

Institute of Continuing Education

# International Summer Schools

5 July – 15 August 2015



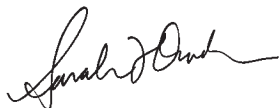
# Welcome

Cambridge is a city of cyclists, historic Colleges, churches, chapels, courtyards and museums. Yet our historic buildings are in daily use by people solving problems to shape the future, and our museums serve both as treasure houses and as valuable resources for research and learning. The University is a vibrant, bustling place where curiosity, influence and illumination are everyday occurrences. We invite you to live and study for a while in this remarkable city.

Excellent teachers, fascinating courses, and intriguing plenary lectures provide a rich academic experience, but long, light, summer days still allow time to explore all that Cambridge has to offer, from Colleges and collections, to punting on the river, or a traditional English tea at nearby Grantchester. In the evenings, you can choose from a wealth of talks, concerts and plays. Before or after your programme of study, why not take the opportunity to explore more of Britain?

With 60 nationalities represented, we guarantee a vibrant and truly international community. Participants are graduate or undergraduate students, and adults of all ages and backgrounds, bringing other 'life experience' to the classroom.

Our International Summer Schools offer an unbeatable mix of subject range, teaching quality, academic rigour, accessibility, people and place. Whether they inspire you to think and reason in a different way, or help you develop skills you can transfer to your degree, career or lifetime interest, you can be certain that the friendships you form and the knowledge you gain will enrich your life. Come and see for yourself.



**Sarah J Ormrod**

Director of International Programmes



“The opportunity for cross-disciplinary study should not be missed: the wealth and breadth of these courses reflect Cambridge at its very best.”

Sarah J Ormrod,  
Programme Director, Interdisciplinary Summer School

# Interdisciplinary Summer School

Term I: 5 – 18 July

Term II: 19 July – 1 August

Term III: 2 – 15 August

**Programme Director:** Sarah J Ormrod  
Director of International Programmes

## Academic programme

- Two or three special subject courses
- Plenary lecture series:  
*Influence and Illumination*
- Evening lectures

## Programme description

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

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

You can focus your studies on two or three courses in the same discipline, or choose courses in differing subject fields. Exciting study paths of three or more courses include: *the English Renaissance; Archaeology; History of science; Global politics; History of art;* and *Introduction to philosophy*.

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

## Special subject courses

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

## Plenary lectures

The morning plenary lecture series focuses on *Influence and Illumination*. Talks will consider significant literary, artistic, historical and scientific influences.

## Evening lectures

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

# Interdisciplinary Summer School Term I

## Special Subject Courses

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

### Group A: 9.00am – 10.15am

---

#### A11

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

*Various speakers*

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

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

---

#### A12

##### The British people and their Empire, 1600-1900

*Dr Seán Lang*

Who were the people who created and upheld Britain's world-wide empire? What made them travel hundreds of miles from homes they often never saw again? This course will look at some of the types of British people who found a new role for themselves within Britain's empire, from the lowliest servant or soldier to the Queen-Empress herself.

---

#### A13

##### Russia in the 20th century

*Dr Jonathan Davis*

This course explores the extraordinary changes and continuities in Russia during the 20th century. It begins by looking at the last years of tsarism and then turns to the Soviet period, focusing on the events that occurred under different leaders. It concludes with an assessment of the collapse of the USSR and the consequence of this during the Yeltsin years.

---

**A14****The English Renaissance I.  
Myth, magic and make-believe**

*Siân Griffiths*

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

---

**A15****A history of British political thought I.  
1600-1800**

*Dr Graham McCann*

This course introduces key figures, theories and themes of British political thought, 1600-1800. It includes Hobbes and Locke (political obligation); Hume and Smith (wealth and virtue); Burke and Paine (revolution). It also explores common concerns – liberty; obligation; civic virtue; the claim ‘to know better’ – and considers their enduring relevance.

---

**A16****How do fossils record evolution?**

*Dr Douglas Palmer*

Dead and dusty they might be, but the petrified remains of past life, commonly known as fossils, present

our best record of life’s extraordinary 3.5 billion year history. So what are fossils made of and how do they form? And, just how good is their record of past life and how reliable is the story they tell?

---

**A17****History of art I.  
Politicising art, 1500-1970**

*Mary Conochie*

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

---

**A18****Shakespeare and the course of true love: *As You Like It* and *Othello***

*Simon Browne*

In one play, lust, romance and trickery lead to marriage and reconciliation. In the other, lust, romance and trickery lead to death and hatred. Two plays with similar topics and horribly different outcomes. We study Shakespeare’s love of love and how the human capacity to be comic or tragic shapes its narrative arc.

## Group B: 11.45am – 1.00pm

---

### B11

#### International politics in a global age I

*Various speakers*

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

---

### B12

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

*Dr Alexandra Winkels*

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

---

### B13

#### Britain and the world since 1900

*Dr Jonathan Davis*

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

---

### B14

#### The English Renaissance II. Religion, revenge and revolt

*Siân Griffiths*

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



---

**B15****History of science I.  
Ancient science**

*Piers Bursill-Hall*

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

---

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

*Simon Browne*

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

---

**B17****Winds of change:  
post-war Britain, 1945-65**

*Dr Andrew Lacey*

Britain emerged victorious but bankrupt from the Second World War and the next 20 years witnessed significant political and social changes in British society and Britain's place in the world. In this course we will explore some of these political and social changes and their significance.

---

**B18****Introduction to philosophy I.  
Philosophy of religion**

*Dr Karim Esmail*

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





## 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

#### Archaeology I.

#### The Ancient Aztecs and Maya

*Dr Nicholas James*

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

### C13

#### History of art II.

#### About face: portraiture from Titian to Lucien Freud

*Mary Conochie*

This course examines portraiture from the 15th to the 20th century. It discusses how artists meet the challenge of depicting the individuality and status of their sitters and record society’s changing perception of itself. Symbolism within portraiture will also be discussed and how pose, glance, gesture and dress affect our interpretation of the subjects.



