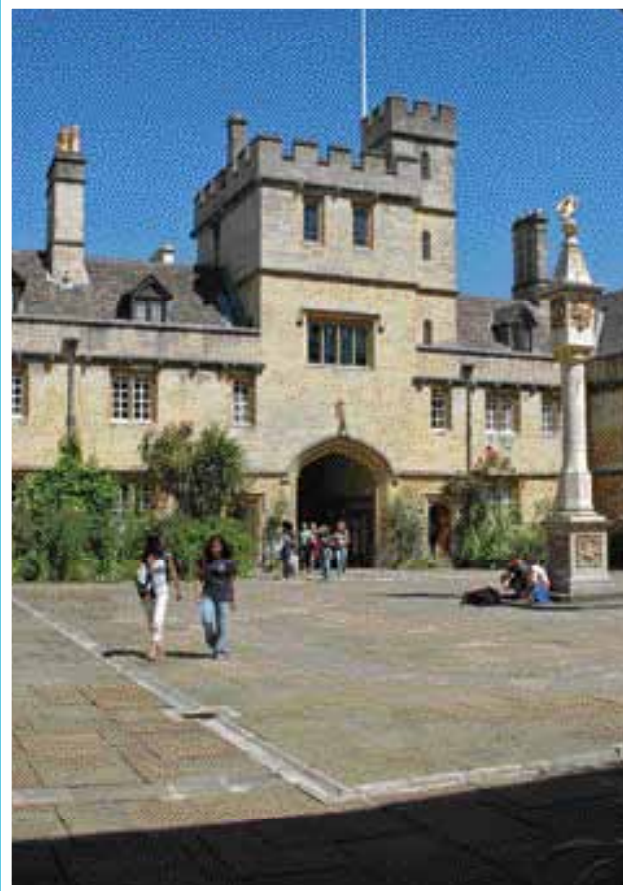


OXFORD



**THE OXFORD PREP
EXPERIENCE
JULY 2 - JULY 28**

CAMBRIDGE



**THE CAMBRIDGE PREP
EXPERIENCE
JULY 3 - JULY 29**

A WELCOME
FROM THE
FOUNDER



Prof. James G. Basker

Dear Students, Parents, and Teachers,

I am delighted to introduce you to our programs for students completing 8th and 9th grades, The Cambridge Prep Experience and The Oxford Prep Experience.

The Cambridge Prep Experience was founded 15 years ago, based on my belief that students of this age are capable of drawing meaningful intellectual and cultural benefit from the unique resources of a place like Cambridge University. Under the pressure of rising numbers of applicants, we opened The Oxford Prep Experience in 2004 to our largest inaugural student body ever.

The first key to our success with these programs is our distinguished faculty – including many Rhodes and Gates Scholars – all of whom have been selected for their ability to teach in imaginative, innovative ways. These teachers inspire enthusiasm in their students by using hands-on methods and drawing upon the intellectual and cultural resources of their surroundings. Whether students are speaking in the historic debating chamber of the Cambridge Union, visiting a top research laboratory in Oxford, or studying paintings in a major museum, they are immersed in a stimulating and safe environment with superb teachers.

The second key is outstanding leadership. Each of the prep programs is led by a director who represents the very best in education. The Director of The Oxford Prep Experience is John Pendergast, a Harvard-educated former Middle School Head and chair of his department at the Brunswick School. The Cambridge Prep Experience is directed by Greg Gonzalez, a veteran history teacher at Harvard-Westlake School in Los Angeles. Greg served as Program Director for the first three years of La Academia de España, after having worked as a dean at The Cambridge Tradition.

The third key is the student body itself. Our students come from every kind of school – public, private, and parochial – and every kind of background, including all 50 states, several provinces of Canada, and over 30 other countries. Most significantly, more than 50% of our students are the only student from their school on the program they ultimately choose – a sign of their independence and openness to new experience.

These programs present a potentially life-changing opportunity for students at a crucial age. The combination of active learning, imaginative teaching, and cultural enrichment, all set in such ancient centers of learning, takes students to new levels of performance and passion for their subjects. As you read this brochure, I hope you find the programs as exciting as I do. For the right student there is nothing like it. I hope to see you in Europe this summer.

Sincerely,

A handwritten signature in black ink that reads "James G. Basker". The signature is fluid and cursive.

James G. Basker
Founder

About the Founder:

The Richard Gilder Professor of Literary History at Barnard College, Columbia University, Professor Basker studied at Oxford as a Rhodes Scholar where he completed his doctorate in English literature, and at Cambridge where he earned his MA. Having felt that his own experiences in Europe had been personally transformative, he was moved to replicate the

experience for high school students when he founded a summer school at Oxford in 1985. Since then, Oxbridge Academic Programs has established programs for middle and high school students in Oxford, Cambridge, Paris, Montpellier in the south of France, and Barcelona in Spain.





Photo: A statue of Henry VI, the founder of King's College, Cambridge, stands atop the college fountain, built in the 1870s.

OXBRIDGE ACADEMIC PROGRAMS

The Cambridge Prep Experience

Cambridge	p. 2
Welcome	p. 3
Peterhouse	p. 4
Courses	p. 5-8
Faculty	p. 6-11

The Oxford Prep Experience

Oxford	p. 12
Welcome	p. 13
Corpus Christi College	p. 14
Courses	p. 15-18
Faculty	p. 16-19

General Program Information

Guest Speakers	p. 20
Paris Connection	p. 21
Cultural Enrichment	p. 22
Activities & Sports	p. 23
Typical Day	p. 24
Student Life	p. 25
Fees & Details	p. 26
Application Form	p. 27-28

CAMBRIDGE

A CHARMING MEDIEVAL MARKET TOWN THAT GREW FROM AN ANCIENT ROMAN SETTLEMENT, Cambridge represents an unbroken tradition of scholarly excellence stretching back eight hundred years.

The University was founded in 1209, when a group of students fled riots in Oxford to pursue their work in the sanctuary of Cambridge. Today the University consists of more than 30 different colleges and halls.

For centuries Cambridge has enjoyed a reputation as a world leader in science. Its scholars have included physicists Sir Isaac Newton and Stephen Hawking; naturalist Charles Darwin; and Watson and Crick, discoverers of the DNA double helix. Cambridge's scholars have won more Nobel Prizes than those at any other university in the world.

Cambridge has also nurtured many great writers and thinkers, such as Francis Bacon, William Wordsworth, Lord Byron, Lord Tennyson, as well as Bertrand Russell, John Maynard Keynes, E. M. Forster, Virginia Woolf, and Sylvia Plath.

The aura of human achievement lives on in every courtyard and street. Like Samuel Taylor Coleridge, participants come to adore Cambridge, where "every spot is hallowed by the feet of Piety and Genius."



Photo: Punting on the River Cam affords a splendid view of King's College Chapel.

THE CAMBRIDGE PREP EXPERIENCE

Dear Students, Parents, and Teachers,

A WELCOME FROM THE DIRECTOR



Greg Gonzalez

I am pleased to welcome you to the fifteenth year of The Cambridge Prep Experience, hosted in Peterhouse, the oldest college in Cambridge. Imagine living in beautiful surroundings, amidst the Gothic grandeur of the college's historic architecture and next to the classical splendor of the Fitzwilliam Museum. Imagine exploring such fascinating subjects as Creative Writing, Molecular Biology, or Philosophy while making new friends from all over the United States, as well as from many other countries. This is an experience that will remain part of who you are long after you've returned home.

The Cambridge Prep Experience is designed for students completing the 8th and 9th grades – an age group that I have loved working with over the years, and which I believe can benefit immeasurably from this opportunity. I look forward to making the intellectual and cultural riches of Cambridge accessible to our students so those riches can thrill and inspire every participant just as they have thrilled and inspired me.

The faculty who will teach you are experts in their fields and will challenge you in ways that are not possible in your school back home. Whether it's a class activity, a tour around town, or a field trip, everything you do will be engaging and exciting: a learning experience that will truly change the way you see the world.

I'm proud to further Jim Basker's vision of a diverse and lively student body interacting with committed scholars and creative professionals. Here in beautiful and historic Cambridge, I know you will gain the self-confidence to stretch your intellectual goals in high school, and you may discover subjects that you will pursue for the rest of your life.

I hope you will take a moment to read through this brochure and recognize the opportunities, adventure, and potentially life-changing experience that The Cambridge Prep Experience offers. If you come to join us in Cambridge, you will immediately realize how truly rewarding a summer can be.

Sincerely,

A handwritten signature in black ink that reads "Greg Gonzalez".

Greg Gonzalez
Director

About the Director:

Greg was the founding Director of La Academia de España, after having served as a Dean on The Cambridge Tradition. He returns to Cambridge this year, for his fifth summer with Oxbridge. Greg earned both his BA in History and his MA in Journalism at Columbia University. He was a sports writer for the LA Times for over seven years and freelanced for the New York Daily News and the National Sports Daily. He transitioned into teaching in 1991, as an English

and History teacher at Cantwell Sacred Heart of Mary High School in Montebello, California, where he was also the Athletic Director. He is currently at Harvard-Westlake School in Los Angeles where he has been an academic dean and History teacher for over 10 years. He has won the Garrett Harden Teaching Award at Harvard-Westlake and was Varsity Head Football Coach for three years. He lives in Los Angeles with his wife and two daughters.

PETERHOUSE

PETERHOUSE IS THE OLDEST COLLEGE IN CAMBRIDGE AND THE IDEAL LOCATION FOR THE CAMBRIDGE PREP EXPERIENCE. The college and its gardens sit beside the Fitzwilliam Museum and within a short stroll of all the historic sites of Cambridge.

Founded in 1284 by Hugo de Balsham, Peterhouse still retains much of its original architecture and character. The dining hall dates to 1286 and boasts the distinction of being the oldest space in the University to have remained in continual college use for over 700 years. The college gardens include a former deer park, to which our students have privileged access throughout the program.

