

## ASE's Top-sending Institutions, 2013/14 to 2018/19

Bard College  
Bates College  
Boston College  
Bowdoin College  
Bucknell University  
Clark University  
College of William and Mary  
Denison University  
Elon University  
Franklin and Marshall College  
Georgetown University  
Gettysburg College  
Hampshire College  
Hampton University

Hobart and William Smith Colleges  
Kenyon College  
Oberlin College  
Providence College  
Saint Michael's College  
Sarah Lawrence College  
Skidmore College  
Spelman College  
University of Mary Washington  
University of Rochester  
Washington and Lee University  
Wells College  
Wellesley College  
Williams College

2020 - 2021

# Advanced Studies in England

based in the World Heritage City of Bath

2020 - 2021

Advanced Studies in England



ASE is a non-profit branch campus of Franklin and Marshall College. Franklin and Marshall College is accredited by the Middle States Commission on Higher Education, a regional accrediting agency recognized by the US Department of Education.

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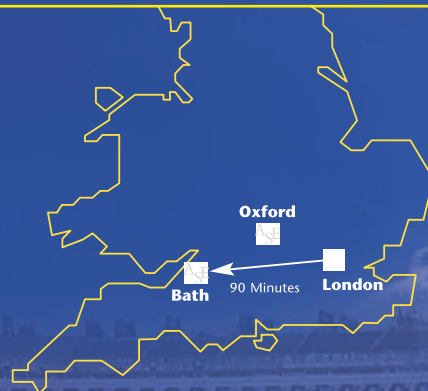
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## Offering

Art and Architectural History  
Classical and Modern Languages  
Classical Studies  
Creative Writing  
Education  
English  
History  
Internships  
Philosophy and Theology  
Political and Social Sciences  
Psychology  
Studio Art  
Theatre and Film  
Women's / Gender Studies





“ I really believe I shall always be thinking of Bath when I am home again – I do love it so very much. ”

Catherine Morland, Northanger Abbey

### Outstanding location:

Bath is a culturally vibrant 'campus' for ASE students.



ASE provides opportunities for travel and discovery, with residenceals in Oxford and Stratford-upon-Avon, day trips in the English and Welsh countryside, and a rich array of course-related study visits.



### Challenging academics:

Small classes, with a maximum of thirteen students, ensure active participation through intensive discussion and debate.



“ It feels like I've stepped into my favorite book! ”

Emma Johnson, Wellesley College

### Exceptional housing:

Students quickly feel at home in handsome houses and flats in historic neighbourhoods, located to encourage integration into the community.



ASE is open to all academically qualified undergraduates attending US colleges and universities regardless of race, ethnicity, gender, religion, age, disability, sexual orientation or national origin.

# Advanced Studies in England

Established in 1987, Advanced Studies in England (**ASE**) aims to provide a study abroad experience of the very highest quality to undergraduates from a range of US colleges and universities. At the heart of the **ASE** experience is an academic and cultural emphasis: challenging, rigorous courses, taught by highly-qualified and committed professors, are complemented by a rich array of internship and school placement opportunities and a social programme designed to develop students' cultural and inter-cultural awareness.

## ■ Academic Excellence

*Teaching takes place in small seminar groups (maximum 13 students) and tutorial-style classes. Courses are taught by highly qualified British faculty, many from Oxford University, and the Programme enjoys ongoing academic ties with University College, Oxford.*

**ASE's** Academic Adviser, who is Emeritus Regius Professor of Greek at Oxford University, appoints faculty and oversees the running of the academic programme.

## ■ The World Heritage City of Bath

*Our study centre is situated at the heart of the beautiful, eighteenth-century city of Bath, 90 minutes west of London. All students are housed in attractive properties in historic areas of the city centre, within walking distance of the Roman Baths, the Abbey, galleries, museums and an array of restaurants, cafés and pubs.*

## ■ Residentials and Study Trips

*We aim to give all our students an insider's view of Britain, its history, landscape and culture. Each semester includes a week-long residential at University College, Oxford, three days in Stratford-upon-Avon and organised day trips to remote, beautiful parts of England and Wales. Many of our seminars also include study trips to course-related locations and events.*

## ■ Cultural Immersion

*A carefully structured inter-cultural and social programme actively encourages students to immerse themselves in the life of the city. All ASE students have Associate Membership of the Student's Union at Bath Spa University, and a team of Bath-based social assistants organises weekly events and helps facilitate links with local volunteering agencies, clubs, sports teams and societies.*

*“ASE is a study abroad program that provides countless opportunities for enrichment – personally, culturally, socially and academically.”*

Grace Wydeven, Georgetown University

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## From the Director

Dear Student,

**ASE** has been an intrinsic part of my life since I first joined the Programme as a tutor in 1995. I was struck then by the welcoming, conscientious, good-humoured attitude of the staff and by the vigour and creativity with which learning – both inside and outside the classroom – was pursued. It is these things, I am sure, that lie at the heart of **ASE's** unique and continuing appeal.



As you read through this catalogue, you will discover the many other contributing factors: our location in the beautiful, vibrant heritage city of Bath; our impressive range of challenging seminars, tutorials and internships; the attractive properties that will become your homes; and the various inspiring places we will take you to see. (These may include Oxford, Stonehenge, Stratford-upon-Avon, Dorset, the Cotswolds and Wales, depending on whether you join us for a full year, a semester or a summer.) Many other destinations, in England and beyond, you will have the opportunity to discover for yourself. In **ASE** you will find a small, supportive programme that combines a friendly, informal style with the highest standards and expectations.

Along with our alumni, who now number well over 3000, I can attest to the life-changing experience **ASE** can bring. I hope you, too, will choose to become a member of the 'ASE family'. In doing so, you will not only be enrolling for a study abroad programme, but joining an increasingly active community of current and former students, UK and US faculty and study abroad professionals who share a deep and lasting affection for the Programme.

I look forward to welcoming you to Bath!

**JONATHAN HOPE**

Dean and Director



*Jonathan with the ASE Staff.*





ASE Autumn 2018 at the Victoria Art Gallery, Bath.

“ASE Students benefit from rigorous coursework and intentionally-designed cultural explorations that support classroom learning. Our faculty consistently remark on the high level of academic engagement in ASE courses.”

*Christine Wintersteen, Director of Off-Campus Study and International Programs, Bowdoin College*



ASE Spring 2019 in Stratford-upon-Avon.

# Bath

## The City of Bath: The ASE Campus

With its cultural, intellectual and social resources, the world-heritage city of Bath soon becomes as familiar to our students as their home campus. Living centrally in this compact and cosmopolitan environment provides optimum opportunity for students to interact and discover the city, quickly becoming members of the community, rather than merely visitors.



*ASE students arrive at Bath Spa train station...*



*...and quickly make the city of Bath their home.*



## The City of Bath

*“Bath is a charming city, rich with history and life. It’s the perfect place for college students... and for people in general!”*

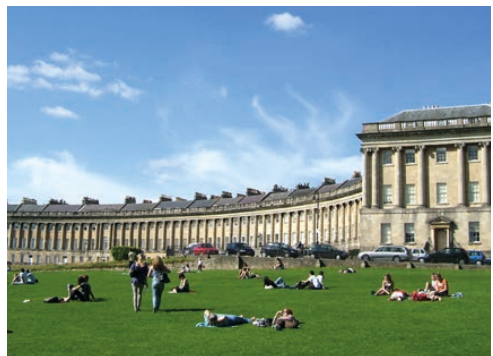
*Bethany Franke, Gettysburg College*

### A Picturesque City

Within a safe and easy walk from their attractive residences, students will find the first-century Roman Baths; the fifteenth-century Abbey; various galleries, theatres and museums, set in and around glorious eighteenth-century architecture; and the twenty-first century Thermae Bath. Among Bath’s many restaurants is the famous Pump Room, which tempts students in for tea, coffee, cakes and - for the bold - a taste of the Bath waters.



The city is surrounded by green, wooded hills and the River Avon runs through its heart, making the countryside easy to explore on foot, by bicycle or boat.



*The Roman Baths and the Royal Crescent are among numerous architectural treasures which provide a striking backdrop to ASE students’ everyday lives.*



## The City of Bath

### A Student City

About one in five of the city of Bath's population of 100,000 is in full-time higher education. The cafés, pubs and restaurants cater to students with their range of entertainment, 'specials' and discounts, acting as meeting places where people can enjoy a pint or a 'cuppa', and discover the English in sociable mode. They are also the venues for all types of music, poetry evenings and reading groups.



*Bath Skyline walk*

In addition, **ASE's** small team of Bath-based social assistants organises weekly events and helps facilitate links with local volunteering agencies, clubs, sports teams and societies.



*ASE students at the Welcome Reception.*

## Nelson House: The ASE Study Centre

The **ASE** study centre is located in the heart of Bath, within 20 minutes walking distance of all of our student residences. Nelson House is a refurbished Georgian town house, and was occupied by Admiral Lord Nelson during his frequent visits to the city.

**ASE** inhabits all six floors of this historic building, which provides classrooms; a library; desktop computers and laptop ports; a student common room; courtyard; garden; staff offices; and WiFi throughout.



*The front door familiar to all ASE students.*



*Evening view from Nelson House.*

*“ The ASE Staff are lovely, considerate people who care about your well-being as much as your academics. ”*

*Anna Plummer, Amherst College*

## Nelson House: The ASE Study Centre

Nelson House is your springboard to Bath and the rest of the UK. A weekly news sheet keeps you informed about what's going on at **ASE**, in Bath and the surrounding area. Copies of national and local newspapers and magazines are always available to peruse in the common room.



*Nelson House, the ASE Study Centre.*



*On the stairs with Mr Butterworth and Su.*



*Nelson House common room.*



“Lovely houses in the heart of the city made it really easy to get involved in city activities.”

Katie Suppa, Elon University

## ASE Housing

**ASE** students live in handsome town houses and flats (apartments) throughout the centre of Bath. Each residence has its own characteristics: for example, proximity to the architectural splendours of The Royal Crescent and The Circus; historic connections with one of Bath’s most famous families; or views of the River Avon. All are carefully located in lively, well-resourced neighbourhoods within walking distance of the **ASE** study centre, and offer WiFi, TV and radio, laundry facilities, phone access, communal areas and bathrooms and kitchens of various shapes and sizes.



**Nunes House** is divided into four flats (apartments) and has views of the Abbey, the River Avon and the hills beyond.



## ASE Housing



*Our **St John's Road** properties are situated two minutes' walk from the historic (and much-filmed) Pulteney Bridge and Great Pulteney Street.*



*Situated in the city's heart, **The Ralph** is a splendid eighteenth-century maisonette, with views of Bath Abbey.*



## ASE Housing

Accommodation is self-catering: students shop and cook for themselves. A food allowance (currently £48 per week) is included in the Programme fees, which is sufficient to cover meal costs, providing students buy food economically. A tour of local supermarkets and stores by **ASE** staff and a 'welcome pack' of food help newly-arrived students to get started.

ASE's Accommodation Manager oversees all aspects of the accommodation. She is assisted by representatives from each residence with whom she meets each week to discuss any issues that may arise.

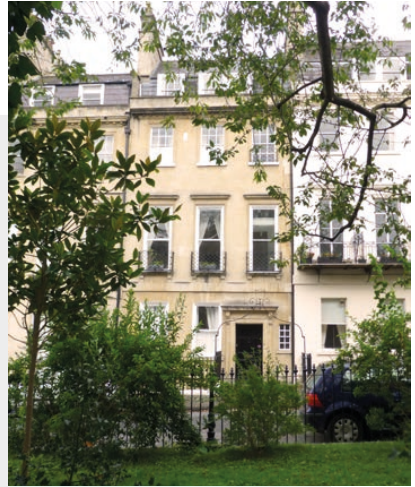


*Lovely **Linley House**, situated in the heart of the city, housed a famous musical family in the eighteenth century.*

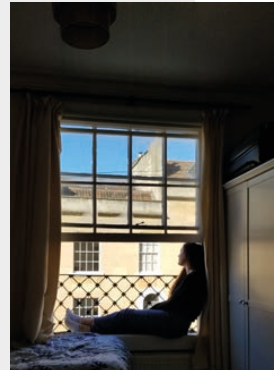




## ASE Housing



**Northampton Street**, an elegant Georgian house, and a top-floor flat in **Catharine Place** are a stone's throw from the Royal Crescent, the Circus and Victoria Park.



“My house in Bath is older than the USA!”

*Erin Dringman, Washington and Lee University*

# ASE Academics



Welcome to **ASE**! Whether you choose to study in England for a semester, a full year, or just for the summer, **ASE** promises to offer you a challenging and unique educational experience, encouraging you to develop your academic skills and to widen your range of scholarly and cultural interests.

During the Autumn and Spring semesters, our regular courses are taught from Monday to Thursday in small seminar groups, with a maximum of 13 students. Our tutors are all carefully selected and highly-qualified, supporting our reputation as an academically rigorous programme. Many of them hail from the University of Oxford, and all are committed to our ideals of combining high teaching standards with personal involvement in students' academic goals. We also offer Tutorials, in almost every discipline, where teaching takes place singly or in pairs, plus an Education Programme, and a range of Internships.

I am on hand at Nelson House, the **ASE** study centre, to ensure you are supported academically throughout your stay, and to offer advice on your next steps after you leave **ASE**. Perhaps you will follow in the footsteps of former **ASE** students and return to England to take a higher degree at Oxford, in London or Bristol? Or maybe to train as a teacher in an English school? Perhaps your studies in Bath will influence your choice of career or graduate school? Studying abroad can help open new and exciting possibilities, whatever your eventual life decisions.

I look forward very much to meeting you.

**LUCY MARTEN**  
Director of Studies



*Lucy and Emma at  
Blenheim Palace.*

## ASE Curriculum Outline

As you read through the **ASE** Programme's rich array of academic offerings, bear in mind that there are FOUR combinations of courses available to make up your workload for the semester.

Students usually choose one of the following combinations of courses:

OPTION 1 - Four **seminar courses**.

OPTION 2 - A **tutorial plus three seminar courses**.

OPTION 3 - The **Education Programme** (including school placement) **plus two seminar courses**.

OPTION 4 - An **internship plus three seminar courses**.

Students who wish to apply for **any other combination of four courses** (for instance, a tutorial plus an internship and two seminars) are asked to write, making a persuasive case, to the Director of Studies. Such requests are judged on a case by case basis. **It is not possible to combine an Internship with the Education Programme.**

*(Please note that **ASE** can only recommend credit. While this is usually readily arranged, it is up to each student to make certain that credit transfer has been approved before leaving for England).*

*“ASE offers a dynamic and robust curriculum across a broad range of disciplines, delivered by stellar faculty. Students speak glowingly about studying in Bath (and at Oxford), and return to our campus with a heightened awareness of cultural difference and advanced critical thinking skills.”*

*Michael Arnush, Associate Professor and Chair of Classics, Skidmore College*



## ASE Curriculum Outline

### Seminar Courses (pp.42-70)

All seminar courses are upper level. Classes usually meet once a week, for two hours\*, in groups no larger than 13. Course assessment is continuous and derives from a series of papers and a final examination, plus class participation. Each seminar course is recommended for **four credits**.

\*three hours for *Acting for the Stage*

### Advanced Tutorial Programme (pp.74-77)

Tutorial students meet weekly, for two hours - individually or in pairs – with a professor specialising in their subject (or language) of choice, following the model of Oxford University.

Tutorial students are set regular assignments, culminating in a portfolio of work on which final assessment is principally based. Tutorials are usually available only to students with a GPA of at least 3.4 (3.0 for languages) and are of particular relevance to those wishing to undertake senior/honours thesis work on their return home and/or to continue their studies at graduate level.

For students of classical or modern languages, assessment is continuous and derives from a series of papers and/or tests and a final examination. Language tutorials are not available to complete beginners.

All tutorials are recommended for **four credits**.

There is an **additional fee** for all tutorials. Please see the ASE website for details.



*Advanced Tutorial in Creative Writing.*

## ASE Curriculum Outline

### The Education Programme (pp.71-73)

The Education Programme links a theory course, *Education in England*, with a complementary school placement. The theory class meets weekly, for two hours. Course assessment is continuous and derives from a series of papers and a final examination. The placement is a pre-practicum, involving one day a week in a local primary or secondary school and a weekly reflective seminar. Assessment is by portfolio and performance in the placement. **Eight credits** are recommended in total.



*Working in a British classroom.*

### The Internship Programme (pp.78-85)

Each internship student is allotted a placement mentor to oversee their weekly work experience, and spends a total of 100 hours in the placement over the course of a semester. In addition, they meet weekly to discuss progress with an **ASE** internship tutor. Assessment is by portfolio or dissertation and performance in the placement. All internships are recommended for **four credits**.