---

**C14****Crises in world politics since 1945**

*Various speakers*

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

---

**C15****An introduction to animal behaviour**

*Dr Paul Elliott*

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

---

**C16****"The hell where youth and laughter go": The Great War and literature**

*Simon Browne*

For Pound, England was a "botched civilisation", "an old bitch gone in the teeth"; for Lawrence it was a "vast black clot of bruised blood"; for Eliot a "Waste Land". "It seems utterly futile" Woolf's first Mrs. Dalloway says. We study a moving, combative period intent on exposing "the pity of war, the pity war distilled" (Owen).



# Interdisciplinary Summer School Term II

## Special Subject Courses

Classes are held from Monday 20 to Friday 31 July inclusive, at the times shown. Participants may choose two or three courses, each from a different group (A, B or C).

### Group A: 9.00am – 10.15am

---

#### A21

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

*Various speakers*

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

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

---

#### A22

##### The British people and their Empire, 1900-97

*Dr Seán Lang*

When the 20th century began, the British believed that God had called them to lead and govern a quarter of the world's population. At its end, not only had the British Empire passed into history, but the British - more multi-ethnic than their grandparents could ever imagine - had all but forgotten it ever existed. We see how the British first lost control of, and then lost faith in, their Imperial Mission.

---

#### A23

##### Economics of public policy

*Dr Nigel Miller*

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

---

**A24****The English Renaissance III.  
Guns and garters**

*Siân Griffiths*

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

---

**A25****A history of British political thought II.  
1800 to the present day**

*Dr Graham McCann*

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

---

**A26****Understanding poetry**

*Dr John Lennard*

Whatever its period or mood, reading a poem means dealing with its craft: rhyme and rhythm, choice of words and syntax, form and layout – and how they work together. This course

explores all these elements, drawing on poetry of every period from the Renaissance to the 21st century.

---

**A27****Introduction to philosophy II.  
Philosophy of literature:  
understanding other minds  
through fiction**

*Jon Phelan*

Literary fiction may move or amuse us but can we learn anything significant from it? This course examines this issue from a philosophical perspective and asks what kinds of knowledge can be gained from literary works? How is such cognitive reward communicated? And is it necessary for aesthetic appreciation? (*This course may not be taken with Hc1/Hd1 in Literature.*)

---

**A28****Conflict archaeology: an introduction**

*Dr Gilly Carr*

Conflict archaeology, a rapidly developing sub-discipline within the field, has emerged in the last 15 years. It is characterised by an interdisciplinary archaeological and anthropological approach and, typically, investigates 20th-century conflict. Importantly, it involves an interpretation which considers the experience of living through conflict, and how this shapes the archaeological record.

## 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

#### Raj: the rise and fall of Britain's Indian Empire

*Dr Seán Lang*

How did Britain come to rule a vast subcontinent on the other side of the world? This course examines the story of the British Raj from the East India Company, through the mutiny and rebellion of 1857 to Gandhi's campaign for independence. We will finish by looking at how the Raj is now remembered in film, literature and historical writing.

### B23

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

*Jon Phelan*

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

---

### B24

#### History of art III. Art and power: how value is made

*Siân Griffiths*

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



---

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

*Dr Frederick Baker*

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

---

**B26****History of science II.****Technology to astound: engineering feats of the ancient world**

*Piers Bursill-Hall*

Ancient societies may not have had smart phones or 'Top Gear', but they were still obsessed by technology and gadgets. Technology played a hugely important part in early civilised societies, whether in mundane or (occasionally) spectacular ways. This course covers some ancient technologies – from coinage to pyramids, running armies and even making computers.

---

**B27****Greek heroes and gods, in literature, history and the imagination**

*Dr Jan Parker*

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

---

**B28****Shakespeare and the serious business of comedy: *The Merchant of Venice*, *Henry IV Part I*, and *Twelfth Night***

*Dr Paul Suttie*

We look closely at three of Shakespeare's greatest comic creations, very different from one another but having in common the fact that each touches on serious, even tragic themes. We will see how laughter and wish fulfilment can go hand in hand with profound attention to the harsher truths of life.



## 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: *Howards End*, *Brideshead Revisited*, and *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

#### An introduction to macroeconomics

*Dr Nigel Miller*

This course will develop simple macroeconomic models and use them to understand significant macroeconomic events, past and present. Students will develop an understanding of the causes and consequences of the current macroeconomic crisis, phenomena such as recessions, inflation and unemployment. Students give group presentations to consolidate learning.

---

### C24

#### History of science III. *Science and the Renaissance*

*Piers Bursill-Hall*

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



---

## C25

### Making film - not just shooting pictures. A course in media theory and practice

*Dr Frederick Baker*

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

---

## C26

### J R R Tolkien and modern fantasy

*Dr John Lennard*

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





# Interdisciplinary Summer School Term III

## Special Subject Courses

Classes are held from Monday 3 to Friday 14 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

##### History of art IV. Going Dutch: a history of C17th Dutch painting

*Mary Conochie*

From panoramic views to the minutiae of daily life, the landscape, portraiture, still life and scenes of everyday life by Dutch painters such as Vermeer, de Hooch, Rembrandt, Hals and their contemporaries provide a social documentary of arguably the most self-imaging society in the 17th century. Works are considered within the historical, cultural and social contexts of their production, and in the wider context of other European art.