Over the course of its long history, Peterhouse has produced scores of illustrious graduates and fellows, from the writer Kingsley Amis to British politician Michael Portillo, to the film director Sam Mendes.

Our program has exclusive use of the college and its facilities, including the dining hall, common rooms, TV room, and beautiful, expansive gardens and lawns.

Photo:
Old Court in Peterhouse,
the oldest parts of which date
from the 13th century.



CAMBRIDGE PREP COURSE SELECTION

Our students choose two courses from the following list, one as a MAJOR course and one as a MINOR. Major courses meet six mornings a week and, depending on the nature of the course, include in-class time for fieldwork, labs, workshops, writing, guest speakers, group discussion, and one-to-one instruction. Major courses include homework and require some project and preparation time in the afternoon or evening. Minor courses meet three afternoons a week, with all the work contained within the class session.

NOTE: There is no final application deadline for The Cambridge Prep Experience.

We accept applications on a rolling basis until the program is full. Students who apply on or before February 5, 2010 and are accepted have their first choice of courses guaranteed, subject to enrollment levels. This is absolutely not a final application deadline, but as we do begin receiving applications in October, we recommend that students apply as early as possible for subjects that are in very high demand.

HUMANITIES

ART HISTORY. Within a broad survey course, students are introduced to the masterpieces that chronicle and define Western art, many of which are to be found in the extraordinary Fitzwilliam collection immediately next door to Peterhouse, in the various galleries that the class visits in Cambridge, or indeed in and about the city. Over the course of the month students will be introduced to key examples of Medieval, Renaissance, Classical, and even Modernist art. They will discover how to read these works while situating them in the wider context of the canon.

BRITISH HISTORY. Exploring major figures and events in British History from Roman times to the Second World War, this dynamic course prioritizes imaginative approaches to learning. Exciting projects bring Britain's bloody past to life while field trips around Cambridge expose students to many of the people and places that have played key roles in British history. Students enrich their knowledge of the subject by studying art and literature from the relevant periods, adding a crucial dimension to their experience and understanding. The course is concluded with a historical quest around Cambridge.

ENGLISH LITERATURE. This course introduces students to the

masterpieces of English literature. Covering a range of styles, periods, and contexts, students engage with the poetry and prose of giants such as Milton, Wordsworth, Tennyson, Coleridge, Woolf, Hardy, T.S. Eliot, and of course Shakespeare, through a series of stimulating discussions, readings, and workshops. With a special focus on authors who worked and studied in Cambridge and featuring visits to the relevant sites in and around the city, this course makes Cambridge come alive to all lovers of English literature.

HISTORY OF COMEDY. The members of Monty Python met and learned their trade in Cambridge before redefining comedy. More recently the University welcomed Stephen Fry and Sacha Baron Cohen, producing a new generation of ground-breaking comedians in the process. Students are introduced to the history of comedy, its cultural manifestations, and its place in the human psyche. Subjects covered include Ancient Greek comedy, Renaissance and Restoration comedy, silent film, satire, and farce. From Shakespeare to *The Simpsons*, students learn how humor can convey serious political argument, reflect pressing social issues and betray profound cultural and psychological assumptions. The class examines what different cultures celebrate as 'funny' and students create their own genre-specific comic pieces which are performed at the end of the program.

PHILOSOPHY. Inspired by a philosophical tradition that stretches from Francis Bacon in the 16th century to Ludwig Wittgenstein in the 20th, students in Cambridge gain a lively introduction to this oldest and most challenging of disciplines. By discussing classic philosophical puzzles and paradoxes that have stimulated minds from Ancient Greece to the present day, students improve their analytical skills and discover how ideas formulated by thinkers as varied as Plato, Locke, Nietzsche, and Sartre, continue to be relevant and indeed to have fresh importance.

SCIENCES & SOCIAL SCIENCES

CRIMINOLOGY. In this course, students are introduced to the exciting disciplines of criminology and criminal justice. Through workshops, debates, and visits to police stations and criminal courts, students explore individual and social theories of crime, philosophies of punishment, restorative justice and conflict resolution, criminal profiling, incident analysis, and some basic forensic science. They also consider the causes of crime, the influence of the media upon crime, and the sociology of race and gender within the context of the British and American criminal justice systems.

DISEASE AND DISASTER: CRISES IN HUMAN HISTORY. Combining medicine, history, and environmental science, this course looks at how epidemics and natural disasters impact civilizations and transform the course of history. Examining such memorable crises as the Black Plague, the Great Fire of London, and the annihilation of indigenous peoples in North and South America at the time of colonization, as well as more recent ones like tuberculosis and HIV, the 2004 Asian Tsunami, and global warming, students consider the different ways of preparing for and

CAMBRIDGE PREP FACULTY

Tiffany Bergin. AB (Hons) Princeton, MPhil Cambridge. Tiffany is a doctoral student at Queens' College, Cambridge University, where her research focuses on criminal justice policy diffusion. She received her AB with highest honors from the Woodrow Wilson School of Public and International Affairs at Princeton University, where she was awarded The Shapiro Prize for Academic Excellence and was elected to Phi Beta Kappa. She has held internships at the National Center for Victims of Crime in Washington DC and the Vera Institute of Justice in New York, and in 2006 received an Arthur Liman Summer Fellowship to conduct sentencing mitigation work for defendants facing the federal death penalty in New York State.

Cristian Constantinescu. BA, MA University of Bucharest, Romania, BPhil Oxford. Cristian is pursuing his doctorate in Philosophy at Trinity College, Cambridge University, as a Cambridge Overseas Trust Scholar. He specializes in moral philosophy and metaethics, and is particularly interested in topics such as relativism and moral disagreement. After spending a year teaching philosophy at the Polytechnic University in Bucharest, he went to Oxford to pursue a Master's degree as a Dulverton & ORS Scholar. At Cambridge, he tutors undergraduate students at the Faculty of Philosophy, specializing in ethics.

Pablo de Orellana. BA (Hons) Oxford, MPhil Cambridge. Pablo is a Santander and College Scholar at Christ's College, Cambridge University, whose doctoral research interests include sponsorship and patronage relations in the international community and magic as a metaphor for human weakness – and dreams – in Renaissance Italian literature. With a First Class degree in Modern and Medieval Languages obtained as a member of St. Catherine's College, Oxford University, he has always been passionately involved in the art world, curating a number of exhibitions in London, Italy and France, and writing a number of articles on the arts. He has worked as the curator of the Artscape Gallery in London and authored the catalogue that accompanied its first major exhibition, *Openness or Echoes of Otherworldly Experience*.

Photo:
A Drama student
rehearses a scene from
All's Well That Ends Well
in the college theater.



responding to the epidemic and natural challenges facing humanity today, and the new types of challenges it is likely to face in the future.

GLOBAL BUSINESS. Students explore the tools and structures of international commerce, focussing on free enterprise, economic development, and how businesses manage the global marketplace. Through workshops and exercises, students cover 21st-century finance for budding entrepreneurs and major corporations alike. By visiting the renowned Judge Business School – just opposite Peterhouse – students obtain first-hand experience of cutting-edge business education. Major course projects include real-life case studies (on topics ranging from brand positioning to crisis management), consulting projects, a real-time investment game, and the design of a theoretical start-up venture.

INTERNATIONAL ESPIONAGE.

As the world enters an era in which violent groups, not nation-states, assume the mantle of enemies, intelligence agencies face unprecedented challenges. This course examines the leading figures, techniques, and practices, both past and present, of the world's great intelligence services – Mossad, the KGB, CIA, MI5 and MI6. Working in the university from which the Cambridge Five were recruited, and in which the world's most famous fictional spy, James Bond, studied, our students address the future of intelligence work in a supranational world and the ethics of espionage within international cooperation, competition, and conflict.

INTERNATIONAL LAW. Students are introduced to the basic institutions and principles of international law through a series of interactive classes, discussions, and group activities. They explore topics such as sovereign independence, the dynamics of international alliance, commerce,

war, the law of the sea, international dispute settlement and arbitration, and human rights. They examine the justification for regime change and nation-building in a world in which the enforcement of international law is also the exertion of international power. Students look at institutions such as the United Nations, the WTO, the International Criminal Court, and NGOs. The course concludes with mock trial exercises covering a variety of political and legal scenarios.

MATH AND NATURE. In this course, students explore the often wondrous parallels between mathematics and naturally occurring patterns, like the falling apple in Cambridge that supposedly inspired Isaac Newton. Students look at algebra, geometry, trigonometry, and calculus, and then examine the presence of math in the world around them by exploring such phenomena as Fibonacci numbers and Phi, also called the 'Golden Section' in Ancient Greece and the 'Divine Proportion' in the Renaissance. Students are also introduced to topics such as Newtonian physics and chaos, quantum, and string theory – in which Cambridge remains at the forefront of mathematical thinking.

MEDICAL SCIENCE. This hands-on course introduces students to key aspects of medical science and modern medical practice. Combining specialist lectures with experiments and class discussions, students learn the main principles of human anatomy and physiology, the pathology and significance of certain diseases, and the main challenges that face medical science today. There are also discussions on ethical issues in medicine and, throughout the course, students are introduced to the wide and growing range of possible careers in medicine.

MOLECULAR BIOLOGY. Taught in the city that witnessed the discovery

of the double helix and that houses the Wellcome Trust Sanger Institute, perhaps the world's foremost genomics center, this course focuses on molecular biology, biochemistry and genetics. After reviewing molecular structure, cell biology, and the function and operation of genes and proteins, students analyze the factors underlying diseases and explore the significance and consequences of such issues as genetic engineering, cloning, and gene therapy. Students undertake simple experiments, such as DNA extraction, meet local scientists, and visit sites of particular interest including the colleges of notable molecular biologists such as Francis Crick, Maurice Wilkins, and Frederick Sanger.