*Internship at The Natural Theatre Company.*

# Oxford

## ASE at Oxford

I am involved particularly with the Oxford component of the Programme - appointing ASE's faculty; and having a personal involvement in the time that ASE students spend at the College whilst they are in Oxford.

University College is the oldest of the Oxford Colleges, being founded in 1249, and boasts several famous 'old boys', amongst them two former British Prime Ministers; your own former President, Bill Clinton; and the poet Shelley (Shelley was expelled for publishing a paper on atheism but we have all since forgiven him his trespass.) Many of the ASE faculty are based in Oxford, and we have all enjoyed designing courses and teaching ASE students: we are always impressed by the liveliness and commitment which they bring to the classes, and we enjoy the discussions as much as we hope they do. I am particularly pleased that ASE offers full year and semester students the opportunity of taking an Oxford-style tutorial, not least in my own field!



I'll enjoy meeting you all at some point during the semester, either in the quadrangles of University College, at our College Dinner or in Nelson House.

**CHRIS PELLING**

ASE Academic Adviser,  
Fellow of the British Academy,  
Emeritus Regius Professor of Greek,  
Oxford University

*“Now I can say I was a student at Oxford!  
(No-one needs to know that it was just a week.)”*

*Hannah Berman, Franklin and Marshall College*

## ASE at Oxford



*Formal Dinner at University College, Oxford.*



*Visit to Christ Church  
(and 'Harry Potter Staircase').*

*“ Walking through Oxford colleges is magical – you can actually feel the knowledge and history. I think I picked some up through osmosis. ”*

*Susanna Mills, Gettysburg College*



## ASE at Oxford



*University College Dining Hall.*

Each semester, **ASE** has a week-long residency at the oldest of the Oxford colleges, University College - or 'Univ'. Classes continue in the privileged environment of this historic college, and students get a taste of what it is like to be an Oxford undergraduate. At Univ, the Programme is welcomed by Dr Andrew Bell, Senior Tutor of the College, who gives us a lecture on the University's recent and ancient

history, and students are treated to an interactive talk on a topic of contemporary relevance by an Oxford tutor. In addition, **ASE** professors can offer advice and guidance to those wishing to pursue graduate work at Oxford University.

Whilst in residence, **ASE** students have their own common room and can use the Univ undergraduate library.

### Oxford Activities

During the week in Oxford, we explore the treasures of several colleges. There is also ample opportunity to visit the city's galleries, museums and botanic gardens and to tour the Bodleian Library, one of the finest in the world. We make an attempt at punting on the river Cherwell, and students can attend matins at Christ Church. The week finishes, traditionally, with an **ASE** dinner in the College dining hall - so bring something smart to wear! This is often followed by the chance to challenge the British to table football and pool in Univ's cellar bar.



*Tom Tower and Quad, Christ Church.*

## ASE at Oxford

### Accommodation and Food

Housing at Univ is in single study bedrooms of various shapes, sizes and ages. Breakfast and lunch are served daily from the Buttery, and students are advised on options for buying dinner in town. In Oxford, as at Stratford, students have their usual food allowance augmented.



*Outside the Radcliffe Camera, Oxford.*

### Tutorials in Oxford

Those opting for the Advanced Tutorial Programme (p.74) may already have become familiar with the city of Oxford prior to the residential, since this is where many such classes take place.



*Enjoying a pint at The King's Arms.*



*At Blenheim Palace, Woodstock.*

## ASE at Oxford

“Sitting in University College library and taking a book down from the dozens of shelves devoted to Shakespeare is something I will never forget.”

*Christina Lepri, Boston College*



*Studying in the Univ library.*



*View from St Mary's Tower.*



*Divinity Schools, Bodleian Library.*

# Stratford-upon-Avon

## ASE at Stratford-upon-Avon

**ASE** spends three days in the quaint Elizabethan market town of Stratford-upon-Avon, usually attending performances by the Royal Shakespeare Company on three consecutive evenings. All students attend pre- and post- performance talks and workshops conducted by **ASE** faculty and/or cast and crew from the RSC itself. These sessions provide stage history, background to the plays and ideas toward critical interpretation, as well as affording students the opportunity to give their own feedback on productions.

### Stratford Activities

During their free time, students are encouraged to visit numerous properties managed by the Shakespeare Birthplace Trust, including Shakespeare's Birthplace itself, Anne Hathaway's Cottage, and Hall's Croft. There is sometimes a Whole-Programme trip to a nearby castle and grounds, either at Warwick or Kenilworth, both of which have fascinating histories.

After the evening performances, all students (and staff) have an opportunity to identify – and to strike up a conversation with – RSC actors, usually in the Theatre bar, or at the famous Black Swan pub, better known as 'The Dirty Duck'.

### Accommodation and Food

Housing in Stratford is in bed and breakfast accommodation, or local hotels and hostels. In Stratford, as at Oxford, students have their usual food allowance augmented.



*At Anne Hathaway's Cottage.*



## ASE at Stratford-upon-Avon



*Meeting Royal Shakespeare Company actors.*

*“What could be better than seeing 3 productions from the best company in the world, in the very town Shakespeare was born? !”*

*Carrington O’Brion, Wellesley College*



*At the Royal Shakespeare Theatre.*

## The ASE Social and Cultural Programme

Hello, we are Emma and Hugh.

Between us, we'll not only be helping with your personal welfare, but working closely with you throughout the semester to provide a rich cultural and social programme to complement your academic studies.



Together with our small team of Bath-based social assistants, we organise weekly events such as trips to see Bath Rugby, a 'Skyline Walk' around the city and cinema and theatre nights. There's also dinner at Thanksgiving, a Costume Party and the opportunity to take part in events at Bath's many festivals of art and culture. Each semester concludes with high tea at an elegant Bath venue.

Whether it is by interacting with the 'locals' of your neighbourhood; by volunteering; participating in public events in the city or at one of Bath's two universities; or through ASE's links with Bath Abbey, we'll make sure you have plenty of opportunities to get actively involved with the community of which you'll be a part.



*Poetry and a Pint at a local pub.*

## ASE Social and Cultural Programme

There will also be whole-Programme trips, giving you the chance to discover some of the more inaccessible parts of the country. Each semester and summer **ASE** organises day trips to areas such as the Welsh Hills, the Dorset coast, or Cotswold villages. These day trips may include hikes in stunning scenery or visits to places of historic and cultural interest, and provide a chance to get to know each other - and the **ASE** staff. In addition, we visit Stonehenge, Salisbury and Blenheim Palace. The cost of all whole-Programme events and most **ASE**-organized trips is included in the Programme fee.



*Apple picking at Bath Organic Garden.*

We are both also on hand to give advice about personal travel, to flag up exciting events in the locality and point out things you may never have thought of!

**EMMA HURRY**

Admissions and Student  
Affairs Manager

**HUGH MCLEAN**

Student Affairs Co-ordinator



*Bath Skyline walk to 'Sham Castle'.*

# Opportunities for Integration

How is the **ASE** Programme designed to encourage students to learn about and experience British culture for themselves?

## An Integrated Curriculum

All our seminars and tutorials are taught by UK-based faculty, and many courses have a specific focus on Britain, its culture and history, as well as study trips linking classroom learning with British sites, landscape and culture. Those students on the **Education Programme** (see p.71) spend one day a week assisting at a local school, whilst many **ASE** students opt to do **Internships** (p.78), which involve weekly visits to a local work placement. Some seminars – for instance, *Diversity, Multiculturalism and Modern Britain* (p.65) – address intercultural issues with direct bearing on students' experience of studying abroad.

## Housing in the City of Bath

There are no 'dorms' at **ASE**. Instead, all students are housed in properties in historic neighbourhoods scattered across the city. The city of Bath's cultural wealth and compact size make it an ideal place to live, and to mix with British people of different ages and walks of life. Self-catering encourages use of local shops and amenities.

“ There are countless ways to get involved in the Bath community, each rewarding in its own way. ”

Jacqui Easton, Bates College



Volunteering at Manvers Street Toddlers Group.



## Opportunities for Integration

### Orientation, Inter-cultural Talks and Mentoring

In the first week, a carefully structured programme of information meetings and tours helps familiarize students with the city, and with opportunities for community involvement. Further interactive talks are offered to broaden students' understanding of their daily encounters with a new culture. Each student is also allotted a staff mentor who offers support and advice, as well as regular informal opportunities to reflect on their experiences.

### Student Life in Bath

With more than 20,000 studying full-time at its two universities, Bath is undoubtedly a student city. Our energetic British social assistants, themselves current or recent full-time students, are on hand to encourage participation in events on campus and in the city. In addition, all students are provided with Associate Membership of the Student's Union at Bath Spa University and free bus travel to selected social and cultural events, including some at the University of Bath, home to the Sports Training Village, STA Travel and numerous student bars and cafés.



ASE students with the Next Stage Youth cast of Peter Pan.



Volunteering in the City.

## Opportunities for Integration

### Community Involvement

**ASE** works with various local groups to provide a range of opportunities for community involvement. Recent favourites have included Next Stage Theatre Company, Bath Organic Gardening Group, Bath Foodcycle, Good Gym running group and community groups at Manvers Street Baptist Church. We have also forged a special relationship with Bath Abbey, which offers opportunities for our students to meet other young people through the activities of the Church, joining services, student vigils, or volunteer initiatives; even acting as Music Supporters or Welcomers at the Abbey. **ASE** helps students of all faiths and denominations find suitable places to worship and meet their peers.



*With Bath Spa Choral Society.*

### Clubs and Societies

**ASE** actively encourages students to participate in a wide range of local community groups, from yoga to knitting; and all are eligible to join the extensive list of clubs and societies at Bath Spa University. Artists, musicians, writers and dancers will find numerous opportunities to paint, play and perform in Bath, and various venues across the city offer dance classes, from Scottish to Salsa. The University of Bath also runs community contemporary arts courses in ceramics, film, musical theatre and the visual arts.

*“ASE made it easy to make connections outside the program. I joined the Bath Choral Society and met so many great people.”*

*Sebrina Stickney-Morris, Wellesley College*

## Sport in Bath

Whatever your level of interest in sport - whether you prefer to spectate, to keep fit at the gym, jog occasionally, or want to play competitive sport while you're abroad - Bath is an ideal place to be based. The city boasts some of the finest indoor and outdoor facilities anywhere in the British Isles, and is an excellent location to see top-level competitive sport played.

### Casual Sport and Exercise

Living throughout the city as they do, **ASE** students are well-placed to take advantage of the many parks and open spaces that exist in Bath. Casual games of soccer and ultimate frisbee are often organized in Victoria Park, with the Royal Crescent as a picturesque backdrop. The park also boasts a fun 'pitch and putt' course for budding golfers. Student joggers, walkers and cyclists enjoy miles of towpath, running beside the river and along the pretty canal that stretches through the city and out into the surrounding countryside.



*Bike ride on the Kennet and Avon Canal.*

The welcoming (and beginner-friendly) Bath School of Shiatsu and Yoga has also proved highly popular with **ASE** students in recent semesters, as has Good Gym, which combines jogging with community-based volunteering.

### The City Sports Centre

In the city centre itself, the **City Sports Centre** - conveniently located a short walk from Nelson House - has a family pool, a fitness centre and badminton and squash courts. A membership fee gives **ASE** students access to these facilities, as well as to free classes, such as yoga, kick-boxing and pilates.

### The Sports Training Village (STV)

The **STV**, located on the University of Bath campus, is a Centre of Excellence for Sports, and offers first class facilities. These include a 50 metre swimming pool, indoor tennis courts, indoor and outdoor athletics tracks, a large sports hall (for basketball, badminton etc) and a state-of-the-art fitness and conditioning suite. All of these can be used at discounted rates on production of a valid student ID card.

## Sport in Bath

### Competitive Sport

**ASE** students wishing to play sport competitively can train with student teams at Bath Spa University or join a range of city-based teams - including field hockey, running, lacrosse, ultimate frisbee, soccer, rugby, swimming and rowing. (An **ASE** staff member can assist with this process, so get in touch with us in advance if you would like help making contacts.)



*Basketball with the locals.*

### Spectator Sport

**Bath Rugby** is one of the country's top teams, and a host of international stars train and play at the local stadium, a mere stone's throw from the study centre. For soccer fans, nearby Bristol is home to two well-known clubs, and previous students have also organised visits to Premier League games.



*Watching Bath Rugby at 'The Rec'.*

During the summer months, the STV hosts track and field meetings, and cricket can be seen played at the ground in the city centre. An **ASE** staff member or friendly local is usually on hand to explain the rules to anyone who finds the game baffling!

*“Having access to a fantastic training facility was a key part of my decision to choose ASE. They met my needs both academically and as a serious student athlete.”*

*Shelby Aseltine, Oberlin College*



## Certificate of Cultural Enrichment

*“Why sit on the sidelines? Get cheering at a rugby match or serve a meal to the homeless at Julian House.”*

*Keiran Miller, Franklin and Marshall College*

### Certificate of Cultural Enrichment (CCE)

The CCE exists to encourage **ASE** students to integrate as fully as possible into the Bath community.

It seeks to balance students' academic experiences with equally engaging and challenging opportunities for intercultural learning.

Students who enroll in the CCE are expected to be enthusiastic about participating in both

**ASE**-organised and community-run activities in the Bath area. Those who take part should also be ready to reflect analytically on their cultural experiences, and to join discussions in the forums provided.



*ASE students perform at an Open Mic night.*

### Why participate in the CCE?

Students who take part in the CCE generally gain deeper knowledge and understanding of the wider Bath community; often make more connections with local residents and students; and typically develop a more reflective approach to their study abroad experience.

The award is recorded on students' **ASE** transcripts and can be a valuable entry on a resume as employers increasingly look to hire 'global citizens'.

*“Thanks to ASE, I became an Abbey Tower tour guide and joined Bath Spa University's comedy group, The Idle Playthings.”*

*Connor Batsim, Skidmore College*

## Certificate of Cultural Enrichment

### How does it Work?

Successful CCE participants receive an award (Gold, Silver, or Bronze) based on the extent and quality of their achievement in four inter-connected areas:

- a)** Participation in community-based events and activities.
- b)** Attendance at four ASE-run CCE sessions or events.
- c)** Ongoing reflection on events and activities that have shaped their understanding of the host culture.
- d)** Submission of reflective work - whether writing, a photo-essay, a blog, vlog or digital storytelling project.



*Learning 'Jane Austen Dancing' with a local group.*

# Independent Travel

Bath is perfectly located for a range of travel opportunities, so it's little surprise that many **ASE** students find time to travel independently in Britain and Ireland - and beyond into continental Europe.

## Britain and Ireland



*Weekend trip to Warner Bros studios.*

Free weekends are an ideal time to explore the environs of Bath, and the country beyond. Many interesting villages and towns, and some lovely stretches of countryside, are easily accessible from the city on foot, by bicycle (which can be bought or hired locally), or by local buses and trains. Freshford and Bradford-on-Avon are just two such places.

Bath is also conveniently situated on a main rail line, with easy and frequent links to most parts of the national network. By train, for example, the city of Bristol can be reached in just 15 minutes; Cardiff (the capital of Wales) in an hour; London in 90 minutes; and Bath to Liverpool is a little over four hours.

In addition, there are regular flights from Bristol Airport to Dublin and Edinburgh (flight times are approximately an hour and 90 minutes, respectively.)



*Visit to the Brontë family parsonage, Yorkshire.*

## Independent Travel

### Continental Europe...and Beyond

Mid-semester break is the favourite time for independent travel in Europe, though increasing numbers of students are also choosing to explore Britain and the continent before and after their semester at **ASE**.



*Getting an eyeful in Paris.*

Really cheap flights are often available to other, less well-known European destinations – or even further afield. Check online for the latest special offers!

Thanks to the Channel Tunnel (or ‘Chunnel’), mainland Europe is easily accessible by Eurostar train, with high speed rail links from St Pancras station in London to Paris, Brussels and the extensive European network.

Budget flights to Europe from Bristol, Birmingham, and most London airports are also readily available. Among the most popular recent destinations for **ASE** students have been Barcelona, Rome, Prague and Venice, with direct flights each taking less than three hours.



*Mid-semester slice of Pisa.*



# ASE Summer Schools

June 6 - July 11, 2020

The Advanced Studies in England Summer Schools offer students the opportunity to undertake a five week course of study for credit in the **world-heritage city of Bath, England**.

