

Alfred Baskett

Queen's University - Herstoncreek

Studying of Herstoncreek

199-

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| QUEEN'S UNIVERSITY ARCHIVES |      |
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## HERSTMONCEUX CASTLE

### 1 NEED TO CHOOSE A VISION OR MISSION STATEMENT

- look at the reasoning behind this

- who's choice

- what elements

- academic

- non-academic

### 2 DEVELOP A MANAGEMENT STRUCTURE WHICH EMPOWERS PEOPLE AND HELPS THEM KNOW WHERE THEY STAND; ONE THAT IS FLEXIBLE.

So far the management plan has developed ad hoc, and the documentation that has led to this has been rough notes, which have provided the agenda on which job descriptions and structure have been based. This needs to be more formalised.



## MISSION

Two general areas of development for the Herstmonceux Castle Estate:

### I ACADEMIC

SUMMARY OF ACADEMIC PLAN (structure as described by Maurice Yeates):

#### THE MISSION:

to enhance the role of Queen's University in international education and research.

#### ACADEMIC GOALS:

- I to provide opportunities for undergraduate students to gain a more international education, particularly with respect to Europe and the European community. This will be achieved primarily through a third year (or one-term) abroad that's integrated with regular fall and winter semester programs; and, by spring and summer courses of more general interest which will also provide academic credits from the University. (Courses offered in the fall and winter terms will be clustered into groups of collateral disciplines, and over a three- or four-year cycle these clusters will include courses in the fine arts, humanities, commerce, education, and the social, physical, biological, life, and applies sciences);

1952

The first meeting was held on the 12th of the month.

1953

The second meeting was held on the 15th of the month.

1954

The third meeting was held on the 18th of the month.

1955

The fourth meeting was held on the 21st of the month.

The fifth meeting was held on the 24th of the month.

The sixth meeting was held on the 27th of the month.

The seventh meeting was held on the 30th of the month.

The eighth meeting was held on the 31st of the month.

The ninth meeting was held on the 1st of the month.

The tenth meeting was held on the 4th of the month.

The eleventh meeting was held on the 7th of the month.

The twelfth meeting was held on the 10th of the month.

The thirteenth meeting was held on the 13th of the month.

The fourteenth meeting was held on the 16th of the month.

2 to develop internationally-oriented "executive", professional, and special interest courses and programs. It's envisaged that these activities will be held during the spring/summer period;

3 to provide a venue for focused conferences and colloquia that will bring together scholars from around the world. These activities will be interleaved between the regular terms;

4 to enhance the educational and social environment for the local community through increased accessibility, public lectures and seminars, and the provision of facilities for a possible science centre and/or planetarium;

*[This point has a slight non-academic flavour, but otherwise there is none in his perspective]*

5 to establish a base for graduate students and faculty researchers undertaking independent or collaborative work in the United Kingdom and/or Europe;

6 to provide a meeting place that will promote interaction between students and researchers from Canada with those in Europe - and the rest of the world.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business and for the protection of the interests of all parties involved.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It describes the importance of using reliable sources and the need for careful verification of all information gathered.

3. The third part of the document discusses the various factors that can influence the results of a study. It highlights the importance of controlling for these factors and the need for a clear and concise methodology.

4. The fourth part of the document discusses the various methods used to analyze the data. It describes the importance of using appropriate statistical techniques and the need for a clear and concise interpretation of the results.

5. The fifth part of the document discusses the various methods used to present the results. It describes the importance of using clear and concise language and the need for a logical and coherent structure.

6. The sixth part of the document discusses the various methods used to evaluate the results. It describes the importance of using appropriate criteria and the need for a clear and concise evaluation of the results.

7. The seventh part of the document discusses the various methods used to improve the quality of the results. It describes the importance of using appropriate techniques and the need for a clear and concise plan of action.



2 NON-ACADEMIC

- 1 Student Services
  - a) Residential care
  - b) Counselling and orientation
  - c) Arranging medical services
  - d) Arranging bus transportation
  - e) Expedition transportation and travel
  - f) Recreational, sporting, social and cultural activities
  - g) Opportunities to meet the local community
  
- 2 Liaison with the local community, the county and the European Union
  
- 3 Arts, performance and exhibition space to be used for:  
drama, music, art, dance, craft, gardening and gardening history;  
Large events: opera, Shakespeare, concerts;  
Artists in residence, master classes.
  
- 4 Tourism:  
Open to the Public, nature trails, rural pursuits, shop, tourist and Queen's logos, items and books, also plant shop.  
Visitor centre with video, showing history and other aspects of interest concerning rural life and, possible, appropriate and intermediate technology.  
Tea room and restaurant.

The first part of the document  
 discusses the importance of  
 maintaining accurate records  
 and the role of the  
 committee in this regard.  
 It also outlines the  
 procedures for handling  
 confidential information  
 and the responsibilities  
 of the various members  
 of the committee.

The second part of the document  
 provides a detailed overview  
 of the committee's work  
 and the progress made  
 to date. It includes a  
 list of the key issues  
 that have been identified  
 and the actions that  
 have been taken to  
 address them.

The final part of the document  
 contains the committee's  
 recommendations and  
 conclusions. It outlines  
 the steps that should  
 be taken to ensure  
 that the committee's  
 objectives are met  
 and provides a  
 timeline for the  
 implementation of the  
 recommendations.

Large events: fayres, hot-air balloons, medieval banquets, fireworks, etc.

Special tours for Canadians and others, which include the castle in imaginative ways.

5 Environmental:

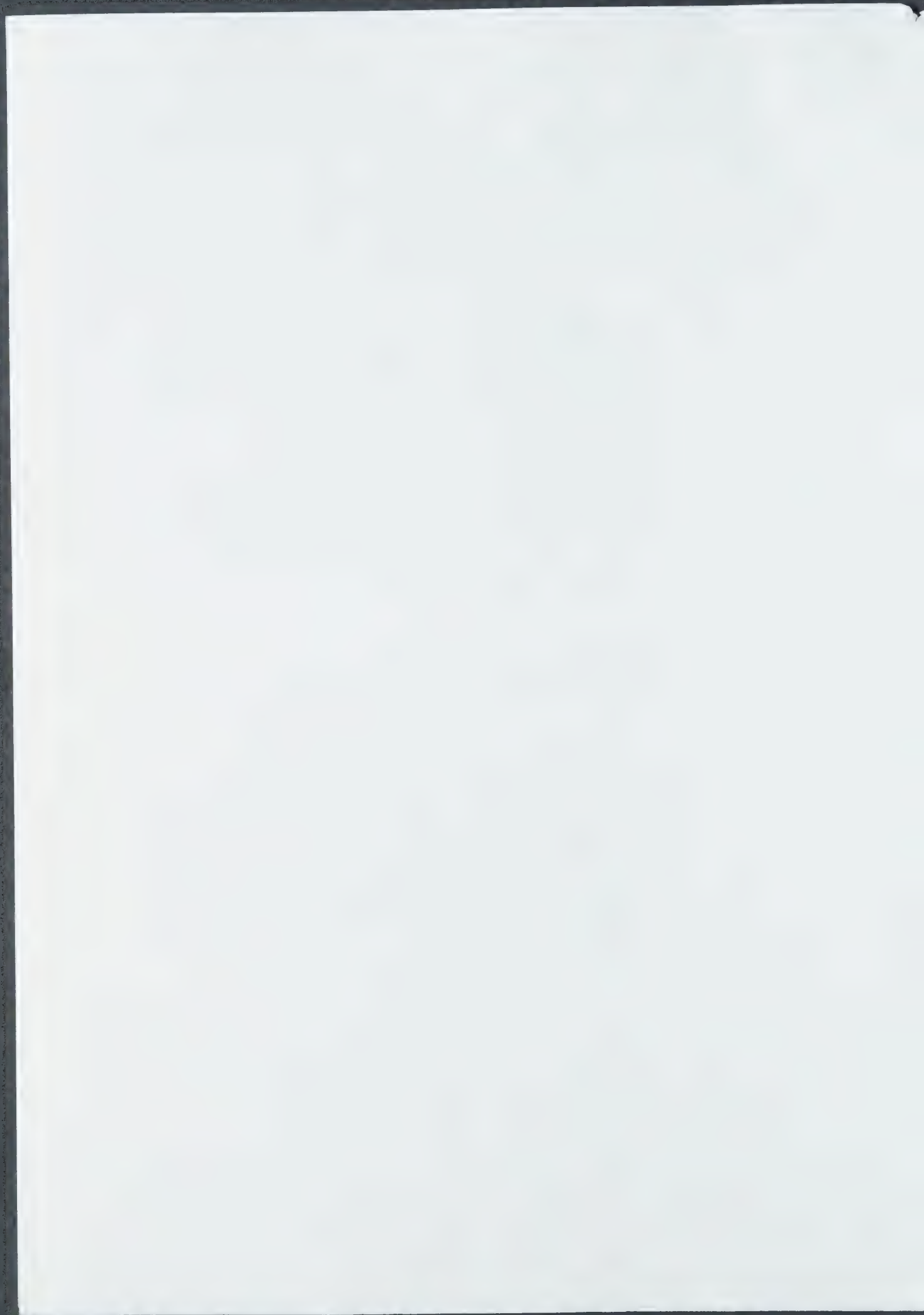
Learning from sites of special scientific interest, marshland, woodland and pond life, which all exist on the estate.

Land management plan: agricultural, woodland and marsh. Gardens and park enhancement, tree planting following historic Elizabeth gardens, appropriate development of flowerbeds, moat and pools.

6 Appropriate technology:

Sun and wind power, green building, reed drainage, etc.

7 Finally, there will be a separate science centre. This will be hands-on for children, but serious science for astronomy and optics, and potential for training teachers and guides in understanding basic scientific concepts. Planetarium, special events, kite fayres, sun spots, astronomy lectures.



### 3 BURSAR/GENERAL MANAGER

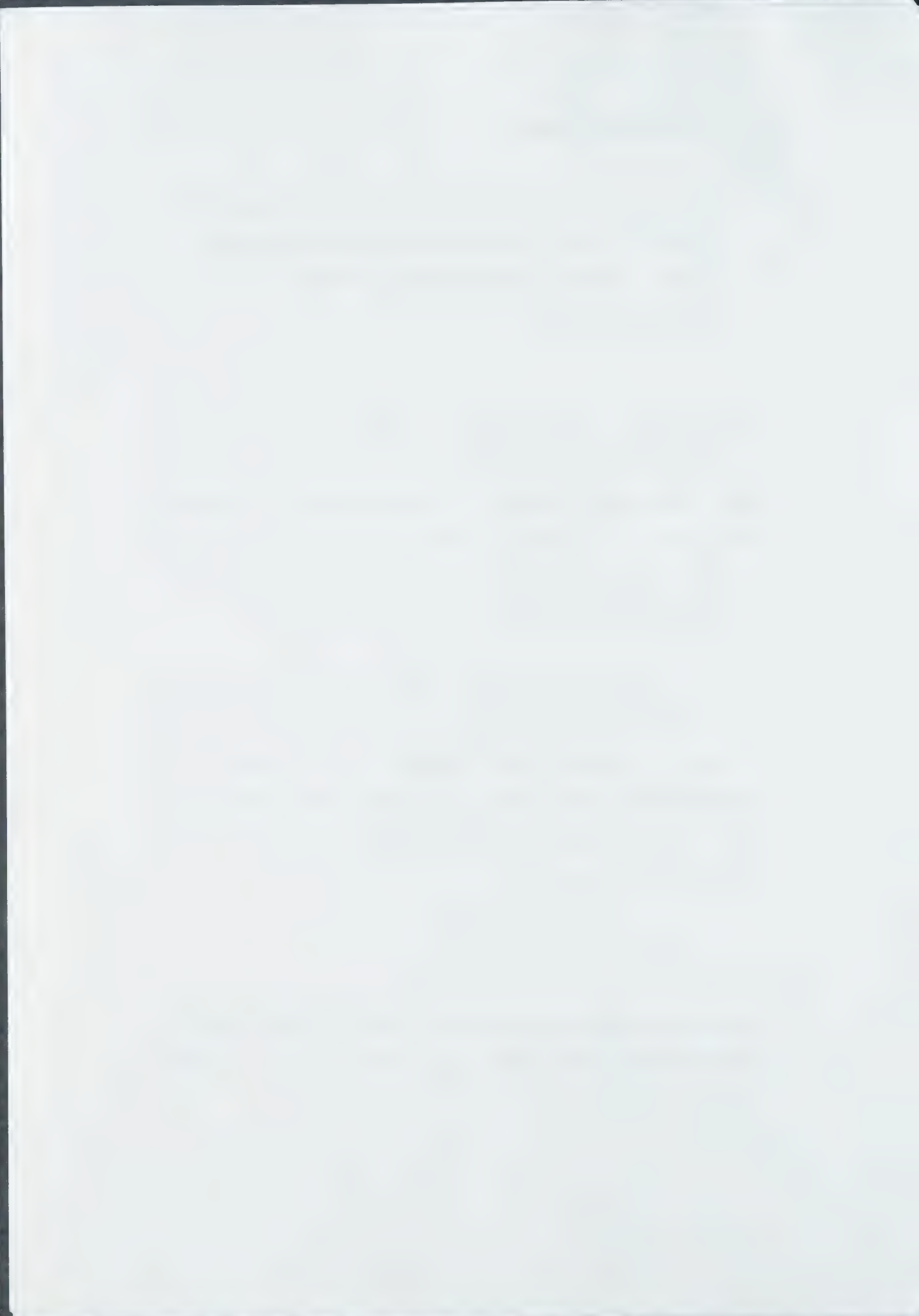
There needs to be a Bursar or overall General Manager who is trained to deal with the administration, management and general interaction and communication between various aspects of the undertaking.

These three major posts would each be responsible to the Trustees of the International Study Centre, and also to designated people at Queen's University in Kingston. If an advisory council is developed here, that will also have an input into the two areas of the operation, academic and non-academic, and also into the management and administration of both sides of the whole operation.

Finally, all the non-academic aspects of the estate have considerable learning and broadening potential for the students who are here, to partake in an experience that is greater than undertaking their credit courses. Their credit courses will also be themed and interdisciplinary and the opportunity afforded to students will be greater because of it.

#### *POST SCRIPT*

Maurice has not shown any particular interest in tourism, the arts, the environment, liaison, etc. The science centre is a separate independent undertaking.



Since July when I was demoted by Maurice and no longer had any authority at the ISC, I have not been asked for advice although I have given it occasionally and it has not been acknowledged, and certainly not taken. I have not been consulted in most things or, if so, at the last minute. I have not been kept informed as to what is happening at the castle.

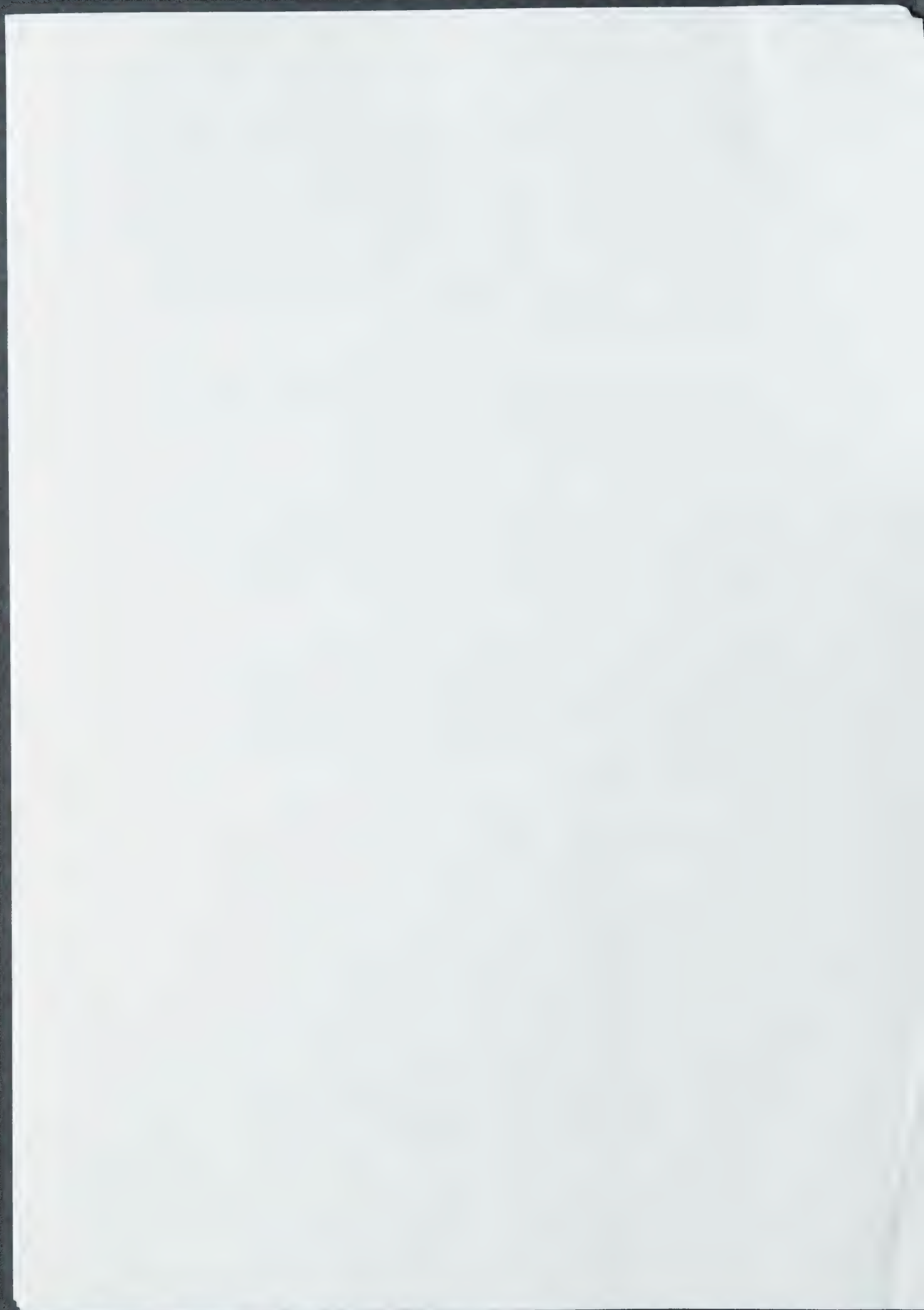
I do not agree with Maurice's mission limited to academics as sufficient for the Herstmonceux Castle site.

I do not like the structure with Maurice in control of everything and everybody else subordinate; most of the subordinates without much training in the fields for which they are responsible.

So I feel it would be dishonest to stay in a position that suggests I have authority here when I haven't; I feel no overall general manager or bursar of some standing means the appointments are, to me, inappropriate.

I do not like Maurice's style:

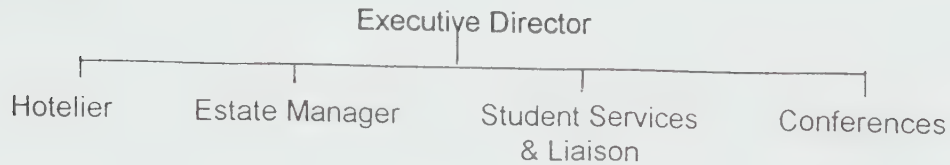
- no discussion
- authoritarian
- arrogant and abrasive
- dumps on people - stirs things up
- non-supportive
- doesn't keep people informed
- non-consultative - rapid and wrong decisions
- manipulative and controlling



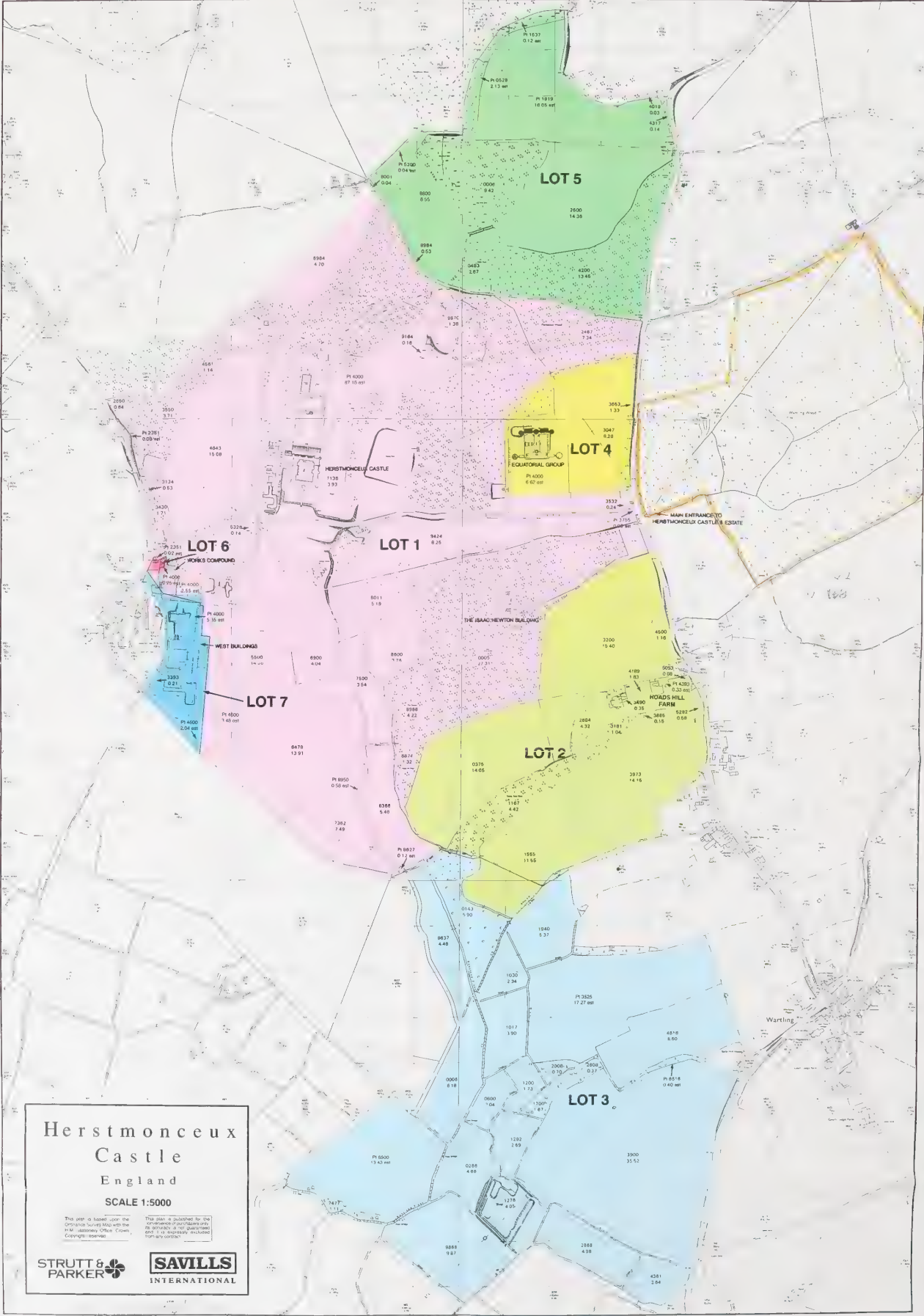


## STRUCTURE AS DESCRIBED BY MAURICE YEATES

a) A very authoritative structure, with him at the head and four separate departments, or people, each leading to him direct, not a team approach. As he described it:-







**Herstmonceux  
Castle  
England**  
SCALE 1:5000

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87.16 est

HERSTMONCEUX CASTLE  
7136  
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LOT 1

8011  
5.19

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8888  
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WEST BUILDINGS

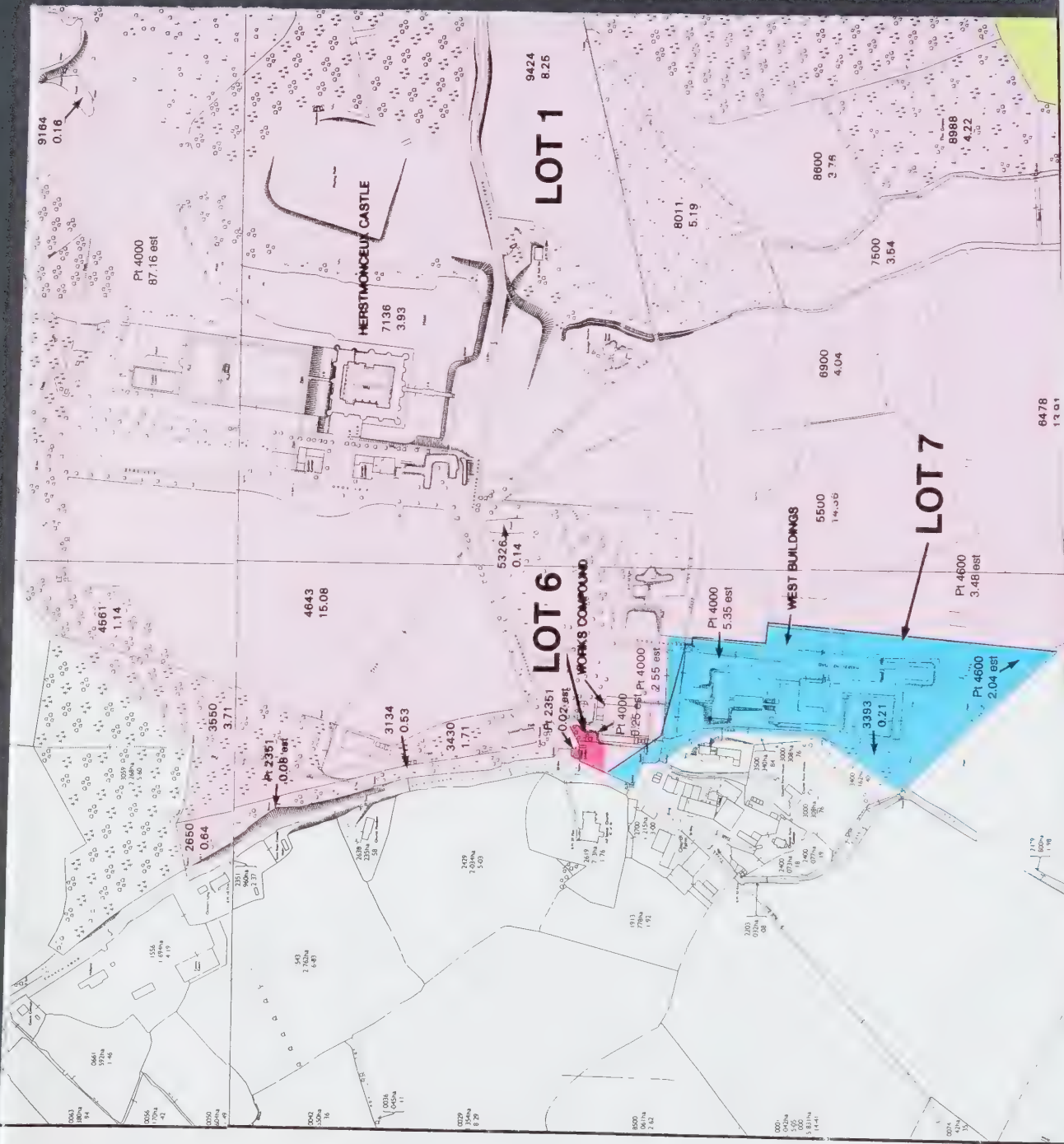
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# Summary of Academic Plan

## THE MISSION:

to enhance the role of Queen's University in international education and research.

## ACADEMIC GOALS:

1. to provide opportunities for undergraduate students to gain a more international education, particularly with respect to Europe and the European community. This will be achieved primarily through a third year (or one-term) abroad that's integrated with regular fall and winter semester programs; and, by spring and summer courses of more general interest which will also provide academic credits from the University. (Courses offered in the fall and winter terms will be clustered into groups of collateral disciplines, and over a three- or four-year cycle these clusters will include courses in the fine arts, humanities, commerce, education, and the social, physical, biological, life, and applied sciences.)

2. to develop internationally-oriented "executive", professional, and special interest courses and programs. It's envisaged that these activities will be held during the spring/

summer period;

3. to provide a venue for focused conferences and colloquia that will bring together scholars from around the world. These activities will be interleaved between the regular terms;

4. to enhance the educational and social environment for the local community through increased accessibility, public lectures and seminars, and the provision of facilities for a possible science centre and/or planetarium;

5. to establish a base for graduate students and faculty researchers undertaking independent or collaborative work in the United Kingdom and/or Europe;

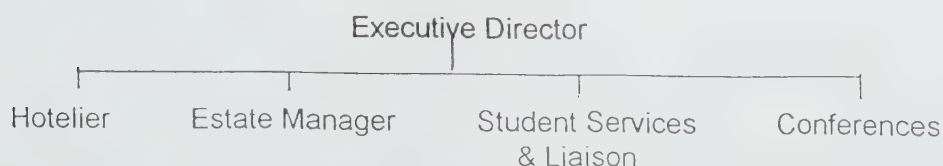
6. to provide a meeting place that will promote interaction between students and researchers from Canada with those in Europe – and the rest of the world.

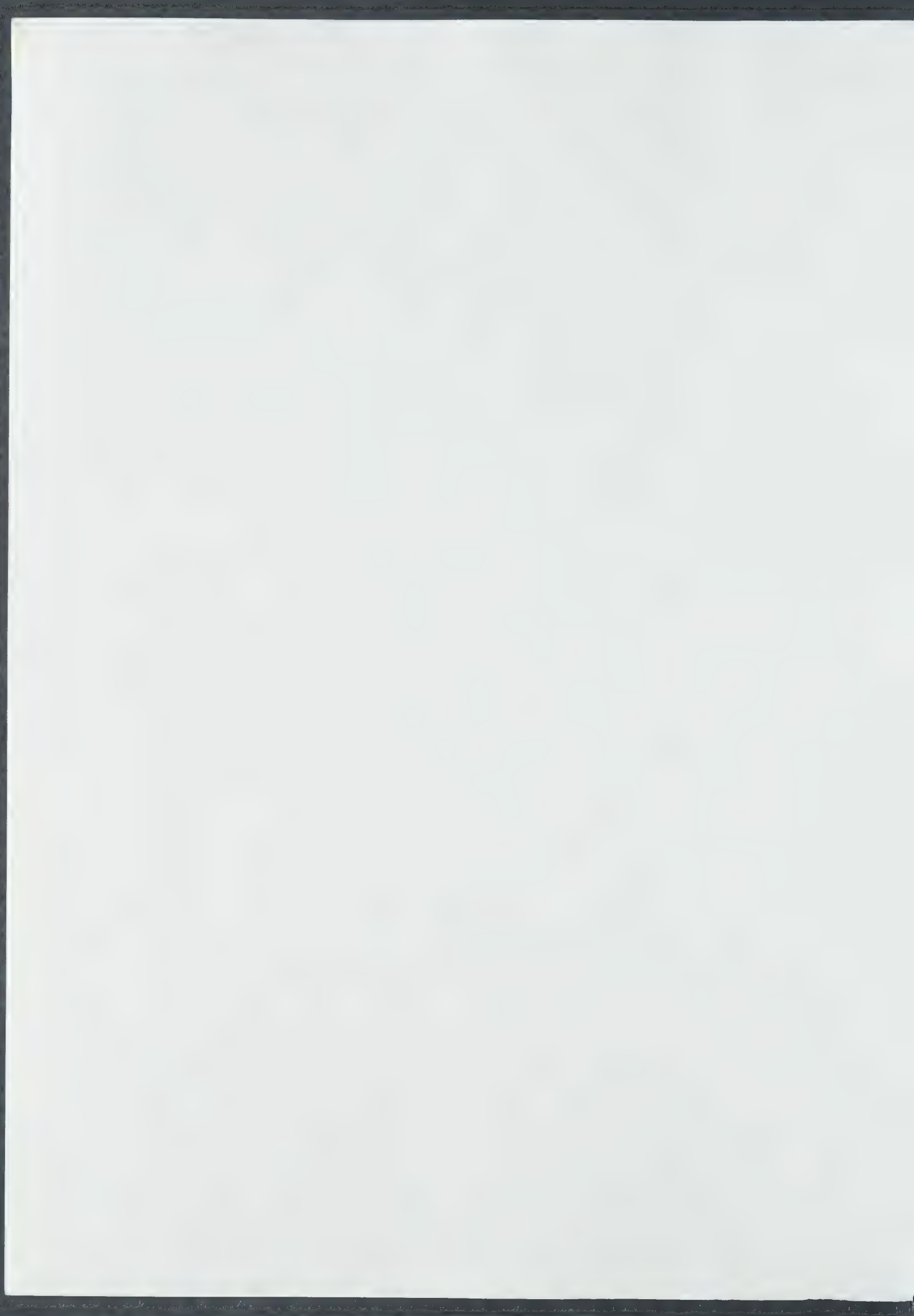


(NOTE: The above article is reprinted from the July-August 1993 issue of the Queen's Alumni Review, the magazine of the Queen's University Alumni Association.)

