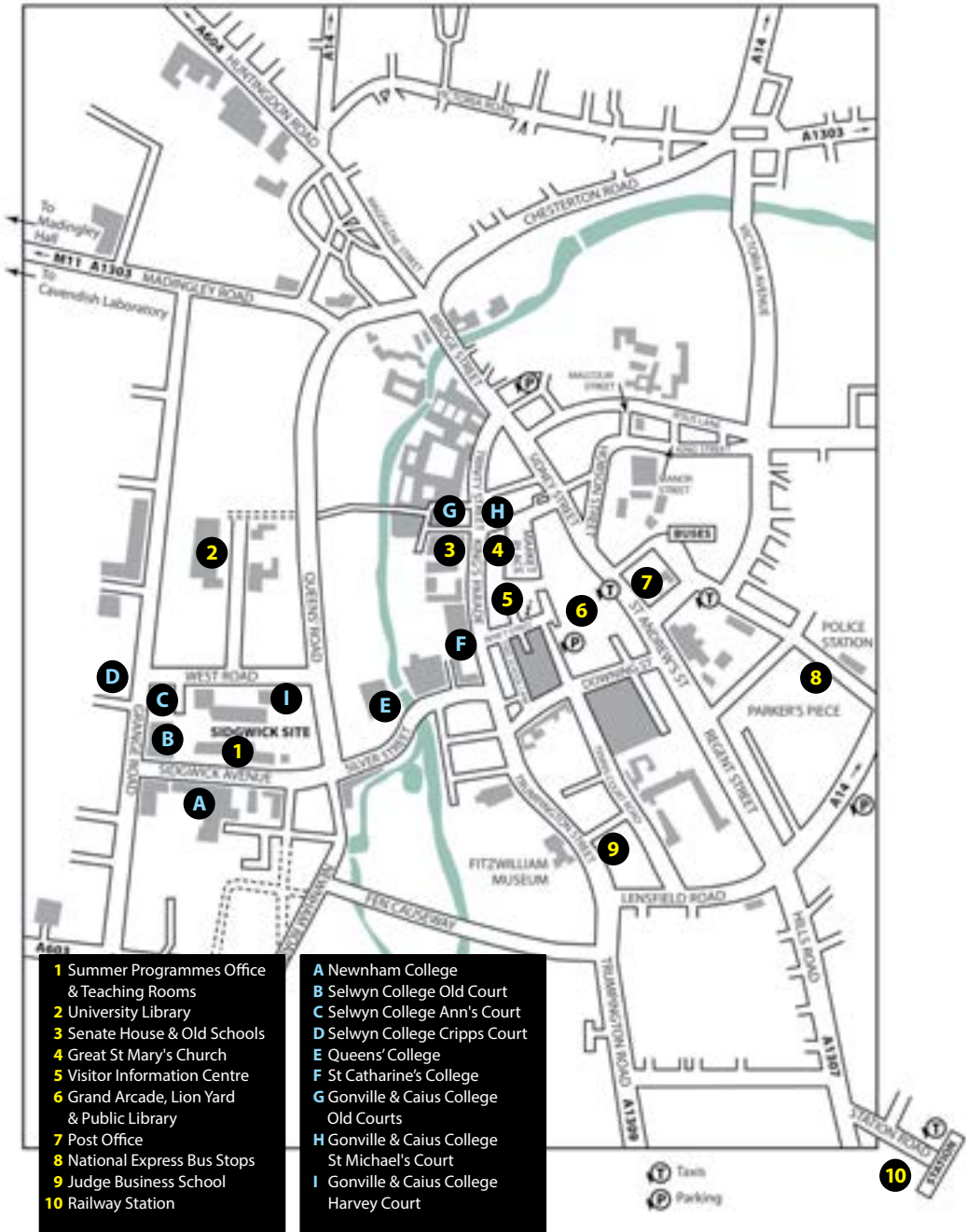
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Every effort has been made to ensure the accuracy of the information in this prospectus at the time of going to print. However, changes and developments may occur and to ensure that you have the most up-to-date information please check our website.



Cambridge city centre



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