The **main Summer School** comprises **two courses**. The first is a **Seminar Course** taught by a professor from one of **ASE's** US Affiliate Institutions; the second is a **Core Course** taught by British faculty. Seminar Courses vary from one summer to the next; the Core Courses are *Bath, Britain and the Black Atlantic*, which explores Britain's involvement in the trade of enslaved Africans, *Jane Austen in Bath*, examining those novels by Jane Austen which make significant use of Bath, and a history and archaeology class, *The Romans in Britain*.

**Theatre Summer School** comprises two courses: a **Core Course**, *Not Just Shakespeare: British Theatre History*; and a **Practical Performance Course**, *Acting, British Style*.

Students who are considering a future involving teaching can enrol in **Education Summer School**, which involves a mix of coursework and a practicum placement in a local school.

With a **maximum class size of fifteen**, places fill rapidly. The **final deadline** for applications is **February 15 2020**, but you are advised to apply as early as possible to avoid disappointment.

**ASE** recommends **four credits** for each of the two courses, but it is the responsibility of each student to make certain that credit transfer has been approved before leaving for England.

Classes are held daily from Monday to Thursday, with Fridays reserved for course-related study and study trips. In addition, there are **whole-programme visits to Glastonbury, Stonehenge and Oxford**.

The main and Education Summer Schools features an all-inclusive **three-day weekend on the Purbeck Peninsula in Dorset**, featuring cliff walks, sandy beaches, a visit to Corfe Castle and a lunch stop at the magnificent house and gardens at Stourhead. Theatre School students spend two days in **Stratford-upon-Avon**, attending performances by the world-renowned **Royal Shakespeare Company**, and a behind-the-scenes tour of the theatre; they visit London to get a taste of theatre in the Capital; and they get to see a rich variety of **amateur and professional productions** at Bath-based venues throughout their five-week stay.

## ASE Summer Schools

**Seminar Courses and Professors for Summer 2020:**

- **Victorian Modernism and the History of Sexuality**  
*Erica Gene Delsandro, Assistant Professor, Women's and Gender Studies, Bucknell University, PA. Email: delsandr@bucknell.edu*
  - **King Arthur: Life and Legend**  
*Myra E Wright, Lecturer in English, Bates College, ME. Email: mwright2@bates.edu*
  - **Writing and Reading the British Essay**  
*Cassandra Kircher, Professor of English, Elon University, NC. Email: kircherc@elon.edu*
  - **Food for the Future: The Sustainable Food Movement in the UK**  
*John Brueggemann, Professor of Sociology, Skidmore College, NY.  
E-mail: jbruegge@skidmore.edu*
  - **Shakespeare and Popular Culture**  
*Maya Mathur, Associate Professor of English, University of Mary Washington, VA.  
Email: mmathur@umw.edu*
- 
- **Education: Creative Teaching, Creative Learning**  
*Jana Silver, Lecturer in Art Education and Director of Art Education Program,  
University of Massachusetts, MA. Email: jana.l.silver@gmail.com*
- 
- **Not Just Shakespeare: British Theatre History**
  - **Acting, British Style**  
*Rachel Anderson-Rabern, Assistant Professor of Theatre, Franklin & Marshall College, PA.  
Email: rachel.anderson-rabern@fandm.edu*

**See the ASE website for details of courses and the application process:  
[www.studyabroadbath.org](http://www.studyabroadbath.org)**



Coastal hike to Durdle Door, Dorset.

# The ASE Alumni Association



As ASE's Alumni Association Co-ordinator, it's my job to ensure that our students do more than enjoy an academic and cultural experience lasting a single semester, academic year, or summer.

In common with many of the 3000 and more students who have attended ASE over the past 30 years, you may find yourself wishing the connections and friendships you forge during your stay in Bath last a lifetime. The Alumni Association is designed to help maintain and strengthen those relationships, as well as to help past participants cultivate a real - and useful - sense of community across semesters and years.

## Benefits of the ASE Alumni Association

Here are some of the benefits you can expect to enjoy as a member of the ASE Alumni Association:

- Invitations to all **ASE Alumni Association events**, including social gatherings and reunions organised by our annual Association Reunions in the USA, and 5-yearly Anniversary Reunions in Bath.
- **Advice on graduate studies** from ASE students, faculty and staff with personal experience of different institutions and courses in the US and the UK.
- Ongoing access, through the ASE website and connected social media, to a **network of professionals** in a range of fields and industries, including academia, writing and publishing, arts administration, teaching, higher education administration, library and archival work, local and national government, law, business and medicine.
- An **online directory** allows you to share contact information with the wider ASE community, stay in contact with classmates, and find alums in your local area or line of work.
- A **guaranteed warm welcome** – usually including tea and biscuits (cookies) – whenever you decide to return to Bath and visit us at Nelson House!

## The ASE Alumni Association

### Helping ASE

Here are some of the ways that ASE alums choose to help the Programme in return:

- Contributing to the **ASE Alumni Association Fund** which supports ASE scholarships, travel and research grants, and other capital campaigns.
- Assisting with the **recruitment** of future students by recommending the Programme, helping out during campus visits by ASE staff or at study abroad fairs.
- Sharing personal news, updates, photographs, and writing via our various Facebook pages, and the annual **ASE Alumni News**.
- **Volunteering** with the Alumni Association, as an advisor on careers or graduate studies, or assisting with the organisation and running of events.



ASE's 30th Anniversary Celebration in Bath.

All in all, by becoming a member of the 'ASE Family', you will be joining a vibrant and ever-extending community of former students, UK and US professors, study abroad professionals and staff, many of whom share a deep and lasting affection for the Programme.

#### ROB JONES

Alumni Association Co-ordinator

*“The ASE Alumni Association is a true community, built by ASE staff and alumni together... bonded by the enriching life and learning experiences discovered in Bath.”*

Sasha Schechter, Oberlin College



## ASE Curriculum

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## Art and Architectural History

### Young British Artists

*[Autumn & Spring]*

In the 1990s, a diverse group of young British artists (The YBA) rose to prominence with works that were shocking, playful and substantial, arguably taking the mantle of international art leadership from the US for the first time in a half-century. YBA artists such as Damien Hirst, Tracy Emin, Rachel Whiteread, Jenny Saville and Chris Ofili are now regarded as among the most important of our time, and each addresses the most compelling and controversial cultural issues. The YBA have been followed by other radical innovators and experimenters, including Street Artists 'Phlegm', Carrie Reinhardt and the internationally-acclaimed 'Banksy', whose work can be viewed in nearby Bristol, where he grew up. This course provides a fascinating introduction to avant garde British art of the past few decades and the contemporary art scene, through the lens of some leading art practitioners, theorists and critics.

A study trip to London takes us to two of the UK's leading museums of modern and contemporary art, usually the Tate Britain and Tate Modern.

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### The Triumph of Georgian Bath

*[Autumn & Spring]*

*May also meet requirements for Architectural History, History.*



This course offers a unique opportunity to study the building history and architectural language of eighteenth century Georgian England; the same architectural language present in the historic buildings of Jefferson's Monticello and the White House. Using illustrated lectures and presentations, city walks and museum visits, the student will learn to read Bath's buildings as historical evidence, as clearly as if they were letters or diaries from the past.

Beginning as a small medieval city on Roman foundations, Bath was transformed from about 1725 into one of the most beautiful cities in the world, a process complete in less than seventy years. Bath's Spa buildings, grand ballrooms and elegant shopping streets framed a polite but marked revolution in culture and manners which impacted the whole of Britain's political and social elite. But Bath's hey-day was over almost as quickly as it had begun: by the 1810s, visitors such as Jane Austen and Admiral Lord Nelson found the expanded city a much less exclusive resort.

The course will also consider Bath's more recent history: how wartime bombing and post-war politics adversely affected its unique heritage in the twentieth century; and the city's current status as one of the world's top tourist destinations.

## Art and Architectural History

This course is designed for students wishing to find out more about the theory and practice of running an arts organization. What do you need to know in order to run an art gallery, a theatre company, a museum or an arts festival? How do the structures of UK arts organizations differ from American models? And how has the digital revolution affected the way arts organizations operate today?

Bath is designated a World Heritage site by UNESCO, and students will undertake case studies of Bath organizations drawn from the visual and performing arts and the museums and heritage sectors; learning about cultural, marketing and fundraising theories, and how to promote their own event or organization. Additionally, there will be frequent opportunities to meet and talk with experienced practitioners and administrators of the arts in Bath.

The course is highly recommended for students doing ASE's arts-related internships, and for anyone considering a career in arts administration.

### The Business of the Arts

[Autumn & Spring]

## Classical Studies

The Roman poet Ovid's epic narrative the *Metamorphoses* is a major source for our knowledge of classical mythology, and has been an important influence on western literature and art from the Middle Ages to the current era. Beginning with a detailed reading and analysis of selections from the *Metamorphoses* in modern translation, this course will trace the influence of Ovid's use of the motifs and themes of classical mythology on a number of British writers, including William Shakespeare, Percy and Mary Shelley, and JK Rowling. Our knowledge and understanding of classical mythology and its influence will be enhanced by visits to the British Museum in London, and the Ashmolean in Oxford, where we will examine ancient and modern visual representations of the gods, goddesses, and heroes of classical antiquity. The course includes a guest lecture by Chris Pelling, Emeritus Regius Professor of Greek at the University of Oxford.

**This course will be taught by Garrett Jacobsen, Associate Professor of Classics, Denison University, OH.**

### *Metamorphoses* in British Literature, from Beowulf to Harry Potter

[Autumn]

- 
- Classics and Classical Languages (*Advanced Tutorials*, p.75)
  - The Romans in Britain (*History*, p.55)



# Creative Writing

## Writing for Children

[Autumn]

From picture books to teen and ‘cross-over’ novels, this course aims to give students both a working knowledge of the range of books for children, and a practical grasp of the skills required in writing for audiences of different ages. Each class will focus on a particular reading stage or genre and develop writing skills through the discussion and analysis of key texts, and various creative writing exercises. Tutor feedback on assignments and constructive criticism of each other’s work within a supportive environment form an integral part of classroom sessions.

Students will engage with crucial questions of writerly responsibility and creative decision-making: what is the nature of the space we offer children in fiction, for instance, and how far should this reflect social realities? Is the role of fiction to educate or merely to entertain? How can a writer capture and sustain the attention of this most demanding of reading audiences?

The course coincides with the Bath Festival of Children’s Literature, and includes short guided visits to Bath Central Library and an award-winning independent bookshop, both of which have excellent children’s collections.

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## Film Screenwriting

[Spring]



*Bath is an inspiring place to write.*

Short films are one of the most exciting creative forms of the twenty-first century, challenging writers to generate taut narratives, meticulous characterisation and innovative structures, all within a few minutes of viewing time. This course introduces students to imaginative, theoretical and practical elements of short-film screenwriting, covering a range of styles and genres. Following the process of developing a screenwork, from initial inspiration, to final edit, the course will equip students with the skills required to write for the screen, including a working understanding of form, structure, theme, plot and character, as well as industry expectations for correct layout, treatments and pitches.

Classes will incorporate discussion of key issues, analysis of film and screenplay, and practical workshops. Students will be encouraged to become an active group of writers, critically appraising their own and others’ work and acting as imaginary producers, editors and actors in responding to ideas and scripts. The emphasis will lie in constant creative rethinking, drafting and editing. The course includes a study trip to the Watershed Media Centre in Bristol.

## Creative Writing

By asking the question *What if?* writers can explore an imagined world within the space of a few pages, which is why the short story has proved to be a versatile form for speculative fiction. Such stories push the boundaries of what is accepted as reality, and by exploring the human condition through the lens of the unexpected offer a new understanding of ourselves. This is perhaps why speculative fiction is so widely read, and why such writers as Ray Bradbury, HP Lovecraft and Ursula K Le Guin have earned such popularity and respect. On this course we will consider the parameters and potential of speculative short fiction, including science fiction, fantasy and horror, as well as examining the technical aspects of writing short fiction, such as point of view, plotting, characterisation, etc. Our exploration will include wide reading and analysis of a selection of exemplary stories, classroom discussion, writing exercises, workshop and active experimentation with students' own writing, leading to a portfolio of creative and critical work.

### Speculative Short Fiction

[Autumn]

How can an understanding of the techniques of past and living poets help my own work? This course will explore many kinds of rhythmical language, from *Beowulf* to *Hamilton*, from Alexander Pope's exquisitely witty eighteenth-century couplets to the sprung rhythms and half rhymes of modern spoken word poetry. A theme throughout will be the way that rhythms and rhymes start to carry the writer along to places they never expected to go. The emphasis will be practical, with students writing their own work every week. This is a course for everyone who enjoys memorable writing and wishes to transmute the tangles and passions of experience into art that delights, moves and communicates.

### Sonnets, Songs and Spoken Word

[Autumn & Spring]

“ I came to ASE because it offered courses totally unlike any I could have found at home – and I wasn't disappointed! ”

Alison Har-Zvi, Williams College

## Creative Writing

### Creating a Drama: Writing for the Stage

[Autumn]

*May also meet requirements  
for Theatre.*



How can an initial idea for a play become a piece of dramatic writing that really works onstage? This course takes an active, process-oriented approach to playwriting, directly involving would-be writers for the stage in the kind of collaborative, cooperative and creative effort that permeates most aspects of the theatre arts. Through a mix of short lectures, individual and group writing workshops, discussion and in-class exercises (including the techniques of ‘working in-role’ and ‘hot-seating’), each member of the group will work towards the goal of completing a short one-act play, which will be read or performed in public at the semester’s end. Elements of playwriting to be considered and worked upon, include monologue; dialogue; character development and relationship; setting; theme; and conflict creation, expansion and resolution. The course will involve reading and analysing successful scripts, and reflecting critically on a mixture of live and recorded drama.

### Writing Journalism

[Spring]

*May also meet requirements for  
Media and Communications.*

British journalism is unique. From reportage that has changed the course of history to the controversial excesses of the tabloids, it offers readers stories that seize the imagination and cannot be ignored. In this course you will discover and practise some of the essential skills of journalism, such as feature writing, interviewing, working with a news agenda and developing a critical approach to information. You will learn to structure stories that get your readers’ attention and keep it to the end of the piece, to analyse complex issues and express them accurately and clearly. Some sessions will be focused on specific genres, such as travel writing and arts criticism, and offer the opportunity to write from your own experience. We will explore the ethics of journalism, and look at the legal framework within which journalists work, as well as considering some key British media institutions and their worldwide legacy.

The course features writing workshops, short lectures, and interactive exercises. Students will be expected to read and analyse a wide range of current journalism, from groundbreaking investigative reports to entertaining lifestyle columns.

## English

### Myths and Legends of Britain and Ireland

[Autumn & Spring]

Will also meet requirements for English.



Britain and Ireland have a rich heritage of myths and legends that merit comparison with the better-known Greek and Norse cycles. This course will begin by analysing early Celtic myths and legends, exemplified by the Irish epic *The Táin* and the Welsh *Mabinogion*. We will examine the cultural practices and values that the texts reflect, and consider the relationship between myth and history in these tales of romance, spells, shape-shifting and battle. We will read the earliest tales of King Arthur, along with adaptations ranging from the medieval period to twentieth-century cinema, and compare this aristocratic figure with Robin Hood, a hero of the people. We will explore legends of fairies, giants, dragons and boggarts; mythic revisions by modern poets, such as Yeats and Eliot; and examples of contemporary mythmaking.

The study trip takes us to Cadbury Castle and to Glastonbury Abbey, the legendary burial place of King Arthur.

### Gender Identities in Medieval Literature

[Autumn]

What does it mean to be a man or a woman in medieval English literature? This course offers the opportunity to explore gendered identities in the Middle Ages, investigating the construction and contesting of conventional gender roles across a range of texts. Chaucer's works form the centrepiece of the seminar; described in the sixteenth century as 'evir ... all wommanis frend', he is famous for his interest in women and their voices, with the voluble and controversial Wife of Bath still as intriguing a figure now as she clearly was to Chaucer's early readers. *The Canterbury Tales* also forms a good starting point for an examination of masculine identity via male competition, 'maistrie', and sexual violence. Queer identity and homophobic assault will also be explored, taking as a starting point Chaucer's Pardoner and the *Canterbury Interlude*, a fifteenth-century continuation of the *Canterbury Tales*. Other texts may include *Sir Gawain and the Green Knight*, a selection of religious and secular lyrics, the *Book of Margery Kempe*, and Malory's *Morte d'Arthur*.

“ Want to see the Isle of Avalon and Camelot?  
Take Myths and Legends! ”

Abigail Pope, Gettysburg College



## English

### Exploring Shakespeare

[Autumn & Spring]

May also meet requirements for Theatre.