## STRUCTURE AS DESCRIBED BY MAURICE YEATES

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## INTERNATIONAL STUDY CENTRE

For Herstmonceux Castle and the International Study Centre to become a place of significance with its many attributes and possibilities, I believe a team structure is needed with perhaps a nucleus at Queen's University being in ultimate control. In Canada, I would assume the Principal and Vice-Chancellor was the focus, with someone overseeing the budget, someone else the academic side, and finally someone watching over other activities.

In the U.K. I see 3 primary posts:-

1. In charge of the academic side, academic conferences and academic liaison.
2. In charge of the overall operation (not just the catering and housekeeping) but as well the whole physical operation, budget and financial control, staff, estate, open to the public, tourism, events. A really high quality general manager and administrator with broad experience and managerial business training - not an academic.
3. In charge of public relations, liaison with the community, student services, a catalyst for an arts committee, and Science Centre (also environmental centre if there is one), events, Friends, public, student welfare.

All three would have shared responsibility for liaison on site and general communication between various aspects of the operation, dealing with grievances, ombudsman function, arranging non-academic, tourist and other uses of the facilities. They would also be a focus for a developing Centre ethos.

As well as this triumverate there would be the separate Science Centre independently organised, and an independent arts committee. Then:

Someone in charge of tourist activities, open to the public, shop, advertising

Someone in charge of the catering and household

Someone in charge of security and maintenance, and estate operations

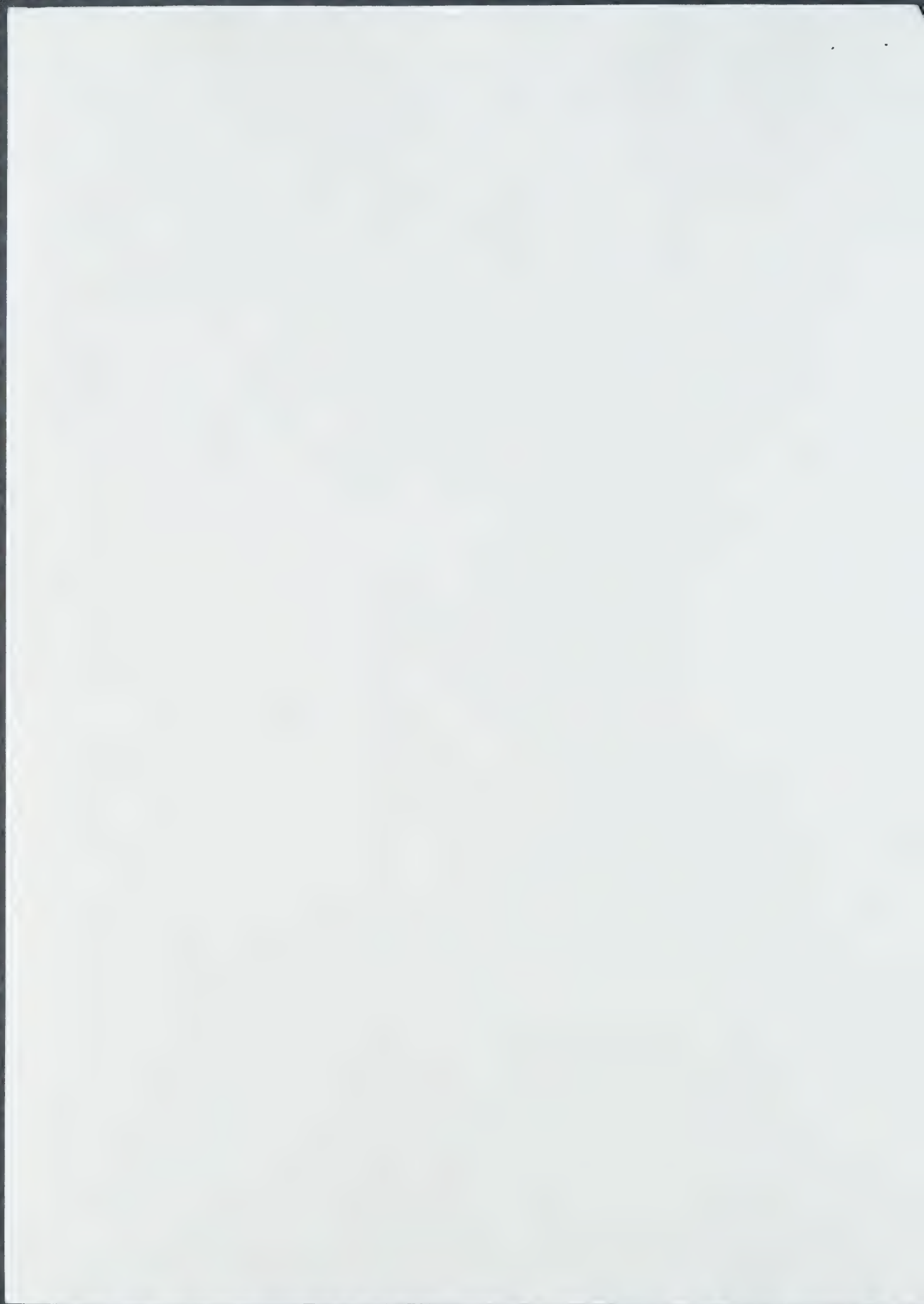
Someone in charge of the organisational side of the estate (grants, tenancies, legal regulations, SSSIs, etc.)

A head gardener (with advice on historic gardens statutory requirements)

An academic assistant

A librarian (perhaps these last two could be one post)

An on-site nurse/residence organiser





Environmental/agricultural/appropriate technology organiser

Student sports/activity/travel organiser

Personal assistants/secretaries - 3 to serve the management team

Book-keeper

4 security guards

3-4 gardeners, land/forestry

15 catering staff for shift work

4 for tourists/shop/gate/etc.

2 drivers and maintenance

6 household/cleaning

This is of course a rough estimate. There would be an extended management team to include the academic assistant, librarian, hotelier, estate manager/security/household manager, Science Centre representative, personal assistant, environmental organiser, head gardener, nurse/residence, student activity/sports organiser, arts committee member.

The whole staff would be consulted and included in general meetings as well.

I see the structure as resembling a spider's web rather than separate departments and a single authority - open and evolving and flexible. The final authority would be in Kingston.

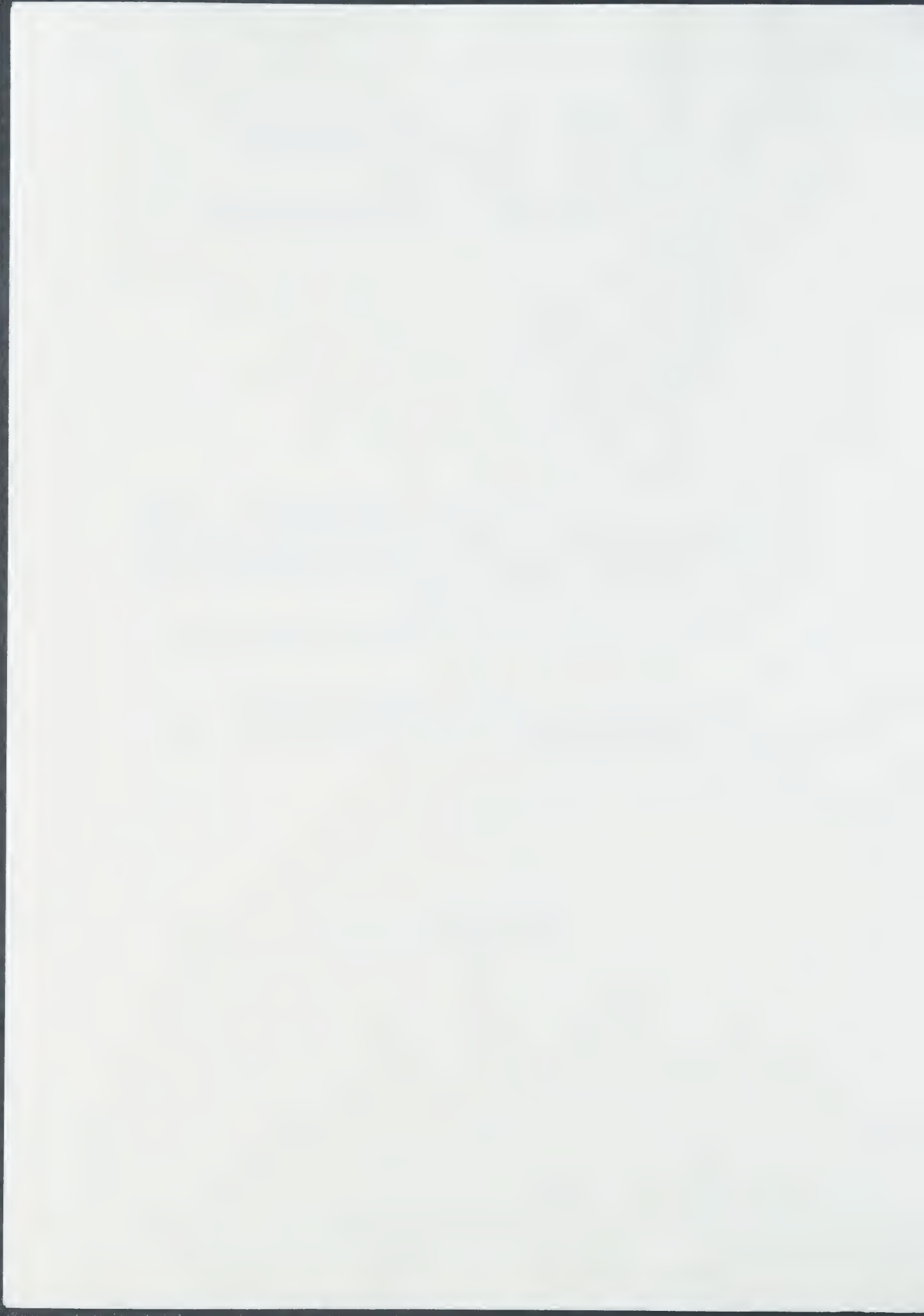
Students could be employed part-time:

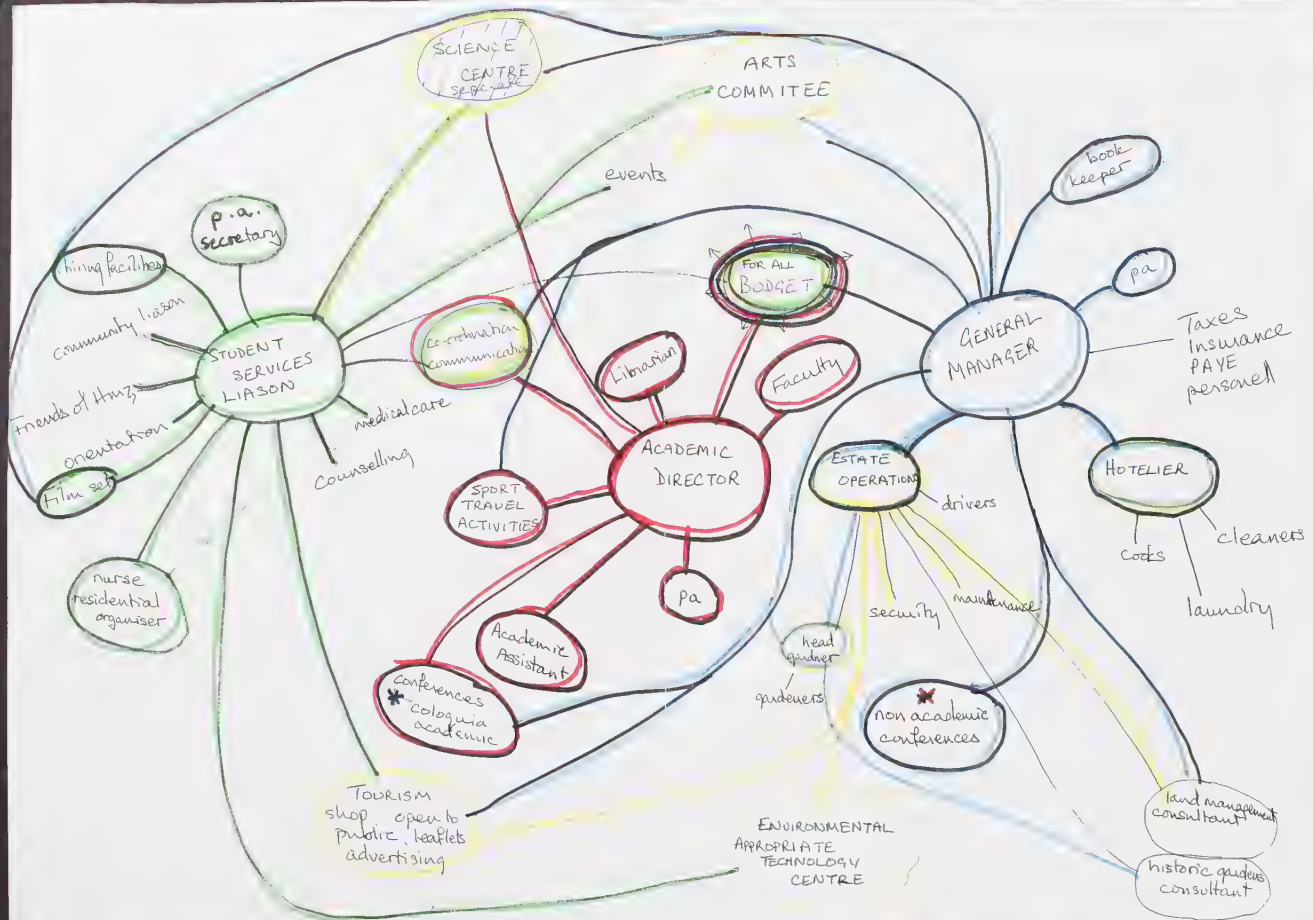
on the estate

in the bar

household duties

tourist guides/ gatekeepers, etc.





SCIENCE CENTRE

ARTS COMMITTEE

p.a. secretary

hiring facilities

community liaison

STUDENT SERVICES LIASON

Friends of Huz

orientation

Film set

nurse residential organiser

medical care

Counselling

Co-ordination communication

ACADEMIC DIRECTOR

Librarian

Faculty

FOR ALL BUDGET

SPORT TRAVEL ACTIVITIES

Academic Assistant

CONFERENCES  
\* coloquia academic

pa

GENERAL MANAGER

book keeper

pa

Taxes Insurance PAYE personnel

HOTELIER

cooks

cleaners

laundry

ESTATE OPERATIONS

drivers

security

maintenance

head gardener

gardeners

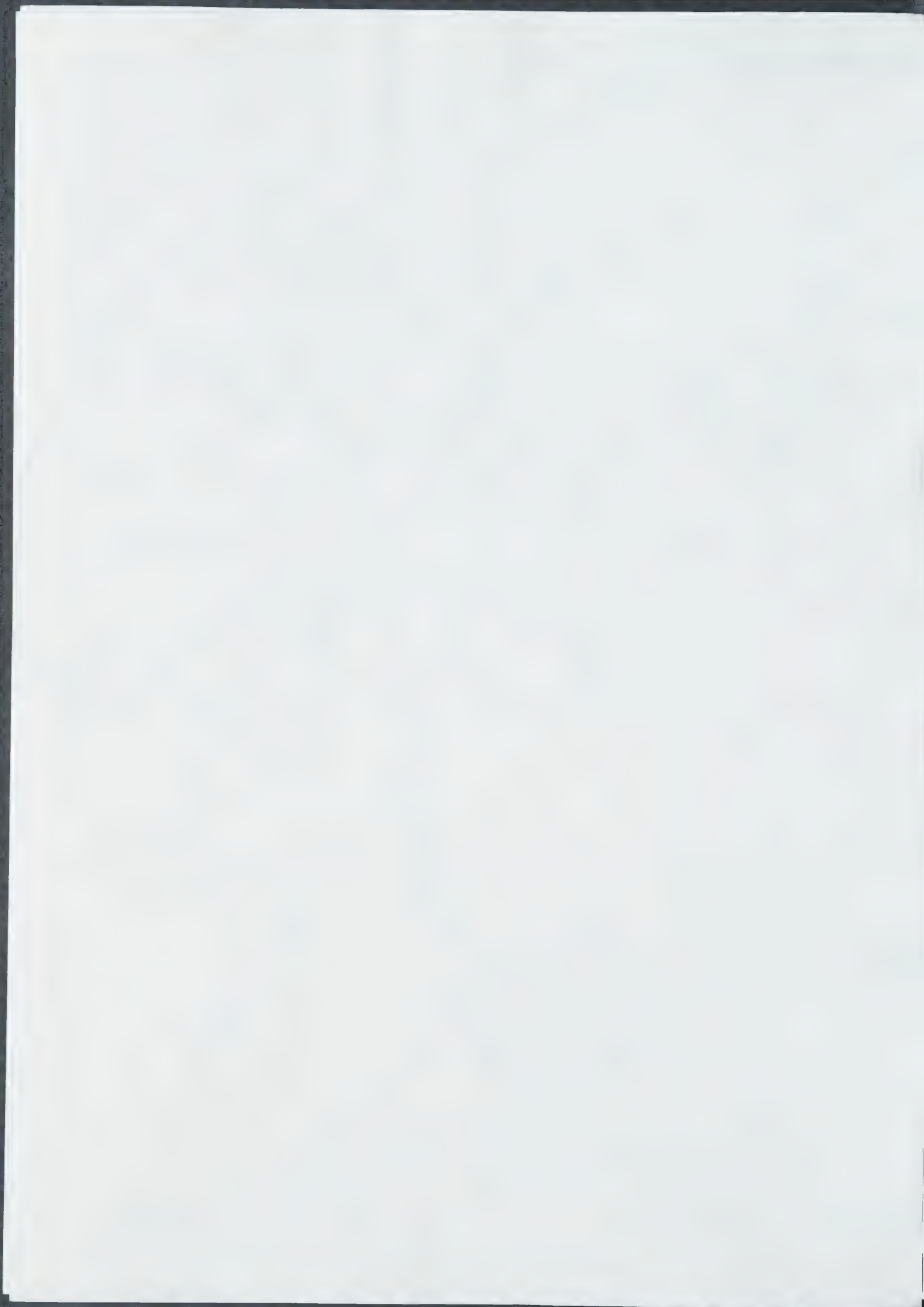
non academic conferences

land management consultant

historic gardens consultant

TOURISM shop open to public, leaflets advertising

ENVIRONMENTAL APPROPRIATE TECHNOLOGY CENTRE



Personal & Confidential

By fax

Personal Prod. mem.

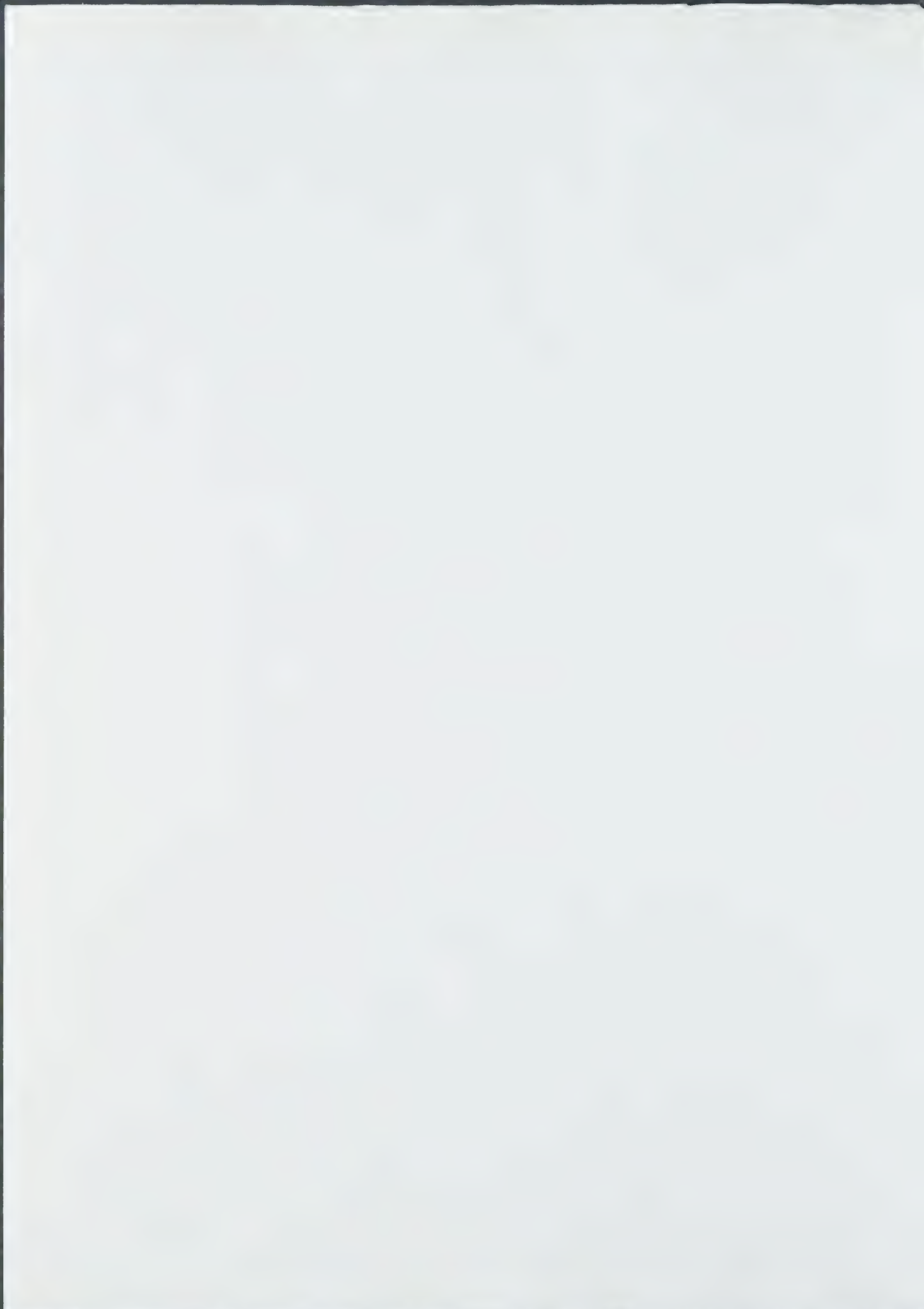
Jean Turgis

Volker Munk is spending the week in London and I spent yesterday with him and will be with him again from Dec. 7-10.

He has received Jean Turgis's letter of November 24 and is deeply disappointed because he feels that written offer - specifically the academic salary - is at variance with verbal offer. Please do discuss with Jean Turgis.

Best wishes

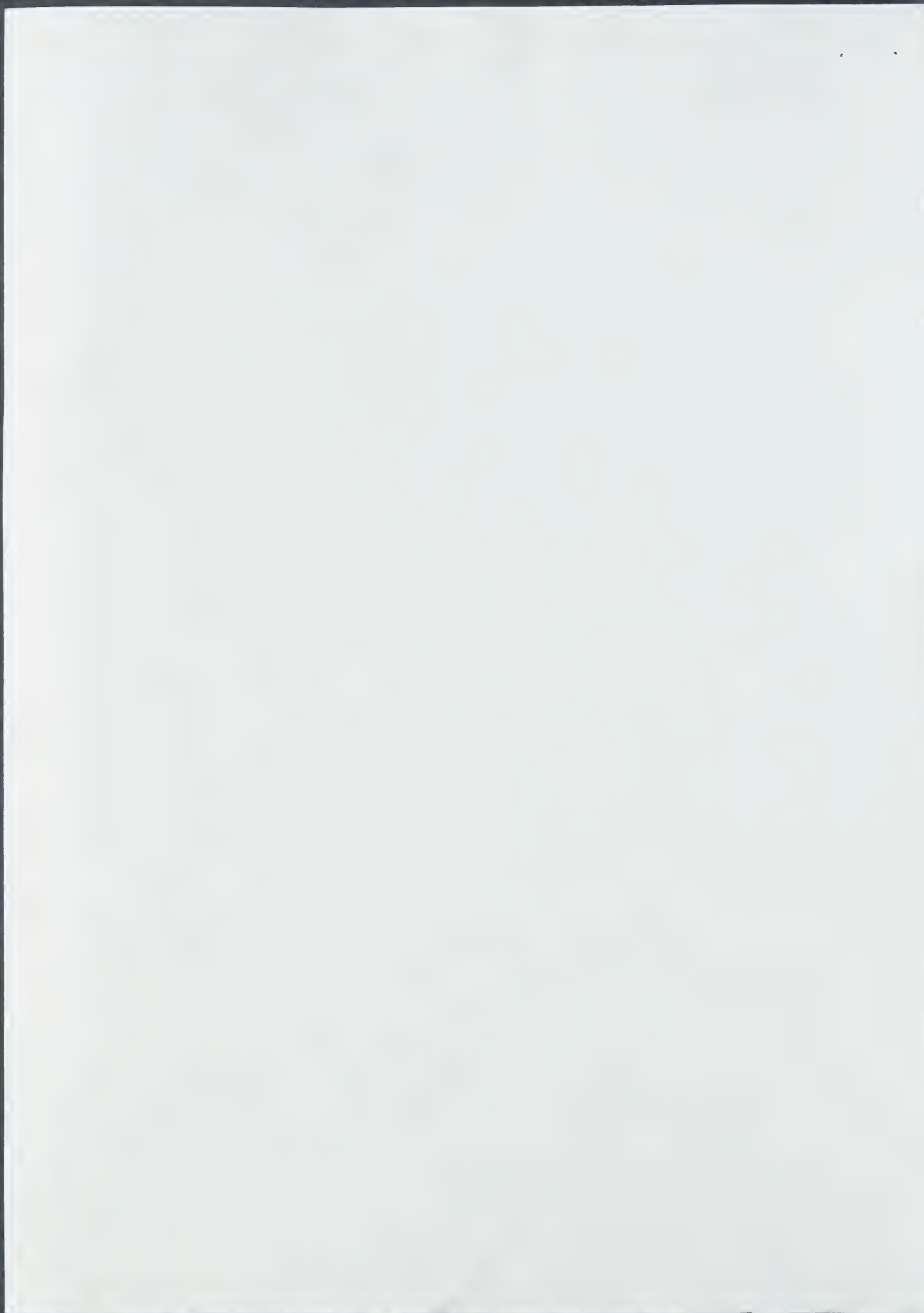
Gyda



VISION FOR  
HERSTMONCEUX CASTLE ESTATE  
INTERNATIONAL STUDY CENTRE

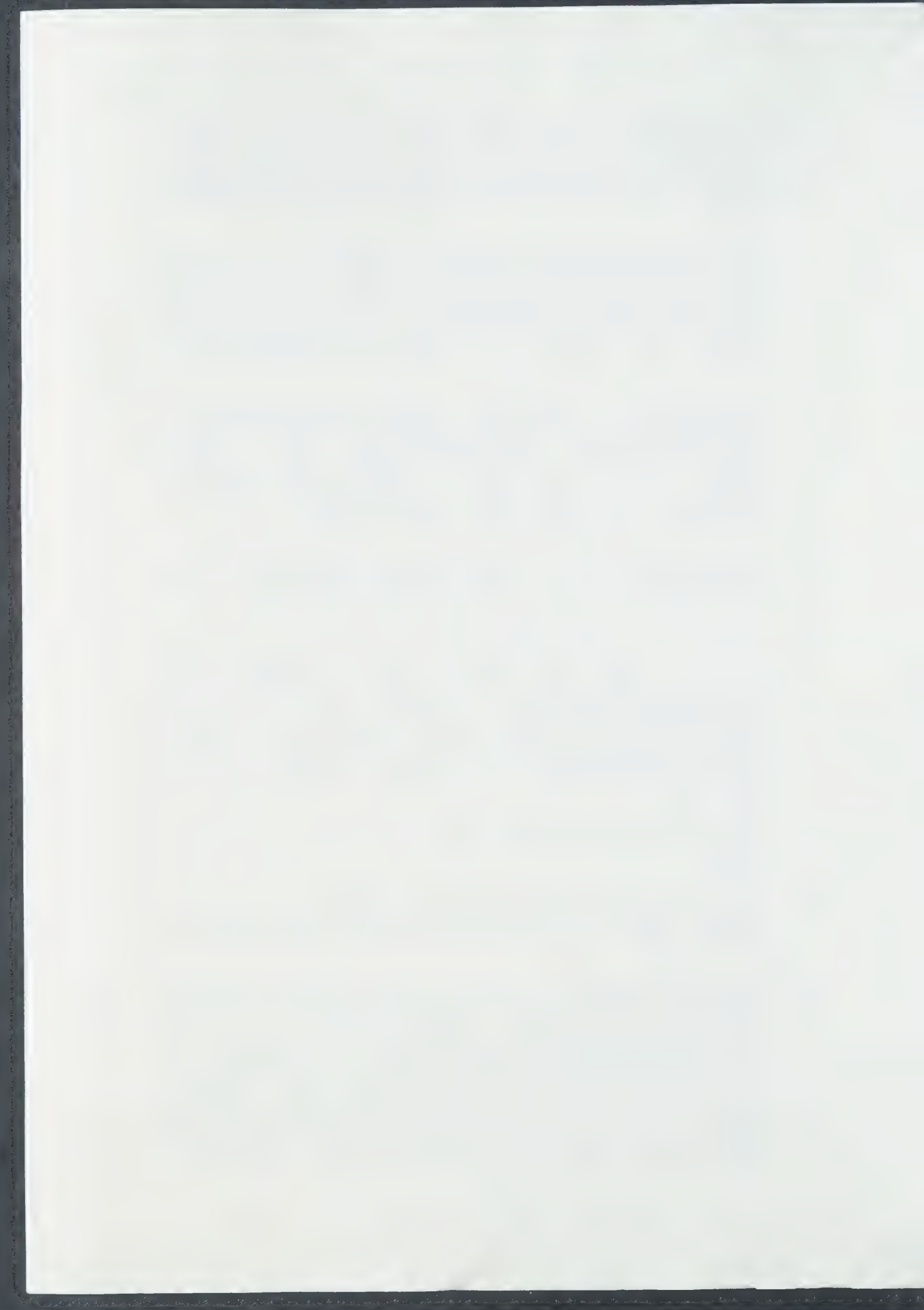
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1. Provide Queen's University with an extended facility for its undergraduates -
  - a) Give Queen's University students the opportunity to experience life in another culture while achieving credit for their degree course.
  - b) Broaden undergraduates' vision by exposing them to a wide range of art, architecture, drama, dance and music through expeditions and visiting artists and performers.
  - c) Afford an opportunity to be in a rural culture with an ancient documented history and many significant places of interest nearby.
  - d) Provide a venue for interdisciplinary courses, and an opportunity to dialogue about life in a pluralist society while mixing with students from other countries. Multiculturalism addressed through experience.
  - e) Experience and study other political and economic systems through visits and visiting lecturers.
  - f) An opportunity to discover the varied natural history in the area and study the land use.
  - g) Opportunities for graduate students to pursue research in Europe
2. Conferences of academic and professional bodies, Canadian, national and international. Colloquia bringing scholars together from around the world to address topics and issues of significance. Special lectures for students and the public.
3. A 15th century moated Castle of national and international significance with magnificent historic gardens and park in an unspoilt rural setting providing a venue for the arts, for students and the wider community - exhibitions, performance, music, drama, dance. Large events - opera, orchestra, Shakespeare festivals, etc. Small professional performances by local artists and performers. Master classes, artists in residence, etc.
4. Executive Business Programmes to focus on North America, Europe, Civil Service, etc. Political, economic and cultural policy.