SCIENCE OF THE FUTURE. This course addresses cutting-edge advances in areas as diverse as atomic and molecular physics, genetic engineering, stem-cell research, nanotechnology, particle physics, astrophysics, space travel, and artificial intelligence. Gathering together all the material they have worked on in class, during seminars, lectures, and visits to university laboratories, students go on to identify the possible futures that science and technology are creating for humankind, and to debate how these will affect our existences and at what moral and physical cost they will do so.

SOCIAL PSYCHOLOGY. This course focuses on the science of human behavior and individual development within a social context. Students are introduced to the principal themes of social psychology, including stereotyping and prejudice, cross-cultural differences, the dynamics of cooperation and conflict, conformity and persuasion, attraction, and the role of the individual within the crowd. Through case studies and interactive experiments, participants gain an introduction to psychology and learn to analyze their own peer group reality.

WEAPONS, STRATEGY, AND WAR. From bow and arrow to the virtual battlefield, this course examines the relationship between technology, history, and military strategy. Covering technological advances in weaponry and warfare over the centuries, it also examines the changing nature of conflict and how people, machines, and ideologies engage in battle. Students explore the challenges that policymakers face today with the threat of non-conventional weapons getting into the hands of non-state actors. Mankind's violent history and the current geopolitical climate are used as fertile ground for lively discussion and debate.

ZOOLOGY Using remarkable local resources such as the University's Museum of Zoology, the wildlife park, and of course the countryside that lies within easy reach of Peterhouse, participants study evolutionary biology, natural selection, animal behavior, and ecology, before going on to study animal communication, theories of instinct and innate behavior, imprinting, predation and protection, and behavioral development. As a final project, students are invited to speculate on future forms of life on Earth.

PRODUCTION & WORKSHOP

CREATIVE WRITING. Working with a professional writer, students in this class practice writing techniques and develop their abilities in several different genres including fiction, poetry, and journal writing. Students write every day, whether in class workshops or on visits to inspirational sites around Cambridge such as Grantchester Meadows or King's College Chapel. Additional emphasis is placed on individual tutorials and workshops with professional writers. Each

student compiles a portfolio of written pieces, the best of which are published in the program's literary magazine at the end of the month.

DRAMA. In a setting renowned for theatrical excellence, students work with professional actors and directors in a series of creative workshops to develop their skills in movement, improvisation, voice, and acting techniques. With a specific focus on Shakespeare, participants deepen their understanding of how to interpret and stage the Bard's work while attending performances of his plays at the Cambridge Summer Shakespeare Festival. Regardless of prior acting experience, all students participate in a production that is staged before the student body at the end of the program.

PHOTOJOURNALISM. Using digital technology to record their exploration of country and character, students build up a pictorial portfolio of their time in Cambridge, and produce a comprehensive photojournal of their experiences in England and on the program. With an emphasis on creative and narrative photojournalism, students receive guidance in portraiture, landscape, and art photography, putting their skills to use in a variety of projects. The program culminates in a formal photography exhibition in the final week. No darkroom work is involved. *Students require their own digital camera, with USB cable, charger, manual, and at least one 128 MB memory card. Materials fee of \$100 US for Majors; \$50 US for Minors.*

SPEECH AND DEBATE. From the shy beginner to the aspiring debater, students gain skill and confidence as speakers in every situation. The class learns techniques in extemporaneous and improvisational speaking, as well as secrets of success in the classroom: making oral presentations, engaging

in seminar discussions, and posing effective questions in public arenas. Students speak in class every day, keep journals of useful quotations, and stage a formal debate in the historic Cambridge Union debating chamber before the whole student body.

STUDIO ART. Using Cambridge and the surrounding countryside as their visual inspiration and classroom, students receive formal instruction from a professional artist in composition with pencil, charcoal, watercolor, and pastel. From the idyllic vistas of Cambridge's 'Backs' to scenes of town life and the University's quieter corners, students explore their environment, sketching and painting – with experienced guidance – at every opportunity. Workshops in landscape, portraiture, and still life enable students to mount an exhibition at the end of the program and take home an individual portfolio of their best work. *Materials fee of \$150 US for Majors; \$75 US for Minors.*

WRITING NOW: FROM BOOKS TO BLOGS. Writing in today's world is radically different than it was only a short time ago. This practical course exposes students to the fundamentals of writing for new media – from on-line magazine articles to blog entries – and at the same time helps them perfect the timeless forms which are still necessary to master, such as essays, résumés and cover letters. At the same time, classroom debates revolve around the pros and cons of multimedia, the future of print journalism, and the differences between keeping a journal and writing a blog. Students put their newly honed skills to work on a class blog documenting their summer adventures.



CAMBRIDGE PREP FACULTY

Dr. Moritz Baumstark. MSc, PhD University of Edinburgh. Moritz is a Research Fellow at Darwin College, Cambridge University, specialising in eighteenth-century history, intellectual history, and the history of political thought. Specifically, his research concerns the life and thought of David Hume, and he is currently writing an extended study that seeks to explain Hume's development from philosopher to historian through the medium of intellectual biography. Before coming to Cambridge, Moritz studied history and philosophy in Munich and Venice and obtained an MSc with distinction and his doctorate from the University of Edinburgh. He has been a historical researcher for a BBC program on the Scottish Enlightenment and has taught undergraduate students in British History and the History of Political Thought at both Edinburgh and Cambridge universities.



Oonagh King. BSc Queen's University Belfast. Oonagh is a British Pharmacological Society National Prize Winner and a medical student at Queen's University Belfast. In addition to her medical training and work as an auxiliary nurse at Belfast City Hospital, she is a committed teacher at Methodist College Belfast and other local schools, where she helps students in English and Science. She has also served as the intercalated representative for the British Medical Association's intra-schools committee and as the publicity officer for the medical students' group Marrow that volunteers on behalf of the Anthony Nolan Trust, a charity focused upon leukemia and bone marrow transplantation.

Stacey Gutkowski. BA (Hons) Wellesley College, MPhil Trinity College Dublin. Stacey's research is on the construction of narratives about religious violence by the British security community between 1969 and 2008. After graduating magna cum laude and Phi Beta Kappa from Wellesley College, Stacey worked as a policy analyst for an NGO in Dublin, Ireland, where she also earned her Master's degree in International Peace Studies. She authored the country's second shadow report to the United Nations Committee on the Rights of the Child, appearing before the committee in Geneva, Switzerland, to support her work. She has also undertaken voluntary work in Ghana with a children's organization, for which she has since organized charity events.



Photos:

Top: The British History class gets a lesson in monarchy from teacher Moritz Baumstark.

Middle: Studio Art work laid out for the final exhibition.

Bottom: Speech and Debate teacher Gavin Ayliffe adjudicates the debate in the famous Cambridge Union.

CAMBRIDGE PREP FACULTY

Ross Sutherland. BA (Hons) University of East Anglia, MRes Liverpool John Moores University. A graduate of the University of East Anglia's prestigious creative writing course, Ross was included in The Times' list of The Top Ten Literary Stars of 2008 and works as a playwright, journalist, poet and tutor in creative writing. He co-founded the performance poetry collective Aisle16, with whom he still performs today, has appeared at the Glastonbury and Latitude Festivals, and has produced work with the British Council in Athens, Switzerland and Germany. Ross has written nine theater productions, including 2005's Poetry Boyband, which won Time Out's Critics' Choice of the Year. His debut poetry collection, Things To Do Before You Leave Town, was published in January 2009. He is currently writing the screenplay for his first feature film, which is in development with Warp Films.

Jianing Qian. BA (Hons) University of Toronto. Jianing is a Cambridge Trust and Overseas Research Studentship Scholar pursuing her doctoral degree in Biotechnology at Queens' College, Cambridge. Her research is focused on designing novel ligands to purify specific proteins at low cost, building upon the degree work that in 2008 won her The Society of Chemical Industry Merit Award for achieving the highest marks in her program at the University of Toronto. At Toronto, she was also a teaching assistant for Mathematics, Chemistry and Physics. In her native China, she has won several national championships for English public speaking and debating, including First Place in the National English Speech and Debate Contest for University Students when she was a freshman – and class president – at Dalian University of Technology.

Sumiyyah Mohammed. BSc University of the West Indies, Trinidad, MBA Edinburgh Business School, Heriot-Watt University, Scotland, MPhil Cambridge. A native of the Caribbean nation of Trinidad and Tobago, Sumiyyah is a Chevening Scholar at Wolfson College, Cambridge University. Her research interests lie in the field of entrepreneurship and strategic management, and she holds an MBA from Heriot-Watt that she accomplished while working in the oil and gas sector as a commercial analyst and contract negotiator in Trinidad and Tobago. She graduated top of her class with a BSc in Management Studies and Finance from the University of the West Indies, and true to her Caribbean upbringing, she is a great fan of cricket.



Photo:
A student writing, inspired by the
ancient botanical gardens.



CAMBRIDGE PREP FACULTY

Ed Roberts. BA (Hons) Cambridge. Ed is one of only five Wellcome Trust doctoral students in Infection and Immunity at Cambridge, whose studies include immunological memory, stem cell differentiation and the bacterial cell cycle. He specializes in the immunological tolerance of disease. He is a former undergraduate at Christ's College, Cambridge, where he was an Elected Scholar and winner of the college's Darwin Prize in 2007 and Valerie Barker Awards in 2006 and 2005 for the highest Natural Sciences Tripos results. Now at King's College, he supervises university undergraduates, volunteers for Diverse, a Cambridge-based HIV/AIDS charity, and serves as a coordinator for Linkline.

David Kendall. BA (Hons) London College of Communication, MA Goldsmiths, University of London. David is a photographer and teacher with over a decade's experience working in communications media and photography. His photographic practice and written research specializes in exploring the dynamics of social and spatial interconnection and conflicts in urban environments. David exhibits his photographs in the UK and abroad – at the Tate Britain, London, for example – and publishes essays and reviews in photographic books, journals and magazines. He has worked with many educational, social, and media organizations, including PhotoVoice, Goldsmiths, Thomson Reuters, and University of the Arts London.