Through the study of five plays – currently *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Measure for Measure*, and *Hamlet* (though selections may change each semester) – this course aims to provide an introduction to the extraordinary artistic scope of Shakespeare’s work across genres. Each play will be examined in its context, with extensive investigation of the nature of surviving texts, narrative and dramatic sources, and the wider cultural moment of its creation. Students will explore the richness and complexity of Shakespearean language and stagecraft, characterization, and the plays’ thematic preoccupations, as well as thinking about aspects of their reception and critical history down the centuries. The aim is for students to deepen, broaden, and add rigour to their enjoyment of plays both new and already familiar.

Students will have the opportunity to attend, evaluate, and discuss a production of one of the selected plays by a leading UK theatre company.

### Jane Austen

[Autumn & Spring]

May also meet requirements for Women’s Studies.



From *Clueless* and *Bridget Jones* to *Becoming Jane*, Jane Austen continues to exert a powerful influence on popular culture. This course will explore how Austen’s acute social observations of the late eighteenth and nineteenth centuries live on into the twenty-first. It is structured as a chronological survey of all six major novels, from the youthful optimism of *Northanger Abbey*, through to the cool irony and narrative games of *Pride and Prejudice*, *Mansfield Park*, and *Emma*, and the experimental style of *Persuasion*. Seminars will combine close reading - analysis of Austen’s narrative technique, her use of parody, irony, and free indirect discourse, for instance - with thorough historical and literary contextualisation. We’ll also discuss re-interpretations of Austen, using a wide range of texts and films, both academic and popular - from postcolonial readings of *Mansfield Park* to *The Jane Austen Guide to Dating* and Bollywood.

Walks around the streets of Bath featured in the novels allow a unique insight into Austen’s social dynamics. A study trip takes us to Jane Austen’s home at Chawton in Hampshire, and to the Chawton Library research centre, established to promote women’s writing of the eighteenth and nineteenth centuries.

## English

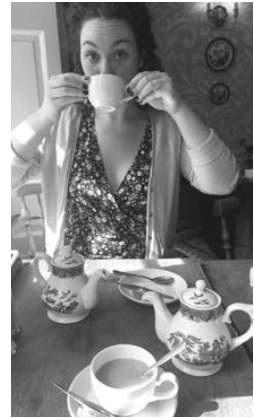
The Victorian era was a period of contradictions: there were famines, workhouses, and starving children, but it was also a time where the rich became fat on the rewards of imperial expansion. Women were corseted and restricted in their diets, while men explored and indulged in the abundance of new foreign foodstuffs.

This course will look at contemporary understandings of food, consumption and related questions, including the ‘discovery’ of anorexia nervosa and the development of more scientific approaches to diet. Literary texts studied in detail may include Lewis Carroll’s *Alice in Wonderland*, and Emily Bronte’s *Wuthering Heights*, alongside extracts from Lear, Braddon, Collins, Gaskell, Surtees, Mayhew, Thackeray and Zola. We will look at other contemporary documents, such as newspaper articles, cartoons, advertisements, diet books, cookbooks, medical and scientific research, and consider topics such as food and nationhood, children’s literature and gluttony, starvation as protest, and the representation of fat as comical and criminal. We will conclude with a look at cannibalism, in the form of the disastrous Franklin Expedition, and literary responses to it.

The course engages with a range of disciplines, and with new avenues of scholarly research such as food history, body studies, fat studies, and medical humanities.

### Consuming Bodies: Feasting and Fasting in Victorian Literature

[Autumn]



The clash of liberal and conservative factions in Britain during the 1790s and beyond marks the Romantic period as one of the most contentious, fertile, and exciting periods of British literature. While, too often, considerations of the Romantic period are concerned solely with the ‘Big Six’ (Byron, Keats, Blake, Shelley, Wordsworth and Coleridge), this course will also examine women’s writing and other lesser known poets and writers, engaging with questions of class, race and gender, and exploring the various ways in which Romantic literature situated itself among contemporary culture and its concerns. We will begin with the origins of Romanticism in the Enlightenment, moving on to discuss other prevalent subjects and themes in the literature such as the French Revolution, slavery, orientalism, the Gothic, medicine, science, nature and the sublime.

The course includes a study trip to Tintern Abbey and to the Quantock Hills on Exmoor, where Coleridge and Wordsworth famously lived and walked.

### Romanticism and Revolution

[Spring]

## English

### Ghosts and the Gothic: The Literature of Terror, 1760-1900

[Autumn & Spring]



This course explores the Gothic tradition that spans the late Romantic and Victorian eras: tales of the supernatural and the startling, of ghosts, doubles and dark science. Using a range of critical approaches we will explore the inheritances of the eighteenth-century Gothic, its Victorian descendent ‘the sensation novel’ and early detective fiction. How did the writing of excess and restraint become an enduring genre, capable of articulating the period’s most profound anxieties and desires, on issues such as society, modernity, sex and empire?

Material covered ranges from the Gothic revival sparked by Horace Walpole, through to more psychological explorations of power and tyranny, from Mary Shelley’s *Frankenstein* (1818) to Bram Stoker’s *Dracula* (1897). Texts by Matthew Lewis, Wilkie Collins, George Eliot, Oscar Wilde and Robert Louis Stevenson are also studied. Each will be examined in its cultural context, and close attention paid to the rhetorical devices by which it engenders fear and anxiety in the reader. The study trip takes us to London’s most gothic cemetery at Highgate, and to Walpole’s extraordinary house at Strawberry Hill.

### The Writings of Virginia Woolf

[Spring]

May also meet requirements for Women’s Studies.

This course follows the chronological pattern of Woolf’s career as a novelist, exploring the ways in which her writing experiments with narrative form and contributes to the development of the English novel. The cultural and historical contexts of Woolf’s work will be explored in detail. We will also examine Woolf’s ideas about gender and feminism. The novels will form the focus of the course, although reference will also be made to Woolf’s essays and short stories when relevant. Finally, we will consider Woolf’s legacy and the complex nature of her reputation.

The study trip includes visits to Monk’s House, Virginia and Leonard Woolf’s Sussex home, and Charleston Farmhouse, the nearby home of Vanessa Bell (Virginia Woolf’s sister) which provide valuable insights into their life-styles and preoccupations.

“Where else could I study *Harry Potter*, *King Arthur*, *Jane Austen* and *Michel Foucault* in the same semester?”

Vincent Casmirri, Gettysburg College

## English

## British Detective Fiction

[Autumn &amp; Spring]

Britain has a distinguished – and distinctive – tradition of crime writing. This course explores the development of this tradition from the nineteenth century, through ‘The Golden Age’ of the 1920s and 30s, to the present day. The focus will be upon both close readings of individual texts and broader cultural and historical interpretations of the genre. Topics to be considered include: the role of the country house and the city; feminism in the detective novel and the importance of women writers; and the politics and ideology of representing crime. Wilkie Collins, Arthur Conan Doyle, Agatha Christie, Dorothy L Sayers, PD James and Ian Rankin are just some of the authors included on the syllabus.

The class hikes in the footsteps of Conan Doyle’s infamous Hound of the Baskervilles on Dartmoor and visits Greenway, Agatha Christie’s beautiful home, on a day-long study trip to Devon.

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This course is an introduction to the power, variety, and continuing importance of Irish writing. Students will study the relationship between art and its social and cultural context, as well as explore the following themes: history, memory, mythology and the occult, cultural identity, the origins and creations of language, religion and ‘terrorism’.

We will begin with Maria Edgeworth’s lively and insightful ‘Big House’ novel *Castle Rackrent*, which illuminates the fading feudal world of Ireland past. Next, we explore the varied works of W B Yeats, who touches on Romantic, Victorian and Modernist literary traditions. We will also consider the lyrical comedies of J M Synge; James Joyce’s and Samuel Beckett’s experiments with language; the airy, committed poetry of Patrick Kavanagh and the work of Elizabeth Bowen and Eimear McBride. In the final classes, we will unpick the memorable poems of Nobel Prize winner Seamus Heaney, and examine a diverse range of modern Irish poetic voices.

The course includes an optional study trip to Dublin- an opportunity to see the city that has inspired such a rich array of writing. *While ASE subsidises this trip, students will be asked to contribute to their travel and accommodation expenses.*

Irish Literature:  
1800-the Present

[Autumn &amp; Spring]

## English

### Literature and Evil

[Autumn]

Why are evil characters more fascinating than the good? Why are we drawn to literature that takes us to places that disturb yet fascinate, and how does reading such texts inform our thoughts and attitudes to the world around us? This course explores the representation of evil through literary texts, survivors' testimonies and theoretical argument. Key themes include the propensity for evil within groups, including cults; the desire for a leader; and the ways in which psychopathology is presented in literature and the 'true crime' genre. The texts chosen will be used to illustrate these themes and may include: Truman Capote, *In Cold Blood*, Art Spiegelman, *Maus*, Lionel Shriver, *We Need to Talk About Kevin*, Vincent Bugliosi, *Helter Skelter*, Tadeusz Borowski, *This Way For the Gas, Ladies and Gentleman*, Primo Levi, *If This Is A Man*, Patricia Highsmith, *The Talented Mr Ripley* and Jon Ronson, *The Psychopath Test*. The course will also encourage discussion about the use of the word 'evil' and its place in the twenty-first century.

The course includes a day trip to see the Holocaust Exhibition at The Imperial War Museum, London.

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### Picturebooks and Graphic Novels: Encounters with Visual Narrative

[Spring]

Contemporary picturebooks and graphic novels have transformed the way we think about reading, demanding the orchestration of the visual and the written in order to make meaning. Beginning with a history of these multi-modal genres, this course will explore the growth of the picturebook from texts aimed predominantly at a child readership to graphic novels, which address more mature readers. These works are both aesthetic objects and sophisticated experiences in interpretation, providing opportunities to address the concerns of our contemporary world in ways that challenge their status as 'popular' and 'disposable'.

We will focus on texts in English, from writers and artists like Maurice Sendak, Emily Gravett, Anthony Browne, Shaun Tan and Raymond Briggs, to graphic novelists and illustrators such as Art Spiegelman, Neil Gaiman, David McKean and Lynda Barry. A range of perspectives from cultural theory will be considered to address the complex position of the reader in these varied texts, as we examine the sometimes radical ways in which they explore the 'postmodern condition', from the nature of gender to the post-colonial experience. The challenge of articulating the relationship between the image and the word will allow us to reconsider our definitions of the nature of 'story'.



## English

Contemporary Black  
British Literature

[Autumn]

As a recent article on UK Education declared, ‘Literature provides a powerful touchstone and entry point for understanding the multi-ethnic and racial realities in Britain today.’ Since the end of World War II successive waves of immigration, especially from different parts of the globe formerly under British rule, have ensured the UK has a rich and diverse population and a vibrant contemporary literary culture to match. This course will examine some of the most prominent and original British writers of colour of the past 50 years, including Monica Ali, Samuel Selvon, Salman Rushdie, Zadie Smith and Andrea Levy. Authors and works will be studied through the lenses of post-war British history as well as postcolonial theory and criticism.

A man wakes in a motel room with only tattoos, some polaroid photos and scribbled notes to tell him where he is and why he is there. A woman, languishing in prison, struggles to recall the events that led to the murder of which she is convicted. A South American town is visited by a strange plague: no one can sleep; people begin to forget how to do the simplest things. These episodes, taken from texts and movies studied on the course, hint at the preoccupation with memory and amnesia that characterises much modern and post-modern writing.

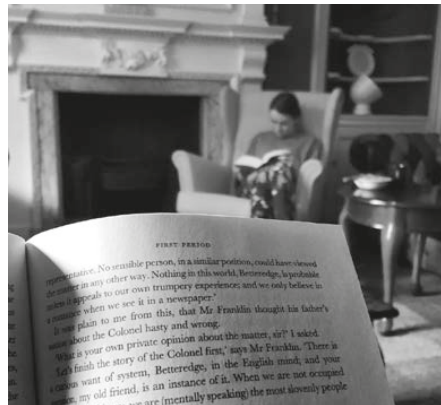
Using theories of memory ancient and modern, we will trace this preoccupation back through a number of twenty-first century films – such as Christopher Nolan’s *Memento* and Michel Gondry’s *Eternal Sunshine of the Spotless Mind* – to literary works by Samuel Beckett, Penelope Lively, Jorge Luis Borges, Gabriel Garcia Marquez, Petina Gappah and Kurt Vonnegut. We will also consider essays by leading writers on the subjects of individual and collective memory, time and time travel, such as Toni Morrison, Frances A Yates, James Gleick and Catherine Hall.

A field trip takes us to London, to see plays and films connected with the course.

Mementoes:  
Reading, Writing  
and Remembering

[Spring]

May also meet requirements  
for Film Studies.



## English

### Fantasies of Youth: The Child in Children's and Young Adult Literature

[Autumn]



What is children's literature? Who does it speak to, and what images of childhood, adolescence (and adulthood) does it portray?

This course explores the representation of childhood, through a critical and theoretical examination of children's literature of the twentieth and twenty-first centuries. Beginning with some models from the early twentieth century - *The Secret Garden* by Frances Hodgson Burnett, *Peter Pan* by JM Barrie and *The Hobbit* by JRR Tolkien - we will consider influential children's books for a range of ages, from picture books to young adult fiction. The reading list will include the work of writers such as CS Lewis and Roald Dahl, as well as more recent authors, such as Philip Pullman, David Almond and JK Rowling. The course will be shaped by theoretical approaches to children's literature, and will engage with the importance of narrative voice, the relationship between fantasy and realism, and debates over whether children's books are for enlightenment or entertainment. Who is 'the child' of children's literature, and to what extent do children's authors challenge expected adult/child power structures? What do children's books say about identity in the contemporary world?

The course includes a field trip to visit the Kilns, CS Lewis's home, and to places in Oxford connected to the lives of other writers studied.

### Worlds Beyond Oxford: Tolkien, Lewis and Pullman

[Spring]

In the 1950s, two Oxford dons drew on their knowledge of myth, language, and literature, and rejuvenated fantasy writing in Britain. At the end of the century, another very different Oxonian reinterpreted Milton and Blake, creating an ambitious philosophical fantasy for the modern age. This course traces the history of epic fantasy in the twentieth century through the work of JRR Tolkien, CS Lewis, and Philip Pullman. We will examine the place of fantasy fiction in literary and critical thought, and focus on how these three writers have defended and theorised their use of the fantasy genre.

Reading Tolkien's medieval fantasy *The Lord of the Rings*, Lewis's *Chronicles of Narnia*, and Pullman's *His Dark Materials* trilogy, we will discuss myth and mythmaking, the origins of myth, morality, religion, desire, and the representation of identities. We will also ask what role the city of Oxford plays in these writers' imaginations, and how closely they are bound to one another through friendship, inspiration, and antagonism.

The course includes a field trip to visit the Kilns, Lewis's home, and to colleges, pubs, and other locations in Oxford of relevance to all three writers.

## History

### The Romans in Britain

*[Autumn and Spring]*

*May also meet requirements for Classical Studies.*

This course investigates both the impact of the Roman invasion upon Britain and also the role and function of Britain within the wider Roman empire. Drawing upon archaeological and historical sources, the course will examine the effects of the Roman conquest on areas such as religion, economics, administration and defence. The emergence of new towns and the long term influence of the Roman occupation on the physical landscape of Britain will also be considered. We will seek to situate our study of such topics within the framework of a broader analysis of the nature of Roman imperialism and the meaning of terms such as 'Romanisation'. Advantage will be taken of the fact that we are based in the Roman city of Bath. Wherever possible, local examples will be used to illustrate the ideas under discussion. The class will visit the Baths, the best preserved in Europe, and students will have the opportunity to handle original artefacts. A study trip will take us across the English-Welsh border to the legionary fortress of Caerleon and the nearby tribal capital of Caerwent.



*Minerva's Head at the Roman Baths.*

## History

### History of the Middle Ages: England and Its Neighbours

*[Autumn & Spring]*

*Will also meet requirements for History.*

Shakespeare's 'Sceptred Isle', that 'Precious stone set in a silvered sea', was never as isolated or embattled as the Bard implied. Whilst England's relationships with her immediate and European neighbours was rarely cordial, its culture and identity were formed and changed by interaction with them.

Taking identity as our principal theme, this course will examine the medieval history of England from the end of Roman rule to the Hundred Years War. We will consider how what it meant to be English emerged and developed at a time that the monarchy and nobility was by turns Germanic, Scandinavian and French. How did those whose lives crossed cultural boundaries – Gerald of Wales, for instance, who had both Welsh and Norman family members; or Queen Emma, a Norman married first to the English king Æthelred and later the Scandinavian king Cnut – see themselves? And how did their identities shape the medieval world in which they lived? These and other important questions – such as how the English language was created, where parliament and answerable government came from, and what role invasion played in the creation of the country - will be investigated through a detailed study of original documents in modern English translation.