5. Tourism - open to the public, nature trails, shop, tea-room, videos of mediaeval life, etc. Possibly children's farm. Craft - brick making, trugs. Events such as mediaeval fairs, firework displays, Christmas carols, bicycling, walking, running marathons, Family Fun days, hot air balloons, etc.
6. Hands-on Science Centre - teaching through experience and fun. Training teachers to present basic scientific concepts. Providing amateur astronomers and Universities the opportunity to use large observational telescopes and other astronomical equipment. Eventually the installation of a planetarium. Giving students the opportunity to be guides to school children.
7. The community an opportunity to experience the Castle being a significant academic centre. To attend events, performance, exhibitions, lectures, short courses. Use the Science Centre. Enjoy the gardens and park. Canadians from Kingston in particular coming as tourists on special trips to stay near the Castle, in the Castle when possible, for special events or just to enjoy what the Castle has to offer.
8. Hire the Castle facilities for celebrations, weddings, parties, special events, charity events, etc. Provide a film set for advertising and feature films. Possibly developing a recording studio for radio and TV.
9. The future might see the development on the estate of an environmental centre to explore and develop land use in sustainable ways, permaculture, study Sites of Special Scientific Interest, extend wildlife habitats, woodland management, coppicing, natural history. Appropriate technology in conjunction with the Science Centre might study renewable energy sources, wind, sun, reed bed drainage. Intermediate technology, information technology, etc. All experienced and used as learning opportunities.
10. Cultural exchanges with specific groups, e.g. Normandy, Japan, Eastern Europe.
11. Programmes for the "third age" of general interest, e.g., Elizabethan gardens, traditional English cookery, lace-making, local history and traditions, etc.
12. Queen's University stands for academic excellence and high standards of responsibility to the community. Perhaps the ethos and philosophical stance of the Centre can be explored consciously through dialogue. As it is an international centre, the dialogue might focus on multiculturalism, living in a pluralist society and what the future might hold. Focusing on the next century would mean exploring, uncertainty, the environment, economic, social and political change, as well as developing a new world view or vision of reality that encompasses new scientific understanding concerning life and the universe.



## The International Study Centre

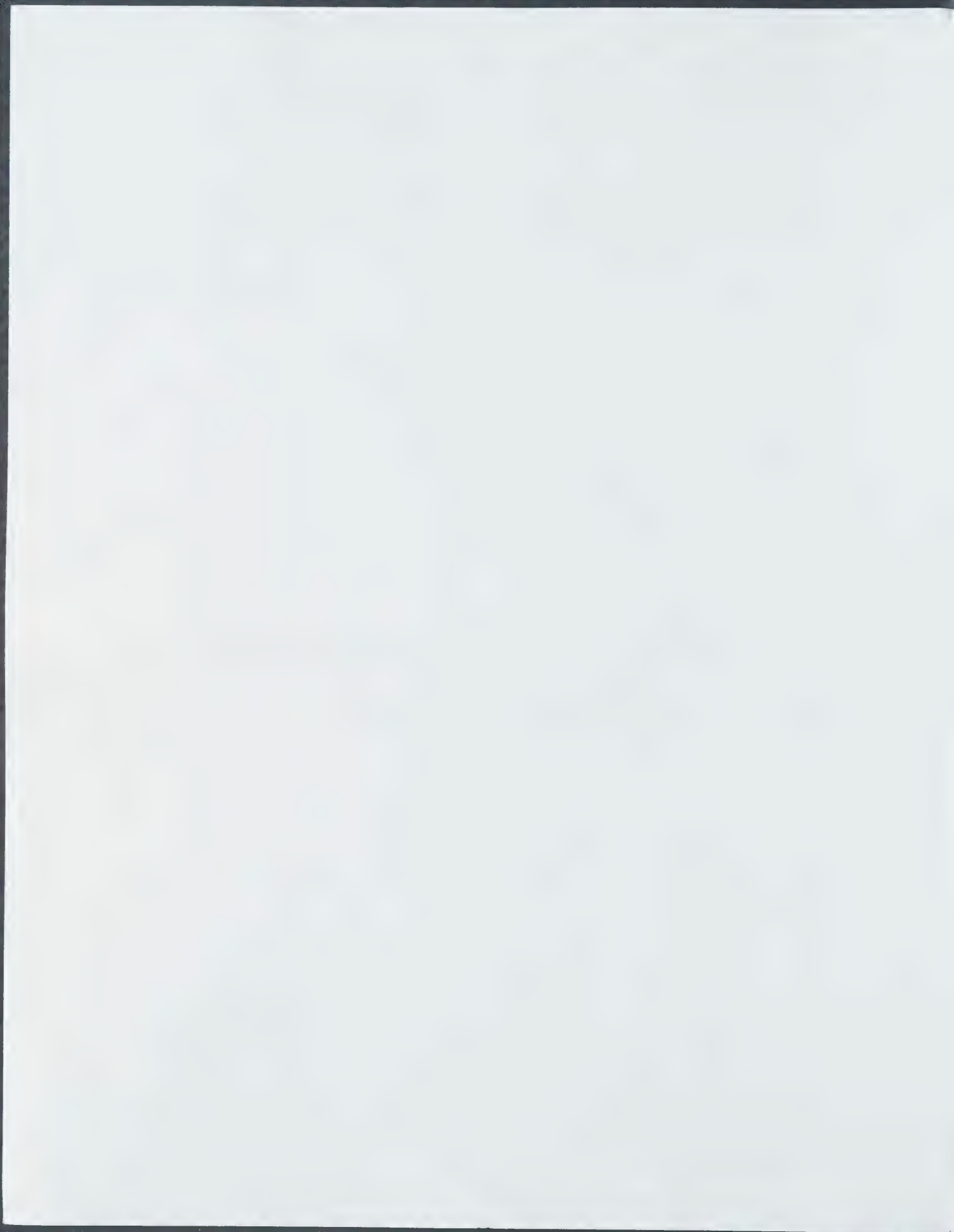
Isabel and I have watched the development of the International Study Centre (ISC) at Herstmonceux Castle with care and concern. Only now, over twelve years after the purchase contract was signed in August 1993, does it seem to be on a stable course.

Principal David Smith's choice of Jane Whistler as the first coordinator was most fortuitous. Jane was a friend of David's wife Mary with whom she had taken courses at Queen's in Kingston some years earlier. Jane had also had lived near Herstmonceux for many years; she was just the right person for this new venture. As I wrote in my first *Adventures* (p.280), "She already knew many people in the area and was familiar with the intricacies of obtaining planning permissions, which would have to be secured before Queen's could consider acquiring the property. Jane was so tireless in her negotiations with government bodies, heritage committees and planning authorities, as well as the local people, that she made me think of a "Swiss army knife." She could tackle anything, yet is full of charm."

The ISC's first executive director, appointed in 1993, was British born Dr. Maurice Yeates. Although the Dean of Graduate Studies at Queen's, he was at the time on leave of absence at the Ontario Council of Graduate Studies in Toronto and was not able to take up this new | position until spring 1994. Once he was appointed however, Jane was no longer able to liaise directly with Kingston. Communications through Maurice were so slow that relations became strained to the point when Jane felt she could not make any progress and she decided to leave at the end of the year. This was a real loss for the ISC

where ?

no longer

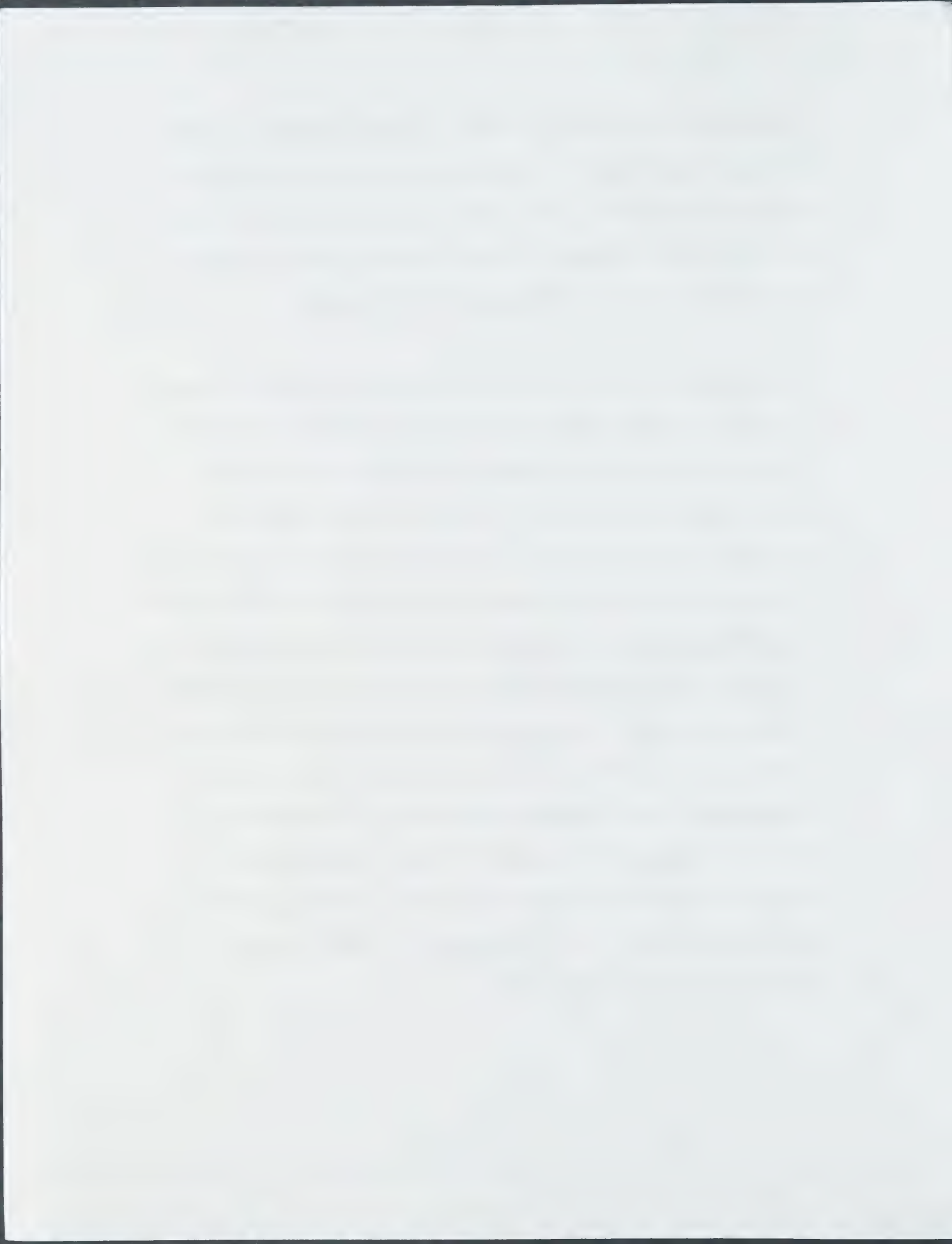


as the direct contact between Queen's and the local authorities and builders in England was broken. During the next few months Maurice made several trips to learn about the project <sup>in order to</sup> and keep things moving. Jane remained for a time to ease the transition, and Gilly Arnell, who had taken the position of secretary, held things together until the arrival in March of the newly appointed operations manager, Sandy Montgomery.

The original hope was to begin the first courses in the summer of 1994, and in an attempt to expedite work Principal Smith decided in February to ask Don MacNamara, Professor of International Business at Queen's whether he <sup>might</sup> ~~would~~ be able to become the ISC's executive director. Don had to decline for a number of reasons but did accept the position of associate director to run the Kingston-based ISC office and be responsible for curriculum development, staffing and marketing. He assumed that role in May 1994 and worked tirelessly to promote the Castle and its programs both in and outside Canada. In the meantime Maurice eventually took up residence at the ISC and in September 1994 welcomed the first group of 50 third-year students who moved in as the builders began to move out. We were as thrilled as Principal Smith to know that at last our dream of having teachers and students at Herstmonceux was a reality. The castle had come alive, but there were a great many difficulties still to surmount. David Smith retired as Principal in 1995 and Maurice resigned as director in April of that year, so the new venture had to be handed on to a new management. Luckily, Sandy Montgomery remained to tackle whatever problems arose.

?  
how many

P. Montgomery  
was he who  
was he?  
OK.



Bill Leggett, who succeeded David Smith as Principal of Queen's, turned to Don MacNamara whom he asked step up as executive director to run the ISC from Kingston with an academic director who would be appointed for two years in England. As well as working with the academic directors to build the curriculum, Don was instrumental in proposing and designing the 'field study' models for the European trips which every student takes. Don's enthusiasm in Kingston and Sandy's dedication at the Castle were the two factors that held the ISC together in the first years. However, the division of executive management in Canada and limited two-year academic direction in England, a situation that continued until 2002, put the directors at the ISC at a disadvantage. It was very difficult to take a long-term overall view for development when control was in Kingston and the directors in England changed so often. The one firm constant was Sandy. He was the backbone of the ISC and richly deserved the recognition he received in May 2004, the Distinguished Service Award <sup>(Fig )</sup> which tells this clearly.

An unexpected problem arose in 199 when the Canadian government grants to universities were cut drastically. The loss of millions of dollars in funding affected every aspect of the university's organization. When Queen's bought the Castle in 1993, Isabel and I did not realize that quite a few Queen's academics strongly objected to the ISC. Tighter financial stringencies in Kingston simply increased their opposition. "Why spend money in England when it was needed so badly in Canada?" was their complaint. Some even referred to the Castle as a "boondoggle", and when a programme for first year students was added to increase enrollment, detractors referred to it as "the International Summer Camp".





There were times when the Board of Trustees came close to giving up. A real estate firm was consulted and reported that the market for castles in England was so poor that Queen's might receive only \$10 million from a sale. The Board met to consider selling. It was Don MacNamara's appeal that persuaded the Board not to close the ISC. Don remembers our telephone conversation in which he related the decision and my reply: "Praise God. He has sent you to save the Castle." Principal Leggett had flown to Milwaukee to ask us for an additional US \$1 million which we gave. Funding has remained a constant problem as costs and number of students have fluctuated over the years. We eventually offered to pay all ISC deficits for a period of five years from 2002 and the financial situation is much better.

*glenn?*

*a more realistic assessment of the situation helps to improve the financial situation*

*The difficulties caused by the short-term appointments at the ISC had still to be considered.*

The last two-year academic director (2001-2002), Patrick O'Neil, struggled valiantly to persuade Queen's to strengthen the leadership by appointing an executive director in England for a term of five years. Dr. David Bevan, not already a Queen's academic but with wide international experience, accepted this appointment in 2003. The ISC has benefitted greatly from the new management structure. Straightforward and hard working, David has worked splendidly with Sandy Montgomery who is happy not to have to shoulder so much responsibility

Efforts to encourage students from a variety of universities in different countries have had varied success. Even the number attending from Queen's and other Canadian



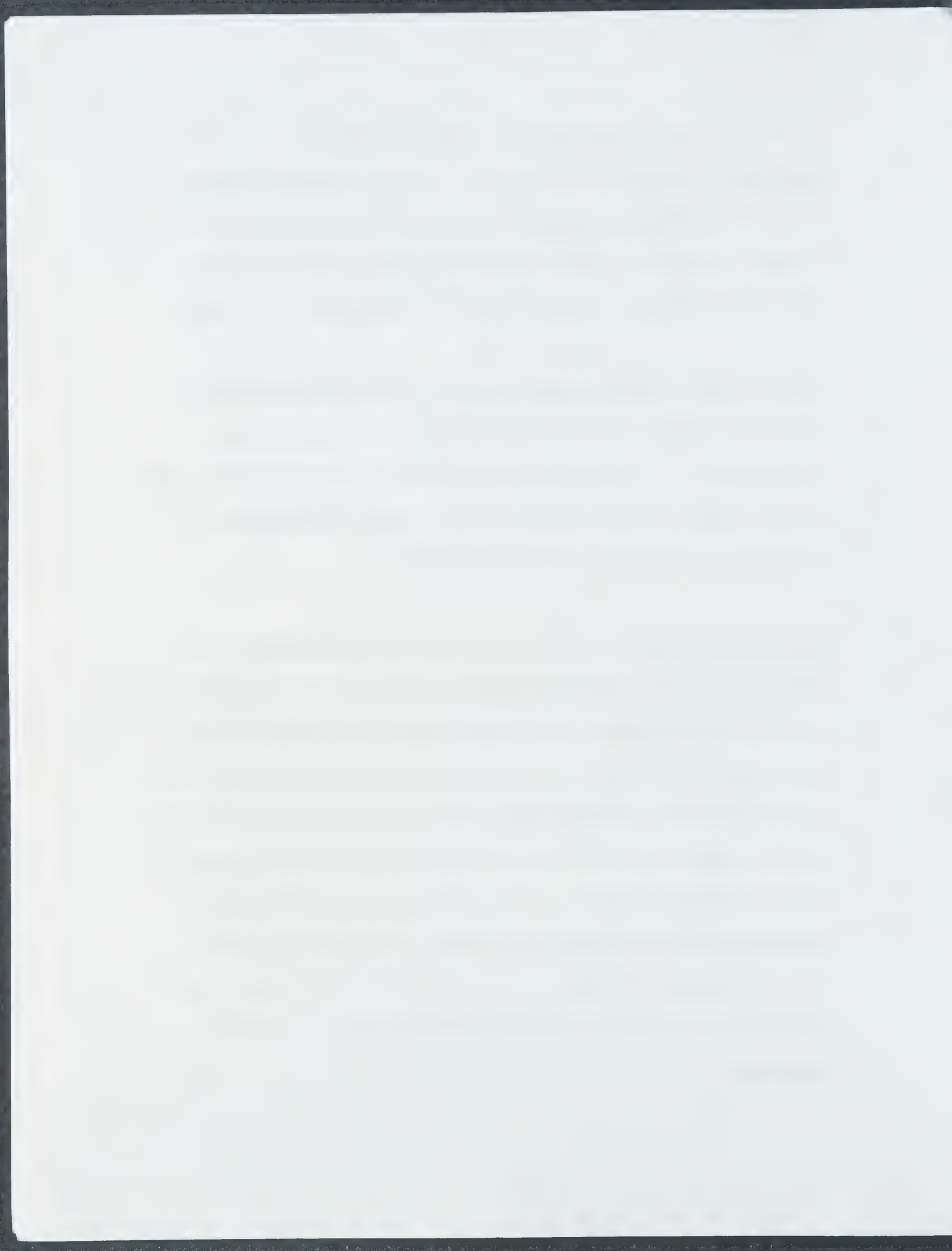
*anxiety caused by the invasion!*

universities has at times been disappointing. Reports of possible closure, terrorist activity ~~in various~~ and difficulties <sup>of some students experienced</sup> of fitting into the home university after the time abroad have all played a part in less than optimal enrollment. ~~but this has~~ <sup>Fortunately, numbers have</sup> increased recently and ~~hopefully~~ <sup>we hope</sup> will continue at the maximum of 180 students which was reached in 2005. As a result the 2003 deficit of C\$1,136,469 declined to C\$124,297 in 2004 and to C\$ \_\_\_\_\_ in 2005.

Largely unaware of all this, the students have really enjoyed themselves and learned a great deal. As Andrew Loman has written in a history of the castle (as yet only in manuscript form), "... the small classes, the committed students, the field study program, and above all the opportunities for daily intellectual exchange with academics from different fields make the ISC overwhelmingly a pleasure."

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One of the joys we had from the very beginning was that the students would have an opportunity to get some flavor of English life. Their time is short and the courses intensive. Many meals - etc. are taken up with field-trips ~~some~~ 6 have been very pleased that some of the ~~some~~ Some of the students have volunteered to help in local schools.

~~Many~~ locals residents, Friends of Herstmonceux Castle, have invited students home to tea and meals, have taken them on favorite walks on the downs, have given ~~the students~~ <sup>them</sup> a peek into life in rural England. For the first ten years the ISC was blessed to have one of these "friends", Mrs. Gillie Arnell who lives just minutes away from the castle, as the wonderfully caring secretary to Sandy Montgomery (with whom she was involved in almost every phase of life at the Castle). She was truly a mother figure to many a student.

It was this group of people, very concerned about the future the castle estate, who formed the Association of "Friends of Herstmonceux" in 198- to prevent the estate falling into the hands of developers. After a number of proposals that they actively opposed, they were relieved to hear that a university, Queen's, was hoping to buy the property. A great many Canadian soldiers had been stationed in this part of Sussex during the Second World War, so this made it even more interesting to learn that Queen's was a Canadian university.

It was some of this group of Friends who were so happy that we had 'saved' the Castle, that in 1997 they proposed me for a CBE, Commander of the British Empire, an honor given by the British Government. Many of our family traveled to Washington to be with us when the British Ambassador presented me with the medal I was very proud to receive. It is a 'thank you' for our efforts not only to provide <sup>a</sup> in international study center for students from many countries but also to help the economy of the region of Sussex where Isabel lived and worked for 32 years. And we were especially glad to celebrate some months later with a large group at the ISC, ~~when~~ <sup>wonderful</sup> we enjoyed a reception in the

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Isabel and I are always thinking of areas where we feel we can make a difference. The ISC clearly offers many opportunities. The estate was the home of the Royal Greenwich Observatory from about 1955 to 1988, when operations were moved to Cambridge and the Canary Islands. Of the seven telescopes only the largest, ~~in~~ the Isaac Newton Observatory was moved to La Palma; the other six remained in place, largely in working order. For many years after the Observatory closed, a group of scientists including Patrick Moore, Richard Gregory and Stephen Pizzey hoped they might someday be able to set up a science center on the site. When it became clear that the ISC would not be likely to make use of the telescope complex, they asked and were granted a short-term lease to set up temporary exhibits until they could make the building usable. Working tirelessly, with volunteer help, Stephen Pizzey built up a very successful center, and in 1995 the Observatory Science Centre signed a 50- year lease with the ISC that enabled them to apply and eventually win a heritage grant to make necessary improvements to the property. The Centre has become a major venue for youngsters to be involved in hands-on physics. Thousands visit each year. Nor is it only for youngsters. There are evening courses for adults in astronomy and the exploration of space, and the ISC now includes a course in astronomy, with telescopes better than the one in Kingston.

(check material)

1995

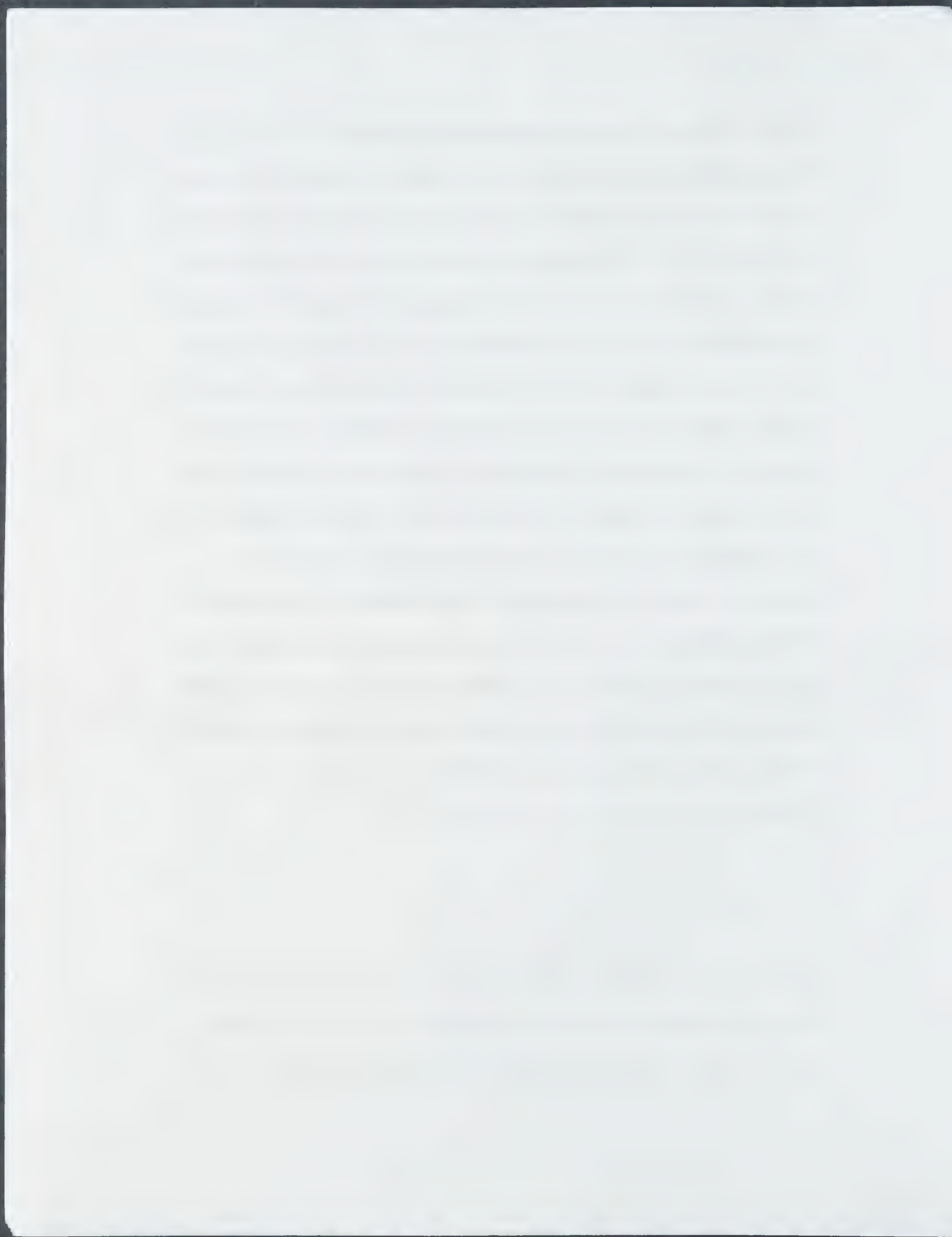




Set in the woods, apart from the main group of domes, the Isaac Newton Observatory building, visible for miles around, has remained vacant. This seemed a waste of a grand space. In 1997, Isabel and I funded a study by an architect and supported the formation of an Isaac Newton Arts Trust. The building had been condemned as unfit for use, but the architect's report found the structure sound and estimated that it would cost L3million to convert ~~the building~~ into an art center to include a concert hall, restaurant and space for art exhibitions. We offered L1 million to the Arts Trust, headed by Stephen Phillips, who had considerable experience in the arts' world. He hoped they would be able to raise an additional L2 million from Arts Councils and the National Lottery with which to make major alterations to the building. Various efforts so far have failed, but the plan now is to try to convert the area 'peu a peu' with the help of funding from the European Community. Some progress has been made. A large amphitheatre-shaped area <sup>at the</sup> ~~on one~~ side of the building has been cleared of scrub and protected by the planting of hundreds of trees. A number of outdoor events have taken place in the Castle grounds and in the amphitheatre. The ~~Isaac Newton~~ Trust has recently signed a 50-year lease with the ISC and our hope is that some day both they and the Observatory Science Centre may combine and work together as an Arts and Science Centre

*↑ Hoping to draw breath and look back at what has been accomplished*

At the end of July 2005 the ISC held a Tenth Reunion for ISC alumni. It was also the 12<sup>th</sup> anniversary of the ceremony held in July 1993 when Principal David and Mary Smith, Chancellor Agnes Benidickson, Isabel and I rode into the grounds of



Herstmonceux Castle for the 'Cutting of the Ribbon' ceremony. What an exciting gala day Jane Whistler had arranged for us and for the hundreds of visitors who came for a first visit to the grounds, <sup>which had been closed for</sup> ~~open~~ to the public ~~after so~~ <sup>12 years later</sup> many years. ~~This time~~, Thursday evening, July 28, the new Queen's principal, Dr. Karen Hitchcock with a number of members of her family was making her first visit to the ISC to welcome thirty-two ISC 'graduates' who had returned from many parts of the world for this reunion. It was also a time for many 'Friends of the Castle' to meet the new Principal and the students who had returned. It was a very happy group at the reception, so much to learn about what had been happening since the students had graduated. Then up to the ballroom to enjoy the concert specially arranged for me by the musicians in residence. "A Musical Tribute: Themes of a Life" was beautifully presented by Shelly and Diana Katz joined by .....and.....,two Israeli musicians, by English tenor .....and David and Nathan Katz. I had a hard time holding back tears of grief at the Ani Mamin, and of joy at the end 'once you have found her, never let her go'. Whenever I have heard this I have thought of Isabel and here she was sitting right beside me with four members of her family who had come from Canada to be with us. My happiness could not have been greater!

Diana and Shelley had prepared a CD "Love Live Forever" with fourteen songs about love and this was given to every attendant.

On Friday Isabel and the family went to Glyndbourne to see Smetana's 'Battered Bride' while I stayed at home in Bexhill to discuss the manuscript of a long history of the Castle



- 4 -

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*a professor of International Business in the Queen's School of Business*

Fortunately, Don MacNamara, although unable to take the position of <sup>Executive</sup> director, resident in Canada, until later, <sup>became Associate Director</sup> worked tirelessly to promote the Castle both in and outside Canada, and was able to take <sup>over as ED</sup> ~~that position~~ <sup>when</sup> some time after Dr. Yates left in April 1995. <sub>years</sub>

All the directors from 1993 to 2003 already held positions at Queen's and were appointed as academic directors to the ISC for only two to three years. This put the ISC at a disadvantage, because they could not take a long term view. The last two-year academic director (200<sup>0</sup>1-2002), Patrick O'Neil, struggled valiantly to persuade Queen's to strengthen the leadership by appointing an executive director for a term of five years. Dr David Bevan, not already a Queen's academic appointee, but with wide international experience, became the first executive director for five years in 2003. David is straightforward and hard working and benefits from not having to worry about what to do after two years. He gets along splendidly with Sandy Montgomery, who is happy not to have to shoulder so much responsibility alone. Enrollment has gone up, in some terms reaching the maximum of 180 students. The 2003 deficit of C\$----- <sup>1,136,409</sup> declined to C\$----- <sup>124,297</sup> in 2004 and to C\$----- in 2005.

In the early days, Isabel and I failed to realize that quite a few Queen's academics strongly objected to the ISC, particularly when government funding was severely cut in the nineties. "Why spend money in England when it was needed so badly in Canada" was their complaint. Some referred to the Castle as a "boondoggle", and after first year students arrived, as "the International Summer Camp".