---

#### A32

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

*Elizabeth Mills*

In the face of unprecedented challenges to the concept of the human, 20th-century novelists found diverse ways, both playful and political, to capture the 'modern' experience in writing. We explore key texts, including novels by James Joyce, Virginia Woolf, Samuel Beckett and Elizabeth Bowen,

placing formal and linguistic experimentation in the context of the period's many complexities. (*Not to be taken with Ha2/Hb2 in Literature Term I.*)

---

#### A33

##### Archaeology II. Rome and China

*Dr Nicholas James*

Between them, 2000 years ago, the Romans and the Chinese dominated almost half of the world. How did their empires work and how were their subjects affected? Visionary leadership, ideology, bureaucracy, sociology, geography: were there common factors to explain the rise and fall of these powers? Comparison clarifies the issues. (*Not to be taken with Aa2 in Ancient and Classical Worlds.*)

---

#### A34

##### The English Renaissance I. Myth, magic and make-believe

*Siân Griffiths*

The English Renaissance was a time when kings owned unicorn horns and claimed descent from legendary heroes; when fact and fiction faded in the

theatre of court life. It was a time of prophecy and witchcraft and a question of perspective. We investigate the smoke and mirrors of English Renaissance culture. (*Not to be taken with A14 in ISS Term I.*)

---

### **A35**

#### **Religion in the 16th-century Reformations**

*Rev Canon Dr Adrian Chatfield*

The late medieval church in Europe operated in an arena of political, economic, social and religious conflicts, which erupted in the early 16th century, leading to a series of 'reformations', attempts to renew or reformulate the church. This course outlines these seismic changes and their lasting impact on our history.

---

### **A36**

#### **Governance of Britain today**

*Richard Yates*

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

---

### **A37**

#### **Education in Britain, 1870-present**

*Dr John Howlett*

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

---

### **A38**

#### **Introducing psychology: mind, mental process and behaviour**

*Dr John Lawson*

Somewhere beyond the intuitive abilities that most of us have when dealing with other people lies the science known as psychology. In its relatively short history, psychology has changed direction, focus and approach several times. From introspection and psychoanalysis, through the 'cognitive revolution' to fMRI scanning, psychology remains one of the most fascinating areas of science. (*Not to be taken with B38 in ISS Term III.*)



## Group B: 11.45am – 1.00pm

---

### B31

#### History of art V.

#### Painting Paris: French painting, 1860-90

*Mary Conochie*

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

---

### B32

#### Wordsworth and Coleridge, *Lyrical Ballads*: a new start in English poetry

*Dr Alexander Lindsay*

The publication of *Lyrical Ballads* in 1798 was a decisive event in the emergence of Romantic poetry in England. Containing some of the greatest poems in the language, Coleridge's *Rime of the Ancient Mariner* and Wordsworth's *Tintern Abbey*, the volume broke with the 18th-century traditions of poetry and poetic language with a more personal response to the natural world.

---

### B33

#### Archaeology III.

#### Britain before history

*Dr Nicholas James*

Not only in standing monuments such as Stonehenge but also in finds to be picked up from the ground, in scenery like that found in the Lake District, in property boundaries, even in place-names, the traces of early ways of life in Britain can be discovered with the methods of landscape archaeology. They reveal startling changes.

---

### B34

#### The English Renaissance II. Religion, revenge and revolt

*Siân Griffiths*

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



---

**B35****History of science IV.  
The Scientific Revolution**

*Piers Bursill-Hall*

The period of the 150 years between c.1550 and c.1700 was what we think of as the Scientific Revolution: the start of modern science. However, it seems that the period was less revolutionary than you might expect, and that changes sometimes happened for remarkably non-scientific reasons. No period in the history of science was quite so dramatic, and it makes for an amazing story.

---

**B36****English houses and gardens I.  
Defining 'Englishness' from 1130  
to 1970**

*Caroline Holmes*

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

---

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

*Dr Paul Suttie*

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

---

**B38****The abnormal mind:  
an introduction to psychopathology**

*Dr John Lawson*

This course introduces a variety of clinical conditions including schizophrenia, autism, depression and anxiety. It also aims to contrast differing models of explanation that in turn lead to differing approaches in treatment. Overall, the hope is to encourage a more critical conception of what constitutes abnormality.  
*(Not to be taken with A38 in ISS Term III.)*



## Group C: 2.00pm – 3.15pm

---

### C31

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

*Dr John Howlett*

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

---

### C32

#### English houses and gardens II. Esoteric, eclectic and egotistical

*Caroline Holmes*

2015 is the 330th anniversary of the birth of William Kent (1685-1748), theatrical-turned-landscape designer. The dramatic brio of 'Kentissime'

wrought fantastic architectural conceits from temples to tables, castellations to cascades, halls to hermitages, archways to arcades. Sites discussed include Chiswick House, Houghton Hall, Holkham Hall, Stowe and his finest surviving work, Rousham.

---

### C33

#### Archaeology IV. History everywhere: Roman and medieval Britain

*Dr Nicholas James*

The Romans and the Middle Ages have marked much of Britain's scenery: the layout of many a town; the lanes and buildings of villages still living and traces of others long deserted; the fields around those villages; great military defences; shrines; and the names of places. Combining documentary history and archaeology reveals the pattern.



---

### C34

#### Crises and international relations since 1945

*Various speakers*

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

---

### C35

#### History of science V. The invention of the modern world: mathematics, 1200-1700

*Piers Bursill-Hall*

Mathematics over these 500 years changed completely, and changed our world. Engineering, capitalism,

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

---

### C36

#### Loves in literature from Shakespeare to Seamus Heaney

*Elizabeth Mills*

James Joyce's famous dictum – "Love loves to love love" - points to the fine line between love and solipsism. The Greeks had four words for love; in English we have just one. In this course we consider love in all its forms - spiritual, filial, erotic and platonic - through a study of key texts drawn from across the English literary tradition. What does love mean, and how do writers deal with the difficulties of setting it down on paper?





“The Science Summer School showcases Cambridge's prize qualities: curiosity and creativity at the cutting edge!”