Blaine Landis. BA (Hons) Washburn University, MA University of Tulsa, MPhil Cambridge. A doctoral student at Downing College, Cambridge University, Blaine studies organizational behavior, with specific interests in psychological assessment, personality psychology, and social networks. He has a background in industrial and organizational psychology, which includes professional experience as a consulting associate for Hogan Assessment Systems, a U.S. consulting firm and test publisher specializing in personality assessment. As an undergraduate, he won Washburn University's Anderson Scholarship for Academic Achievement and an Allyn and Bacon Award from the American Psychological Association for Outstanding Empirical Research.

Photo:
Criminology students analyze fingerprints
at a mock crime scene.

OXFORD

THERE ARE FEW CITIES IN THE WORLD LIKE OXFORD. Once the seat of kings, it has been a scholarly community for almost 900 years. Today it continues to be one of the most important intellectual and cultural centers in the world.

Founded in the Dark Ages, Oxford had acquired a reputation as a gathering place for scholars by the time of the Norman Conquest in 1066. The first Oxford college was founded in the mid-1200s. Today the University enrolls over 16,500 students in 35 colleges.

Oxford University has nurtured many famous figures who have gone on to shape England and the world, including no fewer than 23 prime ministers, Margaret Thatcher and Tony Blair among them; an American president, Bill Clinton; twelve saints; and 86 archbishops. Oxford has also been home to great writers and thinkers like John Donne, John Locke, Percy Bysshe Shelley, C.S. Lewis, J.R.R. Tolkien, W.H. Auden, and Oscar Wilde – as well as renowned scientists, such as Edmund Halley and Tim Berners Lee, the inventor of the World Wide Web.

Oxford is a city of legend and achievement – a city in which our students sense that history lives in every building, in every monument, and on every street. They rapidly come to feel, as John Keats did, that Oxford is “the finest city in the world.”

Photo:
The Radcliffe Camera,
built in 1754, one
of several reading
rooms of the Bodleian
Library.



THE OXFORD PREP EXPERIENCE

Dear Students, Parents, and Teachers,

I am thrilled and honored to invite you to join us for our seventh year of The Oxford Prep Experience. Few places in the world can boast such rich intellectual and cultural traditions as Oxford. During our weeks together we will take advantage of every opportunity to provide young scholars with an enriching and unforgettable experience.

Having served as Head of Middle School for many years, I know that our students are at a time in their lives when they are eager to explore and ready to be challenged. What better place to stretch capable and curious minds than Oxford University, with its beautiful setting and rich traditions? Having spent several wonderful summers in Oxford over the last few years, I am eager to return to the place where J.R.R. Tolkien and C.S. Lewis, as well as so many other great minds, have walked, talked, written, and taught.

At Oxford, our students have the opportunity to learn from, and with, some of the finest teachers in the world. All devoted and accomplished scholars in their chosen fields, our instructors share in our students' passion for their subjects, and challenge them in ways never before experienced. Our teachers will be guides along a memorable journey of seminars, lively classroom discussions, directed presentations, and enriching visits to famous historical sites. Students will also meet guest speakers from all over the world, whose presentations will introduce them to topics they may not have explored before, but may yet become an inspiration in future years.

As the Director of The Oxford Prep Experience, I am pleased and proud to join Jim Basker in inviting you to consider applying to our program. We are eager to meet you and, together, begin a journey that you can only experience in Oxford. The opportunity promises to inspire your love of learning for many years to come. As you explore this brochure, I hope you will consider taking part in an unforgettable summer with The Oxford Prep Experience.

Sincerely,



John J. Pendergast IV
Director

A WELCOME FROM THE DIRECTOR



John J. Pendergast IV

About the Director:

John returns this summer to The Oxford Prep Experience for the sixth consecutive year. The Chair of the Religion and Philosophy Department at The Brunswick School in Greenwich, Connecticut, John also served as Head of Middle School there for many years. He is an experienced teacher and administrator who has previously worked in schools in Massachusetts and Jamaica. Educated at Harvard University, where he

graduated magna cum laude in History and played varsity football and lacrosse, John went on to Harvard Divinity School where he obtained an MTS. His years of experience as a classroom teacher, a coach, and a school head make him the ideal director of The Oxford Prep Experience. He and his wife, Judene, also a teacher, have five children and in his spare time John is a keen cross country skier, kayaker, hiker, and flyfisherman.

CORPUS CHRISTI COLLEGE

THE OXFORD PREP EXPERIENCE IS BASED IN CORPUS CHRISTI COLLEGE, located on a quiet, cobblestoned lane in the medieval heart of Oxford.

Corpus Christi is Oxford's smallest college, offering an incomparable blend of intimacy and historic ambiance. The college was founded in 1517 by Richard Fox, then Bishop of Winchester, who established a library that was described by the great humanist, Erasmus, as "the wonder of the world." Among its most notable features are the elaborate sundial which still stands in the quad today, and the serene Fellows' Garden that lies along the original medieval town wall.

Corpus Christi has a long tradition of academic distinction. In the 17th century, College President John Rainolds led the scholars who produced the King James Bible, arguably the most important book ever written in English. Other alumni include one of the founders of the Virginia Colony, the philosopher and historian of ideas Isaiah Berlin, the writer Vikram Seth, and two current members of the British cabinet.

Our program has exclusive use of the college and its facilities, including the dining hall, TV room, and beautiful gardens and lawns.

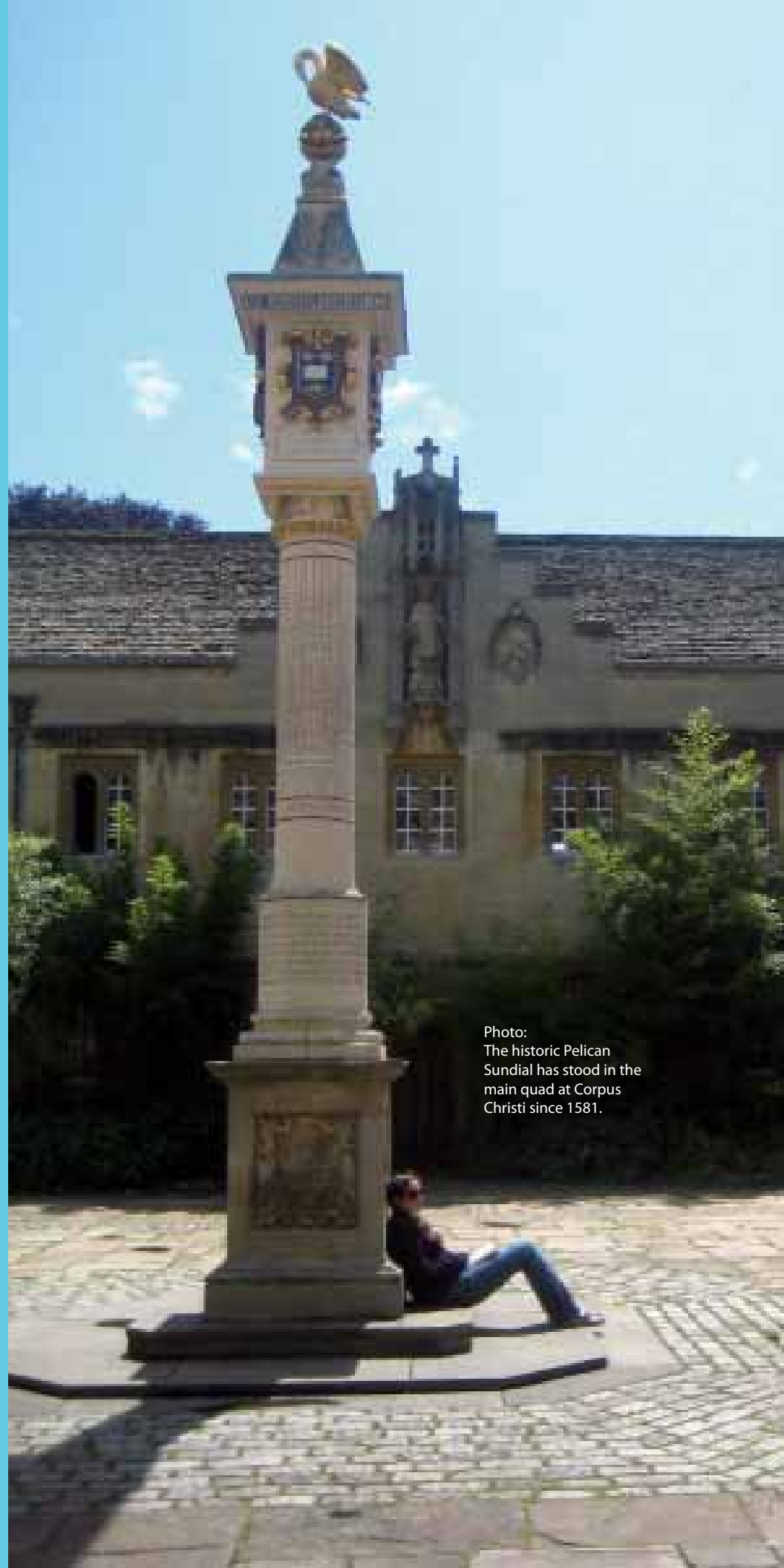


Photo:
The historic Pelican
Sundial has stood in the
main quad at Corpus
Christi since 1581.

OXFORD PREP COURSE SELECTION

Our students choose two courses from the following list, one as a MAJOR course and one as a MINOR. Major courses meet six mornings a week and, depending on the nature of the course, include in-class time for fieldwork, labs, workshops, writing, guest speakers, group discussion, and one-to-one instruction. Major courses include homework and require some project and preparation time in the afternoon or evening. Minor courses meet three afternoons a week, with all the work contained within the class session.