*see 1-613 378 4655*





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*Deke & ...  
he says email ...*

*Dear Alfred and Isabel-*

*How wonderful to hear from you - and my sincere apologies for the delayed response. I am alone conducting the Public Executive Program and have 27 senior public servants on board from 0800-2200 daily. Apart from having 5 days of teaching myself, I stay in the classroom to lead discussions for all speakers. Hence, the President refuses to stop!*

*Lee & I moved to Sidney, BC (Victoria Airport!) in October. We have literally hundreds of friends there - old classmates (even a room-mate for Lee!), air force colleagues, many former students from the military and even some Queen's folks - David Turpin is now the President of the University of Victoria.*

*Our address is: 305-4830 Second St.*

*Sidney, BC*

*V8L 3C 6*

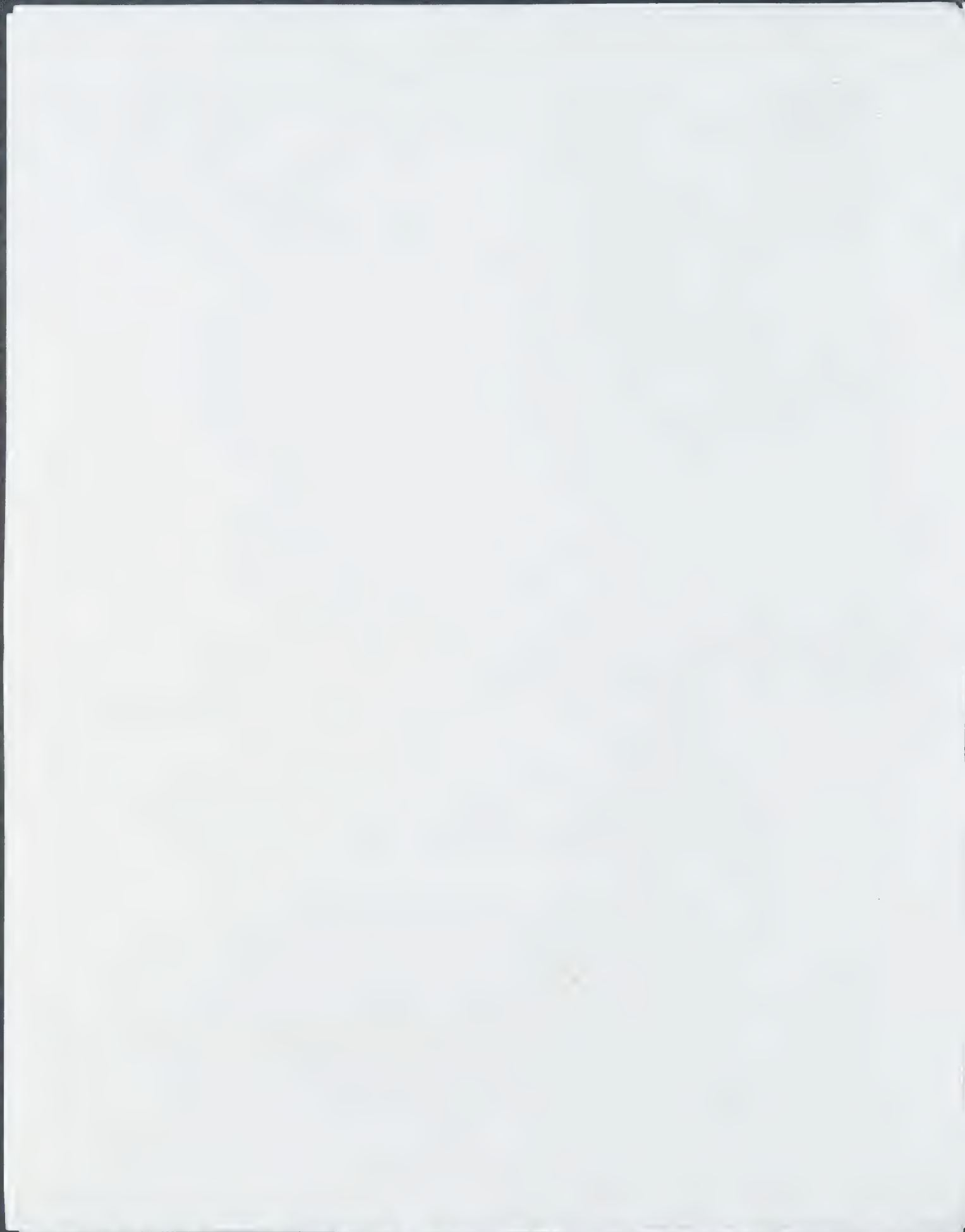
*Phone 250-654-0731*

*We would love to see you if you ever get to the area. It is wonderful!!!*

*Re your manuscript, I am reluctant to edit it, but have attempted a small change.*

*As background, I served on the original planning committee as one having organized and conducted Queen's courses abroad - for three years, each summer semester at Kaiserlautern University in Germany. Michael Davies and David Smith had asked me what programs I might suggest should Queen's become the owners of a castle in England! (Dwan - who is a professor of International Business).*

*In Feb 1994, David Smith called me and asked me to become Executive Director. I had just accepted \$10 million from the Canadian Government to start a*





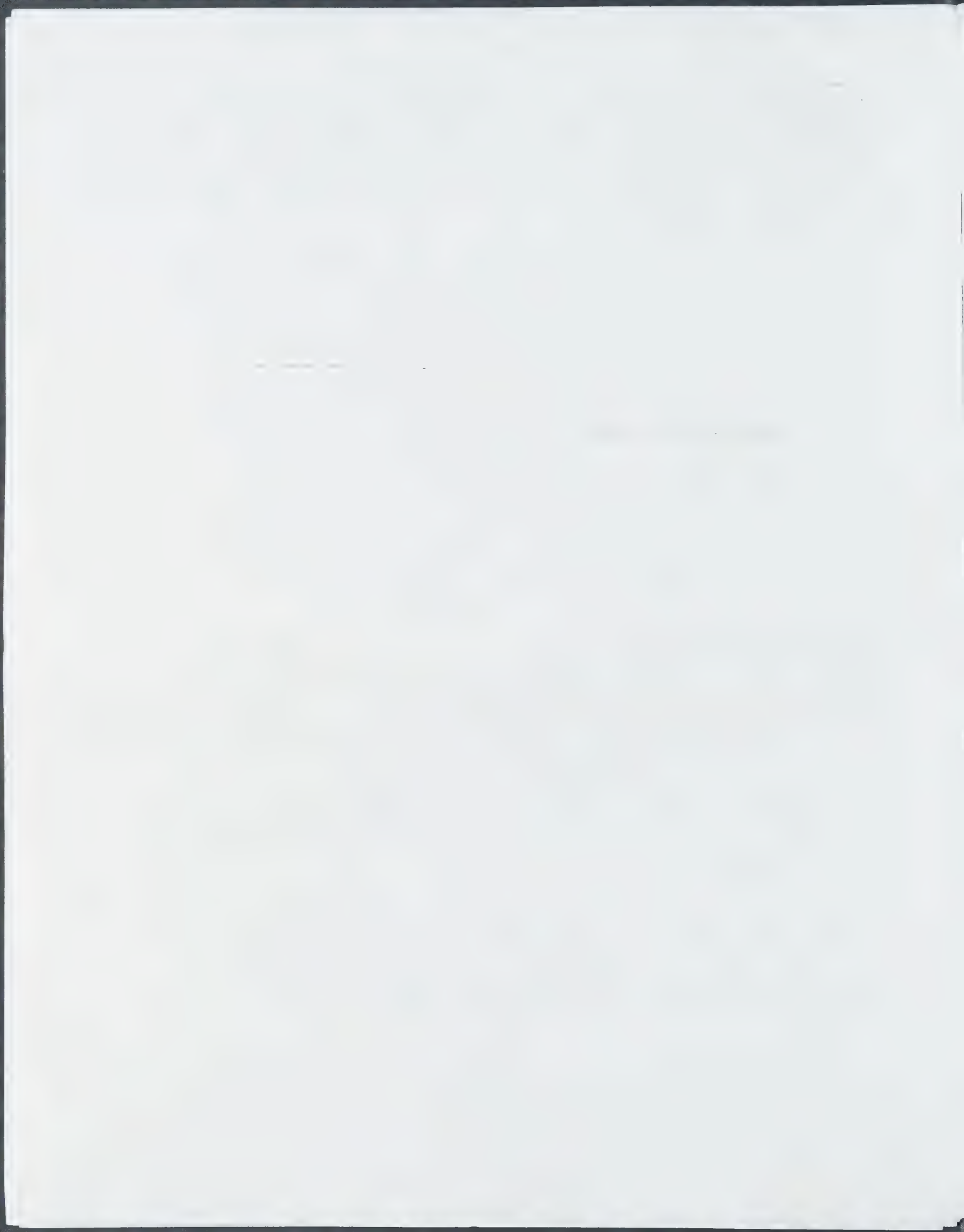
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Peacekeeping Training Centre in Nova Scotia where a military base was to be closed. I was the President of the Canadian Institute of Strategic Studies and, although a volunteer, was legally the CEO of the organization. In addition, I had just moved my mother from Toronto to Kingston following her stroke.

I told David I could not accept the position as I could not really live outside Canada for awhile at least. However, I did say that I was deeply committed to the exciting opportunity that Envis had. In a few weeks, I was asked if I would become Associate Director and open & run the Queen's-based IBC office, and be responsible for the curriculum development, staffing and marketing. I assumed that role in May 1994 and moved into Richardson Hall. When Maurice Yester resigned in April 1995, Bill Leggett called me (I was 'marketing' in Trent University in Peterborough) and asked me to become the Executive Director, to run the IBC from Canada and that we would seek and appoint an academic director for the Centre. I happily accepted!

I hope you will not consider me 'immodest' to reflect on my particular satisfaction in contributing to the Centre program. First, in the earliest days I proposed and designed the 'field study' models for the European trips (including using my military and diplomatic contacts to facilitate them), and also to insist that 'experiential and locational' learning be part of every course, to take advantage of the special opportunities provided by the Centre location. I personally conducted most of the field studies to Europe during my time with the IBC, and continued to do so for the School of Business MBA courses until 2000.

Second, I developed the academic model of 'Humanities in the Fall, Social Sciences in the Winter, credit course options for Spring and Summer'. To a substantial degree, this model prevails for upper years. I did participate in the 'first year' model, but the idea was that of John Conroy, then VP Ops & Finance



-3-

Third, I composed and delivered the successful appeal to the Board of Trustees not to close and sell the ISC. There is a lot to the whole story that is much longer, but I will never forget your telephone call Alfred when you said as I answered, "Praise God, He has sent you to save the Castle" - or something close to that!

Fourth, I set in motion a financial accounting model of 'activity-based costing' that was run by Sandy and gave us details of what every activity cost and where we had to be marketing and for how many rooms.

Fifth, I have spoken to hundreds of ISC alumni - not one has said they had any regrets, it was uniformly the best university experience they had. I am so pleased and proud to have had the opportunity to be part of such a magnificent enterprise.

Now, of course, for Lee and me, "the icing on the cake" has been the friendship of you and Isabel. We have never seen you often enough, but have enjoyed every occasion.

I do apologize for my lengthy, verbose and perhaps too detailed response to your question.

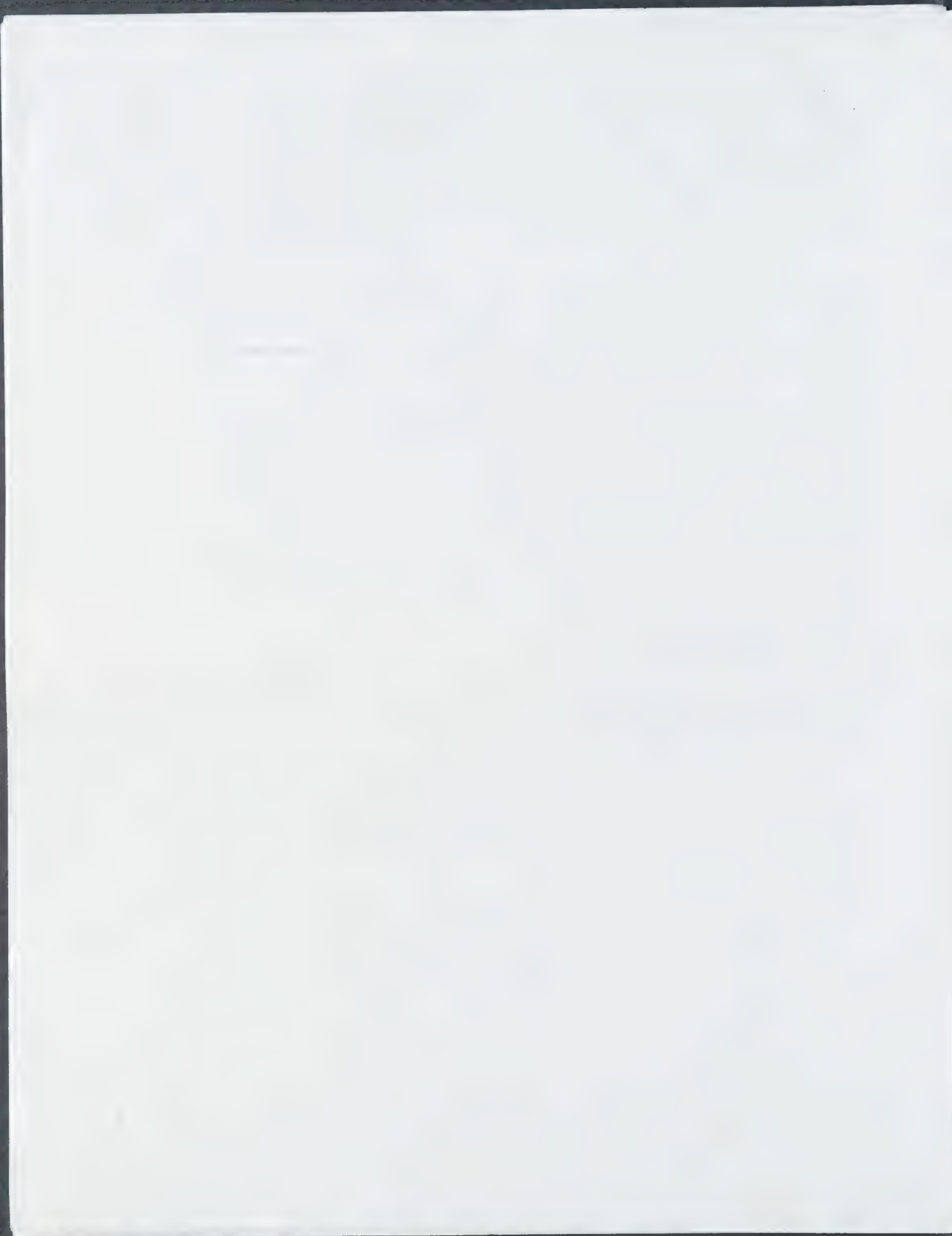
Our very best wishes to you both and we look forward to seeing you soon. I called Lee to tell her that I had heard from you and she asked that I send you both her love and best wishes.

Ad extra!

Alfred

P.S. The idea for David Smith Hall is just great. Your usual generosity continues to overwhelm me!

Alfred



## The International Study Centre

Isabel and I have watched the development of the International Study Centre (ISC) at Herstmonceux Castle with care and concern. Only now, over twelve years after the purchase contract was signed in August 1993, does it seem to be on a stable course.

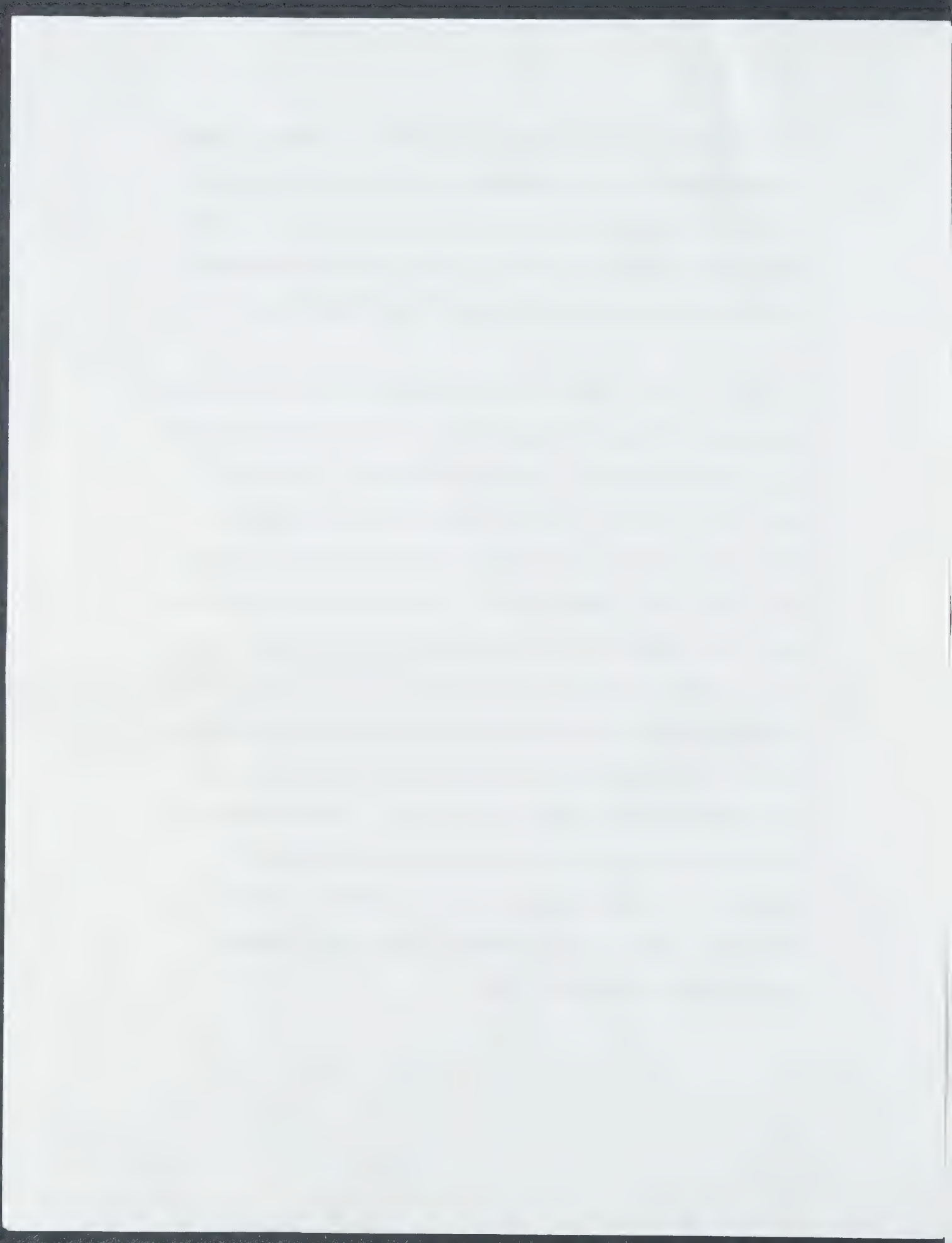
Principal David Smith's choice of Jane Whistler as the first coordinator was most fortuitous. Jane was a friend of David's wife Mary with whom she had taken courses at Queen's in Kingston some years earlier. Jane had also had lived near Herstmonceux for many years; she was just the right person for this new venture. As I wrote in my first *Adventures* (p.280), "She already knew many people in the area and was familiar with the intricacies of obtaining planning permissions, which would have to be secured before Queen's could consider acquiring the property. Jane was so tireless in her negotiations with government bodies, heritage committees and planning authorities, as well as the local people that she made me think of a "Swiss army knife." She could tackle anything, yet is full of charm."

The ISC's first executive director, appointed in 1993, was British born Dr. Maurice Yeates. Although the Dean of Graduate Studies at Queen's, he was at the time on leave of absence at the Ontario Council of Graduate Studies in Toronto and <sup>was</sup> ~~could~~ not able take up this new position until spring 1994. Once he was appointed however, Jane was no longer able to liaise directly with Kingston <sup>and</sup> ~~but~~ <sup>(1)</sup> communications through Maurice were so slow that relations became strained to the point where Jane felt she could not make any progress and she decided to leave at the end of the year. This was a real loss for the ISC



as the direct contact between Queen's and the local authorities and builders in England was broken. During the next few months Maurice made several <sup>from Canada</sup> trips to learn about the project in order to keep things moving. Jane remained for a time to ease the transition, and Gilly Arnell, who had taken the position of secretary, held things together until the arrival in March of the newly appointed operations manager, Sandy Montgomery.

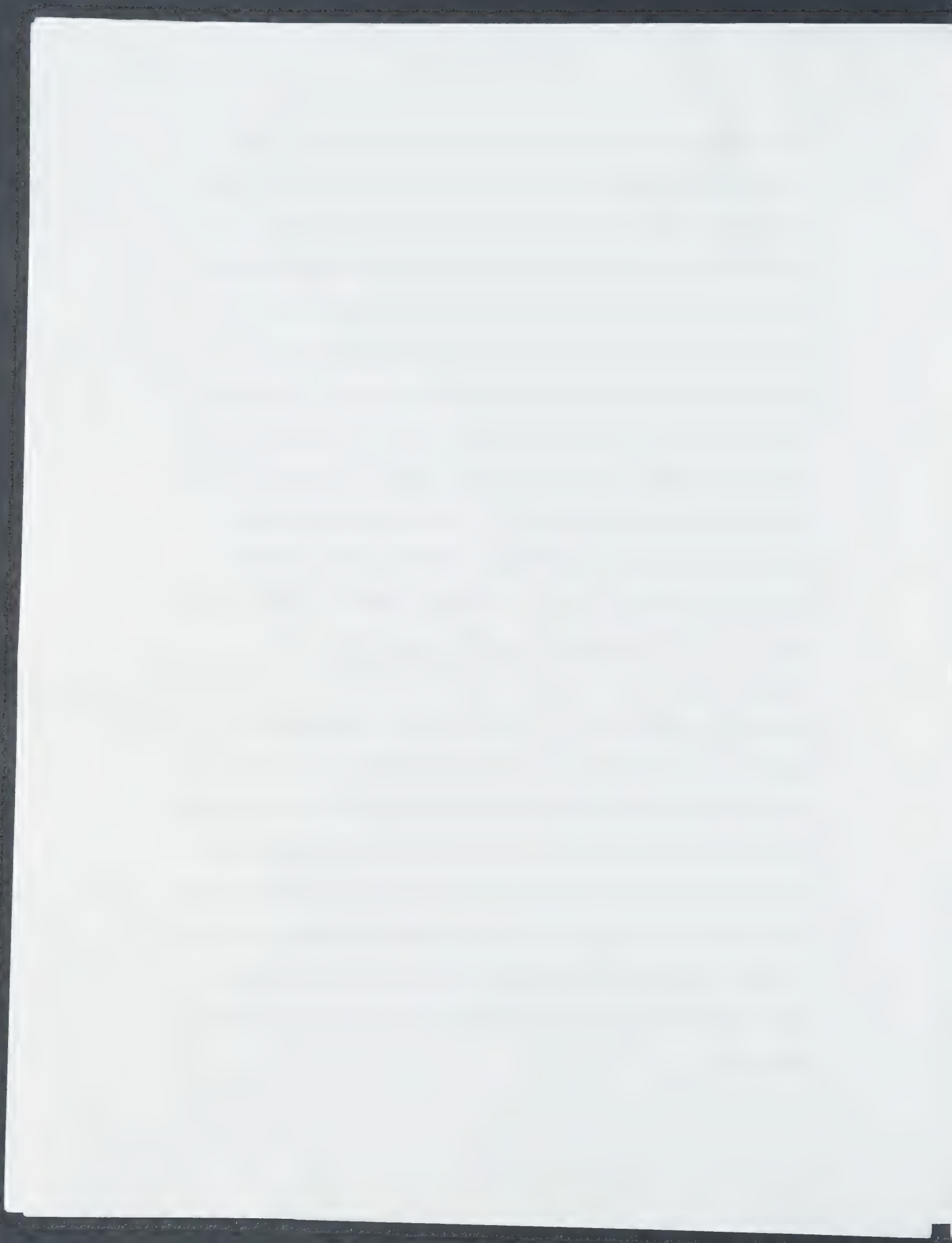
The original hope was to begin the first courses in the summer of 1994, and in an attempt to expedite work Principal Smith decided in February to ask Don MacNamara, Professor of International Business at Queen's whether he might be able to become the ISC's executive director. Don had to decline for a number of reasons but did accept the position of associate director to run the Kingston-based ISC office and be responsible for curriculum development, staffing and marketing. He assumed that role in May 1994 and worked tirelessly to promote the Castle and its programs both in and outside Canada. In the meantime Maurice eventually took up residence at the ISC and in September 1994 welcomed the first group of 50 third-year students who moved in <sup>down</sup> as the builders began to move out. We were as thrilled as Principal Smith to know that at last our dream of having teachers and students at Herstmonceux was a reality. The castle had come alive, but there were a great many difficulties still to surmount. David Smith retired as Principal in 1995 and Maurice resigned as director in April of that year, so the new venture had to be handed on to a new management. Luckily, Sandy Montgomery remained to tackle whatever problems arose.





Bill Leggett, who succeeded David Smith as Principal of Queen's, turned to Don MacNamara whom he asked step up as executive director to run the ISC from Kingston with an academic director who would be appointed for two years in England. As well as working with the academic directors to build the curriculum, Don was instrumental in proposing and designing the 'field study' models for the European trips which every student takes. Don's enthusiasm in Kingston, and Sandy's dedication at the Castle were the two factors that held the ISC together in the first years. However, the division of executive management in Canada and limited two-year academic direction in England, a situation that continued until 2002, put the directors at the ISC at a disadvantage. It was very difficult to take a long-term overall view for development when control was in Kingston and the directors in England changed so often. The one firm constant was Sandy. He was the backbone of the ISC and richly deserved the recognition he received in May 2004, the Distinguished Service Award (Fig) which tells this clearly.

An unexpected problem arose in 1999 when the Canadian government grants to universities were cut drastically. The loss of millions of dollars in funding affected every aspect of the university's organization. When Queen's bought the Castle in 1993, Isabel and I did not realize that quite a few Queen's academics would strongly object to the ISC. Tighter financial stringencies in Kingston simply increased their opposition. "Why spend money in England when it was needed so badly in Canada?" was their complaint. Some even referred to the Castle as a 'boondoggle', and when a programme for first year students was added to increase enrollment, detractors referred to it as 'the International Summer Camp'.



There were times when the Board of Trustees came close to giving up. A real estate firm was consulted and reported that the market for castles in England was so poor that Queen's might receive only \$10 million from a sale. The Board met to consider selling. It was Don MacNamara's appeal that persuaded the Board not to close the ISC. Don remembers our telephone conversation in which he related the decision and my reply: "Praise God. He has sent you to save the Castle." Principal Leggett flew to Milwaukee to ask us for an additional US \$1 million which we gave. Funding has remained a constant problem as costs and the number of students have fluctuated over the years. In 2002 we offered to pay all ISC deficits for a period of five years and are very pleased that the financial situation has improved so that further help should not be necessary.

The problem of the short-term appointments of directors had still to be addressed. The last two-year academic director (2001-2002), Patrick O'Neil, struggled valiantly to persuade Queen's to alter and strengthen the leadership by appointing an executive director in England for a term of five years. Dr. David Bevan, not already a Queen's academic but with wide international experience, accepted this appointment in 2003. The ISC has benefitted greatly from the new management structure. Straightforward and hard working, David has worked splendidly with Sandy Montgomery, who is happy not to have to shoulder so much responsibility.

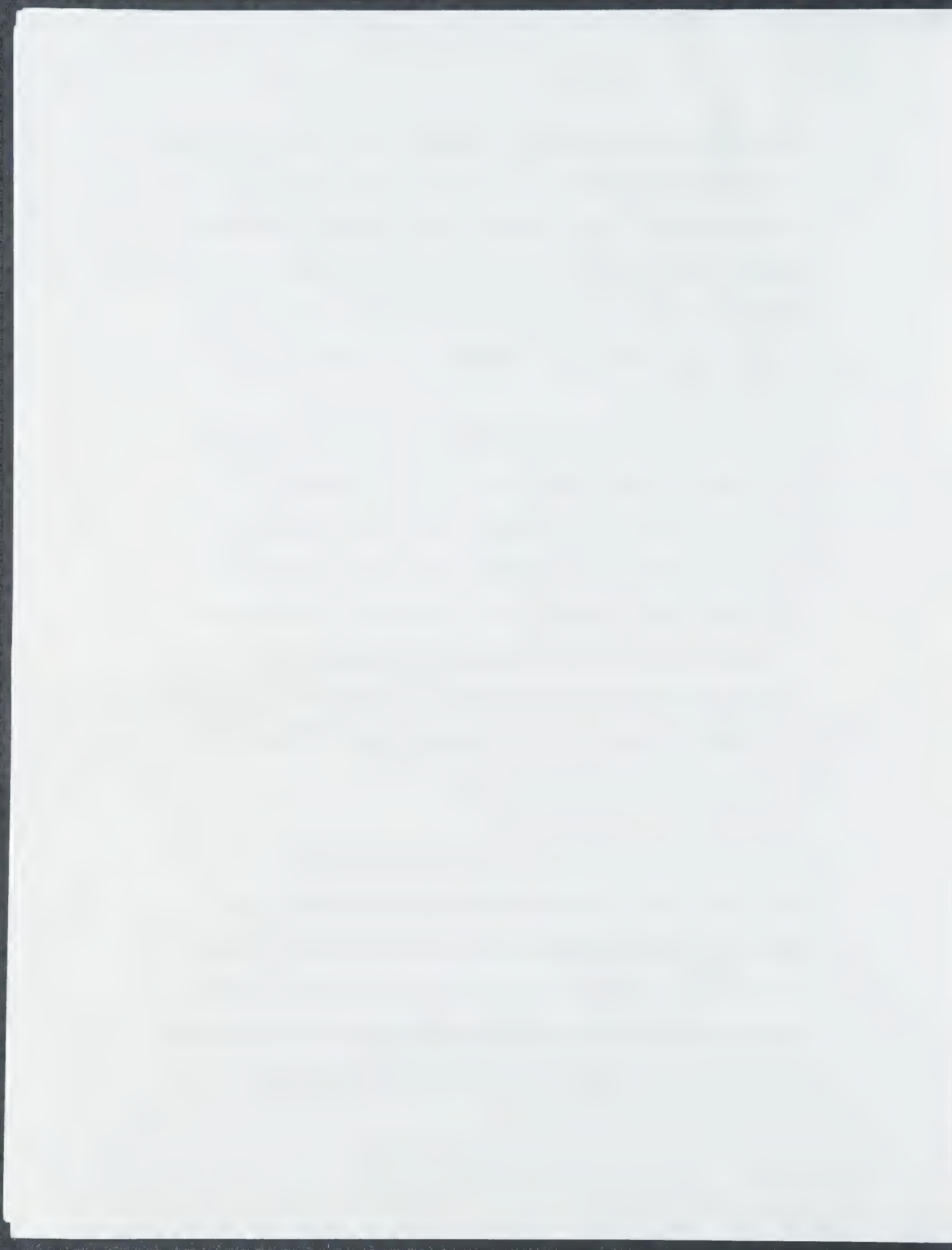
Efforts to encourage students from a variety of universities in different countries have had varied success. Even the number attending from Queen's and other Canadian



universities has at times been disappointing. Reports of possible closure, anxiety caused by terrorist activity and difficulties some students experienced of fitting into the home university after the time abroad have all played a part in less than optimal enrollment. Fortunately numbers have increased recently. The maximum of 180 students was reached in 2005, and we very much hope this will continue. As a result the 2003 deficit of C\$1,136,469 declined to C\$124,297 in 2004 and to C\$\_\_\_\_\_ in 2005.