Dr Lisa Jardine-Wright,  
Programme Director, Science Summer School

# Science Summer School

Term I: 5 – 18 July

Term II: 19 July – 1 August

## Programme Directors:

Dr Lisa Jardine-Wright, Dr Corinne Duhig FSA,  
Dr Hugh Hunt and Dr James Grime

### Academic programme

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

### Programme description

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

### Special subject courses

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

### Plenary lectures

#### P01 *Curiosity*

Lectures will focus on both past and present scientific studies, exploring topics which have developed in different directions and at different rates as a result of scientific curiosity. Talks will illustrate how humankind's insatiable quest for knowledge has driven scientific progress.

### Practical sessions

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

### Evening lectures

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



# Science Summer School Term I

## 5 – 18 July

### Special Subject Courses

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

#### Week 1 (5 – 11 July)

11.15am – 12.45pm

---

##### **P02**

##### **Evolution evidence**

*Dr Ed Turner*

Despite evidence from all branches of biology, many people don't believe in evolution. In this course we explore data supporting evolution and discover the amazing explanatory power of Darwin's beautiful idea. We investigate how it can be used to explain the morphology and behaviour of all species, including ourselves.

---

##### **P03**

##### **Introduction to social psychology**

*Dr John Lawson*

Within the realm of psychology, social psychology is concerned with how the behaviour and thoughts of an individual are influenced by the social context, ie other people around them. This course explores a number of differing contexts (small groups, crowds, authority figures) and examines the evidence that seeks to explain how this context shapes what we do and how we think.

##### **P04**

##### **The wonderful world of problem solving**

*Dr Lisa Jardine-Wright*

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

---

##### **P05**

##### **Volcanic eruptions**

*Dr Marie Edmonds*

How, why and where does volcanism occur? How can we reconstruct magma ascent and evolution from the mantle, through the crust and to the surface of the Earth? What controls the style of an eruption? This course uses evidence from geophysics, studies of rocks and gases to decipher the physics and chemistry of volcanic eruptions and their impacts.

## Week 2 (12 – 18 July)

11.15am – 12.45pm

---

### P06

#### Forensic archaeology and anthropology: an introduction

*Dr Corinne Duhig FSA*

Forensic archaeologists and anthropologists are often involved in suspicious-death cases, helping investigators interpret who the victim is and the events of their death and burial. This course explains their work from a practitioner's perspective: explaining who they are, what they do and how they contribute to the investigation: from the field, to the mortuary, to the lab.

---

### P07

#### An introduction to animal behaviour

*Dr Paul Elliott*

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

---

### P08

#### Autism: a modern epidemic?

*Dr John Lawson*

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

---

### P09

#### How does your immune system work?

*Professor John Trowsdale*

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

---



# Science Summer School Term II

## 19 July – 1 August

### Special Subject Courses

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

#### Week 3 (19 – 25 July)

11.15am – 12.45pm

##### P10

##### Emerging and re-emerging infectious diseases

*Professor Derek Smith*

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

science, technical challenges, ethics and governance involved.

##### P12

##### Introduction to data science

*Raoul-Gabriel Urma FRSA*

In today's digital world, decisions are driven by data across all industries. This intensive course provides a hands-on introduction to data science. We begin with a crash course in programming with 'R', before learning how to manipulate and visualise data, and how to apply machine algorithms. *(Bring your own laptop.)*

##### P11

##### Can we geoengineer the climate?

*Dr Hugh Hunt*

Do we just accept the climate consequences of global warming - sea level rise, desertification, ocean acidification, loss of habitat? Or do viable technologies for controlling the climate - geoengineering - offer a 'plan B'? Key to the Stratospheric Particle Injection for Climate Engineering (SPICE) project, Dr Hunt addresses the

##### P13

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

*Dr Nicola Humphry-Baker*

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

## Week 4 (26 July – 1 August)

11.15am – 12.45pm

---

### P14

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

*Dr James Grime*

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

---

### P15

#### Memory: psychological and neurobiological perspectives

*Dr Amy Milton*

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

---

### P16

#### Today's universe

*Dr Robin Catchpole FRAS*

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

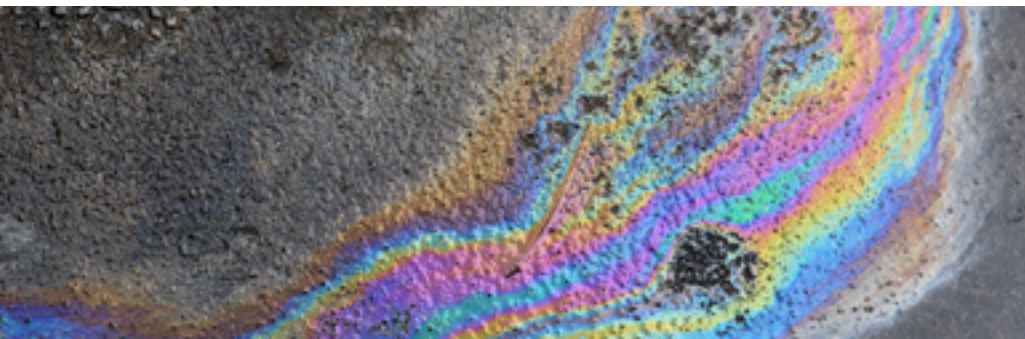
---

### P17

#### Early stage drug discovery

*Dr John Skidmore*

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





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

Dr Fred Parker,  
Programme Director, Literature Summer School

# Literature Summer School

Term I: 5 – 18 July

Term II: 19 July – 1 August

## Programme Directors:

Dr John Lennard: Academic Director and University Lecturer in English Literature, University of Cambridge Institute of Continuing Education

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

### Academic programme

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

### Programme description

The Literature Summer School, now in its 30th year, gives its participants an experience of 'Cambridge English', with its emphasis on small group teaching, close attention to the words on the page, and radical inquiry into why literature matters. Our lecturers and Course Directors have many years' experience of teaching at Cambridge, and are chosen for their expertise and also because they know how to communicate their enthusiasm for the subject. But the joy of the programme is the rich mix of its participants – the widely read and the keen beginners, the young and the young at heart – from a wide range of cultures and backgrounds, whose sharing of views makes the Summer School such a stimulating and rewarding experience for students and teachers alike.