NOTE: There is no final application deadline for The Oxford Prep Experience.

We accept applications on a rolling basis until the program is full. Students who apply on or before February 5, 2010 and are accepted have their first choice of courses guaranteed, subject to enrollment levels. This is absolutely not a final application deadline, but as we do begin receiving applications in October, we recommend that students apply as early as possible for subjects that are in very high demand.

HUMANITIES

GREECE AND ROME. Using Oxford's unparalleled resources for classical studies – not least the Ashmolean Museum's extensive collections – students explore the two great civilizations that spawned our own. Guided by experts, students learn about the rise and fall of Greece and Rome, immersing themselves in the intrigues and bloodlettings of the Persian and Peloponnesian Wars, the violent death throes of the Roman Republic, and the legendary excesses of the Roman Emperors. At the same time, they are introduced to the literary and artistic productions that, two millennia later, still influence our ways of being and thinking. Students do not need to have studied Greek or Latin and will be introduced to elements of both languages.

ENGLISH HISTORY AND CULTURE.

To understand the distinctiveness of English life, students explore the nation's history, legends, and popular cultures, by looking at the imaginary (King Arthur) and real (Queen Elizabeth II) figures that have helped form the nation and define Englishness. From the Viking invasions to the European Union, students examine England's national development and consider the role the country plays in the 21st century. England's unique history and national psychology, replete with distinct sensibilities and characteristics,

including the stiff upper lip, sense of humor, class system, and special relationship with the United States of America, all feature in the course readings and projects.

SHAKESPEARE. Students are introduced to Shakespeare in all his many guises. They study a selection of his plays and poetry, and at the same time consider the context in which he grew up and developed his talents, anchoring his oeuvre in the fraught political, religious, and intellectual ferment of the day. The course also addresses the convoluted history of Shakespearean performance – how different generations have related to and played the Bard – a feature that involves snippets of acting as well as attending actual performances in and around Oxford. Students go on to consider Shakespeare's extraordinary, enduring influence on thought and creation worldwide.

HISTORY'S SECRETS. History is an accumulation of the weird and wonderful. Many of its greatest tales, however, are never told. In a city replete with eerie gothic towers and shadowy cloisters, this course explores the myseries of the past and the conspiracies that were invented to explain them - conspiracies that are now being unraveled by research. Students are introduced to the secretive and bloody machinations of medieval monarchs, early imperialists, and 19th-century champions of *realpolitik*,

as well as to more recent events that are still shrouded in mystery, such as the assassination of JFK and Area 51. Students study the evolution of conspiracy theories and cultural paranoia, and conclude the course by replotting the points of a traditional historical narrative and designing their own conspiracy.

LITERATURE AND THE FANTASTIC.

This course explores the inventive realm of literary fantasy by examining masterpieces by four Oxford authors: J.R.R. Tolkien's *Lord of the Rings*, C.S. Lewis's *Chronicles of Narnia*, Lewis Carroll's *Alice in Wonderland*, and Phillip Pullman's *His Dark Materials* trilogy. Students examine the worlds, symbolism, and mythology of these texts through workshops with leading scholars and field trips to colleges and libraries to see original manuscripts. To animate these great fantasies, group readings and studies of other relevant works are conducted in the authors' favorite Oxford haunts.

PHILOSOPHY. Oxford has always been renowned for its philosophers. From Roger Bacon in the 13th century to Theodore Adorno in the 20th, the world's greatest philosophers have honed their skills as students and gone on to teach at the University. Inspired by this tradition, participants are introduced to topics that have troubled philosophers for millennia. At the same time they are exposed to Oxford's famous Socratic teaching method. Thus armed, students wrestle with philosophical topics such as ethics, knowledge, and the nature of being, while developing their own perspectives and positions and applying them to urgent issues in the world.

SCIENCES & SOCIAL SCIENCES

LAW AND SOCIETY. The relationship between law and society is the bedrock of civilization. It is also a work eternally in progress. Students consider this

OXFORD PREP FACULTY

Dr Serini Murugasen. MBChB University of Cape Town, South Africa. Serini is a South African Rhodes Scholar at Green College, Oxford University, who graduated as a medical doctor from the University of Cape Town in South Africa. She worked in the field of public health before pursuing her Master's in Global Health Science at Oxford University's Department of Public Health and Primary Care. At Oxford, she has also worked as a medical intern in the Departments of Surgery and Obstetrics and Gynecology.

David Benedictus. BA (Hons), MA Oxford. The author of 25 books, David's most recent claim to fame is as the author of the newest volume of the classic Winnie the Pooh series. David has also been widely involved in film and television as a director and producer, working with the BBC and Francis Ford Coppola. As Commissioning Editor for Drama at Channel 4 in the UK, he won an International Emmy for *Porterhouse Blue*, the comical tale of a fictitious Cambridge college. A former Judith E. Wilson Visiting Fellow in Creative Writing at Cambridge University, David has written widely in the British media, has taught at the Oxford School of Drama, and now teaches at Putney High School in London.

Elisabeth Becker. BA (Hons) Cornell, MSc Oxford. Elisabeth Becker is a Marshall Scholar in Latin American Studies at St. Antony's College, Oxford University. She specializes in post-conflict reconstruction and reconciliation as well as human rights norms and movements. She has worked in this field as a researcher in Kosovo; as an intern at the Berlin Senate Representative for Immigration and Integration; and as an investigatory intern at the New York State Division of Human Rights. She is also the director of *St. Antony's International Review*, an Oxford journal of international affairs, and the founder of a community-based artisan organization in Costa Rica.

Simon Purse. BSc (Hons) Durham University. A London-based professional actor, Simon is a member of the Original Shakespeare Company. While at Durham University, Simon was involved in 27 different productions either onstage or off. Since then, he has directed numerous professional productions, ranging from Shakespeare's *A Midsummer Night's Dream* to the Victorian vampire play *London by Night*. He has taught drama for several studios and universities, including Drama Studio London, Stanford University, and Loyola Marymount University.

Photo:
An assembly in Oxford's most historic church, the 800-year-old University Church of St Mary.



relationship as it evolved in British and American history before addressing it in the present. By studying both legal structures and individual cases, students discover how the two legal systems deal with change and evolution in society. Workshops, field trips to courts, court-room exercises, and seminars with practicing lawyers allow students to experience these topics from a range of theoretical and practical perspectives.

GLOBAL MARKETING. This interdisciplinary course examines the politics of globalization, business economics, marketing theory, and advertising strategy in order to address the process of designing, producing, and selling in a global marketplace. From market surveys and segmentation to product design and delivery, pricing, promotion, distribution, and brand management, students learn the methods and theories involved in marketing and business. Through case studies, individual assignments, and team-based projects, marketing's many aspects are presented as real-time, hands-on experiences as students are exposed to carefully designed business scenarios.

INTERNATIONAL RELATIONS AND CURRENT AFFAIRS. This course introduces students to International Relations through the analysis of current affairs and the relationships between nations, cultures, and ideologies. Students begin most classes by reading newspaper articles whose contents launch the discussion for the day. Once the theoretical and historical aspects of International Relations have been established, students apply them to the world today, learning how and why policy decisions are made, how they are enforced, and how their repercussions affect us. The course is punctuated by interventions from key IR scholars and ends with a Model UN project in which students

use their knowledge to negotiate the best outcome for the country they represent.

MEDICAL SCIENCE. This hands-on course introduces students to important aspects of medical knowledge, expertise, and practice. Combining practical experiments with specialist lectures, class discussions and role-plays, students are introduced to human anatomy and physiology, as well as the treatment of diseases and select medical conditions. Students discuss the role of medicine in everyday life, clinical methodology and the modern healthcare system as well as the medical advances made in the last few hundred years and the scientific knowledge that lay behind them.

POLITICAL SCIENCE. Students learn to think critically about political life, examining political theory and public policy, as well as their consequences for the modern world. Through a variety of readings, debates, field trips, and guest talks, students explore political philosophy to understand the evolution of politics over the ages and its role in society today. From Plato and Aristotle to the likes of Hobbes, Locke, Rousseau, and Marx, students become familiar with different schools of political thought. By looking at governments today and at various institutions within them, they become familiar with the nature of political power, systems of governance, and the complexities of policy-making. Students conclude the course with a mock political summit.

PSYCHOLOGY. With an accessible grounding in theories of psychology, students explore a variety of psychological topics, including dreams, body language, and gender, and consider a variety of psychological conditions. By examining 'normal' and 'abnormal' psychology, students

gain perspectives on several mental disorders, such as schizophrenia, multiple personality, obsessive-compulsive behavior, and eating disorders, as well as the effects of substance abuse and cognitive impairment. Through workshops and seminars with academics and clinicians, students tackle the issue of 'nature versus nurture,' debate the socio-cultural and psychological grounds for certain types of behavior, and develop experiments to diagnose specific psychological conditions.

INTERNET STUDIES. The Internet has revolutionized life and human experience. Guided by experts drawn from a variety of fields, working through seminars and visits, students consider the ways in which the Internet is transforming the economy, education, and entertainment, and the legal, technical, ethical and security challenges that are arising as a result of these transformations. Likewise they consider the ways in which the Internet affects the dissemination of information, how this affects politics and policy decisions - e.g., Internet surveys, the 2008 American presidential election - and how to reconcile the power of the Internet with proper governance and democracy. Students will also consider how Facebook and Twitter are changing the very nature of relations between human beings and the effect this is likely to have on society. Individualized final projects focus on a particular e-innovation of the students' choosing and its potential ramifications.