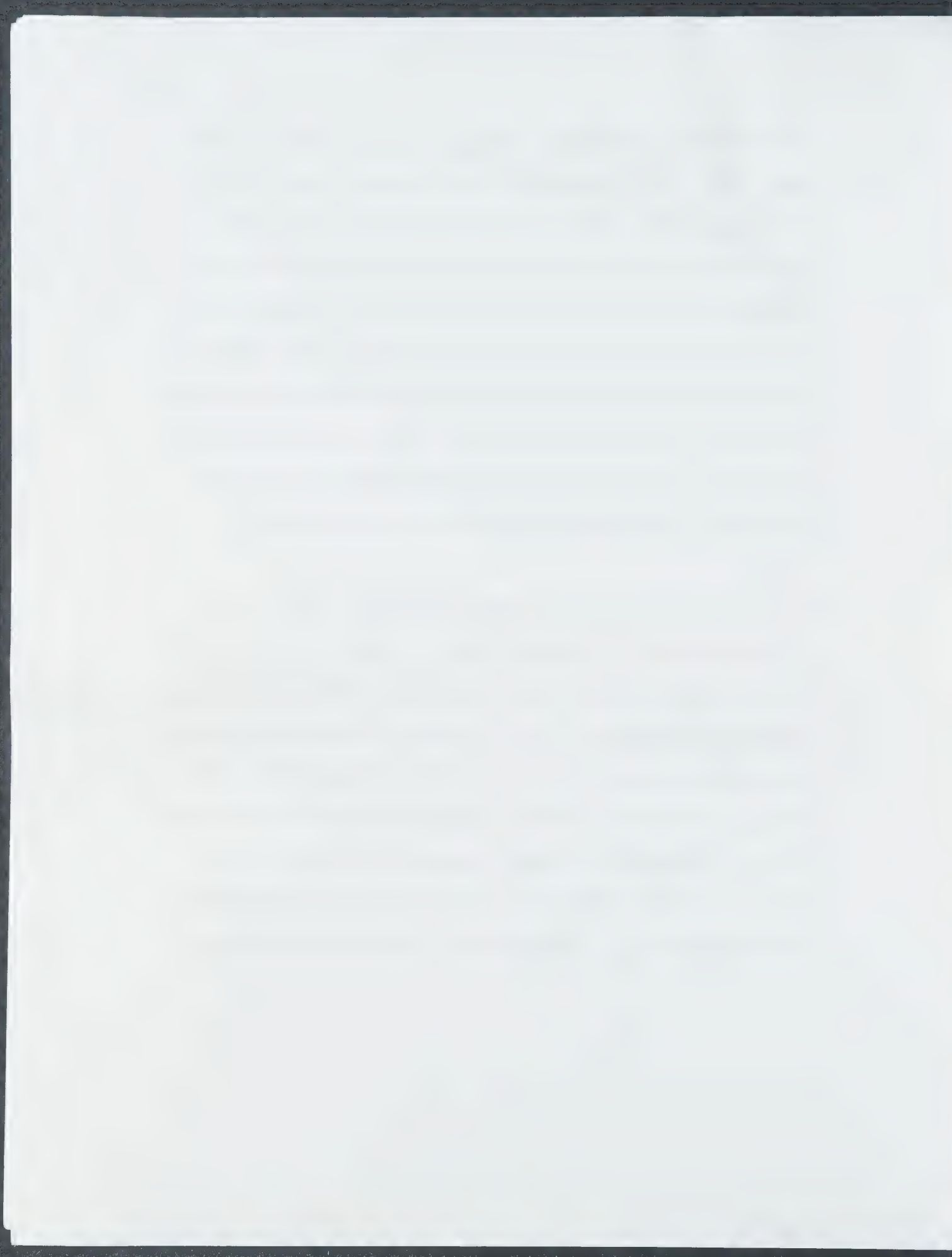
Largely unaware of all this, the students have <sup>from the beginning</sup> really enjoyed themselves and learned a great deal. For many of them this is the first time they have been abroad. If they are first year students, they and their parents have the assurance that they will be in a safe environment. They also benefit from the fact that, as Andrew Loman has written in a history of the castle (as yet only in manuscript form): "the small classes, the committed students, the field study program, and above all the opportunities for daily intellectual exchange with academics from different fields make the ISC overwhelmingly a pleasure". For many of these students it is a life-changing experience.

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One of the hopes we had from the very beginning was that the students would have an opportunity to get some flavor of English life. Their time is short, the courses are intense, and many weekends are taken up with field trips, to London, Stratford, Brussels. We are very grateful that a number of the local residents, Friends of Herstmonceux Castle, have invited students home to tea and meals, have taken them on favorite walks on the downs, and have given the students a peek into life in rural England. From the earliest days and for the next ten years the ISC was blessed to have one of these 'friends', Mrs. Gillie Arnell as the wonderfully capable secretary who worked first with Sandy Montgomery. She was truly helpful not only to students but also to each successive academic director.



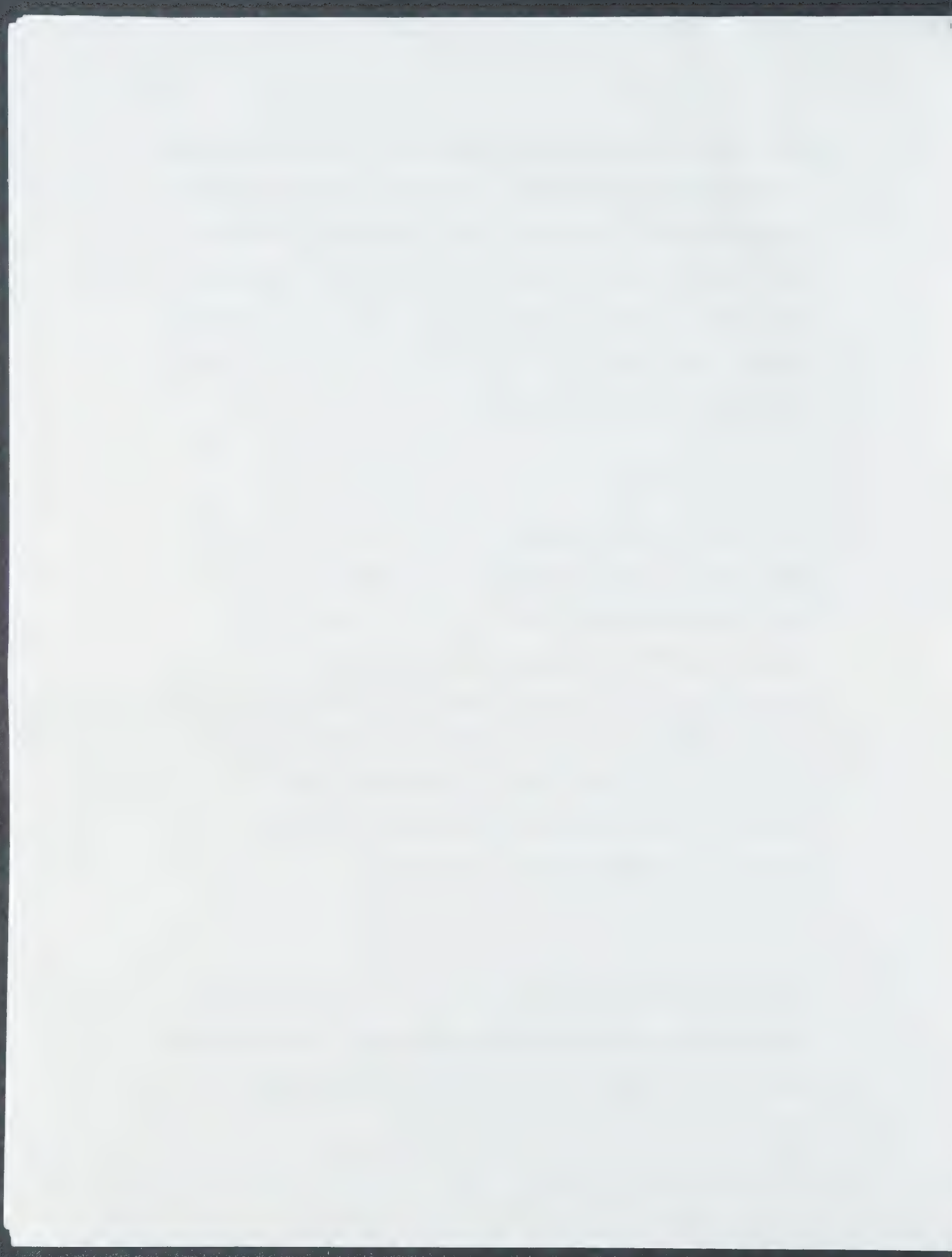


Many of these local people were among those who, in 1988, formed the "Friends for the Protection of Herstmonceux Castle" hoping to prevent the estate's falling into the hands of developers. After they actively opposed a number of proposals, they were relieved to hear that a university, Queen's, was hoping to buy the property, and were particularly pleased to learn that Queen's was a Canadian university. A great many Canadian soldiers had been stationed in this part of Sussex during the Second World War. This seemed to be an acceptable new owner for 'their' Castle.

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Set in the woods, apart from the main group of domes, the Isaac Newton Observatory building, visible for miles around, has remained vacant. This seemed a waste of a grand space. In 1992, Isabel and I funded a study by an architect and supported the formation of an Isaac Newton Arts Trust. The building had been condemned as unfit for use, but the architect's report found the structure sound and estimated that it would cost L3million to convert the building into an art center to include a concert hall, restaurant and space for art exhibitions. We offered L1 million to the Arts Trust, headed by Stephen Phillips who



had considerable experience in the arts' world. He hoped they would be able to raise an additional L2 million from Arts Councils and the National Lottery with which to make major alterations to the building. Various efforts so far have failed, but until they find additional funding, the plan is to try to convert the area 'peu a peu' with help from the European Community. Some progress has been made. A large amphitheatre-shaped area on one side of the building has been cleared of scrub and protected by the planting of hundreds of trees. A number of outdoor events have taken place in the Castle grounds and in the amphitheatre. The Isaac Newton Trust has recently signed a 50-year lease with the ISC and our hope is that some day both they and the Observatory Science Centre may combine and work together as an Arts and Science Centre.

At the end of July 2005 the ISC held a Tenth Reunion for ISC alumni. It was also the 12<sup>th</sup> anniversary of the ceremony held in July 1993 when Principal David and Mary Smith, Chancellor Agnes Benidickson, Isabel and I rode into the grounds of Herstmonceux Castle for the 'Cutting of the Ribbon' ceremony. What an exciting gala day Jane Whistler had arranged for us and for the hundreds who came to visit the grounds, open to the public for the first time after so many years. On Thursday evening, July 28, 2005, the new Queen's principal, Dr. Karen Hitchcock with a number of members of her family was making her first visit to the ISC to welcome thirty-two ISC alumni who had returned from many parts of the world for this reunion. It was also a time for many 'Friends of the Castle' to meet the new Principal and the students who had



returned. We were a very happy group, new people to meet and so much to learn about what had been happening since the students had graduated. But reunions would wait, at least until the buffet supper after the concert specially arranged for me by the musicians in residence. "A Musical Tribute: Themes of a Life" was beautifully presented by Shelly and Diana Katz joined by three musicians, and David and Nathan Katz. I had a hard time holding back tears of grief at the Ani Mamin, in memoriam of the Shoah, and of joy at the end 'Once you have found her, never let her go'. Whenever I have heard this I have thought of Isabel and here she was sitting right beside me with four members of her family who had come from Canada to be with us. My happiness could not have been greater!

On Friday Isabel and the family, Jane Whistler and Mary Smith went to Glyndebourne to see Smetana's 'The Battered Bride' while I stayed at home in Bexhill to discuss the manuscript of a long history of the Castle written by Andrew Loman who had taught at the ISC for three years. Andrew had come over for the reunion and on Saturday afternoon was to give a lecture about the history of the Castle, which would be followed by my talk: "Why I love Queen's". Diana and Shelley had prepared a CD, 'Love Live Forever' that had been planned as an accompaniment Andrew's book. In the meantime everyone who came to the reunion received a copy of the CD we can play if we need a reminder of the Castle.

During our discussion, Andrew mentioned another reason, apart from the legal problems Canadians have in receiving permission to work in England, why coming to teach at the



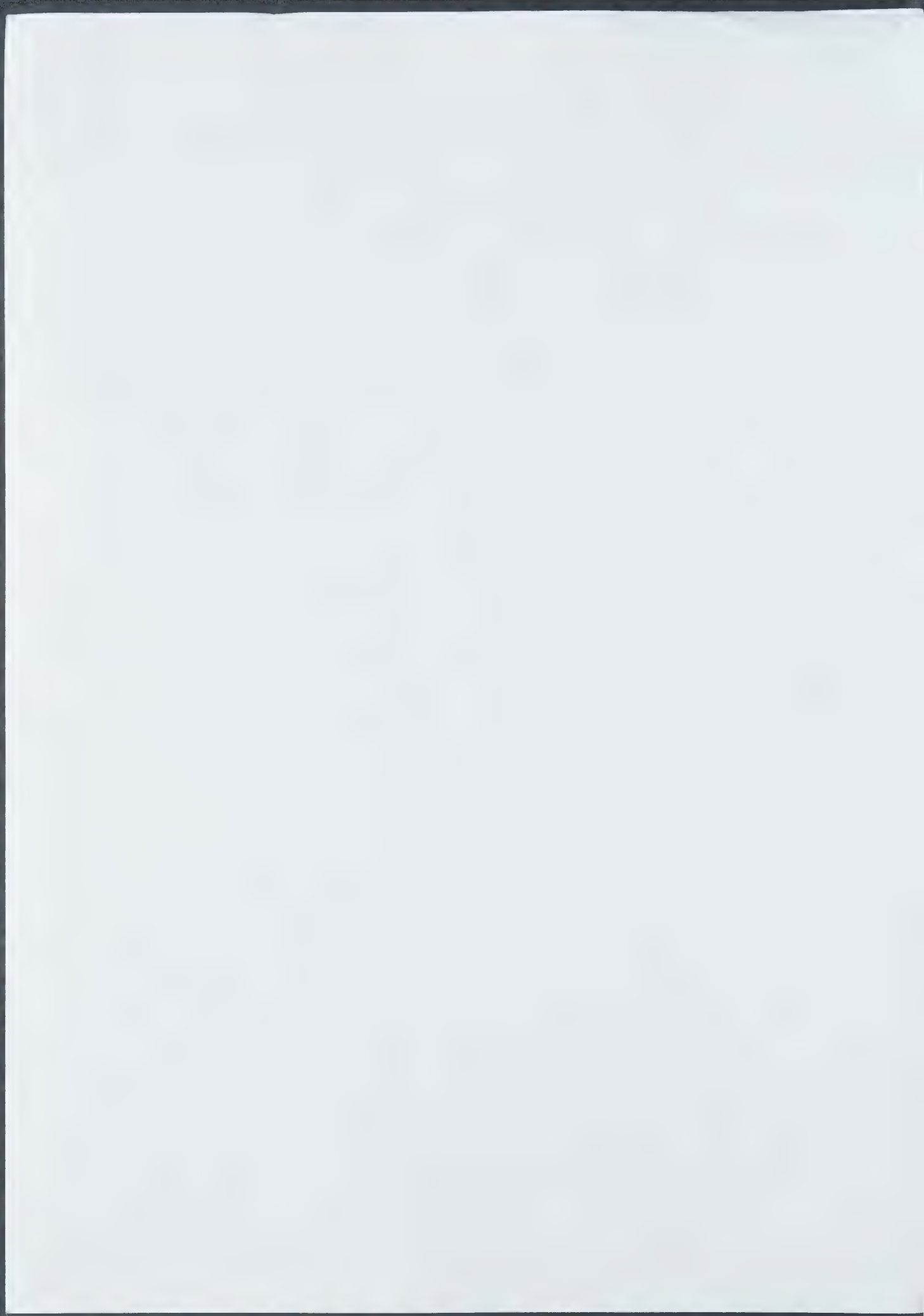


ISC is difficult. There are just two cottages, very little accommodation for families, and since most of the staff come from afar and for a relatively short period, it has been necessary to house them in one section of Bader Hall. This is a situation that has long needed attention. When we discussed this with Sandy Montgomery he suggested that it would be possible to rebuild on foundations of existing buildings and to alter part of Bader Hall to make more adequate provision for academics. This seems to us a very important step to take and we have given Queen's the funds. Plans have been approved at Queen's. We are awaiting approval by the authorities in England and are delighted to be starting this new project. Since we would not have given the Castle to Queen's without the vision and our wonderful rapport with Principal David Smith, we suggested that we call this residence the David Smith Hall.



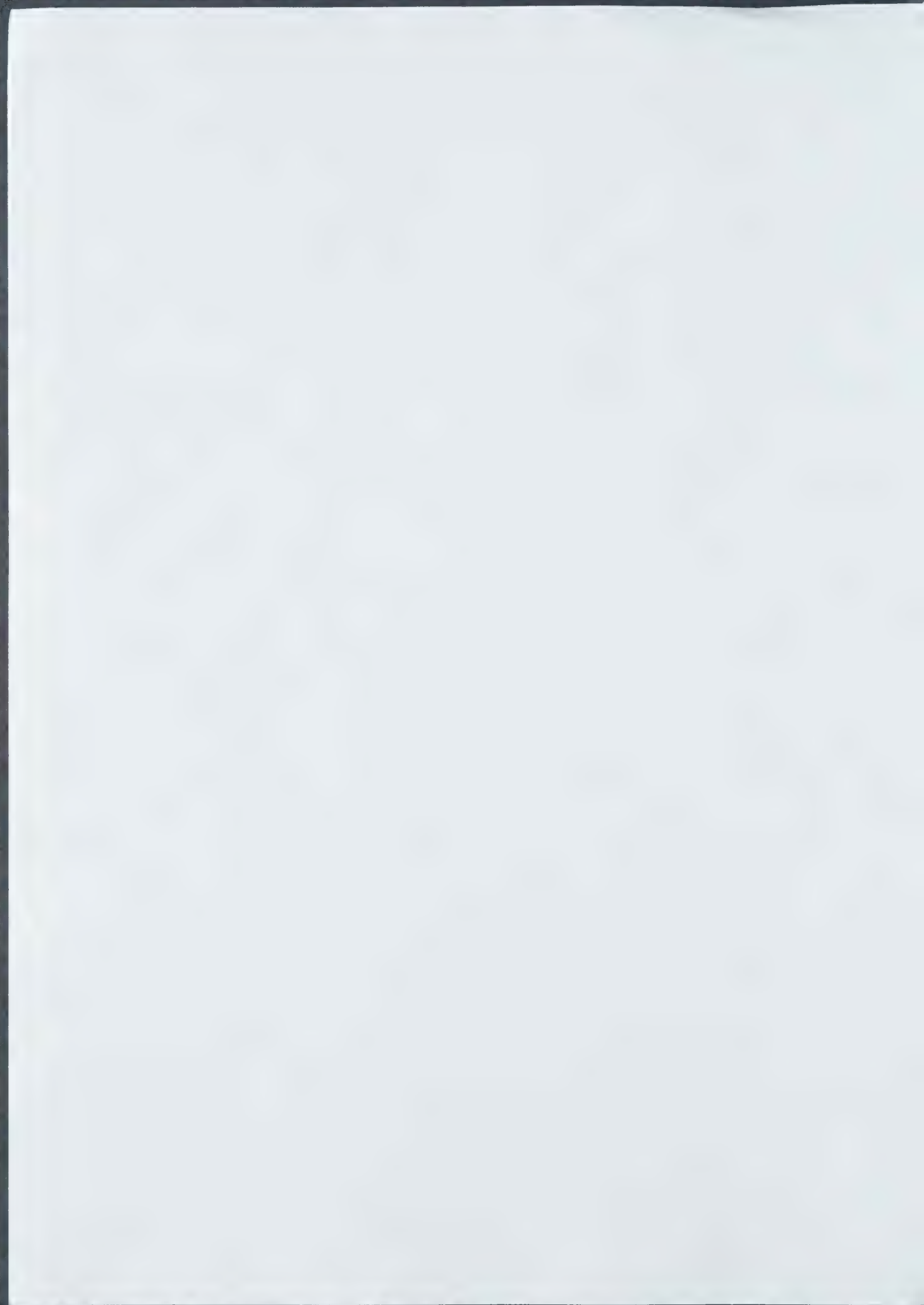
WINTER COURSE PROGRAMME

| COURSE TITLE   | COURSE CODE NO | HOURS PER WEEK | HOURS PER TERM | DAY RELEASE COURSE FEES |
|--|----------------|----------------|----------------|-------------------------|
| <u>European Area Studies</u>                                 |                |                |                |                         |
| A Survey of Western European Art and Architecture in Britain | ARTH115/1.0    | 6              | 72             | £200.00                 |
| 20th Century Theatre in Performance                          | DRAM101/1.0    | 6              | 72             | £200.00                 |
| The Economics of the European Community                      | ECON225/0.5    | 3              | 36             | £100.00                 |
| European Narrative   | FILM305/0.5    | 3              | 36             | £100.00                 |
| Communication et Culture I                                   | FREN018/0.5    | 3              | 36             | £100.00                 |
| The Geography of Europe                                      | GPHY259/0.5    | 3              | 36             | £100.00                 |
| Communicative German   | GRMN101/0.5    | 3              | 36             | £100.00                 |
| Modern European Politics                                     | POLS239/0.5    | 3              | 36             | £100.00                 |
| <u>Commerce</u>  |                |                |                |                         |
| Organisational Analysis                                      | COMM352/0.5    | 3              | 36             | £100.00                 |
| The Economics of Financial System                            | COMM326/0.5    | 3              | 36             | £100.00                 |
| <u>Economics</u>   |                |                |                |                         |
| The Emergence of the Modern Industrial Economy               | ECON231/0.5    | 3              | 36             | £100.00                 |
| Macroeconomic Theory II                                      | ECON320/0.5    | 3              | 36             | £100.00                 |
| International Trade Policy                                   | ECON325/0.5    | 3              | 36             | £100.00                 |
| <u>Geography</u>   |                |                |                |                         |
| Cities and Development in Modern Europe                      | GPHY359/0.5    | 3              | 36             | £100.00                 |
| Political Geography  | GPHY363/0.5    | 3              | 36             | £100.00                 |
| <u>Politics</u>  |                |                |                |                         |
| European Politics  | POLS333/1.0    | 6              | 72             | £200.00                 |
| British Politics   | POLS336/0.5    | 3              | 36             | £100.00                 |
| Strategies of Political Research                             | POLS385/0.5    | 3              | 36             | £100.00                 |
| <u>Sociology</u>   |                |                |                |                         |
| Development of Social Theory                                 | SOCY221/1.0    | 6              | 72             | £200.00                 |
| Modern Social Theories                                       | SOCY322/1.0    | 6              | 72             | £200.00                 |



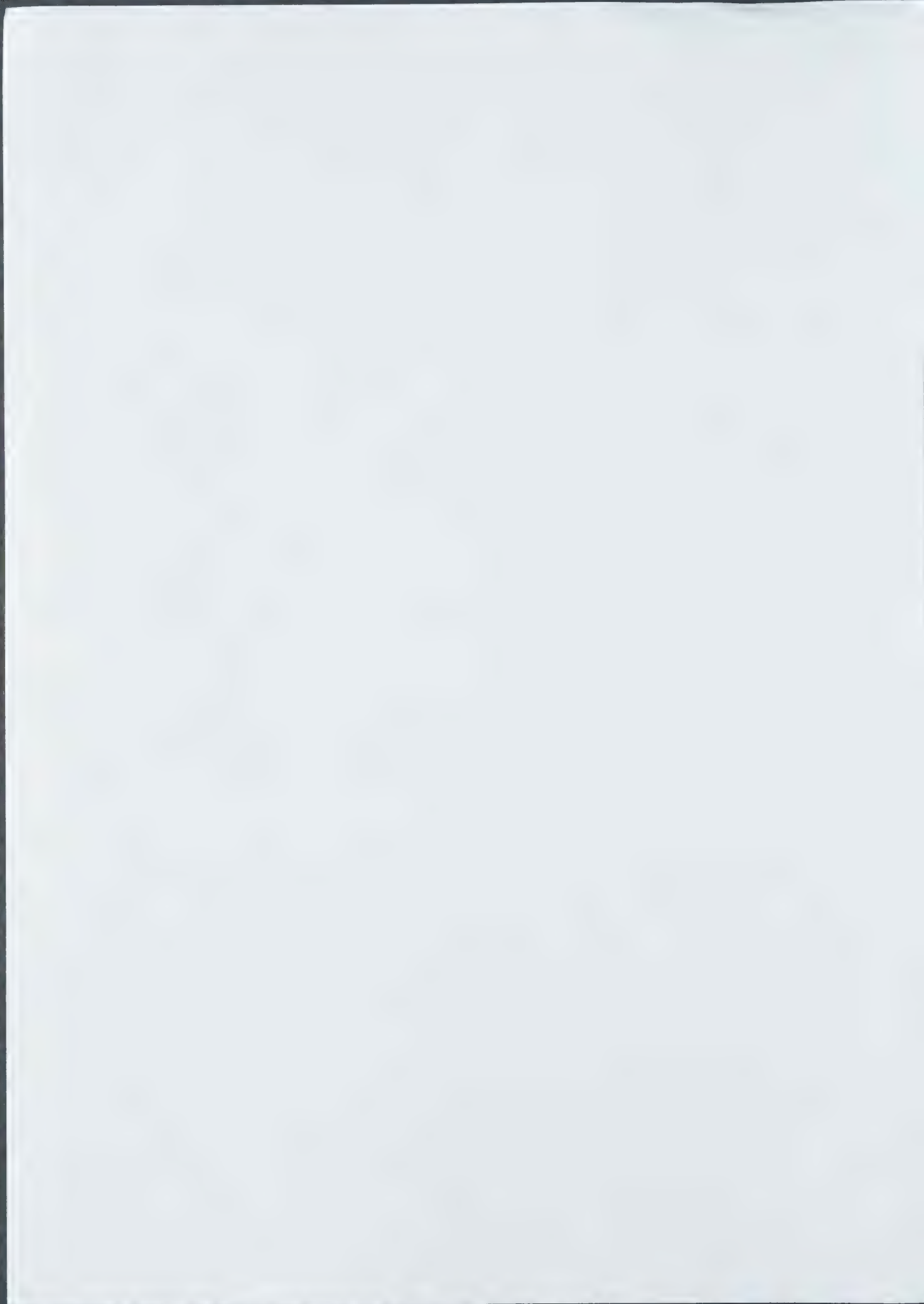
WINTER COURSE PROGRAMME

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| Modern Social Theories                                       | SOCY322/1.0    | 6              | 72             | £200.00                 |





## Orientation Handbook

### Welcome to the International Study Centre at Herstmonceux

Herstmonceux Castle has had a number of uses over the years. Most recently it was the home of the Royal Greenwich Observatory. Between the time of the departure of the Observatory in 1988 and the purchase of the estate by Queen's University in 1993 the Castle was empty and there was much speculation about the use of the property. At one point the Castle was purchased by a developer whose plan was to turn the Castle into a hotel and the grounds into a golf course. Planning permission was not obtained for that project. The bid by Dr. and Mrs. Alfred Bader to provide the funds to enable Queen's to buy the Castle was met with enthusiasm locally. The community in this area is very much behind our plans for the International Study Centre (ISC), and it is important that we retain this support.

### Welcome to East Sussex

East Sussex is located close to continental Europe, and has traditionally been an important region linking the United Kingdom with the rest of the continent. Herstmonceux is, in fact, three miles from Pevensey, the site of the landing of the Norman army in 1066. The area has, therefore, served historically as both a connection and focus of interaction - features that are also to be attributes of the ISC. This is symbolized to-day by the construction of the Channel tunnel ("Chunnel") at Folkestone, thirty-five miles from the Castle. The people living in the local area are proud of their culture and heritage, and are deeply interested in the activities of the ISC which is located in one of the most evocative physical depositories of this rich culture. Every effort has been made to make some activities of the Castle accessible to the local community, and the community is responding with tremendous interest and enthusiasm.

### Welcome to Great Britain

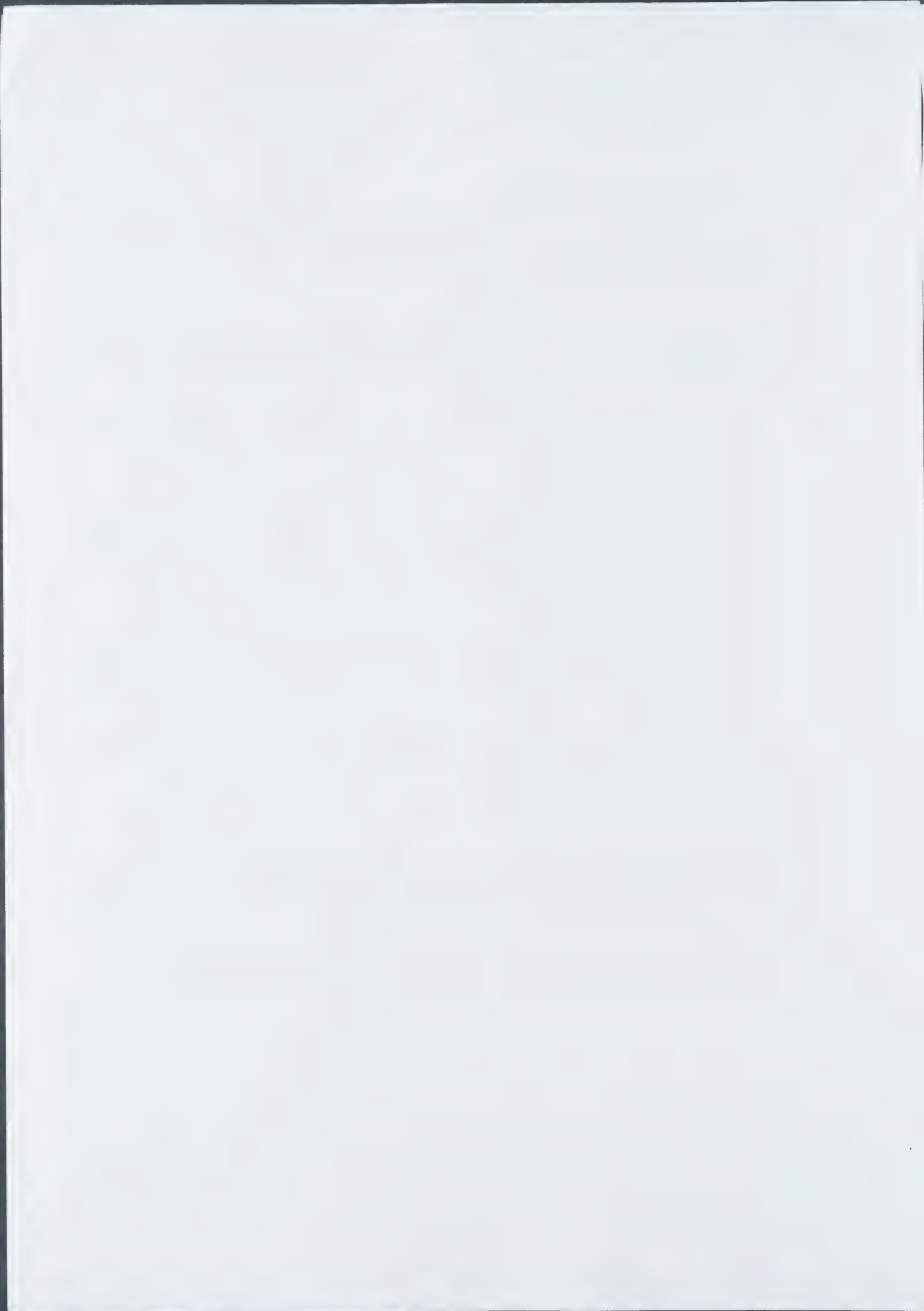
The opportunity to spend a term or more in the United Kingdom allows for the development of knowledge and understanding about different cultures. Britain is a country of great regional diversity in dialects, geography, history, ways of life, and opinions. Part of the pleasure of being in the country is in experiencing this diversity. Many North Americans expect the culture shock to be minimal when coming to Britain because there appears to be no language barrier and so many North Americans have British ancestors. Culture, however, works in subtle ways, and elements that on the surface may appear to be familiar may be more complex. It is most important to be flexible, and maintain a sense of humour in all situations. Keep in mind the British people are, on the whole, exceedingly polite, tolerant and helpful, and you should reciprocate.



## A Few Guidelines and Ground Rules

A few guidelines and ground rules have been established to enhance safety and foster harmony in the residential community of the ISC.