### Special subject courses

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

### Plenary and evening lectures

#### GH0 *Comedy and Tragedy*

As literary forms and as aspects of life, comedy and tragedy provide the perfect framework for thinking about how literature and life relate, and how they differ. Plenary speakers range across poetry, fiction and drama in tracing these many-faceted and elusive categories of the mind and heart. Additional evening lectures will add to your enjoyment of the programme.

# Literature Summer School Term I

## 5 – 18 July

### Special Subject Courses

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

#### Week 1 (5 – 11 July)

##### Group Ga: 9.15am – 10.45am

---

###### **Ga1**

**An introduction to James Joyce's *Ulysses*: text and context**

*Dr Mark Sutton*

This course focuses exclusively on Joyce's controversial and highly influential masterpiece *Ulysses*. The location of Joyce's novel both at the centre of modernism and within the historical and cultural context of his time is supported by close textual study facilitating an informed group reading of selected passages.

---

###### **Ga2**

**All's well? Shakespeare's 'problem plays'**

*Elizabeth Mills*

This course explores the dark sides of *All's Well That Ends Well*, *Measure for Measure* and *Troilus and Cressida*. Morally and dramatically as absorbing as they are problematic, we consider whether the 'problem plays' category is helpful and ask how these plays might help us to re-read the Shakespeare we thought we knew.

---

###### **Ga3**

**The soul of C S Lewis**

*Dr Stephen Logan*

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

---

###### **Ga4**

**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 about the persistent recourse to fantasy evident in much modern writing.

## Group Ha: 2.00pm – 3.30pm

---

### Ha1

#### **Guilt and the novel: from *Crime and Punishment* to *Atonement***

*Dr Elizabeth Moore*

We examine the emergence of guilt in the novel, as both an existential condition and a psychological reality, in four literary masterpieces: Dostoevsky's *Crime and Punishment*, Kafka's *The Trial*, Faulkner's *Absalom, Absalom!* 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

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

*Elizabeth Mills*

In the face of unprecedented challenges to the concept of the human, 20th-century novelists found diverse ways, both playful and political, to capture the 'modern' experience in writing. We explore key texts, including novels by James Joyce and Virginia Woolf, placing formal and linguistic experimentation in the context of the period's many complexities. (*Not to be taken with A32 in ISS III.*)

---

### Ha3

#### **Making sense of poetry**

*Dr Stephen Logan*

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

---

### Ha4

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

*Dr John Lennard*

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





## Week 2 (12 – 18 July)

### Group Gb: 9.15am – 10.45am

---

#### Gb1

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

*Dr Mark Sutton*

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

---

#### Gb2

##### Milton's *Paradise Lost*

*Dr Fred Parker*

The course introduces Milton's wonderful and astonishing poem by focusing on central passages in Books 1, 4, 9 and 10. We also compare his vision of a pastoral paradise under threat with the strange, cool, elusive poetry of Andrew Marvell, his friend and contemporary.

---

#### Gb3

##### Poetry, politics and pain: poets of the First World War

*Dr Stephen Logan*

Any anthology of poems produced by poets who served in the First World War is liable to flatten out the diversities of individual experience. We look at a range of poets, including Rupert Brooke, Siegfried Sassoon, Wilfred Owen and Ivor Gurney, exploring issues of class, nationality, cultural history and political allegiance, by close attention to the style of individual poems.

---

#### Gb4

##### Three great American fantasists: Ursula Le Guin, Tamora Pierce, Lois McMaster Bujold

*Dr John Lennard*

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



## 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 writers: William Faulkner (*Absalom, Absalom!*), Tennessee Williams (*A Streetcar Named Desire*), and Richard Wright (*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

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

*Elizabeth Mills*

In the face of unprecedented challenges to the concept of the human, 20th-century novelists found diverse ways, both playful and political, to capture the 'modern' experience in writing. We explore key texts, including novels by Samuel Beckett and Elizabeth Bowen, placing formal and linguistic experimentation in the context of the period's many complexities. (*Not to be taken with A32 in ISS III.*)

---

### Hb3

#### Making sense of poetry

*Dr Stephen Logan*

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

---

### Hb4

#### A long look at Rudyard Kipling

*Dr John Lennard*

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



# Literature Summer School Term II

## 19 July – 1 August

### Special Subject Courses

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

#### Week 3 (19 – 25 July)

##### Group Gc: 9.15am – 10.45am

---

###### Gc1

###### Euripides: 'the most tragic'?

*Dr Jan Parker*

Medea displaying her children's bloody bodies; Agave looking at her son's torn head; Hecuba grieving over her slaughtered baby grandson; Iphigenia offering herself for sacrifice for the Motherland: Euripides wrote some of the most demanding, terrible and unforgettable roles. But there are also golden young men, Ion and Hippolytos, and famously, his 'shameless women' like Phaedra and Helen, and his unexpected and romantic endings, where the gods make everything right.

---

###### Gc2

###### Reading Virginia Woolf

*Dr Trudi Tate*

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

###### Gc3

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

*Dr Paul Suttie*

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

---

###### Gc4

###### *King Lear and Macbeth*

*Dr Alexander Lindsay*

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

## Group Hc: 2.00pm – 3.30pm

---

### Hc1

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

*Jon Phelan*

Literary fiction may move or amuse us but can we learn anything significant from it? This course examines this issue from a philosophical perspective and asks what kinds of knowledge can be gained from literary works? How is such cognitive reward communicated? And is it necessary for aesthetic appreciation? (*This is a double course which can only be taken with Hd1. Not to be taken with A27 in ISS II.*)

---

### Hc2

#### The serious Jane Austen: *Mansfield Park and Persuasion*

*Dr Fred Parker*

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

---

### Hc3

#### Philip Sidney and the English Renaissance

*Dr Paul Suttie*

Sidney was a key figure in the great Elizabethan flowering of English literature. The author of the first English sonnet sequence, pioneering prose fiction and an important defence of the value of poetry, he hugely influenced contemporaries and successors including Spenser, Shakespeare and Donne. His unpredictable blend of idealism and scepticism make him a fascinating writer of enduring importance.

