

Pembroke College, Cambridge

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*Department of International Programmes*

**Nihon Special Lecture Programme 2016**  
**Course Portfolio**

## Contents

<b>ART AND ARCHITECTURE IN 20<sup>TH</sup> CENTURY BRITAIN .....</b>	<b>1</b>
<b>CONTEMPORARY BRITISH SOCIETY .....</b>	<b>2</b>
<b>A PRACTICAL INTRODUCTION TO DIGITAL FILMMAKING .....</b>	<b>3</b>
<b>SCIENCE AT CAMBRIDGE: PAST, PRESENT AND FUTURE .....</b>	<b>4</b>
<b>INTERNATIONAL CONFLICT AND SECURITY IN THE 21<sup>ST</sup> CENTURY .....</b>	<b>6</b>
<b>THE ECONOMIC AND POLITICAL HISTORY OF BRITAIN SINCE 1945 .....</b>	<b>7</b>
<b>LAW AND ORDER UK.....</b>	<b>8</b>

## Art and Architecture in 20<sup>th</sup> Century Britain

Dr David Oldfield

### Course Outline

What do a series of drips, a moustache painted onto the face of the Mona Lisa and a soup tin all have in common? Answer: these are just some of the diverse and exciting examples of twentieth-century art. Bored with traditional styles and images, from 1900 onwards artists outdid each other in their intensely imaginative attempts to change the definition of what we call art. We will look at how artists created new styles, played with new materials and created exhilarating fresh images. We will explore how images and buildings make us feel and think. Why do people stand in front of an abstract painting? How does architecture combine function with form? These are just some of the questions and issues addressed by this course.

This course is both educational and enjoyable, with informative class sessions followed by trips to sites and galleries. The best way of learning about art and architecture is to look at real paintings and to visit buildings. Cambridge is the perfect place to do this because it is blessed with so many wonderful museums and amazing architecture. We will visit the famous Fitzwilliam Museum to study its wonderful collection of paintings, including stunning French impressionist painting, and spend time at Murray Edwards College which has the largest collection of contemporary women's art in the country. Other visits will consider the outstanding array of post-1960 buildings found in Cambridge University and its colleges.

### Teaching Methods

Teaching is by means of lectures plus tutorial classes (seminars) for the period of the course. The lectures aim to present the material, while the seminars will include several trips to museums and buildings to build on material presented in the lectures. Class participation is encouraged.

### Assessment

Final Exam: 80%

Seminar discussion and lecture participation: 20%

### Dr David Oldfield

Dr David Oldfield has written on Italian, German and Flemish painting, including two catalogues for the National Gallery of Ireland. These days he concentrates on teaching: in-term at the History of Art faculty, out-of-term for the International Programmes department of Pembroke College. Research interests depend on what he is teaching next. Recent work includes examination of 15<sup>th</sup> – 17<sup>th</sup> century iconography and 20<sup>th</sup> century theory. He is Director of Studies for Churchill, Corpus Christi and Murray Edwards Colleges.

## Contemporary British Society

Mr James Sharp

### Course Outline

What is Britain like in 2014 and what challenges does it face? This course will introduce students to life in the UK today, along with some of the important social issues that the UK is facing.

In addition to lectures, students will take part in field trips and will also conduct their own research project in Cambridge, culminating in a group presentation.

Subjects discussed during this course include:

- The Royals
- Religion in the UK and trip to Ely Cathedral
- Britishness, Nationalism and Immigration
- Education and Inequality
- Civil Liberties, ASBOs and Banksy
- The British Media

### Teaching Methods

Teaching will be lecture-based and interactive, including group activities and field trips. The day before each class, students will be given some questions to think about to help them take part in classroom debates and discussions. James will also help each group with the planning of their research project, analysis of results and creation of their presentation. No prior knowledge of the UK is required, but it will help to look at some of the issues that have been happening in the UK over the last few years.

### Assessment

Survey Project: 40%. In small groups, students will design a survey on a topic of their choice, focussing on some aspect of UK society or culture. Each group will then interview people on the streets of Cambridge and collect their data. After analysing the data for interesting patterns and trends, they will present their research, main conclusions and evaluation to the rest of the class.

Exam: 30%. Students answer two essay questions out of ten set. Essays focus on the content of lectures and on students' experiences more generally whilst in the UK.

Diary: 30%. Students keep a (short) daily record of the differences they find between Japan and the UK over a period of two weeks which.