1. **Smoking is prohibited inside the Castle and Bader Hall.**
2. An introduction to exit procedures in the event of a fire takes place at Orientation. Thereafter, fire exit drills occur periodically for both the Castle and Bader Hall. Fire exits are marked clearly - please familiarize yourself with these.
3. Panic Buttons are set on the lamp-posts in the grounds, for security of students and staff. Note the location of these. Abuse of alarms results in a £50 (\$Cn.100.00) fine.
4. Students away for a night or more from the ISC must inform Reception.
5. Drugs (excluding prescription or those purchased from pharmacists) are prohibited. The law with respect to illegal drugs in the UK is strict and includes prohibition against the selling, purchase, and use of marijuana/pot/hash/cocaine etc. Anyone found selling/pushing or buying will be expelled from the ISC. Notify Security if you suspect anyone from outside the ISC is on the estate dealing in drugs.
6. Students can keep cars on the estate. Enter and exit via the West Gate and use established roads only. The speed limit is 25 miles per hour. Students cars must be parked at Bader Hall, and must not be used to drive to and from the Castle. Copies of insurance certificates, MOTs and driving licenses must be filed in the Administration Office.
7. Please remember that when you are visiting the local village, restaurants, etc. you are seen as representatives of the ISC, your University, and your country. Good manners and respect for the rights of others are universal attributes of good decorum.
8. No food or drink may be taken into the Library, Reading Room, Computer Study Room or Seminar Rooms at the Castle.
9. Visitors to the ISC are welcome at any time. Visitors must be registered in advance with the Administration Office otherwise they will be charged an entry fee at the gate or refused entry. The Office must be notified at least a day in advance of overnight visitors. Charges for visitors to stay at Bader Hall can be found at the Office.
10. Sports equipment may be borrowed from Reception for use on the grounds. The tennis court can be booked in advance in the Shop (or at Reception when the Shop is closed).



## **The Shop**

The Shop is open to the general public from Easter to October. Hours are:  
11:00 a.m. - 5:30 p.m.

When the estate is "closed" to the public, Shop hours are:  
12:00 noon - 2:00 p.m. (Monday - Friday)  
10:00 a.m. - 12 noon (Saturday)  
Closed on Sundays

The Castle shop carries basic supplies: textbooks, stationery, stamps, writing materials, cards, postcards, phonecards, Herstmonceux Castle gifts, and other sundries.

Herstmonceux Castle is close to a number of villages and towns including Battle, Bexhill, and Eastbourne, and readily accessible to Brighton and London by train. The shop has a number of brochures about places to visit in the local area. Please see the enclosed colour map for details about the immediate vicinity.

## **Keys and Security**

In order to enhance your own personal security and that of the ISC community as a whole, and at the same time maximise access to community spaces, you are provided with a "credit card" swipe-key which is encoded with your own room number. Thus, if the key is lost, a new one is issued with a new code for your room. The ISC does, however, have to charge £2 for replacement of lost keys. As the keys are recyclable, they must be returned to the Administration Office upon departure at the end of term.

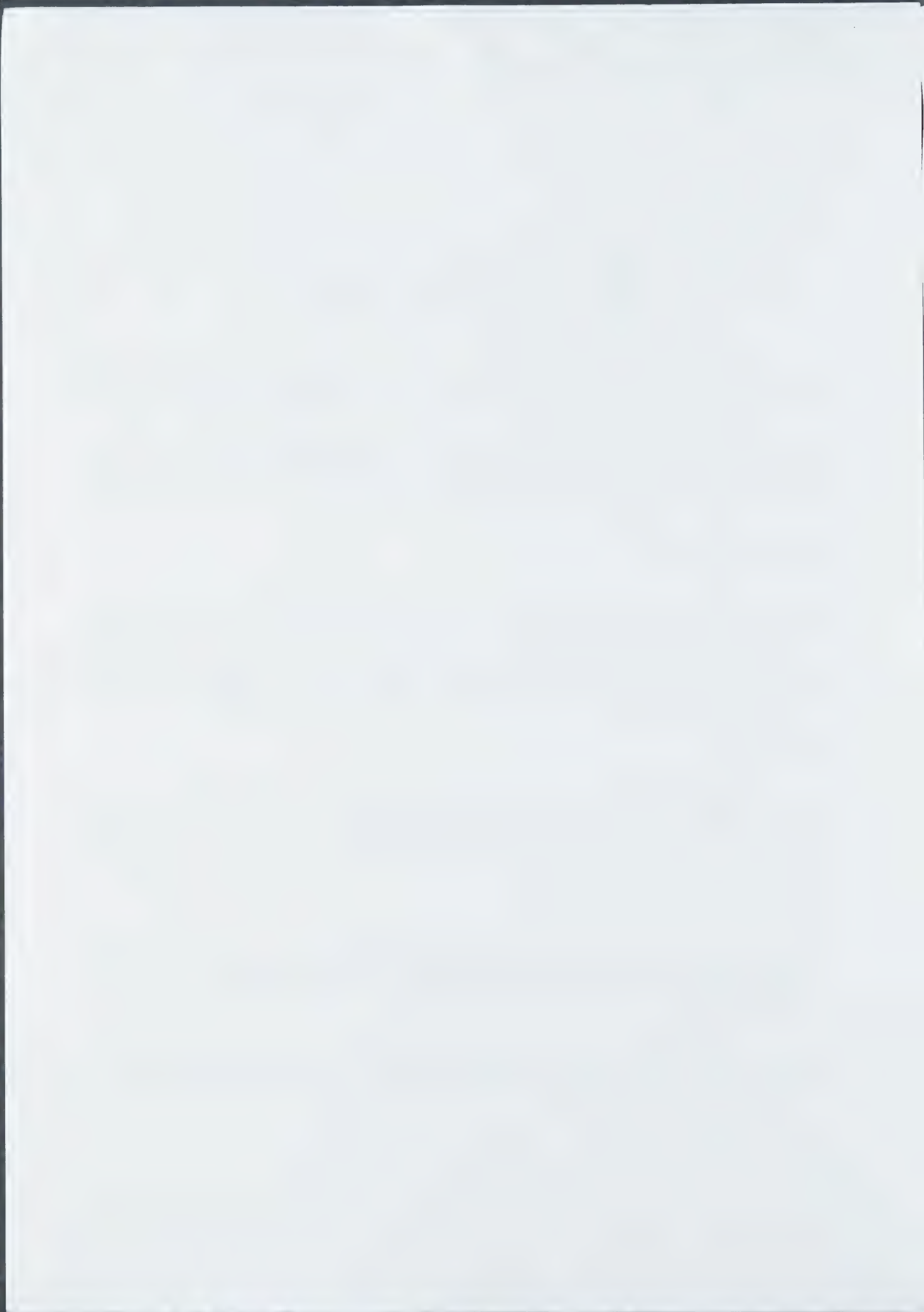
## **Minibuses**

The International Study Centre (ISC) owns and operates two minibuses. These hold 11 passengers each and, if available, will run on the weekends to connect with trains in Polegate for Brighton, Gatwick and London, and Battle for London. The buses will run on demand when numbers warrant. Please contact the Administration Office for availability.

## **Organized Trips**

Several organized outings have been arranged for the Autumn term. These excursions will present the opportunity for you to get to know the local area, south England and Normandy at an economical rate, thus allowing you the option of visiting a variety of places at low cost.

The Fall 1994 excursions are listed in Appendix A of the Handbook. Space for these trips is limited. Please contact the Administration Office to book your excursions.



## Bicycle Rental

Bicycles are available for hire (from the Administration Office) preferably on a term basis, but can also be rented for the week, at the following prices:

Term: £12.00 (including lock and lights)

Week: £ 2.00 (including lock and lights)

A deposit of £20.00 is required for each rental, emphasizing that rented bicycles are the responsibility of the renter. A bicycle repair person will be on site one day per week to undertake necessary repairs/maintenance. Please note that British law requires front and rear lights at night, and that if a cyclist causes an accident (by, for example, riding on the wrong side of the road or cycling recklessly) the cyclist is liable. Insurance is available and should be taken out.

Comment: Roads in this area are narrow and cars travel quickly. Drivers will pass close to you on the road and may find it difficult to see you at night if you are not carrying a light and dressed in light clothing.

## Taxi

Taxis are available at Polegate Station and can be called out to the Castle at any time to take you there or any other local destination. This can be expensive when travelling alone, however, with a group it can be quite reasonable.

Taxis are perhaps the best way to return from the pub at night. Special rates have been arranged for students, faculty and staff with Prime Time Taxis, Hailsham Tel: **840440**  
Some other local companies include:

|                     |              |                |
|---------------------|--------------|----------------|
| Direct Travel       | Polegate     | 484444         |
| Brian's Taxis       | Herstmonceux | 833556         |
| Battle Station Taxi | Battle       | (01424) 772222 |

## Care Hire (Rentals)

Cars can be reserved on the phone at the following companies:

Thrifty Car Rental (01273) 728729

R F Self Drive Hire 847116

Thrifty Car Rental will come to the Castle to deliver the car and sign the necessary papers. To rent a car you must be at least 21 years of age, and have held a licence for two years.

Comment: Driving in England can be challenging. Only experienced drivers should take this option. It is a flexible way to get around and can be economical for groups for the weekend. Distances in Great Britain can be deceiving. For example, you would not want to plan a trip to Scotland for the weekend, as it takes at least 10 hours for a driver who is of the area to drive.





## Travel Services

A travel representative from Personal Service Travel will be available to assist students in planning independent trips. Brochures for possible trips are available in the office. The representative can give advice about what is practical, feasible and worthwhile given the amount of time and money one wishes to allocate.

Using a combination of these means of travel should give maximum value and enjoyment of spare time. Comments and suggestions, especially about events enjoyed, are useful for future participants and are always welcome.

## Banking

The bank in Herstmonceux village is open only two days a week (Monday and Thursday 10 a.m. to 1 p.m.) The ISC uses:

National Westminster Bank  
1 High Street  
Hailsham, East Sussex, BN27 1AJ

This bank is open five days per week: 9:30 a.m. to 4:30 p.m. It is 6 miles away. There is a cash machine at that bank which accepts Bank of Montreal, TD Bank, CIBC, and so forth, bank cards that include "cirrus" and "plus" services. You can therefore, draw directly on a Canadian bank account while you are in the UK.

Otherwise use travellers cheques in pounds sterling, particularly for making high cost purchases (i.e., above £50 or \$100). Travellers cheques are best cashed in banks, and invariably require personal identification. A representative from the National Westminster Bank (Hailsham) will come to the Castle once per week to provide banking services for students (and faculty).

## Postage and Post Offices

There is a small post office in Herstmonceux village in the General Store which is open to 5:00 p.m. but closes at lunchtime (1 - 2pm). Stamps for a letter to Britain or Europe are the same at 25p. For North America and any other non-European countries postage for a letter under 20g is 41p. These two kinds of stamps can be purchased in books of four from the shop. Unless a parcel or letter needs to be weighed, items can be mailed from the Castle as well.

## Places of Worship

Places of worship are indicated in Appendix B.



## Telephones

### At the Castle

The telephones in Bader Hall are credit card telephones. Normal eligible credit cards can be used for calling locally, nationally, and internationally from these telephones. The Bader Hall telephones (only) also accept in-coming calls. There is a notice board for messages by these telephones. Please answer these telephones courteously as they are an important facility for the entire residential community.

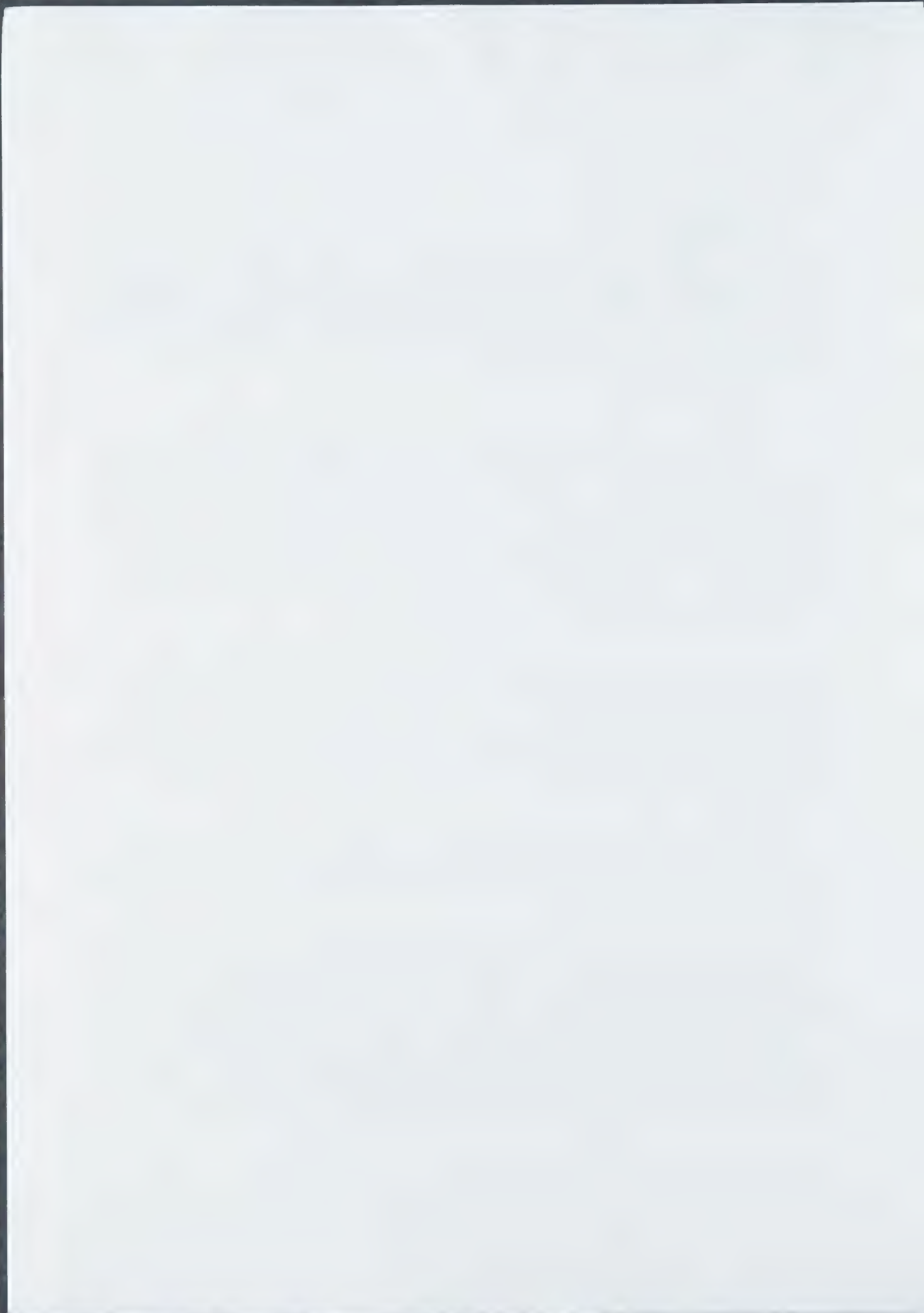
### Elsewhere in the UK

Otherwise, pay phones in Britain (such as the one in the traditional red booth in the side-door Castle courtyard) are either coin operated (accepting £1, 50p, 20p or 10p) or operated by "phonecard." A minimum of 10p must be inserted into a coin operated telephone in order to dial a number. Local calls are charged by the minute. 10p does not give you unlimited time as a quarter would do in North America. When your time is about to run out you will see the credit amount flash and hear a beeping tone on the receiver. Be prepared to insert more money at this time if you would like to continue your conversation or say your goodbyes immediately if you do not. Your call will be cut off unceremoniously if further coins are not inserted.

"Phonecards" present an easier alternative and can be used at a number of public telephones. They can be purchased from the Castle Shop and most small convenience shops or newsagents. They can also be purchased at the post office in denominations of £2, £5 and £10. These correspond to a given number of units of telephone time. The card once inserted into the slot of a "Phonecard" telephone will allow you to continue speaking until all of the units on your card have been used. For long distance calls this is usually the best option.

Another option which can be exercised from a telephone anywhere in Britain to call home is to dial direct to the country operator. For example to dial direct to Canada and get a Canadian operator dial 0-800-89-0016. This service allows you to make a collect call or a call on a calling card.

When dialling locally in the Eastbourne district (01323), it is not necessary to add an area code. Dialling outside of the local area a code, starting with 0, must always precede the telephone number. When calling a number outside Britain, it is necessary to dial 010 and then the country code. The country code for both Canada and the United States is 1. To dial direct to Canada use 0101 + (area code) + local number. Queen's main switchboard is 0101 + (613) + 545-6000. Friends and family DIALLING from Canada to Britain must drop the 0 at the beginning of the International Study Centre number and dial (1323) for the area code 011 + 44 + 323 + 834400 (Bader Hall Reception).



## Health

There are several medical clinics in the local community. Anyone who is unwell should contact the Administration Office as early in the day as possible. Transportation to an open clinic will be arranged, or an appointment can be made for a doctor to come to the Castle if you are too ill to travel. A list of doctors and clinics is available in the Administration Office. If emergencies arise during the night, please do not hesitate to contact a Student Coordinator, Dr. Yeates or Mrs. Yeates.

## Meal Times

All meals are served in the Great Hall of the Castle at the following times:

### Monday - Friday

Breakfast: 8:00 - 9:00 a.m.  
Lunch: 12:00 Noon - 2:00 p.m.  
Dinner: 5:30 - 7:30 p.m.

### Weekend Service

Brunch: 9:00 a.m. - 2:00 p.m.  
Main lunch dishes available from 12:00 noon - 2:00 p.m.  
Dinner: 5:30 p.m. - 7:30 p.m.

Vending Machines are available for between meal snacks.

## Pub

The Castle Pub, which has a fully licenced bar, is located on the ground floor of the Castle and is open nightly. Regular events such as quiz nights, dart tournaments and live performances will be scheduled throughout the term on both week nights and weekends.

## Library and Reading Room

The ISC will try to keep the Library open as many hours in a day as possible. Times will be posted on the Library door. Books are available for three hour or overnight reserve, but the ISC would prefer it if the books were read in the Library or the Reading Room. Students are asked to place books when finished on the reshelving trays.



## Where to Stay

If relatives or friends are visiting, accommodation can be arranged in Bader Hall (if space is available) at the following prices for bed and breakfast:

|        |   |
|--------|---|
| £50    | double room ensuite                               |
| £35    | single room ensuite                               |
| £12.50 | per person for shared twin with shared facilities |

Meals in the Great Hall can also be arranged. Contact the Administration Office for details of the above.

Local hotel and privately run bed and breakfast rates are also available through the Administration Office. If space allows and enough warning is given, you can also book places for relatives and visitors on the ISC organized trips.

## Places to Eat and Drink

There are many places to eat and drink locally. Quite a few are within easy walking/biking/taxi distance. Have fun exploring these!

## Movies

Eastbourne (the Crumbles Centre) has the nearest cineplex (MGM) about six miles away. Although this is well within bicycling distance, mini-bus transport can be arranged for specific films if the numbers warrant.

There is satellite TV in the student Common Room in Bader Hall. Videos can be hired from shops in Herstmonceux village as well as the surrounding area. A video request sheet will also be posted beside the VCR.

In addition a film series will be run in the Castle. Every Friday a feature length film will be shown. This series will present British and continental European classics from the British Film Institute and the BBC video collections.

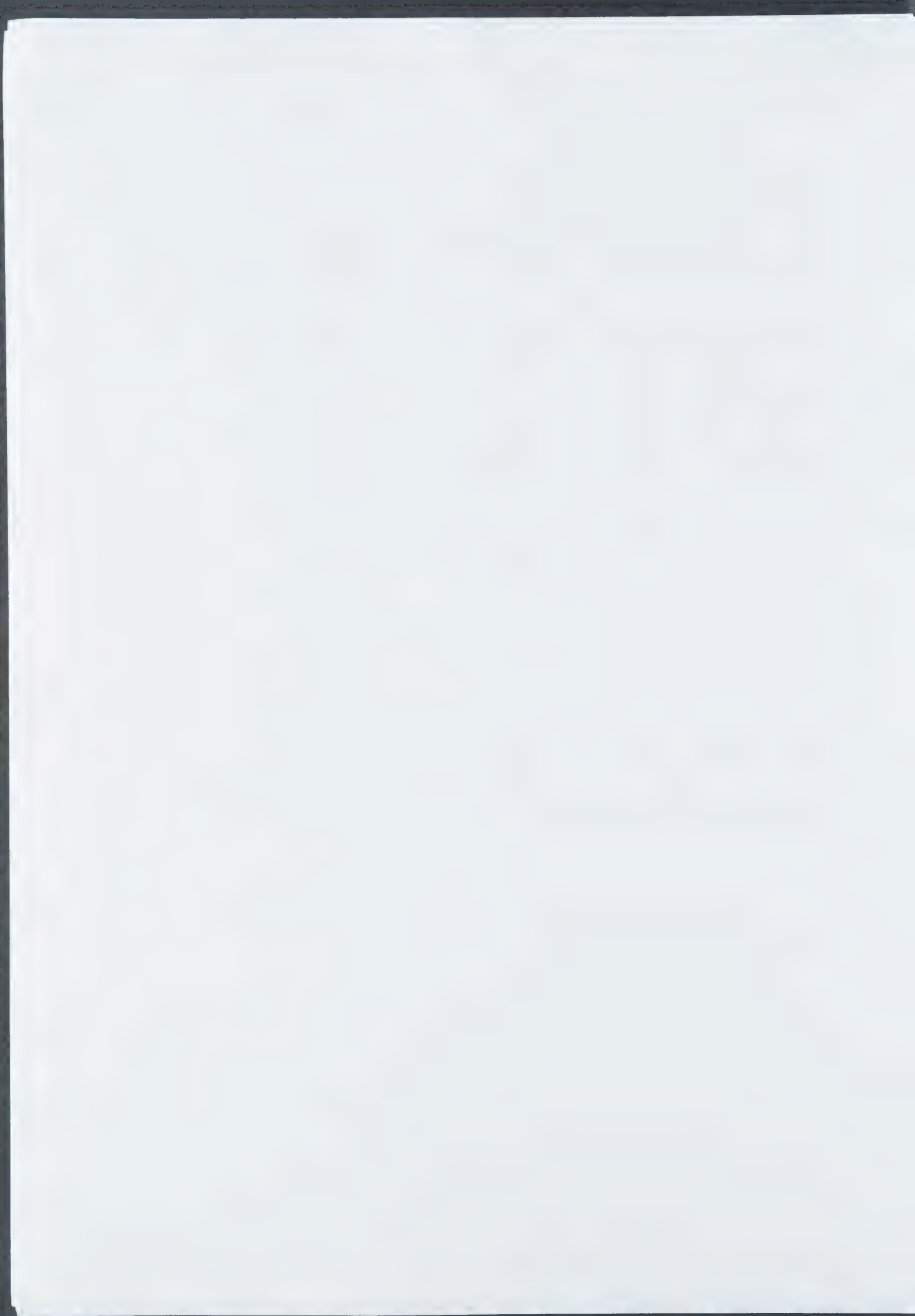




### Appendix A - Friday Course Field Trips

| Date                      | Destination                | Courses                           |
|---------------------------|----------------------------|-----------------------------------|
| Friday September 16, 1994 | Dover                      | History 314, 250 and 357          |
| Friday September 23, 1994 | London                     | Art History 115                   |
| Friday October 7, 1994    | London                     | Art History 115                   |
| Friday October 14, 1994   | London                     | Art History 115                   |
| Friday October 21, 1994   | Canterbury                 | Art History 115, History 314, 250 |
| Friday October 28, 1994   | Hampton Court<br>Runnymede | Art History 115<br>History 357    |
| Friday November 11, 1994  | London                     | Art History 115<br>History 357    |
| Friday November 18, 1994  | London                     | Art History 115                   |
| Friday November 25, 1994  | London                     | Art History 115                   |
| Friday November 2, 1994   | London                     | Art History 115                   |

Students not in these courses, but wanting to travel to these destinations, can join the buses on these days free of charge.



## Appendix B - Places of Worship

All Saints' Church, Herstmonceux (located at the West Gate)

S. Mary Magdalene, Wartling (located at the East Gate)

Sunday Services alternate between these two churches. Family service, Holy Communion, Morning Prayer and Evensong are held weekly but times do vary. For full details contact Reverend Martin Francis at 833124.

Herstmonceux Free Church

Sunday Services: 11:00 a.m. - All Age Worship in the Chapel

7:00 p.m. - Worship and Bible teaching at the Friends Meeting House, West End.

For full details contact Revd. Barry Osborne at 832445.

St. Wilfrid's Catholic Church, South Road, Hailsham

Sunday Masses: Saturday - 7:00 p.m.

Sunday - 8:00 a.m. and 10:30 a.m.

Holy Days - 10:00 a.m. and 8:00 p.m.

East Sussex Islamic Association

Mosque at Mercatoria, St. Leonards (0424) 426232/444086

Eastbourne Hebrew Congregation, 22 Susans Road

Saturdays 10 a.m. and Festivals and Holy Days.

For Further details call Secretary Mrs. Margaret Mindell (0435) 866928 or Rabbi C. Zack (0323) 723904.

Synagogue at Bexhill ( Hugh Smith Hall)

First Friday of each month. Call (0424) 219560.

Hailsham Baptist Church, Market Street, Hailsham

Secretary - R. Cruse, 82 Swan Road, Hailsham, 844108.

Zoar Chapel, Dicker

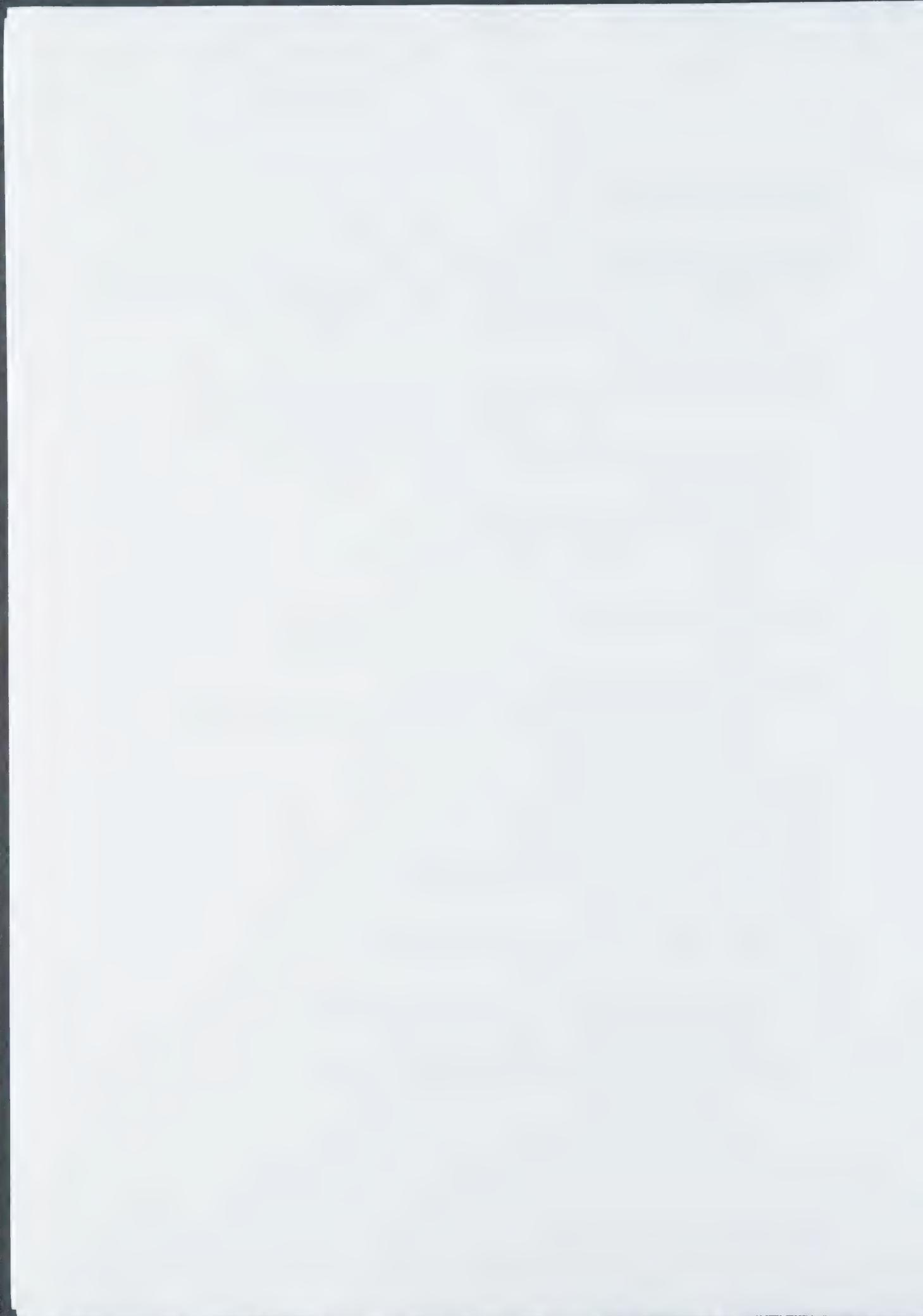
Rev. J. Sperling-Tyler, 5 Farmlands Way, Hailsham 842446.

Christian Fellowship, Hailsham

P. Endersby, Glyndley Manor, Stone Cross, Nr. Hailsham

Hailsham Free Church, Western Road, Hailsham

Rev. P. Downes, 5 The Lowlands, Hailsham, 840698



Gordon Gospel Hall, Gordon Road, Hailsham  
T. E. Delves, 10 Hawthyland Cresent, Hailsham, 840936.

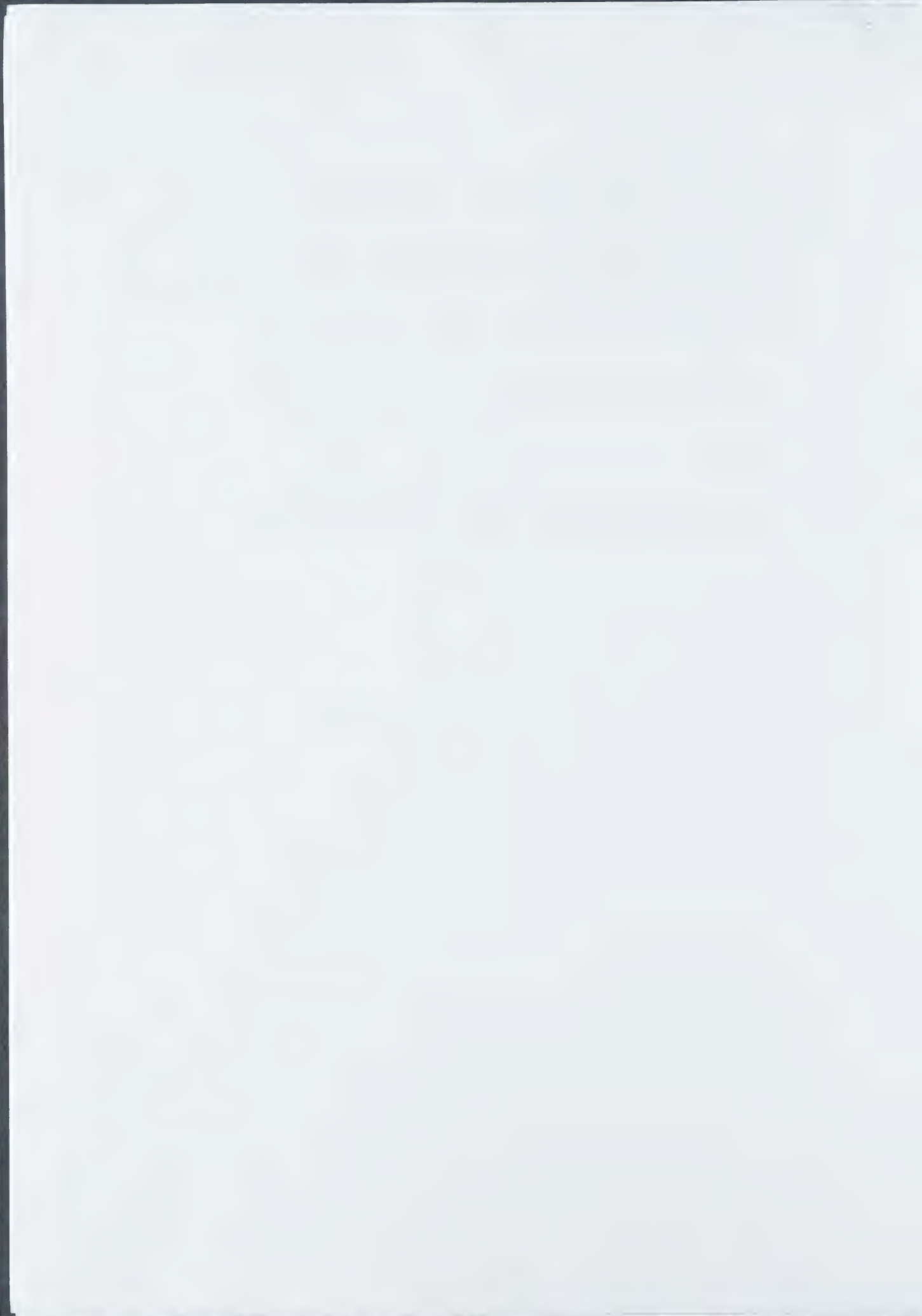
Hailsham Gospel Mission, Station Road, Hailsham  
P. Crisford, Chalfont, Compton Terrace, Hailsham, 844114.