PRODUCTION & WORKSHOP

ARCHITECTURE. Few cities in the world are better suited to architectural studies than Oxford. Over its long history the greatest craftsmen and architects have competed to leave their

monumental imprint within its walls. From the master craftsmen who built and decorated the Divinity School, to Christopher Wren in the 17th century, Nicholas Hawksmoor in the 18th, and Arne Jacobsen in the 20th, Oxford boasts one of the finest collections of monuments and buildings in the world. These form the basis of the course. Through visits, on-site seminars, and workshops, students are able to develop a practical sense of the evolution of architectural techniques and fashions over the past two millennia, and, at the same time, to witness how these interacted with, and indeed continue to interact with, the shifting urban ensemble. Guided by professionals, students try their hand at designing and modeling. *Materials fee of \$250 US for Majors, \$100 US for Minors.*

CREATIVE WRITING. Amidst the inspirational surroundings that have nurtured so many great writers, participants compose poetry and prose under the guidance of a published author. Students develop the ability to compose a variety of poetic forms, such as sonnets, odes, limericks, and nonsense poems, and different types of prose, such as personal essay, nonfiction narrative, stream-of-consciousness meditation, and the short story. Discussion of well-known examples, often led by famous English writers, creates an inspiring harmony between studies and setting. Students publish a class journal at the end of the month and take home a portfolio of their writing.

DRAMA. In a setting renowned for theatrical excellence, students work with professional actors and directors in a series of creative workshops to develop their skills in movement, improvisation, voice, and acting techniques. With a specific focus on Shakespeare, participants deepen their understanding of how to interpret

and stage the Bard's work, and attend performances of plays at the Oxford Summer Shakespeare Festival. Regardless of prior acting experience, all students rehearse for and participate in a production that is staged before the rest of the student body at the end of the program.

WRITING FOR THE REAL WORLD.

In this course, experienced writing teachers share tips and techniques for excelling in a variety of practical forms of writing: from CVs and cover letters to autobiographical essays and analytical summaries, as well as short speeches and reports. Small workshops and personal tutorials help students improve their writing and experiment with different styles in order to master the various forms that will be invaluable to them at school, in college, and in their future professional lives.

PHOTOJOURNALISM. Students set out to discover the wonders and contrasts of Oxford and England through the creative alchemy of lens and imagination. Using digital technology to record their exploration of English culture, country, and character, students build up a pictorial portfolio of their time in Oxford, producing a comprehensive photojournal of their experiences on the program. With an emphasis on creative and narrative photojournalism, students receive guidance in portraiture, landscape, and artistic photography, putting their skills into practice in a variety of projects. The program culminates in a formal photography exhibition in the final week. No darkroom work is involved. *Students require their own digital camera, with USB cable, charger, manual, and at least one 128 MB memory card. Materials fee of \$100 US for Majors; \$50 US for Minors.*

SPEECH AND DEBATE. One of the most fundamental yet overlooked personal skills is the ability to speak with confidence in every situation; for a student, the confidence to speak in class is crucial. Working with an experienced debater, participants develop and refine individual, distinctive styles of presentation through daily exercises in prepared oration, extemporaneous speech, and group debate. Students examine the styles of renowned speakers such as Churchill and Kennedy, speak in class each day, and work towards their final project, a formal debate staged before the rest of the program.

STUDIO ART. Under the direction of a professional artist, students take advantage of Oxford's world-class architecture, rolling meadows, and picturesque Cherwell river as they explore the area through pencil, charcoal, watercolor, and pastel. Students are inspired by tranquil medieval quads, Renaissance halls, Baroque towers, elegantly classical gardens, as well as the beautiful English countryside. Workshops in landscape, portraiture, and still life enable students to mount an exhibition at the end of the program and take home an individual portfolio of their best work. *Materials fee of \$150 US for Majors, \$75 US for Minors.*

Photos (opposite):

Top: The International Relations and Current Affairs class on a field trip to Blenheim Palace, birthplace of Winston Churchill.

Middle: The Drama class stages *A Midsummer Night's Dream* at the end of the program.

Bottom: A Studio Art student hard at work on his still life.



OXFORD PREP FACULTY

Anna Caughey. BA (Hons), LLB (Hons) University of Melbourne, Australia, MSt Oxford. The winner of a Rae and Edith Bennett Scholarship to study Medieval English, Anna is a doctoral student examining literary representations of the knight in late medieval Scotland at Christ Church, Oxford University. In her native Australia, she graduated with Double Honours in Law and English from the University of Melbourne, where she subsequently completed her Master's in 2006. At Oxford she is an active member of the Oxford University Dramatic Society, having written, acted in, stage-managed and production-managed a number of student plays. She is also a keen triathlete and a member of the Oxford British Military Fitness group.

Henry Shevlin. BA (Hons) Oxford. Henry is the Cecil Lubbock Scholar at Trinity College, Oxford University, studying for a BPhil in Philosophy, focusing on Kant, Philosophy of Mind, and neurophilosophy. He is an experienced teacher, having taught for International House in Milan and the Oxford School of English. As an undergraduate at St. Anne's College, Oxford, he was involved in a number of plays, particularly student drama, and participated in a number of debating tournaments. He is currently serving on the MCR Committee for Trinity College and is Secretary of Oxford University's Buddhist Society.

Hamish Gregory. BA (Hons) National Institute of the Arts, Australian National University, Australia. After obtaining his degree in Visual Fine Arts, Hamish spent several years training under some of Australia's most successful advertising and fashion photographers. In 2006 and 2007, he held four solo exhibitions in Sydney, Canberra, and Melbourne, featuring images from his photojournalism work in remote parts of Africa. These exhibitions saw Hamish named in 2008 as one of Australia's top ten emerging photographers at the Qantas Spirit of Youth Awards, and success in several international competitions has followed. In the UK, he has worked in London as well as served in Oxford as chief photographer for Oxford Fashion Week and Oxford Entrepreneurs.



Janet Jobson. BA (Hons) Rhodes University, South Africa. Janet is a South African Rhodes Scholar at St. Antony's College, Oxford University, where her MPhil in Development Studies concerns youth engagement in international civil society. She has worked extensively as an activist and campaigner in her native South Africa, lobbying government and civil institutions - as diverse as the United Nations, a Commonwealth Heads of State meeting, and local schools and community groups - on issues such as girls' rights, violence against women and youth participation. At both school and university levels, Janet has been involved in competitive debating, participating in both National and World Championships.



GUEST SPEAKERS

EVERY SUMMER WE BRING STELLAR SPEAKERS TO OUR PROGRAMS TO CREATE A ONCE-IN-A-LIFETIME EXPERIENCE FOR OUR STUDENTS. RECENT SPEAKERS INCLUDE:

Professor Andrew Motion. Professor Motion was the Poet Laureate of England, a post renowned for its other former holders such as William Wordsworth, Lord Tennyson, and Ted Hughes. He is a Professor of Creative Writing at Royal Holloway, University of London, and the author of acclaimed biographies and anthologies of poetry, including Philip Larkin: A Writer's Life (1994) and Keats (1998). Having edited an anthology of First World War poetry and published a fictional biography of John Keats, both in 2003, his most recent publication is his autobiography, *In the Blood: A Memoir of My Childhood*, which was published in 2006. Our students are able to enjoy the Poet Laureate reading his poetry and discuss his poems with him.

Tony Benn. One of the best known and most controversial figures in British politics, Tony Benn retired from Parliament in 2001 after 50 years in the chamber, making him the longest serving Labour MP in British history. He was a Cabinet minister for two Labour governments and was President of the Council of European Energy Ministers. A member of the National Executive Committee of the Labour Party for 35 years and former Chairman, Mr Benn offers our students a fascinating perspective on British history and the relationship between Britain and the United States.

Don Winslow. Novelist, military historian, theater director, screenwriter, actor, and former private investigator, Mr Winslow is also a founding faculty member of Oxbridge Academic Programs. Both in individual class workshops and in a presentation before the group as a whole, Mr Winslow reads excerpts from his eleven novels (which include *The Power of the Dog*, *The Winter of Frankie Machine*, and most recently, *The Dawn Patrol*), discusses the art of writing experientially and offers his unique perspectives on transferring the written word from the page to the stage, the small screen, or the cinema. An animated speaker and a consistent favorite among the students, his presentation culminates with a candid question and answer session about being a career author and storyteller.

Dr Helen Kidd. A renowned Oxford poet, Dr Kidd is a lecturer in English Studies at Oxford Brookes University and a tutor at Ruskin College, Oxford. She was a member of The Oxford Tradition's teaching faculty for over twenty years. As a poet, she performs readings and holds workshops throughout Europe. She has published many volumes of poetry, including *Sleight of Foot* in 1996, *The Paper City* in 1997 and *Ultraviolet Catastrophe* in 2003. In 2005, *Blue Weather*, was released to much acclaim, having won the 2003/4 Cork Manuscript Prize. She is also co-editor of *The Virago Book of Love Poetry* and, as a scholar in her own right, has published on feminist theory and criticism, contemporary poetry, and the literature of the British Isles and the Caribbean.



Photos:
Top: Former Labour Government Minister and MP Tony Benn discusses politics with students after a talk about his life.

Middle: Professor Basker discusses literature and slavery with Cambridge students over supper in the Peterhouse dining hall.

Bottom: Following a private reading, novelist and screenwriter Don Winslow answers students' questions.



Photo:
The iconic Eiffel Tower defines the City of Light.

THE PARIS CONNECTION

Students on The Cambridge Prep Experience and The Oxford Prep Experience can opt to spend an additional few nights in Paris as part of The Paris Connection.

The Connection offers an irresistible opportunity for students who are just a few hours from Paris to discover the wonders of this magnificent city. The program consists of educational visits to the city's famous monuments, introductions to some of the world's greatest art collections and architecture, and guided tours of Paris' historic neighborhoods.

In addition, students can enjoy meals in traditional French restaurants, relax with fellow students in any number of enchanting parks, stroll along the picturesque Seine, and engage in enlightening discussion with their group leaders.

Our students stay right in the heart of Paris, in a stunning, converted 17th-century *hôtel particulier* located on the Right Bank in the *Marais* district. The residence is also walking distance from the Bastille, the Louvre, and the Pompidou Center.