---

### Hc4

#### Keats: The narrative poems and the odes

*Dr Alexander Lindsay*

This course concentrates on the narrative poems and the great odes of Keats' 1820 volume, and the unfinished and posthumously published *The Fall of Hyperion*. Reference will be made to the earlier poems, however, and of course to Keats' famous letters.



## Week 4 (26 July – 1 August)

Group Gd: 9.15am – 10.45am

---

### Gd1

#### **Charles Dickens' *Little Dorrit*: mystery and sedition**

*Ulrike Horstmann-Guthrie*

A novel about the condition of Britain in the 1850s, *Little Dorrit* was considered "more seditious than [Marx's] *Das Kapital*" by Bernard Shaw. This course studies how its ferocious attack on financial speculation and an administration concerned only to do nothing, is part of a mystery plot centred in London and lightened by Dickens' humour and brilliant characterisation.

---

### Gd2

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

*Dr Alexander Lindsay*

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

---

### Gd3

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

*Dr Jan Parker*

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

---

### Gd4

#### **Major lyrics of the 17th century**

*Clive Wilmer*

A course of close readings of short poems from the English 17th century. Among the texts discussed are poems by John Donne, George Herbert and Andrew Marvell. We look briefly at each poet in an historical context and read and discuss a small number of poems in each session.

## Group Hd: 2.00pm – 3.30pm

---

### Hd1

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

*Jon Phelan*

*(This is a double course which can only be taken with Hc1. Not to be taken with A27 in ISS II.)*

---

### Hd2

#### The poetry of W B Yeats

*Dr Alexander Lindsay*

One of the most remarkable features of Yeats' poetry is its development out of late Romanticism and the Celtic Twilight into a taut and ironic Modernist diction. The course considers this development, while concentrating on the great poetry of Yeats' later volumes. We look at the impact on the poetry of Yeats' occult studies and his involvement and partial disillusion with Irish Nationalism.

---

### Hd3

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

*Dr Paul Suttie*

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

---

### Hd4

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

*Clive Wilmer*

A course of close readings of short poems from the English 19th century, possibly running into the early 20th, including poems by John Keats, Robert Browning and W B Yeats. We look briefly at each poet in an historical context and read and discuss a small number of poems in each session.





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

Dr David Smith FRHistS,  
Programme Director, History Summer School

# History Summer School

19 July – 1 August

**Programme Director:** Dr David Smith FRHistS

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

## Academic programme

- Four special subject courses  
(two per week)
- Plenary lecture series LM0:  
*Heroes and Villains*
- Evening lectures

## Programme description

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

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

## Special subject courses

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

## Plenary lectures

### LM0 *Heroes and Villains*

Collectively, lecturers will examine how various individuals in history come to be regarded as heroes or villains, or in a number of cases as both. What makes a hero or villain, how historical reputations are won or lost, and how these issues have changed during the course of history, will be explored through a series of diverse case-studies.

## Evening lectures

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



# History Summer School

## Special Subject Courses

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

### Week 1 (19 – 25 July)

#### Group La: 11.00am – 12.30pm

---

##### La1

##### James II and the 'Glorious Revolution'

*Dr David Smith FRHistS*

James II was one of England's most disastrous rulers. He inherited a strong throne, yet in less than four years his politics (especially those in favour of Catholics) brought his reign to an end. This course examines, through a range of extracts from primary sources, James' character and policies as King, the nature of his downfall and the Revolution Settlement that followed it, and the impact of these events.

##### La2

##### The CIA in Cold War historical perspective

*Dr William Foster FRHistS*

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



---

**La3****Making and breaking the Soviet Union**

*Dr Jonathan Davis*

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

---

**La4****The Victorians: the past and its personalities in a mass-media age**

*Dr Gareth Atkins*

The Victorians were obsessed by history. New media made it accessible to all, and they devoured it in novels, biographies, museums, stately homes and antiquities abstracted from Athens, Nineveh and Jerusalem. Above all they thought about past personalities, and what they meant for an age of unsettling progress. This course explores what they found.

---

**La5****The reign of Henry VIII**

*Dr Jessica Sharkey*

The reign of Henry VIII was a major turning point in British history, and 'bluff King Hal' continues to horrify and fascinate us in equal measure. This course uses the preoccupations, ambitions, and character of Henry VIII as a route into the political, religious and cultural changes of this

tumultuous period. We discuss some of the most colourful personalities in British history – including Wolsey, More and Cranmer – as well as the falls of Anne Boleyn and Thomas Cromwell.

---

**Group Ma: 2.00pm – 3.30pm****Ma1****The imperial French: Napoleon and after**

*Dr Seán Lang*

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

---

**Ma2****The reign of Mary I**

*Dr Ceri Law*

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

---

**Ma3****Cold War flashpoints**

*Dr Jonathan Davis*

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

---

**Ma4****The world of Samuel Pepys**

*Dr Andrew Lacey*

*The Diary of Samuel Pepys* (1633-1703) provides a unique window onto the social life and turbulent history of 17th-century England. We spend some time in their company, encountering

kings and princes, artists and scientists, prostitutes and mistresses, coffee houses and theatres, wars and revolutions, and review Pepys' role as 'the saviour of the Navy'.