Hailsham Methodist Church, High Street, Hailsham  
Rev. D. Bown, 44 Windsor Way, Hailsham, 841199.

Jehovah's Witness  
Kingdom Hall, Falcon Way, Hailsham

Julian Meetings  
840508

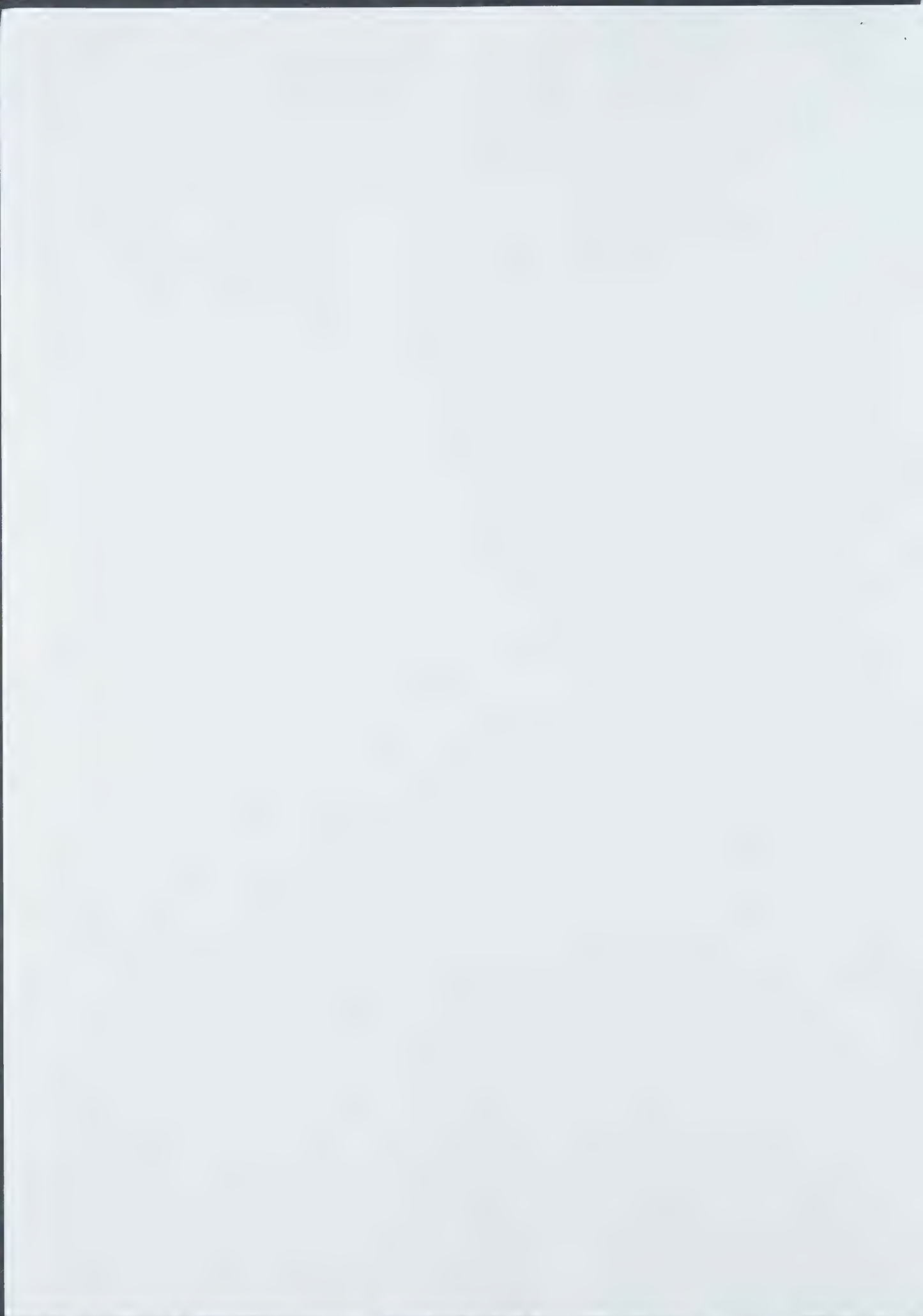
Hailsham Christian Spiritualist Church (Meets at Summerheath Hall)  
Mr. C. Bennett, Corner House, West End, Herstmonceux, 832222.



TIME TABLE - FALL TERM

|       | MONDAY                               | TUESDAY                    | WEDNESDAY            | THURSDAY                         | FRIDAY                        | SATURDAY    |
|-------|--------------------------------------|----------------------------|----------------------|----------------------------------|-------------------------------|-------------|
| 8:30  | ENGL 350<br>CLST 206 (1.5)           | ENGL 350<br>ECON 225 (1.5) | DRAM 101<br>RELS 248 | GPHY 259<br>FREN 018             | FIELD TRIPS<br>CLST 206 (1.5) | FIELD TRIPS |
| 9:30  | ENGL 350<br>ECON 225 (1.5)           | ENGL 350                   | DRAM 101<br>RELS 248 | GPHY 259<br>FREN 018             |                               |             |
| 10:30 | ENGL 350                             | ENGL 350<br>ARTH 320       | DRAM 101<br>RELS 248 | GPHY 259<br>FREN 018             |                               |             |
| 11:30 | ENGL 227 (1.5)                       | ARTH 320                   | GRMN 101 (1.5)       | GRMN 101<br>(1.5)                |                               |             |
| 12:30 |                                      |                            |                      |                                  |                               |             |
| 1:30  | ENGL 366<br>HIST 314                 | ARTH 115                   | ARTH 320<br>HIST 357 | HIST 357<br>HIST 250<br>ARTH 313 | ARTH 115                      |             |
| 2:30  | ENGL 366<br>HIST 314                 | ARTH 115                   | HIST 357             |                                  |                               |             |
| 3:30  | ENGL 366<br>HIST 314                 | ENGL 366<br>HIST 314       | HIST 357             |                                  |                               |             |
| 4:30  | POLS 239 (1.5)                       | ENGL 366<br>HIST 314       | POLS 239 (1.5)       | ENGL 227 (1.5)                   |                               |             |
| 5:30  | POLS 239                             | ENGL 366<br>HIST 314       |                      |                                  |                               |             |
| 6:30  |                                      | HIST 289<br>ARTH 313       | HIST 250             | FIELD<br>ENGL 205                |                               |             |
| 7:30  | <b>MONDAY<br/>LECTURE<br/>SERIES</b> | HIST 289<br>ARTH 313       | HIST 250             | TRIP<br>ENGL 205                 |                               |             |
| 8:30  |                                      | HIST 289<br>ARTH 313       | HIST 250             | SET UP<br>ENGL 205               |                               |             |

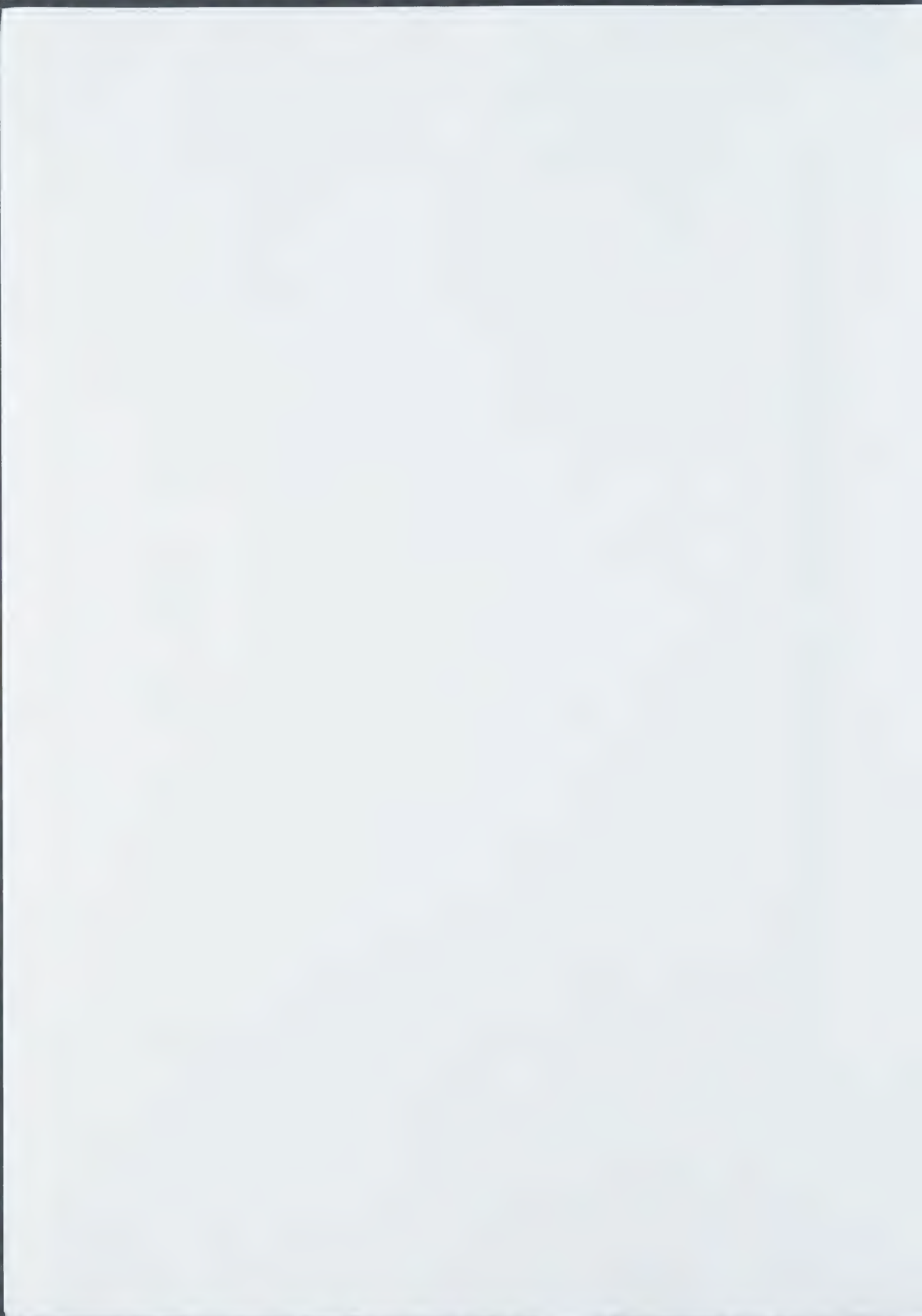






TIME TABLE - FALL TERM

|       | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|-------|--------|---------|-----------|----------|--------|----------|
| 8:30  |        |         |           |          |        |          |
| 9:30  |        |         |           |          |        |          |
| 10:30 |        |         |           |          |        |          |
| 11:30 |        |         |           |          |        |          |
| 12:30 |        |         |           |          |        |          |
| 1:30  |        |         |           |          |        |          |
| 2:30  |        |         |           |          |        |          |
| 3:30  |        |         |           |          |        |          |
| 4:30  |        |         |           |          |        |          |
| 5:30  |        |         |           |          |        |          |
| 6:30  |        |         |           |          |        |          |
| 7:30  |        |         |           |          |        |          |
| 8:30  |        |         |           |          |        |          |



## AUTUMN TERM CLASSROOM ASSIGNMENTS

### Monday

|      |     |                   |    |               |           |
|------|-----|-------------------|----|---------------|-----------|
| ENGL | 350 | Romantic Lit.     | M. | 8.30 - 11.30  | Seminar 5 |
| CLST | 206 | Roman Britain     | M. | 8.30 - 10.00  | Seminar 1 |
| ECON | 225 | The Econ. of EU   | M. | 10.00 - 11.00 | Seminar 6 |
| ENGL | 227 | Shakespeare       | M. | 11.30 - 1.00  | Seminar 5 |
| ENGL | 366 | Lit. Modernism    | M. | 1.30 - 4.30   | Seminar 6 |
| HIST | 314 | Later Middle Ages | M. | 1.30 - 4.30   | Seminar 1 |
| POLS | 239 | Mid Europ. Pol    | M. | 4.30 - 6.00   | Seminar 5 |

### Tuesday

|      |     |                    |    |               |                   |
|------|-----|--------------------|----|---------------|-------------------|
| ENGL | 350 | Romantic Lit.      | T. | 8.30 - 11.30  | Seminar 5         |
| ECON | 225 | The Econ. of EU    | T. | 8.30 - 10.00  | Seminar 6         |
| ARTH | 320 | Modern Art         | T. | 10.30 - 12.30 | Seminar 2         |
| ARTH | 115 | W. Europ. Art      | T. | 1.30 - 3.30   | Film & Video Room |
| ENGL | 366 | Lit. Modern        | T. | 3.30 - 6.30   | Seminar 1         |
| HIST | 314 | Later Middle Ages  | T. | 3.30 - 6.30   | Seminar 6         |
| HIST | 289 | England since 1851 | T. | 6.30 - 9.30   | Seminar 5         |
| ARTH | 313 | Ren. & Baroque     | T. | 6.30 - 9.30   | Seminar 2         |

### Wednesday

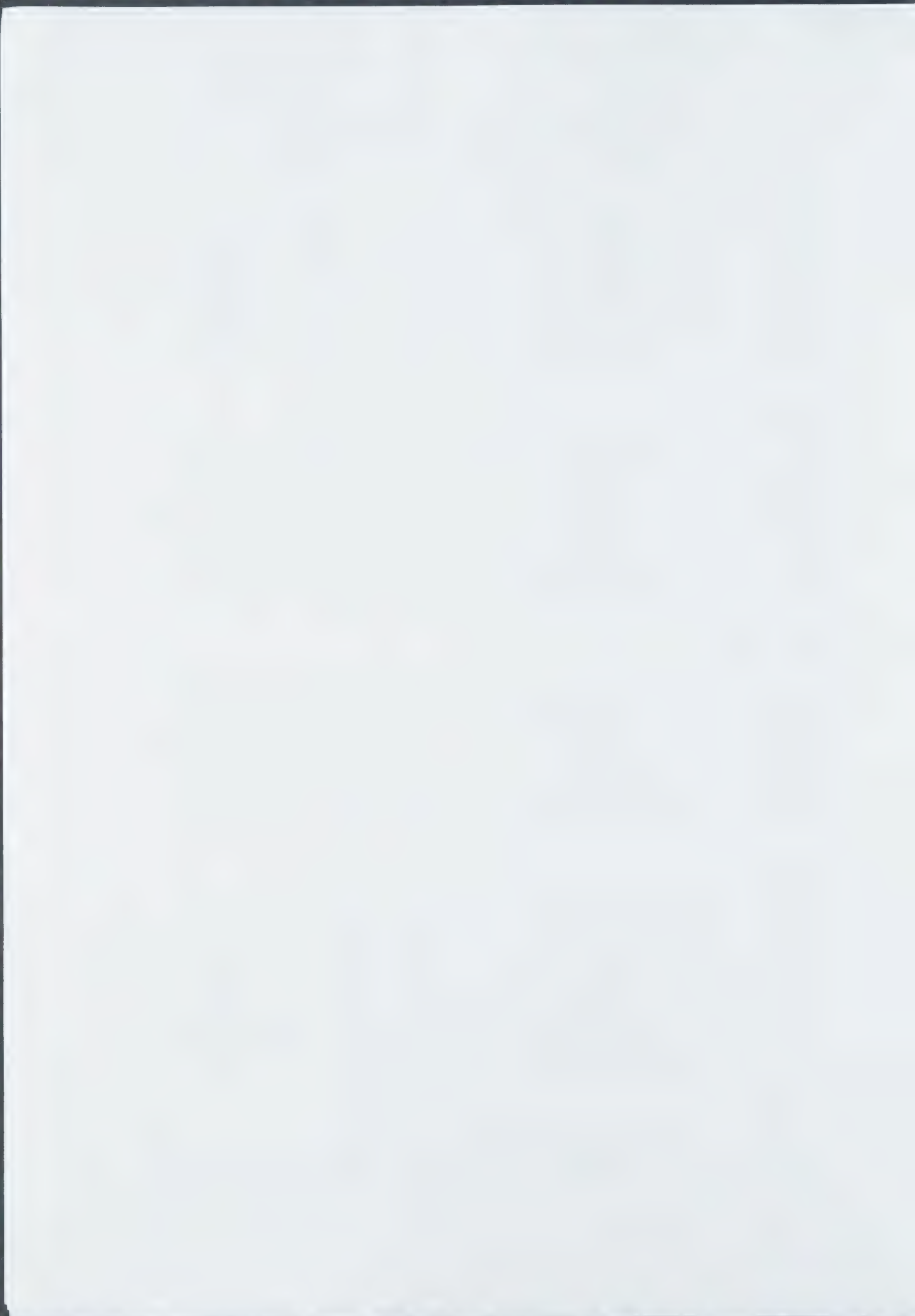
|      |     |                     |    |              |                   |
|------|-----|---------------------|----|--------------|-------------------|
| DRAM | 101 | 20th Theatre        | W. | 8.30 - 11.30 | Film & Video      |
| RELS | 248 | Celtic Christianity | W. | 8.30 - 11.30 | Seminar 3         |
| GRMN | 101 | Comm. Germn.        | W. | 11.30 - 1.00 | Seminar 2         |
| ARTH | 320 | Modern Art          | W. | 1.30 - 5.30  | Field Trip/Sem. 2 |
| HIST | 357 | War & Peace         | W. | 1.30 - 4.30  | Seminar 3         |
| POLS | 239 | Mod. Europ. Pol.    | W. | 4.30 - 6.00  | Seminar 5         |
| HIST | 250 | The Middle Ages     | W. | 6.30 - 9.30  | Seminar 1         |

### Thursday

|      |     |                 |     |              |                |
|------|-----|-----------------|-----|--------------|----------------|
| GPHY | 259 | Geog. Europ.    | Th. | 8.30 - 11.30 | Seminar 5      |
| FREN | 018 | Comm. et Cult   | Th. | 8.30 - 11.30 | Seminar 2      |
| GRMN | 101 | Comm. Germn     | Th. | 11.30 - 1.00 | Seminar 2      |
| HIST | 250 | Middle Ages     | Th. | 1.30 - 4.30  | Seminar 4      |
| HIST | 357 | War & Peace     | Th. | 1.30 - 4.30  | Seminar 1      |
| ARTH | 313 | Ren. & Baroque  | Th. | 1.30 - 4.30  | Field Trip/TBA |
| ENGL | 227 | Shakespeare     | Th. | 4.30 - 6.00  | Seminar 6      |
| ENGL | 205 | Women Writers I | Th. | 6.30 - 9.30  | Seminar 2      |

### Friday

|      |     |               |    |              |                               |
|------|-----|---------------|----|--------------|-------------------------------|
| CLST | 206 | Roman Britain | F. | 8.30 - 10.00 | Field Trip/Sem 1              |
| ARTH | 115 | W. Europ. Art | F. | All Day      | Field Trip or<br>F & V @ 1.30 |



# B

## Orientation Schedule

Wednesday September 7, 1994

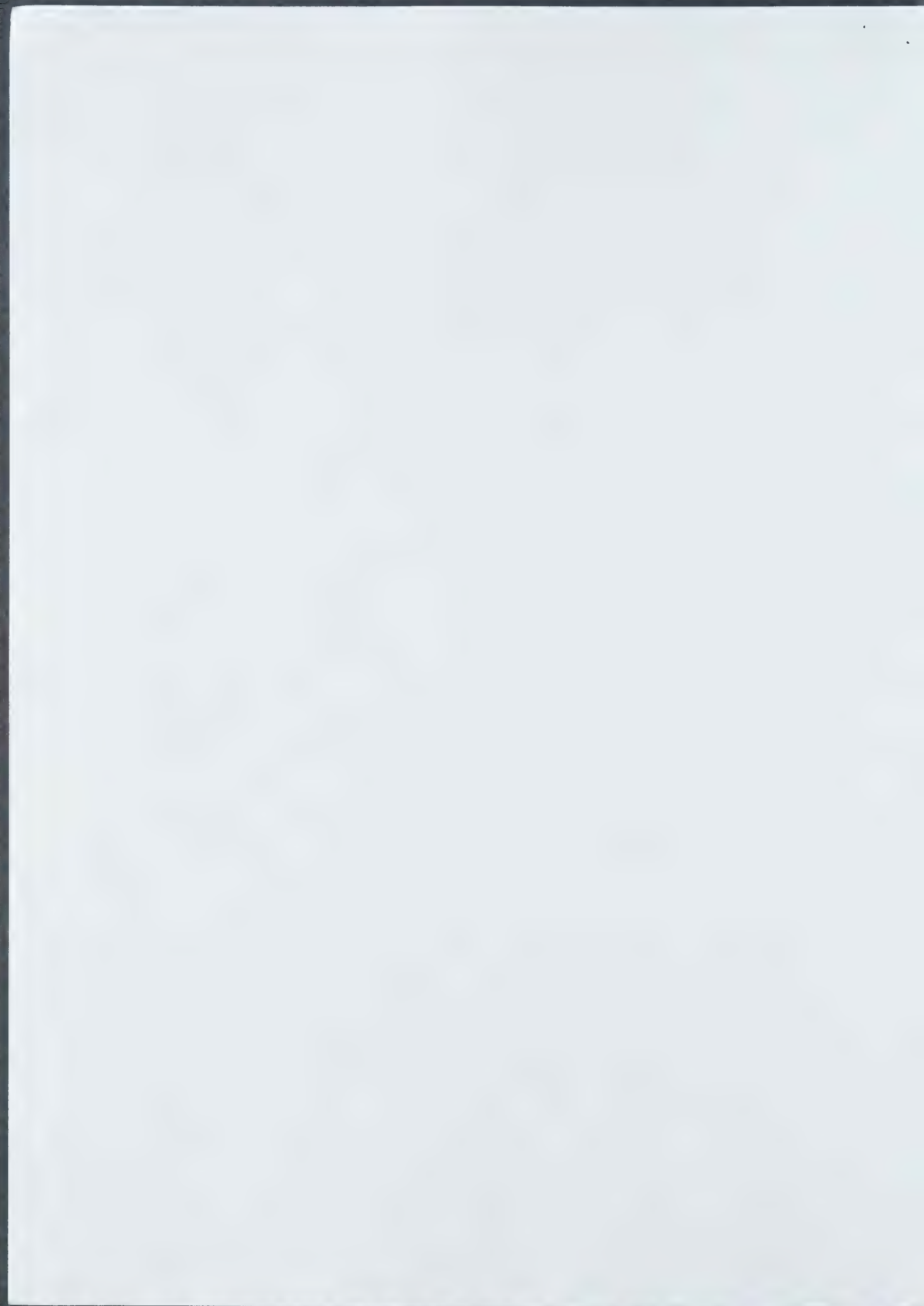
|                         |  |
|-------------------------|--|
| 9:30 - 11:00 a.m.       | Arrival of Students, assignment of rooms in Bader Hall, student handbooks distributed          |
| 11:00 a.m. - 12:00 p.m. | Coffee in Bader Hall common room   |
| 12:00 p.m.              | Lunch in the Castle dining room  |
| 1:30 - 2:30 p.m.        | Tour of Castle facilities: classrooms, library, dining area, bookshop (meet in the Great Hall) |
| 3:00 - 5:00 p.m.        | Free time to unpack and walk the grounds   |
| 6:00 p.m.               | Dinner   |
| 7:30 p.m.               | Official Welcome by Dr. Yeates, Sandy Montgomery, Marilyn Yeates                               |
| 8:30 p.m.               | Get together in the Pub  |

Thursday September 8, 1994

|                         |  |
|-------------------------|--|
| 8:00 - 9:00 a.m.        | Breakfast  |
| 9:30 - 11:00 a.m.       | Arrival of new Students, assignment of rooms in Bader Hall, student handbooks distributed                            |
| 10:30 a.m.              | Library and Computer room Orientation for Wednesday arrivals (meet in the Library)                                   |
| 11:00 a.m. - 12:00 p.m. | Coffee in Bader Hall common room for new students  |
| 12:00 p.m.              | Lunch in the Castle dining room  |
| 1:30 - 2:30 p.m.        | Preparation for ISC Celebration Afternoon for Wednesday arrivals (meet in the Reading Room)                          |
| 1:30 - 2:30 p.m.        | Tour of Castle facilities: classrooms, library, dining area, bookshop for Thursday arrivals (meet in the Great Hall) |
| 3:00 - 5:00 p.m.        | Free Time  |
| 6:00 p.m.               | Dinner   |
| 7:30 p.m.               | Official welcome by Dr. Yeates, Sandy Montgomery, Marilyn Yeates   |
| 8:30 p.m.               | Leave for White Friars Hotel for Live music night  |

Friday September 9, 1994

|                  |  |
|------------------|--|
| 8:00 - 9:00 a.m. | Breakfast  |
| 9:30 a.m.        | Board the bus for tour of local attractions and facilities. <ol style="list-style-type: none"><li>1) Herstmonceux village</li><li>2) Windmill Hill Tennis Club</li><li>3) Quintin Medical Clinic</li><li>4) Hailsham Leisure Centre and Town</li><li>5) Picnic Lunch at Beachy Head</li><li>6) Eastbourne Pier and Promenade</li></ol> |



- 7) Crumbles Centre, Sovereign Centre
- 8) Pevensey Bay and Castle
- 9) Polegate town and train station
- 10) Battle town and rail station

5:30 p.m. Return to Bader Hall  
 6:00 p.m. Dinner  
 7:30 p.m. Bus departs for party at the Horseshoe Inn  
 10:30 - 11:00 Busses depart for Bader Hall

Saturday September 10, 1994 CELEBRATION DAY

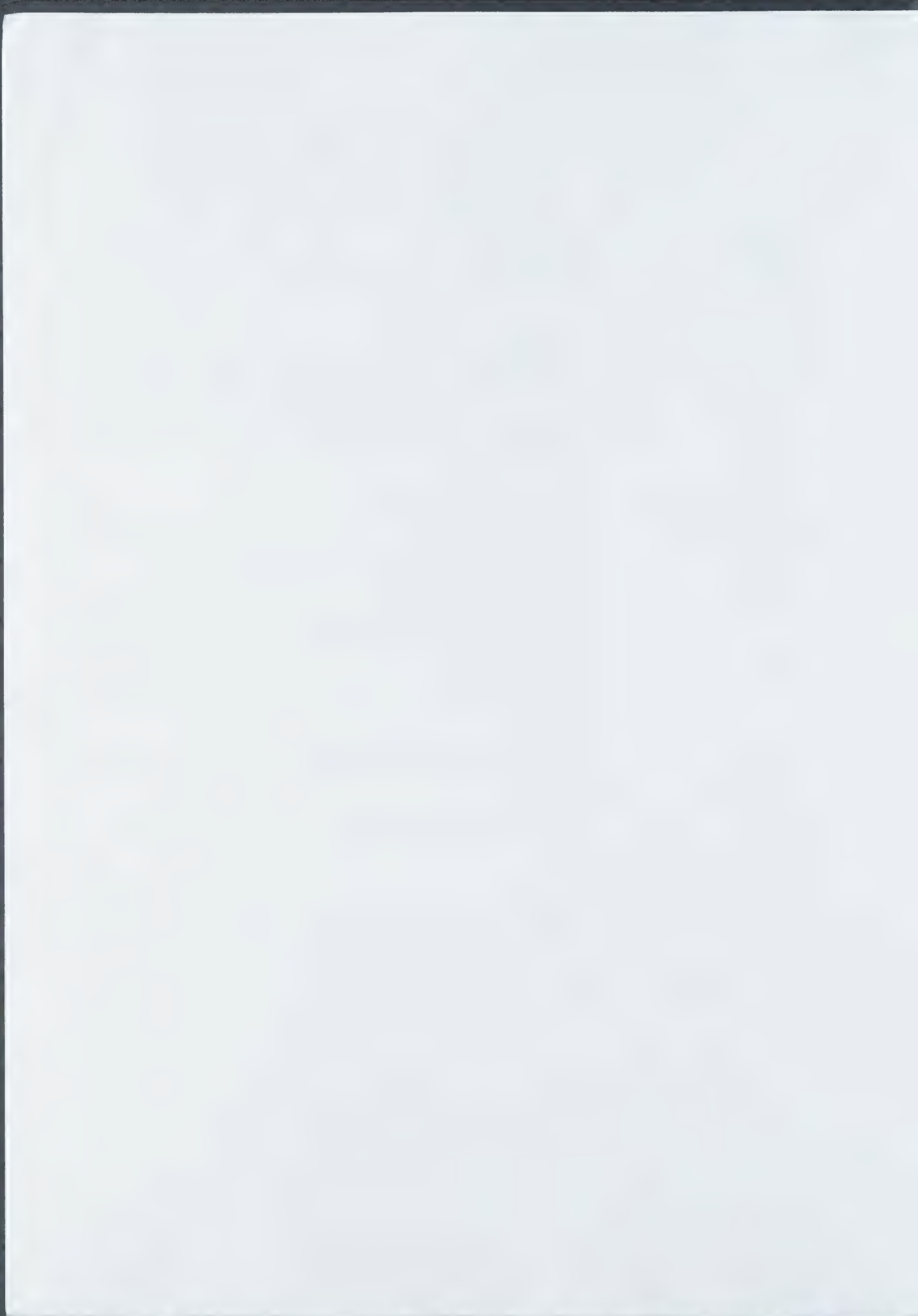
9:00 - 10:00 a.m. Breakfast  
 10:00 - 11:30 a.m. Student orientation and sign up meeting. The field trips will be explained and sign up will take place for optional trips and bicycle rental (meet in the Reading Room)  
 11:30 a.m. Celebration Afternoon orientation for Thursday arrivals (Reading Room)  
 12:00 p.m. Lunch  
 1:00 - 2:00 p.m. Set up for Celebration Afternoon  
 2:00 - 5:00 p.m. Celebration Afternoon  
 2:00 - 2:30 p.m. Arrival of Guest, gathering in stoned floor entrance where there will be an information display by local businesses  
 2:30 p.m. ISC Celebration Ceremony  
 Mrs. Elizabeth Dacre, MBE, TC, JP and Dr. Bill Leggett, Principal and Vice-Chancellor, Queen's University, Introductions by Dr. Maurice Yeates, Executive Director, ISC  
 3:00 p.m. 1) tours of the Castle  
 2) performances in the courtyard, the chapel and the film theatre  
 3) High tea in the courtyard  
 6:30 p.m. Informal Reception in the Pub/Courtyard for Students, Faculty, Staff, Visitors  
 7:00 p.m. Dinner  
 9:00 p.m. Film in the Film and Video Room

Sunday September 11, 1994

9:00 - 10:00 a.m. Breakfast  
 10:00 a.m. Bus departs for day trip to London for sight seeing tour

Monday September 12, 1994

Classes begin





### **Itinerary for the Local Coach Trip: Friday September 9, 1994**

9:30 a.m. Depart from the Castle

9:40 a.m. Arrive at Windmill Hill Tennis Club

9:55 a.m. Depart Windmill Hill

10:05 a.m. Arrive in Herstmonceux Village - Half the group will go into Say Cheese for a tasting, the other half will wander the village, until 10:30 a.m., then swap around

11:00 a.m. Depart Herstmonceux

11:05 a.m. Arrive at Quintin Medical Centre. The practice manager will board the bus and explain Clinic hours and procedures