### Mr James Sharp

James holds an MA and MPhil in Philosophy from Pembroke College, Cambridge, and is currently studying for a PhD in the nature of corporations. He began to appreciate how unique the UK is after living abroad for three years, working in China, Japan and for the United Nations in New York.

## **A Practical Introduction to Digital Filmmaking**

Ms Francesca Woodburn

### **Course Outline**

This is a highly practical course on which students will work together in small groups to design, plan, shoot and edit a short film of their own. Students will be introduced to the principles of good camerawork and participate in hands-on camera exercises that will familiarize them with digital camera equipment and develop their understanding of filming technique. They will then explore four key stages of filmmaking – development, pre-production, production and post-production – in order to plan and create their films.

During this course students will study theoretical aspects of filmmaking and will develop practical filmmaking skills. Students on this busy and creative course will also practise and develop many important life skills including teamwork; project management; problem solving, time management, effective communication and English language skills.

### **Teaching Methods**

Filmmaking is taught using a mixture of lectures, workshops and practical assignments. This is a highly practical, hands-on course that does not require any previous film experience on the part of the students.

### **Assessment**

Final Exam: 60%

Filming and Editing (practical, group project): 40%

### **Ms Francesca (Cessi) Woodburn**

Francesca Woodburn is Programme Director and Registrar within the Department of International Programmes at Pembroke College and has taught on Pembroke Summer and Easter programmes since 1995. She is also the Chief Executive of the charity Empuaan, which works with Maasai organisations and communities in East Africa to design, develop and deliver culturally-appropriate HIV and AIDS awareness resources.

## Science at Cambridge: Past, Present and Future

Dr Paul Elliott

### Course Outline

The University of Cambridge has an unrivalled reputation for scientific discovery. The University's researchers have continually pushed back the boundaries of every scientific discipline, and made some of the most ground-breaking discoveries that the world has seen. This course introduces you to Cambridge's most celebrated scientists, theories, insights and legacies before moving on to focus on the many ways in which Cambridge remains at the forefront of various scientific disciplines today.

The course is designed for students from any discipline, including those from non-science backgrounds, and will offer an invaluable and accessible overview of cutting-edge scientific research. The course delves into issues in both the natural and physical sciences, and no field will be given pre-eminence.

Participants on this course will start by discussing the work of Newton, Darwin, Rutherford, Whittle, Watson, Crick and Hawking, concentrating on the techniques and intellects that made them so successful in their respective fields. This will provide the starting point from which to discuss current research that is being undertaken within the University today in areas as diverse as Quantum Physics, Astrophysics, Zoology, Chemical Engineering, Cancer Research, Biochemistry, Anthropology and Botany. In a series of interactive sessions participants will discuss and demonstrate the techniques and technologies that Cambridge scientists are using to answer fundamental questions such as: How do we map stars?; How can we identify murderers?; How is humanity affecting animals and habitats?; How can the study of plants help in the development of new drugs?; How can we diagnose and cure cancer?; How do we learn things?; What new engineering techniques are being used to create the everyday products that we use? And, as importantly, how can we make bendy chocolate?

In the final session participants will discuss the important questions faced by scientists of the future, and the ways in which interdisciplinary approaches are likely to provide the way forward.

### Teaching Methods

Teaching is by means of lectures plus tutorial classes (seminars) for the period of the course. The lectures aim to present the material, while the seminars aim to discuss the material presented in the lectures. Topics to be discussed in seminars will be distributed throughout the course. These do not form part of the course assessment, but students are required to work through these for their better understanding of the topics covered.

Much of the teaching on this course will take place outside the classroom, making use of the museums, laboratories and University science facilities.

### Assessment

Final Exam: 80%

Seminar discussion and lecture participation: 20%

### **Dr Paul Elliot**

Dr Paul Elliott is Scientific Admissions Tutor at Homerton College, Cambridge, a Senior Lecturer in Animal Behaviour at Anglia Ruskin University, and a Fellow at Selwyn College, Cambridge. His research focuses on the biology and control of aquatic pest species (such as the notorious zebra mussel) and has led to numerous published papers in both Zoology and Chemical Engineering. Paul is also an interviewer for students wanting to take the Natural Sciences course at Cambridge University and supervises on the 1st year “Evolution and Behaviour” course. He has a passion for teaching and enthusing young people about science.