---

**Ma5****The first British Empire, from the Tudors to American Independence**

*Dr Eoin Devlin*

This course examines how the ambitions of explorers, religious exiles, government officials and businessmen created the 'first' British Empire. Sessions explore the Empire's intellectual and cultural contexts, the role of profit-seeking companies, the social history of British settlements, interactions with native peoples, and the crisis of the late 18th century.

*It sounds very unnaturally here, to have our Nation under y<sup>e</sup> Patronage of a Dutchman in y<sup>e</sup> Spanish Court; I wish them nevertheless good effects from him, since wee have none of our owne Country to looke out for them there.*

*Pepys.*

*Dec. 3. 1700.*

## Week 2 (26 July – 1 August)

Group Lb: 11.00am – 12.30pm

---

### Lb1

#### The reigns of William and Mary, and Anne, 1688-1714

*Dr David Smith FRHistS*

We examine the quarter-century after the 'Glorious Revolution' of 1688-9, a period which saw fundamental changes in England and Britain, including nearly 20 years of warfare in Europe; far-reaching changes in the relationship between the Crown and Parliament; the rise of Whig/Tory party politics; and the union of England and Scotland. Using a range of extracts from primary sources, we explore these and other issues through the personalities of the monarchs: William and Mary, and Anne.

### Lb2

#### Winston Churchill - the greatest Briton?

*Professor Mark Goldie FRHistS*

The British voted Churchill the greatest Briton. Why? Was he the colossus of the 20th century, or is his status a measure of Britain's nostalgic fixation on Second World War glories? Churchill took part in the last cavalry charge in British history and lived to authorise the atomic bomb. A child of aristocracy, 'the people's Winston' is a mass of contradictions: the saviour of his country in 1940; a defender of a declining Empire; a radical liberal; a reactionary conservative. He epitomised Britain's confused identity in the modern world, her triumphs and her decline.



---

**Lb3****Surprise attacks from  
Pearl Harbor to 9/11**

*Professor Eric Grove FRHistS  
and Professor Philip Towle*

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

---

**Lb4****Deepening democracy:  
socio-political protest movements  
in post-colonial India,  
1947 to the present day**

*Dr Leigh Denault*

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

---

**Lb5****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.

---

**Group Mb: 2.00pm – 3.30pm****Mb1****The imperial French: Napoleon III**

*Dr Seán Lang*

After the revolution of 1848, Napoleon III established the Second French Empire, in imitation of his famous uncle. The Second Empire sought to extend its hold into Italy, the Middle East and even Mexico, but does it really deserve to be remembered as history repeating itself, the first time as tragedy, the second as farce?

---

## Mb2

### **Nelson: the ultimate naval hero?**

*Professor Eric Grove FRHistS*

No naval officer of any country is more famous than Horatio, Lord Nelson. This course tells the story of the life of Nelson, how he represented the strengths of the Royal Navy of his day and how he took it to perhaps its greatest victory at Trafalgar. It takes a critical look at the hero, his virtues, achievements and weaknesses and assesses his legacy to not just the Royal Navy, but the navies of the world.

---

## Mb3

### **Latin America in the wider world since 1800**

*Dr Charles Jones*

This course examines the evolution of Latin American states since independence, concentrating on their relations with one another and with great powers. We look at war and its relative infrequency, reliance on external markets and sources of investment, geopolitics and great power rivalries in the region, and the development of distinctive forms of international law, diplomacy, and organisation.

---

## Mb4

### **The word in paint and stone: the art and architecture of Nazi Germany and the Soviet Union, 1917-53**

*Dr Andrew Lacey*

Both Hitler and Stalin placed great emphasis on the presentation of themselves, their regimes and their hopes and ideals for society through the manipulation of the arts and architecture. This course looks at the official art and architecture of the two regimes and discusses the differences and similarities between Nazi art and Socialist Realism.

---

## Mb5

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

*Dr Eoin Devlin*

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





**“Shakespeare lasts a lifetime:  
there is always more to discover.”**

Dr Fred Parker,  
Programme Director, Shakespeare Summer School

# Shakespeare Summer School

## 2 – 15 August

**Programme Director:** Dr Fred Parker

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

### Academic programme

- Four special subject courses (two for each week)
- Plenary lecture series RSO: *Truth and Fiction*
- Evening lectures

### Programme description

The 2015 Shakespeare Summer School celebrates its 21st anniversary – with a rich collection of courses, lectures, and special events. You can discuss the power, beauty, and meaning of these plays with leading academics; discover connections with the wider world of Elizabethan culture; attend productions and recitals; and explore aspects of performance, including – if you wish – workshop exercises led by a professional actor and director.

Dr Fred Parker and our team of lecturers and Course Directors are experts in the field and also fine communicators. They combine the Cambridge tradition of close attention to the words on the page with the alertness to questions of performance which is so vital in approaching Shakespeare. Our teaching style reaches out to engage the experience and the response of those participating, whose enthusiasm, openness and curiosity give the Summer School its unique atmosphere.

### Special subject courses

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

### Plenary and evening lectures

#### RSO *Truth and Fiction*

Titles include 'What Shakespeare did with Cleopatra', 'Shakespeare and science fiction', 'Truth and lies in *Much Ado*', 'Shipwreck and Shakespeare', and 'Henry VIII and "All is true"'. Evening talks and events are broader in scope, aiming to stimulate new pleasures and insights through the exchange of experience and ideas. Speakers include such eminent Shakespearians as Catherine Belsey, Kate McLuskie and Catherine Alexander, as well as Martin Best, lutenist with the Royal Shakespeare Company.



# Shakespeare Summer School

## Special Subject Courses

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

### Week 1 (2 – 8 August)

#### Group Ra: 9.15am – 10.45am

---

##### Ra1

**The Falstaff plays:**  
*Henry IV and The Merry Wives*

*Dr Fred Parker*

Sir John Falstaff - Shakespeare's greatest comic creation - appears in *The Merry Wives*, that comedy of resourceful women wonderfully recreated by Verdi, and the two parts of *Henry IV*, which bring together so many of Shakespeare's deepest interests. We explore how the energies of comedy and history conflict – and interact.