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### The Age of the Vikings

*[Autumn & Spring]*

*Will also meet requirements for History.*

The image of the pillaging Viking raider is a mainstay of popular culture, but behind this image lies a much more complex reality. Between the eighth and eleventh centuries Viking trading, raids and conquests shaped much of British and European history. We will examine how attacks on England changed as Vikings moved from raiders to invaders, gradually eliminating many of the small kingdoms, eventually to place a Danish king on the throne. In addition, we will consider evidence for the Viking discovery of America, their activities in Russia and Byzantium and their raids on mainland Europe. The principal military and political debates will be covered alongside social and cultural analyses, to understand how the Vikings and indigenous populations interacted. Students will engage with a wide variety of primary source material, both documentary and archaeological, produced by the Vikings and by their opponents – as well as with the vibrant secondary literature.

The course includes a study trip to the British Museum in London.

## History

## Chivalry and Knighthood

*[Autumn]**Will also meet requirements for History.*

The knight in shining armour charging across the battlefield is an iconic figure of the medieval period. Yet behind the popular image lies a world more complex and fascinating. This seminar explores knighthood and chivalry through a variety of sources: visual, textual and archaeological. We begin with the origins of the knightly caste in the warrior cultures of the post-Roman period, progressing through its development as the social elite of the Middle Ages to its decline or reinvention in the Renaissance and Modern eras.

Students will have the opportunity to address key historiographical debates and write on a variety of topics. We will study arms, armour, and combat; look at the roles played by wider medieval society in shaping the culture and life of the knight; examine the place of women within this apparently masculine society; and consider the contradictions in a code of behaviour that seeks to limit violence whilst lauding the execution of violent skills. We will also explore nineteenth-century notions of chivalry, and ask how the term has been used (and abused) in modern debates about gender and race.

The Tudor and Stuart period was one of almost continuous social and political conflict, out of which came the outline of modern Britain. Parliament and monarchs fought for supremacy within politics and, ultimately, on the battlefields in the English Civil War (1642-49). We will examine how parliament's victory in that be governed. We will also look at the religious persecution that filled England with martyrs following Henry VIII's break with the Roman Catholic Church; and at the witchcraft, astrology and superstition that infiltrated both heresy and official religion. The ideas that had coloured the medieval world were challenged and fell away: literacy increased; the scientific revolution began to redefine the nature of man and the world; Elizabeth's Court encouraged a reformation of manners and new possibilities for women; and the voyages of Drake and Raleigh opened up the Americas to the English imagination. The period confirmed England as a parliamentary state with world influence and interests.

The study trip takes us to Montacute House, Somerset, the late-Elizabethan residence of Sir Edward Phelips.

## Tudor and Stuart England 1485-1660

*[Autumn & Spring]*



## History

### Bloody-Backs, Tommies and the Thin Red Line: A History of the British Army

[Spring]

The Changing of the Guard draws thousands of spectators to Buckingham Palace every year. The Guardsmen in their scarlet tunics and imposing bearskin caps, or the Horse Guards in their breastplates and plumed helmets, are among the best-known British icons, the epitome of ‘Chocolate-box’ militarism. Yet each of these men and women is a highly trained soldier, and the ceremonies they perform, their uniforms, posture and behaviour can be traced through 350 years of history.

This course charts the cultural history of the British army from its inception in the bloody years of England’s civil wars to the present day, considering how its experiences and opponents have shaped its development. Drawing on a broad range of sources – including campaign histories, memoirs and correspondence, news reports, official documents, fiction, film and illustrations – we will look, for example, at the rise of light infantry during the American War of Independence, the impact of Colonial warfare and of two World Wars, and the establishment of the commandoes and Special Air Service (SAS). We will also consider the army’s relationship with Britain’s civilian population, and the ongoing impact of the army on British culture.

### Women, Culture and Society in Eighteenth-Century England

[Autumn]

*May also meet requirements for Women’s Studies.*



In recent years, television and film adaptations of the novels of Jane Austen and her contemporaries have crossed our screens. They have fed a popular and academic fascination with eighteenth-century women’s history. This course, aimed at both specialists and newcomers alike, looks beyond heaving bosoms and tinkling teacups to the realities of eighteenth-century women’s lives, their contributions to culture and their place in society. By examining women’s participation in both public and private spheres - through topics such as education, marriage and family life; work, poverty, criminality and philanthropy; politics and religion; and consumerism, art and culture - the course seeks to integrate women into eighteenth-century history. We will listen to the voices of ordinary and exceptional women, to draw out a picture of a vibrant and dynamic society in which they were constrained by literary prescription, custom and law, and yet sought out new avenues for involvement and, by the end of the century, feminist advance.

The study trip takes us to Dyrham Park, a spectacular William and Mary mansion with formal gardens, or to the magnificent stately family home, Bowood House.

Everyone has heard of the ‘Pilgrim Fathers’, but by the seventeenth century an average of 38,000 people a year were leaving England for the American colonies, driven by a mixture of religious, economic, and political motives. What has been called ‘The Swarming of the English’ was twice as large as contemporary emigration from France and Spain, and was joined by increasing numbers from Scotland and Ireland as poverty, war and religious conflict drove thousands across the Atlantic.

Using a mix of contemporary historical documents and secondary comment, this course examines the world the emigrants came from and what they brought with them to the Americas. It will explore the motives behind the maritime expansion and the search for colonies in the Elizabethan era, and go on to examine the role of the Reformation and the English Civil Wars in the mass emigrations of the seventeenth century. Who were the Puritans and how typical were they of the emigrants? What attitudes did they bring with them about non-European peoples, about hierarchy and gender relations, about education and witchcraft, about religious toleration, constitutions and the rule of law. Were the resulting colonies ‘little Britains’ or ‘early Americas’?

Britain in 1837 was a country rising to undisputed dominance of industry, intellectual life, global markets, and the Atlantic world. During the subsequent 63 years, it would become the greatest empire in history. This course will study Britain ‘inside and outside’ the Imperial experience, looking at rival arguments about what fuelled the industrial revolution; why Britain did not experience a violent political revolution and why Chartism failed but Parliamentary reform succeeded.

Using contemporary newspapers, advertisements, documents and other primary texts, we shall also look at the London poor, the Victorian mode of social reform, and the growth of Victorian consumerism and media outlets, considering how the interaction of all these forces contributed to the collective panic about crime, from Spring-Heeled Jack through the garrotters to Jack the Ripper. The course asks important questions about the Victorian imperial influence, using case studies of Ireland, India and the scramble for Africa to consider the roles of power, race and cross-cultural interactions throughout the period.

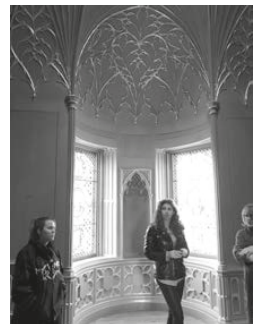
Our study trip visits the city of Bristol, a thriving port in the period, built on the dubious foundations of the tobacco and slave trades, now home to the SS Great Britain, the world’s first great ocean liner.

## Settlers: English Colonists in Early-Modern North America

*[Spring]*

## The Victorian Era 1837-1901

*[Autumn & Spring]*



## History

### Modern British Political History

*[Autumn & Spring]*

*May also meet requirements for Political Science, Government.*



This course looks at the key political developments in twentieth-century Britain, from 1900 to the present. It is designed to provide an overview of general trends and also an in-depth assessment of certain historical events, which have directed the political culture of twenty-first-century Britain.

The first part of the course deals with general themes in twentieth-century British political history, from the turn of the century to World War II. The second part looks at post-war society and traces the events that have led to the creation of a new British society, as well as the continuation of past developments. Students will do specialised studies on various themes in British history, such as the decline of the Liberal Party, rise of Labour, women's suffrage, the Irish question (including recent Northern Irish 'troubles') and the decline of the Empire. One recurring theme is the debate about a new Britain compared with a continuation of historical patterns.

Students will have an opportunity to visit the Cabinet War Rooms as well as the Houses of Parliament in Westminster, London on their study trip.

### Irish Nationalisms

*[Spring]*

*May also meet requirements for Political Science, Government, International Relations.*

This course examines the development of Irish nationalism, the struggle for Irish independence and the development of a separate identity in the north-east of Ireland. The major focus will be on the partition of the island, the relationship between the two parts of the country and the relationships between the United Kingdom and both the Republic of Ireland and Northern Ireland.

The role of violent Republicanism in the creation of the Irish Republic and in the consolidation of defensive unionist attitudes in the north will be considered. The post-1969 campaign by the Provisional Irish Republican Army in Northern Ireland and the United Kingdom, the response in the unionist community and the political changes which resulted in the Good Friday Agreement will be examined in detail.

An optional part of this course will be a study trip to Dublin. *While ASE subsidises this trip, students will be asked to contribute to their travel and accommodation expenses.*

## Modern Foreign Languages

- Modern Foreign Languages (*Advanced Tutorials, p.76*)
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### Philosophy & Religious Studies

A decade ago, Richard Dawkins published *The God Delusion*, which triggered an explosion of public debates about God, the universe, and everything. This course will focus on the ways in which the apparently obvious conflict between science and religion is far more complicated than its most vocal advocates assert. It aims to equip students with the information, insight, and skills necessary to evaluate the popular debates and to construct charitable, well-reasoned, nuanced, and persuasive arguments relevant to the debates.

We will consider the roles of and relationships between science, religion/s, and philosophy, and we will use logical, critical reasoning to assess claims and construct arguments. Course materials include contemporary debaters (Dawkins, McGrath, Dennett, Hitchens); influential ancient, premodern, modern, and postmodern writers (Aquinas, Aristotle, Coakley, Darwin, Galileo, Hume, Kuhn, Pigliucci, Plantinga, Popper, Williams, and more); editorials; and recordings of debates.

No previous philosophical or scientific background is required.

Saints, Sinners and  
Scientists

[Autumn & Spring]

“Classes are incredibly dynamic, with some of the best teachers I’ve ever had.”

Caitlin Panarella, Georgetown University

## Philosophy & Religious Studies

### One Land, Many Gods: Contemporary Religions and Emerging Spiritualities in the UK

*[Autumn & Spring]*

*May also meet requirements for  
Sociology and Anthropology.*

The ebb and the flow of migration to the United Kingdom has brought with it a vast diversity of religious expression from around the world. This course aims to introduce students to the UK's current religious landscape, which has been shaped by a rich and dynamic diversity of religious and spiritual expression. Whilst the course will provide some focus on more traditional forms of religious expression in the UK - such as Judaism and Protestant and Catholic Christianity - it will also consider how Islam, Hinduism and Buddhism have contributed to the country's religious fabric. In addition, students will have the opportunity to assess the impact of the New Age and explore the way that emerging religious and spiritual movements such as Bahai, Rastafari and a multitude of Wicca and Pagan groups have developed and grown in the UK's vibrant culture of belief and practice.

The course aims to provide insight into the way that diverse religious and spiritual expressions have shaped, and been shaped by the social, political and cultural milieu of the UK, examining such issues as identity, migration and gender.





## Political and Social Sciences

### UK Politics and Government

*[Autumn & Spring]*

The UK's political system exists in fascinating contrast to that of the USA, with which it is too often uncritically compared. While some differences are historical in origin, others stem from the rapid transformation Britain's governance and public administration have undergone in the past three decades. Its institutions now stretch across supranational and sub-national lines, within a composite monarchy covering five countries.

This course will not only introduce students to Britain's unitary state, to its unwritten constitution, party system and premiership, but will explore the very different structure of campaigns and elections now existing across London, the devolved assemblies, local government and Westminster. We will examine, too, the role of the media, the influence of the judiciary, European Union and the Convention on Human Rights, and constitutional reform. A wide range of primary and secondary documents will be studied, including law reports, parliamentary papers and government publications, as well as set texts. Students will acquire specialist knowledge of the main academic debates, as well as of the unique dynamics of a system very different from that of the USA.

The course includes a day trip to the Houses of Parliament and the Cabinet War Rooms in London.



## Political and Social Sciences

### Terrorism

[Autumn]

*May also meet requirements for History, Government, International Relations.*

Since September 11th 2001 understanding terrorism has become a major concern for both politicians and academics. This course examines terrorism in the context of international and national security. It proceeds by examining the motives of terrorist groups (ethnic, nationalist, religious, ideological) and the methods they use (bombings, hijackings, assassinations, hostage-taking.)

The different approaches to countering terrorism – political, law and order, military – are also examined. Attention is devoted to the psychology of those prepared to kill and die for their cause and the question of what distinguishes a terrorist from a freedom-fighter is addressed. Examples will be drawn from the Middle East, Southeast Asia, Europe and the Americas, with particular attention paid to the ‘new’ terrorism aimed at the West and the United States in particular.

Individual research forms a major part of the course and students will be required to prepare and present their findings to the rest of the group.

*“Professors at ASE have a passionate knowledge of what they teach, and it is inspiring.”*

*Zoe Pearce, Denison University*

## Political and Social Sciences

Every theory which attempts to explain relations between people and institutions in contemporary society rests on a notion of power. But power is a much misunderstood concept, variously invoked as constructive, liberating, coercive and conspiratorial. It is used to represent everything from economics and the law to the influence of cultural norms and language – so how can we best understand it?

This course draws on a wide range of interdisciplinary sources, from the theories of Marx and Weber to Foucault and contemporary scholars tackling the dominant issues of the early twenty-first century. It incorporates the major political and economic models of power, as well as recent theories explaining sociological trends such as the rise of individualism, risk culture, hypermediation, the therapeutic state and the possibilities and implications of new technologies. The course seeks to connect theoretical analysis to the full range of issues arising in today's political, cultural and media contexts, and students are encouraged to examine critically examples from literary, political and popular culture.

### Patterns of Power: Theories of Gender, Race, Class and Sexuality in Contemporary Society

[Autumn]

*May also meet requirements for Sociology, Women's / Gender Studies.*



What does it mean to be British in one of the most diverse countries in the world today? How did the rich ethnic tapestry that constitutes Britain in the early twenty-first century come into being? Why do immigration and race relations remain such controversial issues in the United Kingdom?

Placing the racial, religious and ethnic diversity of contemporary British society in its historical context, this course will aim to provide an understanding of the complex evolution and construction of the nation's identity. We will examine how the heritage of empire shaped patterns of migration to Britain, and the often hostile responses to it. We will also look at the way minority histories have contributed to national life and identity, and attempt to assess how those communities have been altered through their engagement with British culture. Classes will look at the representation of race in film, television and literature, and students will be encouraged to gain first-hand experience of local minority groups as part of the course.

### Diversity, Multiculturalism and Modern Britain

[Spring]

*May also meet requirements for Sociology.*

## Political and Social Sciences

### UK Media

*[Autumn & Spring]*

*May also meet requirements for  
Media and Communications.*

We live in an increasingly mediated world, where giant institutions from Facebook to the BBC shape our thinking about society, or seem to.

How does the UK media characterise British society and its relationship with the outside world? Is the media a tool to protect or criticise powerful organisations? To what extent is the media a power-broker in its own right? Are our beliefs and actions affected by the media at all?

This course focuses on the British media system, in a global context, through a combination of theory, field work, and practical analysis. We begin by examining the contemporary content of UK newspapers and television, considering reasons and motivations for bias, before proceeding to alternative forms of information dissemination in social media, movies, documentary, and propaganda. Students are encouraged to develop a personal area of speciality and to bring mini-presentations and artefacts to class each week, making the each session unique, bespoke, and lively.

The class includes a study trip to central London to visit the British Film Institute and the offices of The Daily Telegraph newspaper.

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## Psychology

- Psychology (*Advanced Tutorials, p.76*)

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## Studio Art

- Studio Art (*Advanced Tutorials, p.77*)

## Theatre and Film

Realism, Naturalism, Romanticism, Total Theatre, Socialist and Feminist Drama: there have been numerous exciting developments in British Theatre since William Shakespeare. This course offers an incisive and practical introduction to some of the key playwrights and movements in British Theatre from the Renaissance on. Each week, we will learn about different ‘schools’ of drama, read and perform texts, and consider how each illuminates, and is illuminated by, its particular cultural, social and political contexts.