## **International Conflict and Security in the 21<sup>st</sup> Century**

Mrs Carmen Kettley

### **Course Outline**

By focussing on contemporary conflict and security issues, this course provides an introduction to some of the key actors and aspects of international relations. Based on a solid grasp of the major concepts and topics of international relations, at the end of the course students will have acquired the ability to critically reflect on the nature of international security in the 21<sup>st</sup> century and to assess the opportunities, and potential pitfalls, in endeavours to find lasting solutions to major current international crises.

The course will be structured around the most debated topics in contemporary international relations: order; security; power; conflict; peace; and post-conflict reconstruction.

### **Teaching Methods**

The course is designed to be as interactive as possible:

- Sessions will consist of a mixture of PowerPoint presentations by the lecturer and interactive workshop-style discussions centred on current events.
- Presentations and workshops are designed to combine academic rigour with some degree of fun to ensure that students find the course both interesting and enjoyable.

### **Assessment**

Exam: 70% exam

Presentation: 15%

Participation: 15%

### **Dr Carmen Kettley**

Carmen Kettley holds a BA in Law from the University of Bucharest and is currently studying for a PhD degree in the governance of divided societies. She has taught at the Department of Politics and Pembroke College for the Semester Abroad Programme and the Pembroke- King's Programme. Carmen was awarded a Global Security Fellowship at the Faculty of Social and Political Sciences, Cambridge, is a trained mediator and has a vast experience of working with students from different social and cultural backgrounds.

## The Economic and Political History of Britain Since 1945

Dr Nigel Knight

### Course Outline

This course aims to provide students with an understanding of the way in which Britain has been governed since 1945. In particular, the course looks at the structure of British governance; macro-economic policy; health; education; industrial policy; foreign policy; defence; and European policy.

More specifically, the course will examine the following areas:

1. The institutional structure of contemporary British governance.
2. The ideas which have influenced the formation of policies.
3. The political, social and economic processes which shaped the environment in which policy has been conducted.
4. The political functions served by such policies.
5. The relationship with Europe.

By the end of the course, students should have acquired:

1. A working knowledge of the contemporary system of governance.
2. A grasp of the basic schools of political thought which have influenced policy-makers in Britain since 1945, namely: social democracy, conservatism; the New Right; and the Third Way.
3. A working knowledge of the history of British politics since 1945.
4. A grasp of the nature and distinctions between policies of the various governments in Britain since 1945.
5. A grasp of the fundamental debate over Britain and Europe.

### Teaching Methods

The course is taught using lectures and seminars. The lectures aim to present the material, while the seminars aim to discuss the material presented in the lectures.

### Assessment

TBC

### Dr Nigel Knight

Dr Knight is a British economist, author and political scientist. His research interests are principally in the area of political economy. He has worked in national politics with both the Conservative Party and the Liberal Democrats, advising and writing policy. He lectures at the University of Cambridge and has written books titled *Governing Britain since 1945* and *Churchill: The Greatest Briton Unmasked*.

## Law and Order UK

Ms Jacqueline Thomas

### Course Outline

This course provides students of all abilities with the opportunity to develop an understanding of the key concepts and principles of English law, and to develop their speaking and writing skills in a way that will enable them to function more effectively within a legal environment.

During the course we will study the law of England and Wales, European law, the fundamental tenets of the common law system, and the basic structure of comparative law. The activities and topics covered will be diverse and will include, among others, examining and interpreting legal texts, assessing how the law is made, the framework of legal institutions, the role of the legal profession, and cutting edge issues facing Europe today.

Students will be challenged, but there is time built in for fun and exciting activities, as well as study. It is our hope that students will return to Japan with a clear understanding of core common law subjects and a grasp of the common law approach, together with the ability to discuss these topics in English, with improved legal vocabulary, and the capacity to put their knowledge into action in Japan, whether through comparative law, or by approaching Japanese law from a fresh angle.

### Teaching Methods

The teaching gives students the opportunity to learn through a variety of formats including lectures, discussion and practical exercises.

### Assessment

Final Exam: 60%

Seminar discussion and lecture participation: 40%

### Ms Jacqueline Thomas

Jacqueline is a course convenor and teaching fellow at University College, London (UCL), where she teaches Academic Legal Writing to both undergraduate and graduate law students. In addition to her teaching, she is currently working on an Academic Legal Writing text book, which has been commissioned by UCL.

Jacqueline has worked on summer and Easter programmes at Pembroke College since 2005, teaching language skills, lecturing in law, and programme directing.