---

##### Ra2

**Slow reading:**  
*A Midsummer Night's Dream*

*Professor Ruth Morse FRHistS*

Reading Shakespeare can be confusing, and not only for beginners: if we're unused to 500 hundred year-old poetry and prose, or unsure about the social nuances of 16th-century England, or the syntax of its English. Above all, we read too fast and lose all sense of what the words are doing beyond their apparent meaning. This course concentrates on that much-loved favourite, *A Midsummer Night's Dream*.

---

##### Ra3

**Hamlet's problems**

*Clive Wilmer*

*Hamlet* is Shakespeare's longest and most famous play. It is often said to be something of a puzzle. On this course we read the text closely and ask what sorts of conclusion can be arrived at. With some discussion of differences of text and essential contextualisation, the main focus, however, is on Shakespeare's words.

---

##### Ra4

**"Love is merely a madness":**  
*As You Like It*

*Vivien Heilbron*

In the Forest of Arden, lessons of love are learned in a series of encounters between some of the most witty and attractive of Shakespeare's characters. During these practical workshops, we explore the exuberant wordplay and learn to enjoy speaking Shakespeare's language with more awareness of how 'letting the words do the work' helps the actor to perform with confidence and a sense of fun.

## Group Sa: 2.00pm – 3.30pm

---

### Sa1

#### "So much blood ...": *Macbeth*

Vivien Heilbron

In this series of practical workshops, we explore the imagery in this most blood-soaked of Shakespeare's tragedies. We will take a performance-based approach to the play, exploring the challenges and choices presented to the actor. Students will prepare to speak the blank verse with understanding of its form and how this structure supports the player. (*This is a double course which can only be taken with Sb1.*)

### Sa2

#### *The Taming of the Shrew and other early comedies*

Dr Alexander Lindsay

This course considers Shakespeare's beginnings as a comic writer, his experimenting with different traditions, Italian romantic comedy, Roman farce, and the courtly comedy of his elder contemporary John Lyly. Particular attention is given to *The Taming of the Shrew*, as well as *The Comedy of Errors* and *Love's Labour's Lost*.

### Sa3

#### Romanticising Shakespeare

Dr Stephen Logan

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

### Sa4

#### *Mortality and mercy in Measure for Measure*

Dr Paul Suttie

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



## Week 2 (9 – 15 August)

### Group Rb: 9.15am – 10.45am

---

#### Rb1

#### Shakespeare's strange last plays

Dr Fred Parker

Tall stories of losing and finding, family reunions, disguises and recognitions, shipwrecks and wanderings ... in *Cymbeline*, *The Winter's Tale* and *The Tempest* such traditional romance elements are transformed into something 'rich and strange'. We explore the plays as a group and as distinct and incomparable individual works.

---

#### Rb2

#### Shakespeare and the shapes of history

Dr Michael Hetherington

This course explores Shakespeare's early development as a playwright, focusing on his evolving response to the challenges of turning history into drama. We look closely at extracts from the lively but uneven *Henry VI* plays, the early masterpiece *Richard III*, followed by an in-depth exploration of *Richard II*.

---

#### Rb3

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

Clive Wilmer

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

---

#### Rb4

#### Shakespeare's troublesome endings

Dr John Lennard

A surprising number of Shakespeare's plays end in ways that can seem less than satisfactory. This course investigates five such plays – *The Taming of the Shrew*, *Love's Labour's Lost*, *Troilus and Cressida*, *Measure for Measure*, and *Timon of Athens* – to consider what happens (or doesn't), and why.



## Group Sb: 2.00pm – 3.30pm

---

### Sb1

#### "So much blood ...": *Macbeth*

Vivien Heilbron

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

---

### Sb2

#### *Much Ado About Nothing and Othello*

Dr Alexander Lindsay

Both plays treat the consequences of sexual jealousy arising from slander of a bride by a purely malicious villain. In *Much Ado About Nothing* potential tragedy is dispelled and events prove the means by which a well matched witty couple are brought together. In *Othello*, however, jealousy corrodes the character of the "noble Moor" in one of the most painful of Shakespeare's great tragedies.

---

### Sb3

#### *Justice in King Lear*

Dr Paul Suttie

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?

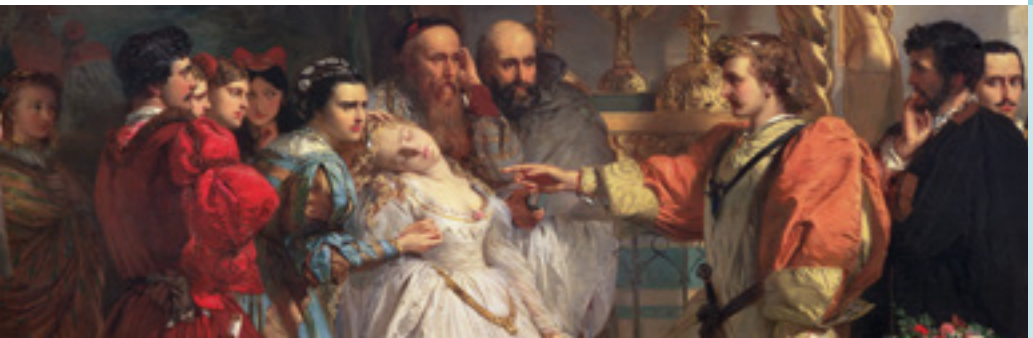
---

### Sb4

#### *Shakespeare and friends*

Dr John Lennard

Shakespeare did not work in isolation, but amid a remarkable and very varied group of playwrights. This course considers him alongside two of them, at the beginning and end of his career, reading *Richard III* against Christopher Marlowe's *Edward II*, and *The Tempest* against Ben Jonson's *The Alchemist*.



# Cambridge City Centre