Playwrights studied vary from semester to semester, but represent a diverse group ranged across five centuries of theatre. Among these are likely to be: Christopher Marlowe, Aphra Behn, William Wycherly, Richard Brinsley Sheridan, Oscar Wilde, Noel Coward, Samuel Beckett, Harold Pinter, Caryl Churchill, Laura Wade, Roy Williams and Debbie Tucker Green.

The course will include visits to see at least two stage productions.

### Not Just Shakespeare: British Theatre History

*[Autumn & Spring]*

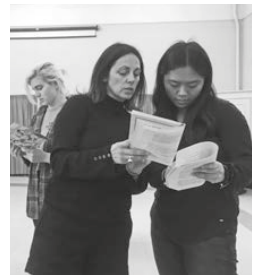
*May also meet requirements for English.*

The vast majority of Britain’s most successful actors began their careers on the stage. This course offers students with a passionate interest in performance the chance to develop and hone their own acting skills through traditional and innovative theatrical practice. Classes will include accent and dialect work (including the opportunity to practise at least one of the multitude of British accents), posture and movement technique, and textual interpretation. The analysis and performance of selected scenes from key contemporary and pre-twentieth century British plays will be combined with close group collaboration to devise original works for the stage, culminating in a public performance. Written work will include journals, character analyses, research papers, and the critical review of performances.

All ASE students spend two nights in Stratford-upon-Avon, seeing shows by the world-renowned Royal Shakespeare Company. In addition, course participants attend several professional and amateur productions at local theatres, such as the Bristol Old Vic and Bath’s Theatre Royal, as well as a masterclass with a top-flight British actor or director.

### Acting for the Stage

*[Autumn & Spring]*





## Theatre and Film



Acting for the Stage *final performance.*

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## Film Studies

- Film Screenwriting (*Creative Writing, p.44*)
- Mementoes: Reading, Writing and Remembering (*English, p.53*)
- Theatre and Film (*Advanced Tutorials, p.77*)

“The seminars were wonderful - challenging, exciting discussions... both stimulating and casual. The tutors were knowledgeable, and also very friendly and supportive - I always felt like my opinions were heard and respected.”

*Rachel Mannheimer, Yale University*

## Theatre and Film

Short film is fertile ground for anyone studying contemporary film culture, and often the first step on a career for aspiring filmmakers. Engaging with the discipline and mechanics of fiction film production is essential for all practitioners, and can provide an invaluable insight for theorists.

This course will give students the opportunity to explore contemporary short film culture in the UK and to produce work of their own inspired by this research. Through individual and group work you will develop ideas for a short film considering narrative structure, cinematic form and logistics. Participants will work in small production teams to develop these ideas, plan a shoot, practice and evaluate work, and complete a finished scene or micro-short. Teaching will involve research, discussion, skills training, iterative practice and guided practical work.

The course includes a visit to a short film festival in the UK.

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Britain has a rich documentary tradition, from John Grierson (credited with inventing the term), the Free Cinema movement of the 1950s and Channel 4's film workshops of the 1980s, to the pioneering work of the BBC in current affairs and wildlife documentary. There is also a vibrant contemporary community of documentary film-makers in the UK.

This course will go behind the scenes of the industry, exploring how films are developed and commissioned and how documentary makers work. Students will develop and research ideas for documentaries of their own, exploring aspects of British society, culture, history, characters, politics or current affairs. They will be challenged to experiment with form and content.

Classes will involve an introduction to some key works and approaches to the form, discussion and development of ideas, skills training and practice, and guidance in framing and presenting work. Students will work their ideas up into detailed proposals, and will shoot and edit a short 'teaser' film, pitching their finished promo films and proposals to a panel.

The course includes a visit to a short film festival in the UK.

### Film Production: Short Fiction

*[Autumn]*

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### Film Production: Documentary

*[Spring]*

## Women's / Gender Studies

- Consuming Bodies: Feasting and Fasting in Victorian Literature (*English, p.48*)
- Gender Identities in Medieval Literature (*English, p.47*)
- Jane Austen (*English, p.48*)
- Patterns of Power: Theories of Gender, Race, Class and Sexuality in Contemporary Society (*Political and Social Sciences, p.65*)
- Women, Culture and Society in Eighteenth-Century England (*History, p.58*)
- The Writings of Virginia Woolf (*English, p.50*)
- Women's / Gender Studies (*Advanced Tutorial, p.77*)



At Kenilworth Castle.

## The Education Programme



Reading time at a local school.

The Education Programme is modelled on English teacher training and allows students to undertake a theory course, *Education in England*, alongside a complementary school placement.

The theory course is a weekly seminar taking a broad analytical look at contemporary issues in English education, often comparing and contrasting these with the US. The placement is a pre-practicum, involving one day a week in a local primary or secondary school and a weekly reflective seminar with an ASE placement tutor.

The Education Programme aims to give students a rigorous academic and practical understanding of the English system, which allows them a different perspective on the American education system. The weekly placement also provides students with a ‘real world’ experience, helping to immerse them more fully in the Bath community and to gain unique insight into British life and culture.

The theory course is assessed by means of two written papers and a final exam; the placement by a mixture of classroom observation by the ASE placement tutor; and a written portfolio of work. ASE recommends four credits for each unit.

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### Education in England [Autumn & Spring]

This interactive, discussion-based course aims to give an overview of the English educational system, looking at contemporary issues in education as they affect teaching in the UK, the US and globally. Each week’s session addresses a main theme. Recently, these have included: testing; inclusion; current practice in education, contrasting US, UK and global systems; the National Curriculum and creativity in the curriculum; gender in the classroom and the teaching profession; and the representation of teachers and education in literature and the media. Each theme is set in its theoretical and policy context, taking full account of students’ experiences in their school placements, and is supported by video extracts, articles and readings. Students are expected to undertake extensive research using the ASE library, recommended websites and *The Times Educational Supplement* (a weekly journal), in order to inform class debate and support their written papers.

“ You will learn more about yourself and your American roots while teaching in a different country. ”

Melanie Jennings, Clark University

## The Education Programme

### School Placements *[Autumn & Spring]*

Education Programme students are allotted a weekly whole-day placement in a local primary or secondary school, totalling no less than 10 days over the semester. School placements are carefully selected to match the student's educational interests and preferences: opportunities are provided for work in different subject areas and with different age groups. Students will gain experience of observing and working with teachers and will have the opportunity to support individuals, teach small groups or whole classes as appropriate.

Typically, placements entail a steady transition from an observational role to increasing engagement with the practice and practicalities of teaching and learning. Students are also encouraged to find out about, and make a contribution to, the broader life of the school. Weekly seminars with the ASE placement tutor offer a chance to talk through and reflect upon the placement experience. The tutor also observes the student in the classroom and supervises the writing of a journal and portfolio to help explore links and divergences between theory and practice.



*Working in the classroom with British children.*



## The Education Programme

### Special Needs Placements

A wide range of special needs placements is also available, reflecting the spectrum of provision in England for children with special educational needs. Opportunities include placements with special needs units in mainstream secondary schools, and with teachers responsible for special needs in mainstream primary schools, as well as placements in special schools for children with moderate or severe learning difficulties (including autism), and schools for behaviourally disturbed young people.

*Applicants for the Education Programme should include a letter outlining relevant experience and education-related courses already taken, and specifying the preferred age-group of their placement.*

*“Being in a school has allowed me to make connections with the students and teachers that I will never forget.”*

*Shayna Guild, Saint Michael's College*



*Time Out with fellow staff at a local school.*

# Advanced Tutorial Programme

## The Tutorial Experience

Following the model of Oxford University, Advanced Tutorial Programme students meet weekly, for two hours – individually or in pairs – with a professor specialising in their subject (or language) of choice. Classes are usually held either in the professor’s home, at a college room in Oxford, or at Nelson House in Bath.

*Tutorials are of particular relevance to those wishing to undertake senior or honours thesis work on their return home, and/or who wish to continue their studies at graduate level.*



Advanced Creative Writing tutorial in progress.

A **minimum GPA of 3.4** is required for all tutorials (except ancient and modern languages, where the minimum is 3.0). All tutorials are recommended for four credits.

The Advanced Tutorial Programme carries an additional fee (see the ASE website for details).

## Choosing Your Tutorial Topic

ASE’s extensive network of academic connections in Oxford, Bath and beyond, means that tutorials can be arranged in a wide variety of academic subject areas, according to the academic passions and/or specific requirements of individual students.

A successful tutorial proposal will include the following:

- A thoughtful outline of the proposed topic of study (150-200 words)
- An original example of work in the discipline for which you are applying (e.g. a sample of creative writing, an academic essay or audition video, as required)

All proposals will be assessed by ASE’s Director of Studies in consultation with our Academic Advisor and the Dean & Director. ASE reserves the right to suggest modifications to tutorial proposals and the final decision on the viability of a proposal lies solely with ASE.

“My tutorial was hands down the best educational experience I’ve had in college. I love that ASE gave me the chance to create a course exactly as I wanted it.”

*Emma Burns, Georgetown University*

## Advanced Tutorial Programme

## Areas of Study

### Art and Architectural History

Choose an aspect of Art or Architectural History – for example, a historical period, an artistic movement or a particular architectural style – to study in detail.

Examples: *Classical Art History*, *The Female Body in Art History*, *Eighteenth Century House and Garden*, *The Development of Georgian Bath*, *The Contemporary Art Scene in Britain*.

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### Classics and Classical Languages

Study an aspect of the Greco-Roman world, its history, literature and languages (Ancient Greek and Classical Latin), Greco-Roman philosophy or archaeology.

The tutorial format is ideally suited to help the transition from intermediate to more advanced levels of linguistic competence. Tutorials in classical languages are not generally available for beginners.

Examples: *Latin*, *Ancient Greek*, *Greek Drama*, *Roman Political Writings*, *War and Society in Classical Greece*.

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### Creative Writing

Students work intensively on a project, or series of projects, in a genre of their choice, for an intended audience of adults or children. The tutor provides plentiful opportunities for drafting and revision, suggesting different approaches, techniques and reading.

Examples: *Poetry*, *Fiction for Children*, *Short Fiction*, *Non-fiction*, *Song-writing*, *Journalism*, *Film Screen-writing*, *Writing for the Stage*.

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### English

Choose to study literature in English from a particular historical period, of a specific genre or school of writing, or even by a single author.

Examples: *From the Modern to the Post-Modern*, *British Dystopian Fiction*, *Fairy Tales*, *The Beast*, *Big Brother and Beyond: Post-War British Fiction on Film*, *Jacobean Drama*, *The Works of Jeanette Winterson*, *Soviet Satire*, *Literature of the Holocaust and the Gulag*.

“Ever wanted 100% of your teacher’s attention?  
Here’s your chance... for two hours a week.”

Hagan Maurer, Drake University

## Advanced Tutorial Programme

### History

Study an aspect of political, economic, social or cultural history from the Iron Age through to the present day. Options include a chronological study of a specific period, or closely focused topics on a particular theme.

Examples: *Politics and Society in Georgian England, The Wars of the Roses, Britain and the African Slave Trade, The English Reformation, The Role of Women in World War I, The Industrial Revolution, Medieval Arms and Armour.*

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### Modern Foreign Languages

The tutorial format is ideally suited to help the transition from intermediate to more advanced levels of linguistic competence. Tutorials in modern languages are not generally available for beginners.

It is also possible to study a language at an advanced level through the literature of that culture.

Examples: *French Language and Literature, Russian, Japanese, Spanish, Modern Greek Language and Literature, Italian.*

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### Philosophy and Religious Studies

Learn about some of the world's great thinkers, or explore how ethics, politics, and aesthetics intersect to shape our current world views. Study the works of one or more ancient or modern thinkers, whether political philosopher or theologian.

Examples: *Contemporary UK Religions, Feminist Theology, Religion and Violence, The Philosophy of Schopenhauer and Nietzsche, Post-structuralist Thought.*

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### Political and Social Sciences

Explore different aspects of human society and relationships from a UK / European perspective, from politics and government, or communications and social policy, to psychology and sociology.

Examples: *Digital Media and the Politics of Power, Britain and the European Union, The Development of the National Health Service, EU Law and Government, The Anglo-American Special Relationship, Sociological Theories, Propaganda & International Relations.*

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### Psychology

An opportunity to focus in depth on an area of the field that most intrigues you, and to undertake research, under the guidance of a UK-based professor, with a comparative or British component.

Examples: *the Psychology of Race, Child Development in the UK, Cross-cultural Psychology, the Psychology of Reading, Psychoanalysis in Britain.*

## Advanced Tutorial Programme

“My Fine Art tutorial at 44AD not only allowed me to explore a new medium one on one with a great tutor, but also to have my first solo exhibition!”

Sarah Luther, *Elon University*

### Studio Art

Be guided through different approaches and techniques in an artistic practice of your choice. Each student develops a portfolio of work, and has the opportunity to exhibit in a central Bath gallery.

A studio space with 24 hour access can be provided for an additional fee.

Examples: *Painting, Printmaking, Drawing.*



### Theatre and Film

Work can involve either the academic study of plays and films, or be primarily practical in nature. Choose to examine in depth a particular playwright, director, or genre; or develop your own skills as a writer, actor, director, or film-maker.

Examples: *Advanced Acting, Short Film-making, British Theatre History, Women in Film, Film-screenwriting, Writing for the Stage, The Films of Stanley Kubrick, Directing for the Stage.*

### Women's and Gender Studies

Deepen your critical understanding of the intersections between feminist thought, gender studies and wider social and cultural debates; or examine an aspect of history or literature from the perspective of Women's and Gender Studies.

Examples: *Women in the Classical World, The Writings of Angela Carter, Masculinities in the Middle Ages, The Women's Suffrage Movement, Gender and the Media, Feminist Theology.*

### Other Disciplines

ASE will give serious consideration to any field or topic that can realistically be taught in a classroom space (as opposed to in a lab, for example), from Mathematics or Music History to Theoretical Chemistry or Economics.

Examples: *Musicology, European Law, The Impact of Environment on Educational Success, Medieval Technologies.*



# Internship Programme

ASE offers a range of internships with prestigious organizations in the city, or within close proximity to Bath. Each student is allotted a placement mentor to oversee their weekly work experience, and spends a total of **100 hours** in the placement over the course of a semester. In addition, they meet weekly to discuss progress with an ASE internship tutor, who guides them in the preparation of an **6,000-8,000 word paper** (or equivalent). This paper, which develops from, and complements, work undertaken at the placement, forms a substantial part of the student's final assessment.

## 44AD artspace

Since 2012, 44AD artspace has rapidly become a creative centre for the contemporary arts in Bath, providing artist studios alongside a dynamic gallery programme of exhibitions, talks and events. Located next to the Roman Baths, 44AD artspace welcomes all sectors of the community and works to support emerging contemporary artists and their work, whilst encouraging the public's engagement with the visual arts.

This internship offers an invaluable insight into the whole process of arts production and display. Working alongside the Director of 44AD, the successful candidate will have the opportunity to assist with the arranging, curation and promotion of art exhibitions and associated events; together with front of house duties, overseeing reception, liaising with exhibitors, discussing current exhibitions with the public and helping out at Private Views and other events. Applicants are required to be creative, proactive and organised, with great communication skills and a keen interest in the visual arts.

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## The American Museum

The American Museum in Britain was founded in 1958, by two visionary American citizens who wanted to show the achievements of Americans in the decorative arts and to promote-American understanding. The museum collections are displayed in a series of period rooms from seventeenth-century Massachusetts to mid-nineteenth-century New Orleans. The museum also holds renowned collections of textiles and folk art. The placement will provide experience of the many different aspects of museum work; including room guiding, visitor services, archive, membership, administration, education, and research. Interns will be expected to move around the museum site in response to tasks that arise and will not always be based at a desk. The placement will be of particular interest to students who are serious about a career in museums.

“*My internship with Bath Philharmonia was one of my favorite parts of ASE. It really allowed me to be part of the Bath community.*”

*Amelia Henderson, Oberlin College*

## Internship Programme

### Bath Cats and Dogs Home

Bath Cats and Dogs Home is an affiliated branch of the RSPCA (Royal Society for the Prevention of Cruelty to Animals) and is one of the largest re-homing centres in the UK. Over 2,500 animals are sheltered, cared for and re-homed every year by the organization, which is based on the edge of the city of Bath. The intern's duties will be varied, but are likely to include helping with fundraising and communications - events, PR and media liaison, copywriting, and administration.