For students in Oxford, The Paris Connection begins on Wednesday July 28 and ends on Sunday August 1. For students in Cambridge, The Paris Connection begins on Thursday July 29 and ends on Monday August 2. Students should book their flight home from the Charles de Gaulle airport in Paris.

The comprehensive \$1345 US fee includes transportation from Cambridge or Oxford to Paris, room and board (two meals per day), tuition, museum admissions, activities, and all scheduled events in the program. To reserve a place, include a deposit of \$300 US at the time of initial application to The Cambridge Prep or The Oxford Prep.

SAMPLE PARIS ITINERARY

Day 1

Arrive late afternoon and check into residence. Dinner in residence followed by walking tour of the neighborhood.

Day 2

Guided tour of the Sainte-Chapelle and Notre Dame in the morning followed by a walk down the Champs Elysées. Dinner out at an authentic French restaurant followed by a sunset cruise on the Seine.

Day 3

Visit of the Louvre followed by a trip to the historic neighborhood of Montmartre and to the majestic Sacre-Cœur overlooking Paris. Dinner in a local restaurant.

Day 4

Trip to the Catacombs followed by a visit, in the afternoon, to the Musée d'Orsay. Dinner in a restaurant followed by a visit to the Eiffel Tower.

Day 5

After a French breakfast the students are accompanied to the Charles de Gaulle airport where they catch flights back home.

CULTURAL ENRICHMENT IN CAMBRIDGE & OXFORD

DESIGNED TO COMPLEMENT STUDENTS' CLASS WORK, the activities, sports, and cultural enrichment program ensures that whenever students are not in the classroom they have a range of opportunities available.

From museum tours to a choral concert or a tennis tournament, students have multiple options every day to satisfy their creative, intellectual, and athletic ambitions. Our Activities Directors transform Cambridge and Oxford into classrooms, in which students can engage with the history and tradition around them in any number of ways.

From Cambridge's Shakespeare Festival to Evensong at Christ Church Cathedral in Oxford, students have almost unlimited opportunities to be out and about. In addition, both cities offer a host of wonderful galleries, museums, parks, street markets, libraries, and scientific institutes for students to explore; and, of course, there are the many historical sites within each city that record their pivotal positions in British history from the earliest times to the present day.

Students on both Preps enjoy several program-wide field trips. On The Cambridge Prep Experience students spend a day in London, visiting sites relevant to their major subject with their teacher. They also visit Canterbury Cathedral, one of the finest examples of English Gothic architecture. Students on The Oxford Prep Experience also spend a day in London as well as a day at Warwick Castle, a well-preserved medieval castle built by William the Conqueror in 1068, situated on the historic River Avon.

Photos:

Top: Students enjoy a field trip to Warwick Castle.

Middle: Students pose before the Heroes and Villains themed dance.

Bottom: The annual Field Day tug-of-war on Christ Church Meadows.



ACTIVITIES & SPORTS

OUR EXTRACURRICULAR PROGRAM MAINTAINS A HEALTHY BALANCE BETWEEN STUDY AND LEISURE TIME THAT ALLOWS STUDENTS TO RELAX AND UNWIND.

To that end, the Activities Directors organize a full daily program of elective social events and sports. These typically include punting on the Cam, Cherwell, or Thames rivers, dances, hikes in the countryside, soccer, tennis, cricket, chess and board game tournaments, as well as plenty of time for fun, relaxation, sightseeing, and socializing with new friends.

All of these activities provide our students with unparalleled exposure to the many resources of Cambridge and Oxford. In addition, they help students to make friends and discover shared interests that settle them swiftly into their new surroundings. This level of familiarity and bonding helps create the warm, welcoming community within each program. The certainty that they are in a secure and centrally located environment, as well as part of a supportive peer group, encourages our students to open their minds to the enriching personal and intellectual challenges that our programs present to them.

Photos:
Top: The final night feast at Peterhouse.

Middle: The end of program art show, mounted at the Ruskin School.

Bottom: The Creative Writing class, dressed up for the "Weekday Weekender" sports contests.



A TYPICAL DAY

Monday-Saturday:

7:45 - 8:45

Breakfast in college

9:00 - 12:00

Major Class

(announcements are also made about daily activities and program notices)

12:00 - 1:30

Lunch

(options include sandwiches in the marketplace, picnics along the river, or local cafés)

1:30 - 3:30

Minor Class

(three days per week)

3:30 - 6:00

Sports, optional activities, and free time

6:00 - 7:00

Dinner in college

7:00 - 9:00 PM

A varying program of films, plays, concerts, and guest speakers, with plenty of opportunities for socializing and spending time with new friends

9:00 - 10:00

Check-in and bedtime

11:00

Room checks and lights out

Note: Sundays are more leisurely, with time for outings, rest, and relaxation

Photo:
Director John Pendergast
leads an assembly in the
shade of Christ Church
Cathedral, Oxford.





Photo:
Students punting along the Cambridge Backs.

Each day is a balance of classes, activities, and free time, guided by the principle that students always have something interesting to do. At various points in the day, students can choose to join a field trip or activity, play sports, or use free time for independent study, relaxation, or adventure. Staff are available onsite to provide a variety of activities outside

of class time and residential faculty are available at all times when required. Students are free to explore the college and surrounding town in small groups without adult supervision during the day, but staff are available at all times to accompany student groups and help ensure that Cambridge and Oxford are welcoming, safe, and accessible.

STAFF AND SUPERVISION. The Cambridge Prep and The Oxford Prep both have central offices open daily from breakfast until midnight where students can seek advice and answers to their questions. The Program Director and residential staff members live in the same residence as the students, ensuring availability and care around the clock. In addition, the college gates are manned by a staff of College Porters who are on duty 24 hours a day and always available in case of emergency.

ACCOMMODATION. Our students and faculty live in the same rooms and in the same style as Cambridge and Oxford undergraduates. While historic buildings bring ambiance and tradition, they may also mean adapting to a different style of living. Each student resides in a single or double room, either on a traditional 'staircase' or on an American-style dormitory corridor. Private bathroom or 'en-suite facilities' can be requested for a fee on the application form, on a first come, first serve basis. Standard rooms share a common bathroom, and most college facilities have been recently updated to include several modern shower rooms per floor. Each room is furnished with a bed with linens, a dresser or wardrobe, and a desk and chair. Every day a college employee, called a 'bedder' in Cambridge and a 'scout' in Oxford, tidies the student's room and makes the bed.

MEALS. Students enjoy a buffet-style breakfast and dinner in a centuries-old dining hall. Breakfast is primarily 'continental style' with choices such as cereal, yogurt, fruit, toast, coffee, and tea. Once a week students can sign up for a hot English 'cooked breakfast.' Several entrée options are available at dinner, including vegetarian dishes, and a salad bar. Throughout the month various special dinners are held including barbecues, a carvery, and

curry tasting. Students are responsible for their own lunches that can be purchased at the one of the many sandwich shops, small restaurants, and coffeehouses near each college.

COLLEGE FACILITIES. Beyond the classrooms and dining hall, students have the use of a Common Room for socializing and watching television or videos. Students have regular access to computers with internet access. There are onsite public telephones and message boards and students collect their mail daily from the Common Room.

CURFEW. All students must check in at the college gate with a member of our staff between 9 and 10 PM. Within the college, students are free to make use of the Common Room, watch movies, or socialize quietly with their friends. At 11 PM all students are expected to be in their own rooms and quiet.

GENERAL BEHAVIOR. For obvious reasons, students are expected to maintain a standard of behavior commensurate with life in a residential college that they share with Cambridge and Oxford faculty and staff. Excessive noise, abuse of property or facilities or other anti-social behavior is strictly forbidden. Smoking is not allowed. Our faculty and staff members in residence take responsibility for maintaining standards of order and decorum in addition to their roles as teachers and advisors.

ZERO-TOLERANCE POLICY. Students accepted into our program must sign an agreement not to purchase, possess or consume alcohol or drugs or associate with any student who does. Any student found in violation of this policy will be immediately expelled and sent home at the family's expense.

FEES & DETAILS

The comprehensive fee for each program is \$6895 US. This fee includes: all tuition and instruction; accommodation; breakfast and dinner daily; transportation to and from the airport of arrival and departure; all books and materials; guest presentations; workshops; field trips; and all cultural and social activities organized by the program, including sports, excursions, museum and gallery admissions, and theatre tickets. It does not include airfare, lunch daily, or personal expenditures such as snacks, laundry, souvenirs, and so forth.

APPLICATION AND PAYMENT

Students must currently be in grades 8 or 9 for the 2009-2010 academic year.

- **Rolling Admissions Policy.** We accept applications throughout the year until the programs are full.
- **Course Guarantee.** We recommend that students apply as early as possible. Students whose applications are postmarked on or before each of the program's course guarantee dates and who are accepted into the program will automatically receive their first choice of courses, subject to enrollment levels. The course guarantee dates for each program are as follows:

The Oxford Prep Experience.....February 5, 2010
The Cambridge Prep Experience.....February 5, 2010

Please note: This is not a final admission deadline. We accept applications on a rolling admission basis until the program is full.

Students who cannot be placed in their first choice of Major or Minor course will be automatically placed in their second or third choice, subject to the availability of that course, and also placed on the waiting list for their first choice.

- **Admissions.** Admission decisions are made within 4 weeks of receipt. If wait-listed for a class, a student will be notified as soon as a space becomes available. Applicants are only considered for admission to the program once all of their necessary documentation is completed and the signed application form, deposit, transcript, and personal statement have been received.

A completed application consists of four parts: a completed and signed application form, a deposit check, a copy of a transcript or most recent report card, and three copies of a personal statement.

If, due to low enrollment levels, a class is cancelled, students will be notified immediately and placed in their second choice. Students who wish to change courses may do so in writing only to our New York office before June 1, 2010.

Applications require a deposit check of \$1050 US, (\$1175 US with Medical Emergency Cancellation Insurance) payable to F.I.E. or The Foundation for International Education. **NOTE:** Scholarship applicants are not required to send a deposit check as part of their separate application.