### Bath Festivals

Bath Festivals is the charitable organisation responsible for the internationally acclaimed Bath International Music Festival, the thought-provoking Independent Bath Literature Festival and the inspirational (and fun!) Telegraph Bath Children's Literature Festival. The Festivals aim to entertain and challenge audiences of all ages and artistic tastes. We champion diversity and collaboration, and showcase the work of both established and up-and-coming performers, writers and thinkers – all in the special setting that is Bath, one of the most beautiful cities in Europe. Applicants should be confident, friendly and dynamic; have excellent written and oral communication skills; be proactive, creative and enthusiastic; have good computer skills; be proficient in the use of social media and have a genuine enthusiasm for the arts.



### Bath Philharmonia

Bath Philharmonia is the city's professional orchestra, performing a year round programme of concerts in Bath's historic venues. Working at the highest level, the orchestra engages internationally renowned soloists and is widely regarded as one of the best orchestras in the South West of England. Alongside the busy concert season, Bath Phil Creative Learning team delivers learning and participation projects to young people, schools and young carers throughout the region. Our aim is to make learning and participation at the heart of everything we do.



We welcome applicants with a passion for the arts. A knowledge of orchestral music is desirable, but not essential. Applicants should be proactive; work well independently and as part of a team; have good IT skills; be proficient in social media and website maintenance; and be open and adaptable to the varied nature of the role.

## Internship Programme

### Bath Preservation Trust

This internship will provide invaluable experience for anyone interested in pursuing a career in museums, heritage and preservation. The Trust aims to ensure the longevity of the historic character and amenities of Bath, resisting harmful changes to the architectural integrity of the City and supporting appropriate new developments. The Trust oversees four museums, all housed in important historic buildings. You will be involved with the full range of work



that the Trust and its museums undertake, from marketing and publicity, cataloguing and curatorial functions through to front-of-house duties. Successful candidates are likely to be history, art or architecture majors, strong writers and computer literate.

### The Big Issue Southwest

Inspired by *Street News*, the New York street paper, *The Big Issue* was first launched in the UK in 1991 and is now sold by homeless and vulnerably-housed people across the country. A small, dedicated team of full-time employees and volunteers in the Bath office oversees the distribution of *The Big Issue Southwest* magazine, providing practical and personal support to vendors. Besides working closely with this team in their day-to-day duties, the intern will have an opportunity to help organize fundraising events, develop new services for vendors, and identify fresh business opportunities for the magazine locally. Initiative, good research and report-writing skills, as well as a responsible attitude and an enthusiasm to work with vulnerable people, are therefore essential.

### The Constituency Office of Wera Hobhouse, MP

This placement is a great opportunity to see what the day-to-day life of politics - at a local and national level - is all about. Wera Hobhouse, Member of Parliament for Bath, and her team offer the successful applicant 'real life' exposure to a busy working political environment. Your duties may involve responding to constituents' problems and questions, working on the website and with social media, leafleting and doorstep campaigning, or researching and working on projects for Wera. There may also be the opportunity to spend a day 'shadowing' Wera's activities at Westminster. This placement is likely to appeal to Politics majors, as well as those from other academic areas who have a genuine interest in the mechanics of local and national government.

## Internship Programme

### Donald Insall Associates, Architects

Donald Insall Associates is one of England's leading practices in the field of historic building conservation and adaptation. This internship offers the opportunity to learn not only about the outstanding eighteenth-century architecture of Bath, but other cities where historic building conservation is being undertaken. We will aim to give you a practical understanding of the European context in which modern architecture is practised, in particular the many controls on alterations to historic buildings and restrictions on the use of land in a small country. The internship is open to students from a variety of academic backgrounds with a genuine interest in European history, art and architecture.



### The Jane Austen Centre

Situated in an elegant Georgian town house in the centre of the city, the Jane Austen Centre houses a permanent exhibition which tells the story of Jane Austen's brief but eventful stay in Bath. The Centre offers one enthusiastic and motivated intern the chance to be involved in the day to day running of the Centre, including giving introductory talks to visitors from all over the world. The placement is likely to be of particular appeal to students with a passionate interest in all things Austen, and the successful candidate will be expected to take the Jane Austen seminar course, if offered, as well as to have read Austen's two Bath novels (*Persuasion* and *Northanger Abbey*) prior to arrival.



*“ Interning is an amazing way to get to know what’s happening in the city, and become part of something here. ”*

*Erick Boscana, University of Mary Washington*

## Internship Programme

### M-Shed Museum

Situated on its historic harbourside, M Shed tells the fascinating story of Bristol, a vibrant and historically significant city just 15 minutes from Bath by train. It highlights Bristol's trading past as England's second largest port during the Middle Ages, and its considerable role in the transatlantic slave trade. There are a number of working exhibits on the harbourside, including steam trains and cranes, and a replica of the 'Matthew', the ship in which John Cabot crossed the Atlantic in 1497. Interns may be involved in a number of tasks in this large and busy museum, including researching aspects of Bristol's history for new displays, working with the many school groups which visit the museum, and assisting staff with the care and maintenance of the thousands of artefacts and objects held in store.

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### Manvers Street Baptist Church / Open House Centre

This internship offers the chance to be immersed in probably the most successful city centre church outreach engagement of its type in England. Clients include parents with babies and under-threes, people with anxiety and learning difficulties, young people, and those who seem excluded from most social provision. You will work at the interface between the church/Christian faith and the issues facing those who live and work in, or visit Bath city centre, becoming a part of this community. Besides assisting with the day to day running of the Centre, there may also be opportunities to help with communications / marketing projects and to carry out research.

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### Mentoring Plus

Mentoring Plus is a charity dedicated to serving vulnerable young people in Bath and North East Somerset. We train and support adult volunteers to mentor 7- to 21-year-olds needing extra support with family, education, emotional needs and employability. The internship offers the chance to learn about the inner workings of a community charity alongside a dedicated and welcoming team of employees. The intern may be involved in research, fundraising and community development activities, helping to build our online community, preparing and participating in seasonal events, and engaging with donors and volunteers from the region.

*“My internship changed my career plan and outlook on future employment – I know that this learning experience will shape my ambitions going forward.”*

*Mayze Teitler, Georgetown University*



## Internship Programme

### Mr B's Emporium of Reading Delights

Mr B's Emporium of Reading Delights is much more than just a bookshop, and our varied programme of events has twice won us the national 'Independent Bookshop of the Year' award. Life and work at Mr B's involves a panoply of activities, with most of which the intrepid intern can hope to be involved. When not holding events and book clubs or supplying festivals, we are planning the next ones; so help is often needed liaising with publishers. Reading Year subscriptions involve hand-picking and sending out books for hundreds of customers each month, a huge logistical operation requiring considerable assistance. On other occasions, you may help buy stock, or work on one of the many other aspects of running the business behind the shop; and then there's the actual bookselling, where our passionate sales masterclass is not to be missed...



### The Museum of Bath at Work

The Museum of Bath at Work aims both to complement and act as a counterpoint to the many heritage attractions of the city, charting Bath's fascinating commercial and industrial history, its development as a manufacturing centre as well as a tourist destination. Permanent collections include the contents of a local engineering firm, a hardware shop, a Victorian soft drinks factory, and a Bath Stone mine. The museum also has a lively educational programme for schools and colleges, presenting regular lectures, day schools and workshops. Besides general experience of a heritage attraction, including exhibition preparation, liaison with schools, archival research etc. the placement offers the chance to work on 'behind the scenes' collections management projects.



### Natural Theatre Company

Natural Theatre is the UK brand leader in comic interactive street theatre and interactive performance, combining a unique style of visual comedy with an impeccable eye for detail. Their work is accessible, fun, improvised, interactive, frequently surreal and always highly photogenic! The successful applicant will get a behind-the-scenes, practical look at what it takes to make this busy Arts organisation operate successfully. Tasks may include working in the costume and/or props department, assisting with marketing, and general administrative duties (for example, writing tour schedules or collating actors' availability). There will also be an opportunity to observe rehearsals and assist performers in the preparation of at least one street theatre gig.

## Internship Programme

### The Roman Baths

Nineteen feet beneath the centre of the city of Bath lie the finest remains of a Roman bath house north of the Alps. Its Great Baths are still fed by the geothermal springs that brought the Romans here in the first place. That spring continues to draw visitors today: nearly a million tourists a year from across the globe come to see the Roman Baths, making the site one of the leading visitor attractions in the country and a vibrant, sometimes hectic, but never dull place to work. Typically, there will be extensive opportunities for the intern to work with the range of departments, including front-of-house, marketing, retail, and education. This placement is an excellent opportunity to get an insight into how a world-renowned heritage attraction is managed and run.

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### Rondo Theatre

The successful applicant will work at Bath's prestigious Rondo Theatre in a variety of complementary roles, learning the many aspects of running a successful small performing arts venue: from planning a season to serving behind the bar; from contract negotiation to shifting the scenery; from cleaning the 'facilities' to rigging the lights; from front-of-house to marketing. Depending on experience and preference, there will also be opportunities to lead education workshops and to participate in a playwriting group. Night and weekend work will often be required.

The post will enable a range of networking opportunities and the chance to see some of the most exciting theatre in the South West, as well as helping develop one of the best Fringe performing arts venues in the UK.

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### Trowbridge Museum

Situated in the heart of the County town of Trowbridge, just 18 minutes' train-ride from Bath Spa, Trowbridge Museum occupies the site of what used to be a Norman castle (though none remains today). The Museum explores 1000 years of the town's history, from its roots in the Saxon period to its place as a centre for production of the internationally-prized West of England Woollen Cloth. The Museum houses over 21,000 objects in its collection, including significant machinery relating to the cloth industry, and works on events with many local schools and community groups. The Museum is currently embarking on a £1.5 million expansion and renovation project, which will bring with it unique opportunities for interns to work directly with Museum Collections. Tasks are likely to include auditing, Conservation and Collections Care, exhibition research and design.



## Internship Programme

### Suited and Booted, Film-Makers

Suited and Booted Studios are a highly successful, award-winning production company with a social conscience. A small, dynamic team with experience in video production, animation, motion graphics, and digital photography works out of a studio in central Bath, producing commercial videos for a wide range of clients. Profits are invested in the development and facilitation of community media projects. The intern will undertake a range of tasks including writing website and social media content, assisting film-making sessions, and post-production work. Some practical knowledge of film-making (including Adobe Premier and Photoshop) and of social media is required, along with good IT skills and a genuine interest in working in the media.

Applicants should make a short video of themselves, explaining their interest in the placement, to be shared via YouTube or Vimeo.

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### University of Bath: Development and Alumni Relations

A campus-based university on the edge of the city, 'Bath Uni' is a vibrant and thriving community, hosting over 17,000 students, around 30% from outside the UK. The Department of Development & Alumni Relations is responsible for engaging the University's 106,000+ graduates. This internship offers opportunities to get involved with event administration, fundraising, communications and volunteer management. Applicants should be interested in gaining experience in constituent engagement, events, communications, fundraising or higher education management. You should be friendly, proactive and prepared to work independently. Good organisational and computer skills are essential. The intern will be encouraged and supported by the Deputy Director of Development to create an experience that suits their skills and interests.

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### Waller & Wood Shop and Studio

Waller & Wood is an independent city-centre shop run by Carole Waller, a painter, and Gary Wood, a potter. The store sells Waller's painted silk and cotton clothing alongside Wood's pottery and various other vendors' goods, including jewelry, bags, notebooks, and candles.

The placement invites the development of a plethora of skills, and the intern can split his/her time between the shop and the studio. Working at the studio may involve washing, ironing, and painting fabrics, learning how to screen print and observing classes; work in the shop could include blogging, developing the online store, photographing and measuring products, assisting with a photo shoot and rearranging store displays. The successful applicant will therefore be adaptable, independent-minded and interested in textiles, design, and retail.

## Course-Related Study Visits and Trips



*Millennium Bridge and St Paul's Cathedral, London.*

**Acting for the Stage** - professional and amateur productions at local theatres, including at the Bristol Old Vic and Bath's Theatre Royal.

**Age of the Vikings** - the British Museum, London.

**British Detective Fiction** - Agatha Christie's house on the Devon coast, and Dartmoor, setting for *The Hound of the Baskervilles*.

**Exploring Shakespeare** - a production of one of the selected plays by a leading UK theatre company.

**Fantasies of Youth** - The Kilns, CS Lewis's Oxfordshire home, and the Roald Dahl Museum and Archive.

**Film Production Courses** - a short film festival.

*“I've always wanted to visit Glastonbury, but it was so much better going with an Arthurian scholar!”*

*Breelyn Karno, Williams College*

## Course Related Study Visits and Trips



Modern British Political History students in London.



Jane Austen students in Chawton

**Ghosts and the Gothic** - London's most gothic cemetery at Highgate, and Walpole's extraordinary house at Strawberry Hill.

**History of the Middle Ages** - A day trip to a Medieval castle, a cathedral and a thousand-year-old church.

**Irish Nationalisms and Irish Literature** - Optional weekend trip to Dublin. (Although subsidised by **ASE**, an additional fee of approximately £200 is payable for this trip).

*“I hiked 7 miles in Wales, had tea in the Cotswolds, saw a play at Shakespeare's Globe, followed the path of Jack the Ripper and trekked the moors of Devon. What will you do?”*

*Chelsea Winebrener, Denison University*



British Detective Fiction students on Dartmoor.



## Course Related Study Visits and Trips



Mementoes students at the National Theatre, London.

“ Going on a study trip... was my favorite part of the program because I got to live the material I was studying! ”

*Missy Brewer, Wells College*

**Jane Austen** - The Austen family cottage, now a museum, in the ‘remarkably pretty village’ of Chawton in Hampshire.

**Literature and Evil** - the Holocaust Exhibition at The Imperial War Museum, London.

**Mementoes** - Either Bristol or London to see plays and films connected to the course.

**Modern British Political History** - The Cabinet War Rooms and The Houses of Parliament in London.

**Myths and Legends** - Cadbury Castle and Glastonbury, legendary burial place of King Arthur.

**Not Just Shakespeare** - at least two stage productions of relevance to the course.

**The Romans in Britain** - the legionary fortress of Caerleon in Wales and the nearby tribal capital of Caerwent.

**Romanticism and Revolution** - Tintern Abbey, Exmoor and the Quantock Hills, focusing on the poetry of Coleridge and Wordsworth.

**The Triumph of Georgian Bath** - Bath town houses, art galleries and museums.

**Tudors and Stuarts** - Montacute House, glittering late Elizabethan residence.



Vikings students at The British Museum.

## Course Related Study Visits and Trips



UK Media students in London.

**The UK Media in a Globalised World** - day trip to London, including a visit to the British Film Institute's archive and the offices of The Daily Telegraph newspaper.

**UK Politics and Government** - The Cabinet War Rooms and The Houses of Parliament in London.

**The Victorian Era** - the SS Great Britain and gothic stately home, Tyntesfield House, near Bristol.

**Virginia Woolf** - Monk's House, Rodmell and Charleston Farmhouse, Sussex; two homes linked closely with Virginia Woolf, her family and other members of the Bloomsbury Group.

**Women, Culture and Society** - Dyrham Park, a spectacular William and Mary mansion with elegant formal gardens.

**Worlds Beyond Oxford** - The Kilns, CS Lewis's Oxfordshire home, and various Oxford colleges, pubs and locations relevant to the work of Tolkien, Lewis and Pullman.

**Young British Artists** - two of the UK's leading museums of modern and contemporary art, usually the Tate Britain and Tate Modern.

*“The study trips bring the courses to life and help to make literature and history feel real.”*

*Kelly Craig, Hobart and William Smith Colleges*

## Course Related Study Visits and Trips



UK Politics and Government class at the Houses of Parliament.



At The Kilns, CS Lewis's home, near Oxford.

“ The study trips are fantastic – not only relevant and informative but great fun as well! ”

*Sarah Shepeck, University of Rochester*

## ASE Scholarships and Financial Assistance

ASE offers a number of scholarships and assistantships which can effectively reduce the cost of attending the Programme.

To apply for an ASE Scholarship / Assistantship please send the following at the time of applying:

- A single **letter of application** specifying which scholarship(s) and assistantship(s) you would like to be considered for, and reasons for applying. (A separate letter of application is required for the Don Nunes Memorial Scholarship only. Ask admin@asebath.org for details.)
- Your **financial aid statement**, detailing current awards.

A maximum of one scholarship and one assistantship will be awarded to any one student.

### Need-based Scholarships

#### ASE Scholarships

The Programme offers numerous need-based scholarships, up to the value of £1000 per student per semester. Pell-eligible students are particularly encouraged to apply.

#### The Ann Nunes Education Scholarship

Ann Nunes was Director of the ASE Programme from 1997-2004. The Ann Nunes Scholarship is an award of £500, and is available each semester on the basis of financial need to a student **on the ASE Education Programme**.