The balance of payment for tuition is due by April 1, 2010.

MEDICAL EMERGENCY CANCELLATION INSURANCE

Medical Emergency Cancellation Insurance is available for \$125 US per application to protect against unavoidable cancellations due to documented medical emergencies involving the student or immediate family members. This insurance can **ONLY** be purchased at the time of application and is not refundable. The policy is as follows:

Payments, including the deposit, are refundable until April 1, 2010.

	With Medical Emergency Cancellation Insurance	Without Medical Emergency Cancellation Insurance
Payments refundable, including deposit	Up to May 1, 2010*	Up to April 1, 2010
Payments refundable, minus the deposit	May 2 to June 30, 2010*	April 2 to May 1, 2010
No refunds	July 1, 2010 and onward	May 2, 2010 and onward

*With Medical Emergency Cancellation Insurance, refunds will be made only in the case of a documented medical emergency.

SCHOLARSHIPS

A small number of scholarships are available, based on financial need and the student's ability to contribute to the program in the broadest sense. Applicants can either contact the Oxbridge office directly to obtain a separate application form or download one from our website. Do not use the application form in this brochure. Completed scholarship applications must be received in our New York office by Friday, March 12, 2010. Please ensure that you send your application early enough to allow time for delivery. Applications received after this date cannot be accepted.

REFERENCES

We are happy to provide names of students, their parents, and teachers in your area – perhaps even in your school – who are familiar with our programs. Just call us in New York for a list of references.

PRESENTATIONS

During the academic year, Professor Basker and other members of our staff make presentations at secondary schools, conferences, and open houses throughout the United States, Canada, South America, Europe, and Asia. Please contact our office or visit our website for information regarding our schedule of school-based and public presentations. And please do not hesitate to let us know if you would like to propose a visit to your school or community.

SUPPLEMENTAL INFORMATION

Full information on travel arrangements, packing lists, and other pertinent details are sent in the student's acceptance packet. Once accepted, all supplemental information can also be viewed on our website.

Photo Credits: Carrie Angoff, Jeremy Dailey, Russ Dantzer, David Kendall, Brook Mecham, Mary Angela Moutoussis, Sophie Pickford, Mario Suarez, and Justin Thompson.

OXBRIDGE ACADEMIC PROGRAMS
 601 Cathedral Parkway, Suite 7R
 New York, New York 10025-2186
 1-800-828-8349 • (212) 932-3049 • FAX: (212) 663-8169
 info@oxbridgeprograms.com • www.oxbridgeprograms.com

INSTRUCTIONS:

1. Fill out this application form (please PRINT or TYPE) and mail it to us with your deposit check for \$1050 US (or \$1175 US with Medical Emergency Cancellation Insurance) payable to F.I.E. (The Foundation for International Education).
2. Include a current transcript or a copy of most recent report card. (An unofficial photocopy is acceptable.)
3. On a separate sheet, type a personal statement of at least 500 words. Please read Section IV of this Application Form for further instructions.

I am applying for:

The Cambridge Prep Experience or The Oxford Prep Experience
 (You can only apply to ONE program.)

I would like to take part in The Paris Connection (include \$300 US deposit)

I. STUDENT INFORMATION

NAME					Male		Female		<input type="checkbox"/>	<input type="checkbox"/>
First	Middle	Last								
HOME ADDRESS			CITY	STATE/PROVINCE	ZIP/POSTAL CODE	COUNTRY				
()										
TELEPHONE	STUDENT E-MAIL (PLEASE PRINT IN CAPITALS)			DATE OF BIRTH	Month	Day	Year	CITIZENSHIP		
FATHER'S TITLE		NAME		PROFESSION		E-MAIL (PLEASE PRINT IN CAPITALS)				
				()		()		()		
FATHER'S ADDRESS, IF DIFFERENT FROM YOURS				HOME TELEPHONE	WORK TELEPHONE	CELL				
MOTHER'S TITLE		NAME		PROFESSION		E-MAIL (PLEASE PRINT IN CAPITALS)				
				()		()		()		
MOTHER'S ADDRESS, IF DIFFERENT FROM YOURS				HOME TELEPHONE	WORK TELEPHONE	CELL				
								()		
EMERGENCY CONTACT (OTHER THAN PARENT/S)				RELATIONSHIP		TELEPHONE NUMBER				

PLEASE LIST YOUR SIBLINGS AND THEIR CURRENT GRADE IN SCHOOL

Have you ever attended one of our programs before? Yes No

If yes, please give program(s) and year attended: _____

II. ACADEMIC INFORMATION

CURRENT SCHOOL			CURRENT GRADE LEVEL	SCHOOL TELEPHONE			()
SCHOOL ADDRESS			CITY	STATE/PROVINCE	ZIP/POSTAL CODE	COUNTRY	

Have you ever been suspended or dismissed from school? Yes No If yes, please explain on a separate sheet of paper.

Name and telephone number of a teacher or counselor from your school who can speak knowledgeably about you. (Although not required, a letter of recommendation is welcome.)

TITLE	NAME OF TEACHER OR COUNSELOR	SUBJECT	EMAIL (PLEASE PRINT IN CAPITALS)	TELEPHONE NUMBER	()
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PREP APPLICATION FORM 2010 (continued)

III. COURSE SELECTIONS

Major Course

1st Choice _____ 2nd Choice _____ 3rd Choice _____

Minor Course

1st Choice _____ 2nd Choice _____ 3rd Choice _____

IV. PERSONAL STATEMENT

Please include a personal statement of at least 500 words about why you are applying, why you are choosing your Major and Minor courses, and what you feel you can contribute to the program. Also include your name, city, and state in the top right-hand corner and enclose three copies of your personal statement with your application. Feel free to write about your academic and extracurricular interests, and anything else that will help us to get to know you.

V. FOR OUR RECORDS

How did you hear about Oxbridge Academic Programs? (please tick all that apply)

- Formal Student - Name? _____ Poster - Where? _____
Teacher/Counselor - Name? _____ Newspaper Ad - Where? _____
School Visit? - When? _____ Website - Which? _____
Open-house reception - When? Where? _____ PSAT email - from Whom? _____
Brochure in the mail? - When? _____ Other Please specify _____

VI. SHARING INFORMATION AND ROOM REQUEST

I permit Oxbridge Academic Programs to share my travel details and contact information solely with other program participants.
Yes No

Please indicate your preference for a Single or Shared Room with a bathroom, subject to availability on a first come, first serve basis.

- Single Room with private bathroom (+\$450 US - Oxford only)
Shared Room with bathroom (+\$400 US)

Students who do not request a shared room with a bathroom will be allocated a single or shared room with shared bathroom facilities.

VII. SIGNATURES

My parent/s and I have read and understood the information provided in the Student Life and Fees & Details sections of this brochure. I attest that all the information I have provided here is accurate and truthful.

STUDENT SIGNATURE

DATE

PARENT SIGNATURE

DATE

VIII. REMINDERS

A. Applications will only be considered once complete. Please check the following to indicate completion and inclusion in your submitted application.

- Application Form Transcript Personal Statement (three copies) Deposit Check

B. Please ensure that your deposit check is made payable to: F.I.E. (The Foundation for International Education).

OTHER OUTSTANDING PROGRAMS

FOR STUDENTS AND TEACHERS

LA ACADEMIA DE ESPAÑA



July 5 - August 1, 2010

Barcelona, Spain

Grades 10-12

Courses include: Spanish Language, Barcelona: Taller literario, Barcelona y la Cultura Moderna, Art History, Global Medicine, International Politics, Postwar Europe: From D-Day to eBay.

L'ACADÉMIE DE PARIS



July 5 - August 1, 2010

Paris, France

Grades 9-12

Courses include: French Language, L'Avant-garde, Sciences Politiques, Art History, Creative Writing, Culture and Cuisine, European History and Politics, Existentialism, Medicine.

LA ESCUELA PREPARATORIA DE BARCELONA

July 2 - July 28, 2010

Barcelona, Spain

Grades 8-9

Courses include: Spanish Language, Barcelona and the Arts, Barcelona: Taller literario, International Relations and Current Affairs, Marine Biology, Psychology, Spain in the Literary World, Creative Writing, Studio Art.



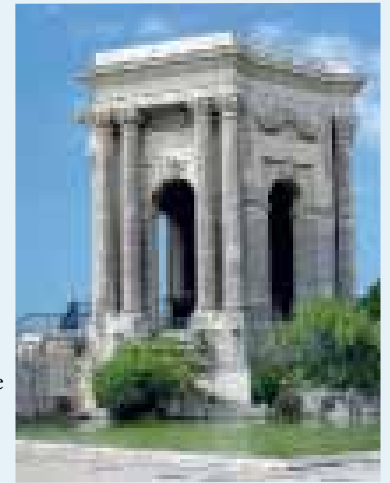
L'ACADÉMIE DE FRANCE

July 7 - August 3, 2010

Montpellier, France

Grades 9-12

Courses include: French Language, Montpellier: Atelier Littéraire, L'Art et la Ville, Cent Ans de Cinéma, Culture et Cuisine, Photographie, International Law, Philosophy, Studio Art, Histoire et Culture Françaises.



THE OXFORD AND CAMBRIDGE TRADITIONS



Oxford, July 4 - July 31, 2010

Cambridge, July 5 - August 1, 2010

Grades 10-12

Courses include: Architecture, British History, Criminology, Drama, English Literature, Global Marketing, International Relations, Medical Science, Photojournalism, Speech and Debate.

THE TEACHER SEMINARS



Oxford, Cambridge, Paris, Barcelona

Week-long residential seminars throughout July, specifically designed for teachers, professional educators of all kinds, librarians, and school administrators.

Study Groups include: America in World History, English Literature, The Library and the Academy, Shakespeare in History, Science and Philosophy.

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