#### The Don Nunes Memorial Scholarship

Don Nunes was the founder of ASE and its Director until his death in November 1997. He passionately believed that ASE should be accessible to as ethnically diverse a group of students as possible. The Don Nunes Memorial Scholarship is available to a student from an **under-represented population**, according to financial need. It is an award of £1000 for a semester's study. Recipient(s) will be asked to write occasional updates on their ASE experience to be shared with the Scholarship Trustees.

#### ASE Alumni Association Scholarship

Thanks to the generous support of the ASE alumni community, ASE is able to offer at least one scholarship per semester to a student or students, on the basis of proven financial need. Recipient(s) will be asked to write occasional updates on their ASE experience to be shared with the Scholarship Trustees.

#### ASE Assistantships

Each semester, ASE appoints up to five students to assist in the running of the Programme. Each student receives a weekly stipend, totalling £600 over 15 weeks.

- Nelson House Assistant (general office and kitchen duties)
- Social and Cultural Programme Assistant
- Marketing and Publicity Assistant
- Library Assistant

# How to Apply

## Applying to ASE

An application form is available on the **ASE** website. Once you have registered online at **www.studyabroadbath.org**, please follow these guidelines in completing it:

All students take one of the following **FOUR** options (each recommended for a total of 16 credits):

<b>OPTION 1</b>	<p><b>Four seminar courses.</b></p> <ul style="list-style-type: none"> <li>Place <b>EIGHT</b> seminar courses, in order of preference.</li> </ul>
<b>OPTION 2(*)</b>	<p><b>A Tutorial plus three seminar courses.</b></p> <ul style="list-style-type: none"> <li>Place <b>ONE</b> tutorial as first choice, plus <b>SEVEN</b> seminar courses, in order of preference.</li> <li>Specify a second choice tutorial in the notes if desired.</li> <li>Accompany your application for the tutorial with a letter outlining relevant experience.</li> <li>Enclose one relevant sample of your work (e.g. an original essay / paper or piece of creative writing); 1,500 words maximum.</li> <li>Classical and Modern Language students should also enclose contact details of a language professor who can testify to their level of proficiency.</li> </ul>
<b>OPTION 3</b>	<p><b>The Education Programme</b> (including school placement) <b>plus two seminar courses.</b></p> <ul style="list-style-type: none"> <li>Place Education in England and School Placement as your first two choices, plus <b>SIX</b> seminar courses, in order of preference.</li> <li>Accompany your application for the Education Programme with a letter outlining relevant experience, any education-related courses already completed, and specifying the nature of your preferred placement.</li> </ul>
<b>OPTION 4</b>	<p><b>An Internship plus three seminar courses.</b></p> <ul style="list-style-type: none"> <li>Place <b>TWO</b> internships as first choice, plus <b>SEVEN</b> seminar courses, in order of preference.</li> <li>Accompany your application for both internships with a résumé, two separate letters outlining relevant experience, your interest in the field, and making a case for your selection.</li> <li>Applicants for internships may be requested to interview by phone or Skype.</li> </ul>

(\*) Supplementary fees apply

### Please Note:

- Students who wish to apply for **any other combination of four courses** (for instance, a tutorial plus an internship and two seminars) are asked to write, making a persuasive case, to the Director of Studies. Such requests are judged on a case by case basis.
- ASE** can only **recommend credit**. It is up to each student to make certain that credit transfer has been approved before leaving for England.
- Due to the considerable reading load attached to many **English courses**, **ASE** advises against including more than **FIVE** among your eight choices.
- Courses will only run if there is a viable level of enrolment.** Acceptance to courses cannot be guaranteed, but every effort will be made to provide students with as many of their preferred courses as feasible.

## How to apply

When you have finished editing your online form, print it and then ask your study abroad advisor to complete the College Authorization section.

### Additional application materials:

1. A current **official** transcript
2. Application letters, résumé, and writing samples, where appropriate, for the Education, Tutorial and Internship Programmes (see previous page)
3. (If you have a cumulative GPA below 3.0) Letters of Recommendation from TWO professors.
4. A single letter of application / financial aid information for any ASE Scholarships or Assistantships that you wish to apply for

Send your signed application form and all additional materials to admissions staff in Bath. Please use one of the following methods of delivery:

1. Email materials to [admin@asebath.org](mailto:admin@asebath.org) . Note that all scanned documents must be clear and legible.

OR

2. Send original documents to:

**Admissions**  
**Advanced Studies in England**  
**Nelson House**  
**2 Pierrepont Street, Bath**  
**BA1 1LB, England**

### Minimum GPA Requirement

Students applying to **ASE** normally require a 3.0 GPA. **ASE** will consider positively applicants with a GPA slightly below 3.0, providing two strong recommendations are provided by professors, and the transcript indicates work at a high level in those academic areas which correspond to the **ASE** curriculum. Applicants for the Tutorial Programme usually require a minimum GPA of 3.4 (3.0 for languages).

If you have any questions regarding the admissions procedure, please email [\*\*admin@asebath.org\*\*](mailto:admin@asebath.org)

### Diversity and Inclusion

Our commitment to valuing diversity requires that all members of the ASE community work toward inclusive excellence. This means that ALL members of the community - students, faculty, and staff - contribute to the larger goals of diversity, inclusion, and equity. By diversity, we mean the concept of representation, participation, integration, and interaction of individuals from different races, ethnicities, nations of origin, gender identities and sexual orientations, socioeconomic status, age, ability, and religion while also recognizing that all of us have multiple identities.



# Application Deadlines and Schedule

Semester	Application Deadline
Autumn Semester/Full Year	April 7th
Spring Semester	October 7th

Completed applications received in Bath **by the application deadline** will be treated on a 'rolling' admissions basis and will be considered immediately, with notification of acceptance normally issued within a week of receiving the completed application.

We reserve the right to close admissions before the application deadline if all available places are filled. Please ensure application forms are completed and mailed, with all accompanying materials, as early as possible to avoid disappointment.

## Application Accepted

If a student has been successful in their application, they will be sent an acceptance package in the post, the contents of which will be attached to an email notification. Package contents are: acceptance letter, invoice for deposit (non-refundable) and balance of fees where applicable, pre-arrival information and forms.

Students accepting a place must do so in writing (a form is included in our acceptance letter) and include a photo (a head shot as JPEG) and completed pre-arrival forms within **two weeks** of receiving the email notification of acceptance. Any deposit required must also be paid within that time.

## Final Information

A final mailing will be sent to the accepted student a month before the start of the semester. This will include housing and class allocations and timetables.

“ *It has been a year since our daughter embarked on her journey to study in Bath through ASE... She has mentioned to us, many times, how wonderful her experience was and how it is one of the most significant highlights of her college career.* ”

*Maria D'Olivo, mother of Natalie, Denison University*

## Fees and Refunds

### ASE Programme fee:

Please see the 'Fees and Admissions' section of the ASE website [www.studyabroadbath.org](http://www.studyabroadbath.org) for the latest figure.

### Fees include:

- *Full tuition and administrative costs.*
- *Accommodation in Bath, Oxford and Stratford-upon-Avon.*
- *A food allowance (accommodation in Bath is self-catering).*
- *All obligatory course-related travel.*
- *All obligatory visits to theatres, galleries, museums etc, directly related to the Programme.*
- *All whole-Programme events in the cultural and social programme.*
- *Free bus travel to selected social and cultural activities.*
- *Essential medical and dental insurance.*

### Supplementary fees:

- *A supplementary fee, payable by the due date of balance of fees, is charged for tutorials and for the hire of studio space for the Fine Art tutorial. Please see the ASE website for details.*
- *A supplementary fee for the (optional) study trip to Dublin (Irish Literature and Irish Nationalisms) is payable after course registration in Bath.*

### Fees do not include:

- *Return travel from the USA to Bath.*
- *Cost of obtaining a UK Visa (where required).*
- *Personal belongings insurance: students must ensure they have adequate travel and personal belongings insurance before departing the USA.*
- *Cost of books (ASE makes every effort to minimise the cost of book purchases and has a 'buy back' scheme).*
- *Cost of any damage caused by the student.*

### Payment of Fees

**The Programme deposit and balance of fees are invoiced in dollars and must be paid directly to Franklin and Marshall College.**

#### Autumn Semester:

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Deposit:	\$500 (non refundable)
Due:	14 days after being accepted
Balance:	To arrive by May 1

## Fees and Refunds

### Spring Semester

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Deposit:	\$500 (non refundable)
Due:	14 days after being accepted
Balance:	To arrive by November 1

### Full Year

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Deposit:	\$1000 (non refundable)
Due:	14 days after being accepted
Balance:	To arrive by May 1

*Please Note: Students receiving financial aid through their colleges MUST provide notification in writing from the financial office guaranteeing the allocation of the financial aid together with an indication of when these fees can be expected and from whom ASE may expect payment. Without this notification ASE cannot guarantee holding a place for a student on financial aid.*

## Refunds Policy

**Advanced Studies in England** incurs many expenses as it plans for and implements its programme. Many of these costs cannot be recovered when a student withdraws after accepting an invitation to the Programme. Thus we must observe the following policy on refunds in order to protect the interests of all students and the financial commitments of **ASE**.

- 1 This policy applies to all students who withdraw from Programme participation for any reason, who fail to appear when the Programme commences or who are dismissed from the Programme.*
- 2 Once students are admitted to the Programme they must, in writing, accept or reject the offer within two weeks of the offer of admission. At that time a non-refundable \$500 deposit must be submitted.*
- 3 Students who officially withdraw, in writing, from Programme participation by the deadline by which the balance of fees is due will not only forfeit the non-refundable \$500 Programme deposit but will also be billed for all expenses already incurred or committed by ASE for the student's participation.*
- 4 Students who withdraw from Programme participation after the final payment deadline will be held accountable for the entire Programme fee.*
- 5 Only for well-documented, serious emergencies or medical problems will ASE consider a modification of any of the policies described above. All appeals will be decided by the Programme Director.*

# Passport and Visa Information

## Passports

All students must be in possession of a passport that will be valid for at least six months after the end date of the semester in the UK. Students without such a passport must apply for one as soon as they have been accepted to the Programme.

## Visas

The following students **must** apply for and obtain a Tier 4 (General) Student Visa under the Points Based System (from the British Consulate - [www.gov.uk/world/usa](http://www.gov.uk/world/usa)) prior to arrival in the UK:

- *Internship students*
- *Education students*
- *Students studying in the UK for more than 6 months (even if returning to the US during that period)*
- *Visa Nationals: non-US and non-EU citizens (such students may need only apply for a Short-term Study Visa rather than a Tier 4 General Student Visa)*

ASE will provide more detailed and up to date visa information and will issue a Confirmation of Acceptance for Studies (CAS) to the above students, enabling a visa application to be made (3 months prior to enrolment).

All other students may enter the UK as a *Short-term Student*, which is a category outside the Points Based System and requires no prior entry clearance (for US citizens). **Short-term Students cannot take employment, including paid or unpaid work, a work placement or work experience in the UK and cannot stay longer than six months (in any 12 month period) in the UK.**



*Mid-semester break in Italy.*

## Calendar of Dates **2020-2021**

### Autumn Semester (2020)

Arrive in Bath	<i>Aug 31 (Monday)</i>
Orientation Week	<i>Sept 1 – 6</i>
Classes Begin	<i>Sept 7</i>
At Oxford (Subject to confirmation)	<i>Sept 19 - 25</i>
Autumn Break	<i>Oct 23 - Nov 1</i>
At Stratford-upon-Avon (Subject to confirmation)	<i>Dec 7 - 11</i>
Examination Week	<i>Dec 14 - 17</i>
Semester Ends	<i>Dec 18</i>
Departure Day	<i>Dec 19 (Saturday)</i>

### Spring Semester (2021)

Arrive in Bath	<i>Jan 25 (Monday)</i>
Orientation Week	<i>Jan 26 - 31</i>
Classes Begin	<i>Feb 1</i>
At Oxford	<i>March 13 - 19</i>
Spring Break	<i>March 26 - April 2</i>
At Stratford-upon-Avon (Subject to confirmation)	<i>May 3 - 7</i>
Examination Week	<i>May 10 - 13</i>
Semester Ends	<i>May 14</i>
Departure Day	<i>May 15 (Saturday)</i>

## From 1989-2019 ASE has hosted students from the following colleges and universities:

Allegheny College	Merrimack College
Amherst College	Miami University of Ohio
Barat College	Montclair State University
Bard College	Moravian College
Barnard College	Mount Holyoke College
Bates College	Nazareth College of Rochester
Bennington College	New York University
Binghamton University	North Carolina State University
Boston College	Oberlin College
Boston University	Ohio Wesleyan University
Bowdoin College	Providence College
Brandeis University	Saint Michael's College
Bucknell University	Sarah Lawrence College
Cedar Crest College	Scripps College
Central Washington University	Simmons College
Christopher Newport University	Skidmore College
Clark University	Smith College
Clemson University	Southern Methodist University
Colby College	Spelman College
College of Marin	Texas A&M University
Colorado College	The Catholic University of America
Columbia University	Trinity College
Concordia University	Truman State University
Connecticut College	Tufts University
Cornell University	Tulane University
Denison University	University of California Davis
Dickinson College	University of Florida
Drake University	University of Mary Washington
Earlham College	University of Massachusetts
Elon University	University of Illinois at Urbana, Champaign
Emerson College	University of Notre Dame
Endicott College	University of Oregon
Florida Atlantic University	University of Richmond
Florida Southern College	University of Rochester
Franklin and Marshall College	University of Scranton
Gettysburg College	University of Vermont
Georgetown University	Washington and Lee University
Hampden-Sydney College	Wellesley College
Hampshire College	Wells College
Hampton University	Wesleyan University
Hobart and William Smith Colleges	West Chester University
Ithaca College	The College of William and Mary
Kenyon College	Williams College
Lafayette College	Yale University
Lycoming College	
Mary Baldwin College	
Meredith College	



## The ASE Team

<b>Jonathan Hope MPhil</b>	Dean and Director
<b>Lucy Marten PhD</b>	Director of Studies
<b>Su Underwood PGCE, Dip Tour</b>	Administrative Director
<b>Emma Hurry BA</b>	Admissions and Student Affairs Manager
<b>Rob Jones PhD</b>	Alumni Association Co-ordinator
<b>Rika Seeman-Sterling MA</b>	Admissions and Academic Co-ordinator
<b>Hugh Mclean BA</b>	Student Affairs Co-ordinator
<b>Andrew Butterworth PGCE, MA</b>	Internships and Education Placement Co-ordinator
<b>Karyn Jones MEd</b>	US Recruitment Co-ordinator
<b>Chris Pelling DPhil</b> <i>Emeritus Regius Professor of Greek, Oxford University</i>	Academic Adviser (Oxford)
<b>Andrew Bell DPhil</b> <i>Senior Tutor, University College, Oxford</i>	University College Liaison (Oxford)
<b>Sue Mennicke</b> <i>Associate Dean for International Programs, Franklin and Marshall College</i>	Senior Adviser (USA)

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## ASE Advisory Council

The **ASE Team** could not operate effectively without the valuable and ongoing advice of many colleagues at our key partner institutions in the US. The ASE Advisory Council, made up of faculty and study abroad professionals from among those institutions, meets formally to discuss the Programme's development three times in every five-year cycle, both in the UK and at Franklin and Marshall College, PA.

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## ASE Transcripts

All **ASE** transcripts are issued by Franklin and Marshall College. On successful completion of the **ASE** Programme, an official copy of each student's transcript is sent to his or her home institution, an unofficial copy to his or her home address.

## Liability and Disclaimer

### Liability

The following is a limitation of liability. Please read it carefully.

As a condition of applying to and/or enrolling with the **ASE** Programme, students agree that any claims they may make against **ASE** or Franklin and Marshall College (including their employees, agents or representatives) – or that are made on their behalf, directly or indirectly, by any other party - will be settled exclusively by Pennsylvania law, and will be subject to the sole jurisdiction of Pennsylvania courts. Your consent to this condition is required as part of the admissions and registration process.

The Programme reserves the right to dismiss a student at its discretion, either for unsatisfactory behaviour or consistent non-attendance. Students must conform to the laws of the UK at all times. Serious offences may lead to deportation.

### Disclaimer

The information in the **Advanced Studies in England** prospectus is accurate at the time of publication. It cannot, however, be relied upon as a statement of **ASE's** contractual undertakings. **ASE** reserves the right to make changes, of any nature, to the Programme it deems necessary or desirable.

**ASE** is committed to providing equal opportunity in education and employment regardless of race, gender, sexual orientation, marital or parental status, religion, age, national origin or mental/physical handicap.