11:15 a.m. Depart for Hailsham

11:20 a.m. Arrive at the Hailsham Lagoon Leisure Centre - Half will tour the leisure centre, the other half will tour the town, until 11:50 then swap around

12:20 p.m. Depart Hailsham

12:45 p.m. Arrive Beachy Head for picnic lunch (prepacked)

1:45 p.m. Depart Beachy Head

2:00 p.m. Arrive Eastbourne Pier, free time to wander

3:00 p.m. Depart Eastbourne (passing and pointing out Eastbourne Station)

3:10 p.m. Drive through the Crumbles Commercial Centre, ASDA, MGM Cinemas

3:30 p.m. Drive through Pevensey Bay and Arrive at Pevensey Castle, Talk by tourist information officer and walk about

4:00 p.m. Depart Pevensey

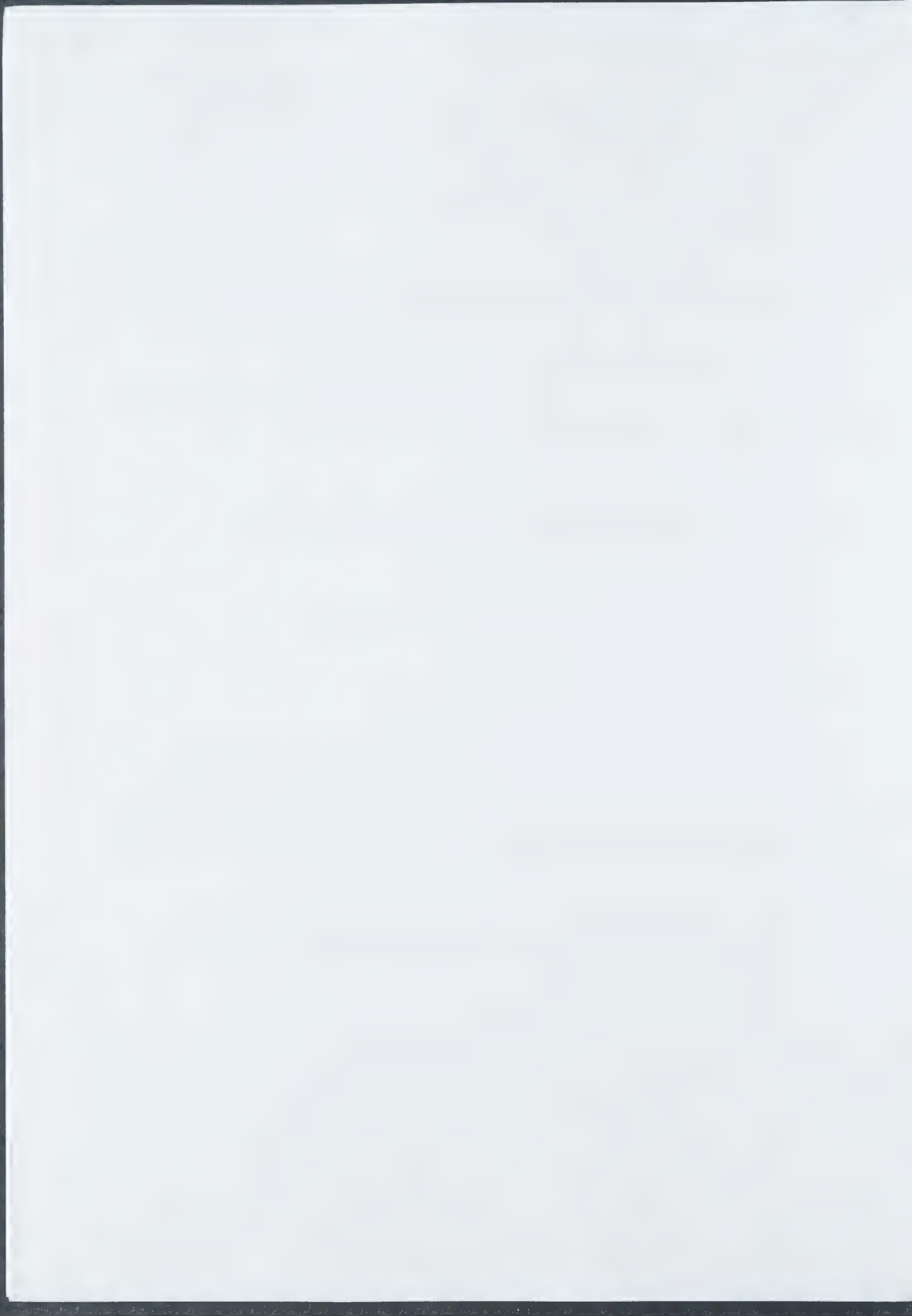
4:15 p.m. Arrive Polegate Station, indicate the Taxi stand and ticket office

4:20 p.m. Depart Polegate

4:45 p.m. Arrive Battle, time to walk around

5:10 p.m. Depart Battle

5:30 p.m. Arrive at the Castle



**INTERNATIONAL STUDY CENTRE  
Queen's University (Canada)  
Herstmonceux Castle**

**Tour Route**

**Library**

**Reading Room**

**East Wing Seminar Rooms**

**Seminar 1**

**Seminar 2**

**Seminar 3**

**Seminar 4**

**Seminar 5**

**Seminar 6**

**Conference Reception**

**Staircase**

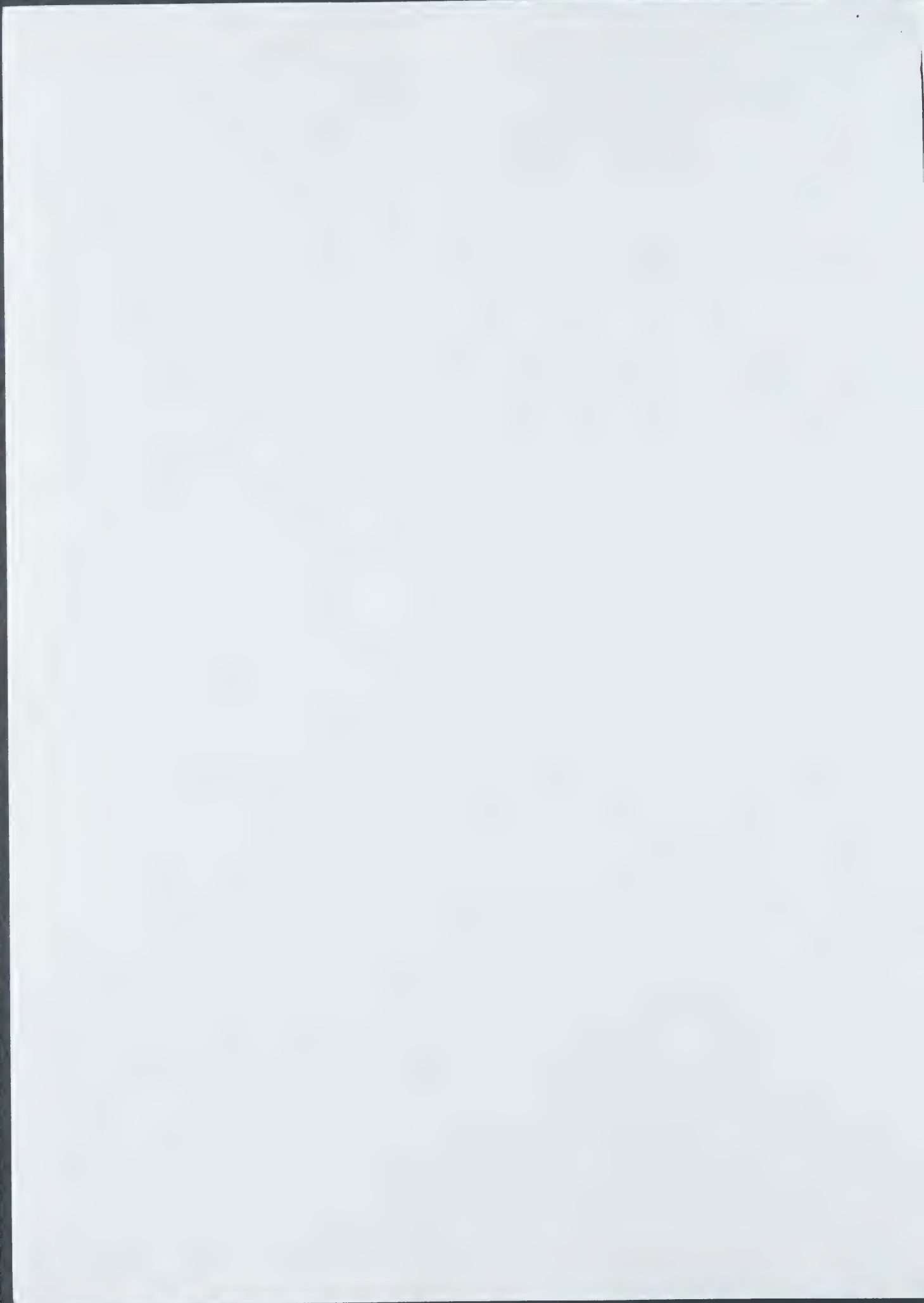
**Conference Room (and ante-room)**

**Board Room**

**Ballroom**

**Staircase**

**Great Hall**



## ISC CELEBRATION AFTERNOON

### TOUR ROUTE ROOM NOTES

The following notes on some of the more significant rooms along the tour route have been provided by Stuart Page, Architect, whose practice is established at Langton Green near Tunbridge Wells. Stuart Page specializes in work associated with listed buildings, conservation areas, and interior design, and he has been the architect contracted by Queen's University (Canada) for the restoration, renovation, and reconstruction of Herstmonceux Castle as an International Study Centre. In these room vignettes, Stuart Page emphasizes the historic continuity of the renovations, and in particular the previous extremely sensitive reconstruction work undertaken by Lt-Col. Claude Lowther between 1911 and 1929, and the work commissioned by Sir Paul Latham during the 1930s.

#### Library

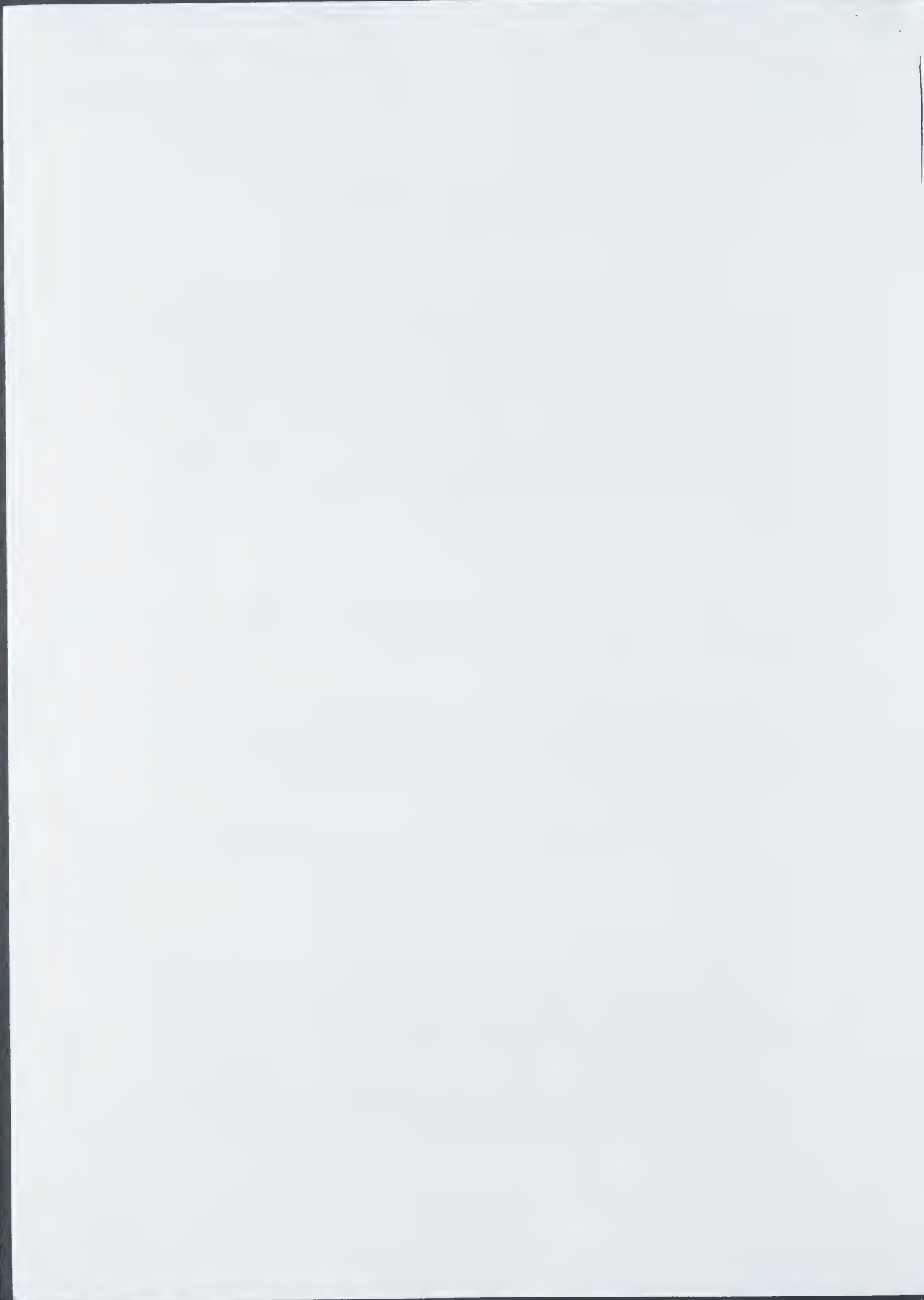
The original use of this room in the Castle is not known although it has been suggested as the historic Still Room and it is known that in the 18th century it was used by gardeners.

The Library dates from 1932 and is built within the medieval structure using three of the original walls but with a new wall to the South. The Library shelving and the interior details are an interpretation of classical forms. The new decoration and restored Library shelving has attempted to reflect their original quality and style.

A decorative fireplace in the classical form is set in the North wall, heavily moulded with an elaborate over mantle and mirror set between the 16th or early 17th century.

#### Reading Room

It is believed that this room was once the Butler's Pantry or Cellarage. The elaborate 1930s Library shelving, panelling and arcading was an interpretation of ornate 18th Century classical style. With the East Library this room has been brought back as close to its 1930s form, with the Library shelving restored so that the upper level arcaded Library is once more part of an integrated design. The doors into the Library and Reading Room from the North gateway are particularly impressive as they share matching 19th or 18th Century French marble doorcases. These are believed to pre-date the 1930s building



works but are particularly fine and reflect the quality of the rooms.

### Seminar Room 1

At the time work began at Herstmonceux Castle in November 1993, this room was divided by an ugly and awkwardly placed partition which has since been removed together with unsightly textured wall finishes.

The room is now restored to its full splendour reflecting in many ways the panelled Board Room immediately above it. It is believed that this Seminar Room was the 18th Century Great Parlour. This view is supported by the fine oak sliding sash windows in the East wall. The windows have fine views of the Eastern moat and the woodland rising up to the dome of the Sir Isaac Newton telescope building.

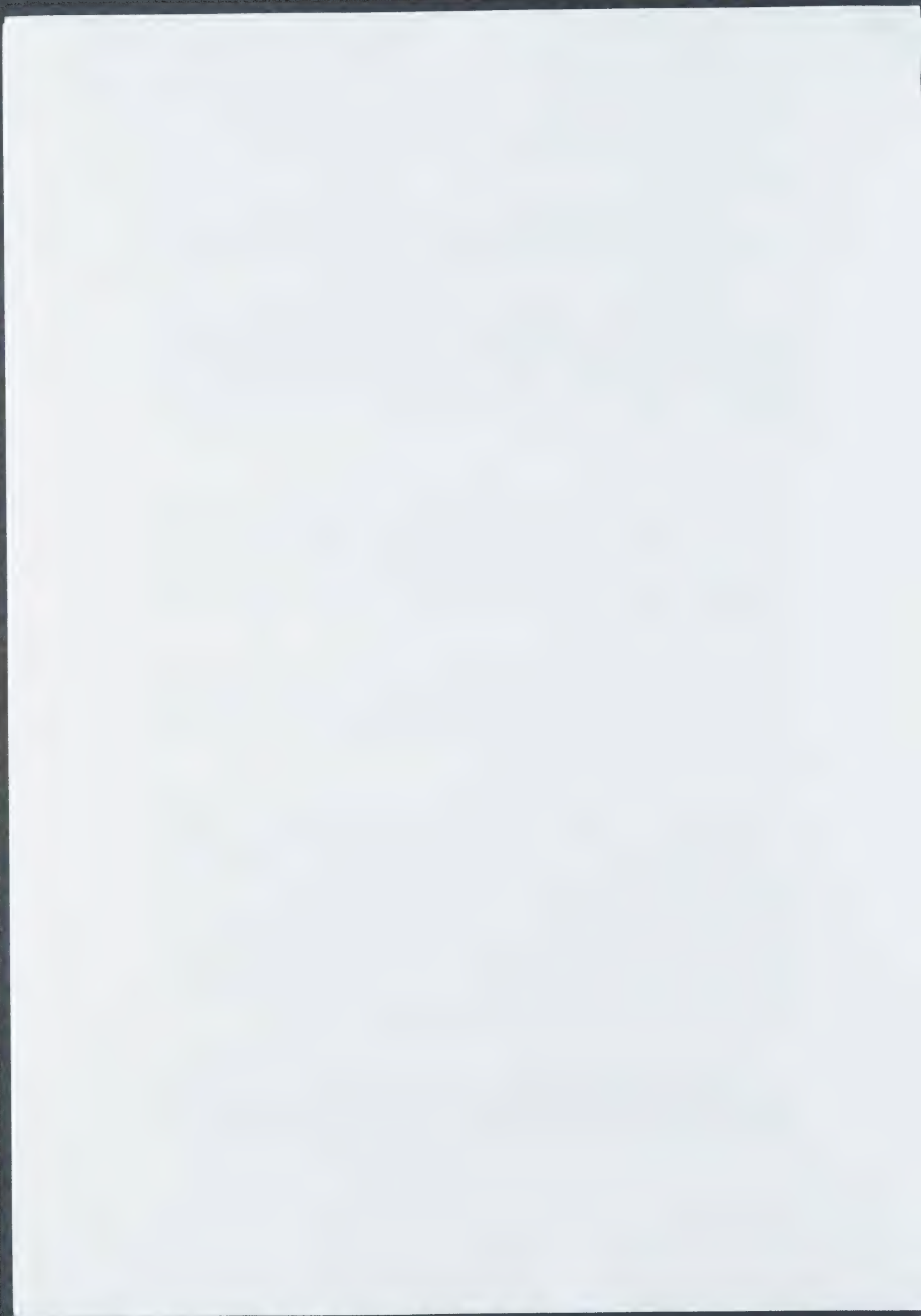
### Seminar Room 3

Seminar Room 3 has been developed from the former Chapel which was deconsecrated many years ago. The Chapel and its staircase are centrally placed in the East Range directly opposed to the Great Hall in the West Range. The balance and central positioning of these rooms indicates their importance to the architecture and social life of the Castle and this is once again reflected in their use for the University.

The Chapel had been lined with panelling and bookcases which obscured many of the earlier openings towards the East wall. These were removed so that the original form of the Chapel and its detail can be appreciated but this still left an unwieldy space lacking the medieval roof structure that would once have made it the spiritual home of the Castle.

In view of the University's need for a central multi-purpose room for meetings and small recitals as well as teaching, it was decided to approach English Heritage with a view to inserting a Gallery. They were very sympathetic to this approach and the needs of Queen's University, and agreed that with a suitable modification to the West wall the Gallery could be added. This steps down from the first floor corridor in a series of tiers with wings to allow extra seating closer to the Eastern end. The room has several significant architectural features which all add to the quality of the space: there are small squint windows and the remains of Piscina in the South wall of the sanctuary, a semi-octagonal Tower forming the sanctuary, and two dramatic tiers of tall perpendicular styled windows with four centred arches.

The historic qualities of this room are enhanced by the oak panelled, barrel vaulted ceiling and a medieval painted oak screen. The screen has been relocated as part of the construction of the Gallery so that it is protected on one side by fire resistant glass and is contained in a simple, modern oak screen. It





Is said that the tracery of this screen was the inspiration for the tracery of the three Eastern windows in the Great Hall.

#### Conference Reception Hall and Staircase

When purchased by Lowther in the beginning of the 20th Century, this Hall was in a state of advanced ruin but had been known in the 18th Century as the old Study and the Steward's Room. Lowther created this grand double space, stone paved with an oak wood gallery along the south side. Although the medieval transomed windows are dramatic and of great importance to the room the most significant features are the oak galleried staircase which dates from the late 16th Century and the magnificent strapwork plaster ceiling with pendentives in the 17th century style.

Each of the pendants is a group of four figures of the God Pan playing his pipe and although funds did not allow them to be cleaned at this stage, their conservation would make a valued project in the future.

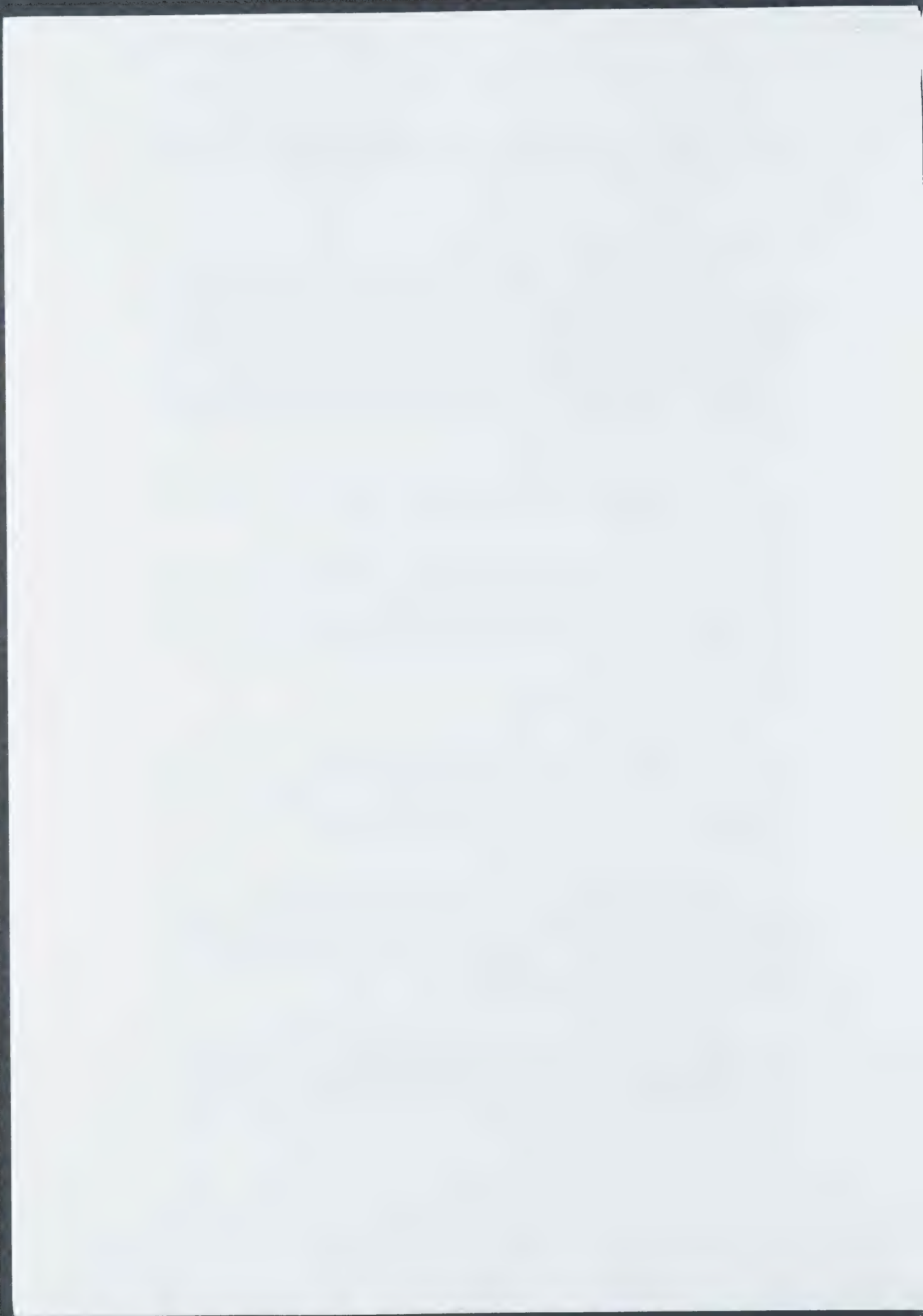
The Staircase was not created for Herstmonceux Castle but came from "Theobalds" in Hertfordshire. It is reputed to have been constructed originally in honour of a visit to "Theobalds" by Queen Elizabeth I. It was purchased by Lowther and installed in the Castle in 1912. The oak panelling and staircase and the fine ceiling make this one of the most impressive spaces within the Castle.

#### Conference Room (and ante-room)

The Conference Room is approached via an ante-room the centre piece of which is a wonderful 17th Century intricately carved and gilded limestone fireplace. Although the ante-room has been restored to a degree, it is evident that the fireplace needs considerable additional care. It is hoped that funds will be available to properly conserve this major decorative feature.

The Conference Room was once a very grand room known as the Ladies' Bower; the scale of the room is very dramatic with a beautiful projecting bay to the East formed by a semi-circular nine light curved window approached through a medieval arch. Although the fireplace is very much Jacobean in style it dates from 1932 and demonstrates yet again the skill of Latham in invoking the grand domestic architecture of the 17th Century.

This suite of rooms provides the most impressive set of coordinated interior spaces in the Castle. The suite is available for conferences, executive programmes, occasional meetings, and will serve periodically as a TV studio for the Canadian Broadcasting Company's (CBC) "Newsworld".



## Board Room

This is a significant contrast with the medieval and 18th Century feel of the rest of the Castle.

Although it incorporates the 18th Century Dining Room and has retained the 17th Century oak sash windows to the Central Tower and to the North and South of the Tower, the interior of the room was panelled by Latham as a Drawing Room. The oak panelling is beautifully detailed with magnificent door cases, door and heavy bolection mouldings. Although some finer details will need careful conservation in future, it was possible to treat this room with a very light hand and it can still be recognised as one of the most significant spaces created by Latham in the Castle.

## Ballroom

This fine panelled room is quite unique to the Castle. Its original purpose is not known but it is reasonable to expect that it has always been an important social space: certainly Lowther and subsequently Latham intended it to be used as such and it fits in well with the University's plans that it continues in this way.

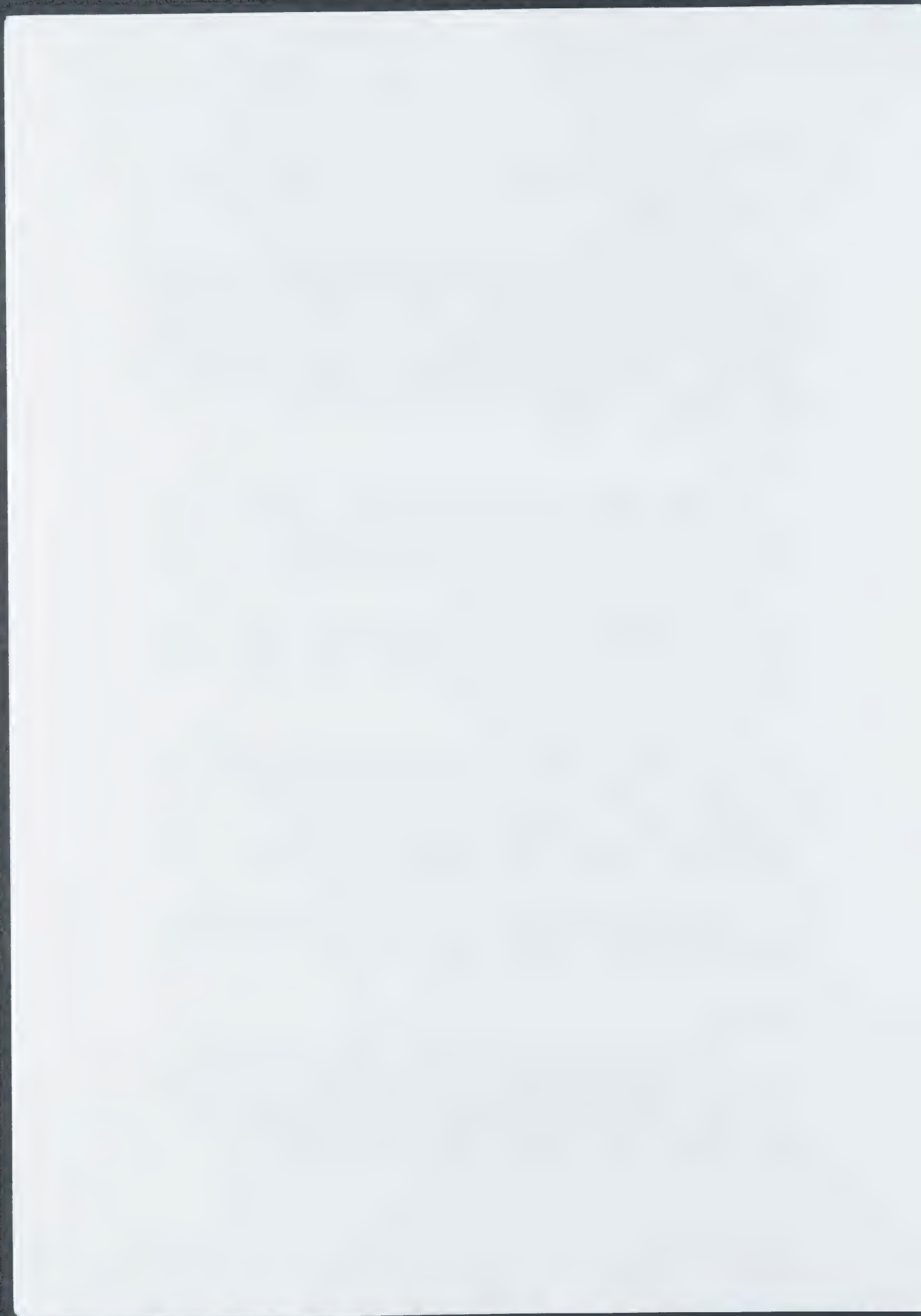
The fine oak floor and the panelled walls have been retained and even the 20th Century alterations to the ceiling have been done with such skill that it is difficult to see where they have been made. This is one of two fine plasterwork ceilings in the building and is constructed in a segmental vault with plaster strapwork in a 17th Century style.

The turrets give views of the formal gardens to the North while the South wall windows dating from 1932 in the perpendicular style lend south light and give views into the main courtyard of the Castle. The centre of the room is undoubtedly the grand Jacobean chimney piece which came from a dining room at Maddingly Hall, near Cambridge. Although it is of several styles and an aesthetic hybrid, the quality of the workmanship is excellent and will be a dramatic centre piece that will still function on special occasions.

The ballroom has a capacity for two hundred persons, and is to be used for larger conferences, functions, displays, and musical and theatrical performances.

## Staircase

The majestic staircase and doorframes, dating from 1680, were purchased by Latham from Wheatley Hall, Doncaster. Much of the carving is reputed to have originated in the workshop of the famous carver and furniture maker Grinling Gibbons. The staircase was encased completely by a wooden frame during the course of the recent renovations of the Castle.



## Great Hall

Although the western curtain wall of the Castle was intact when found by Lowther, the interior of the Great Hall and the Eastern wall had largely vanished. What we now see is an evocative and highly successful interpretation of a Castle's Great Hall. Although the huge tracery windows and buttresses appear to be medieval they are not and were created by Lowther in the French flamboyant style of the 14th and 15th Century. The source for this design can be seen in the screen now mounted in the first floor of the Chapel.

When Queen's University of Canada acquired the Castle this room was divided by a modern concrete and steel gallery functioning as a library, bisecting the windows on the West elevation and effectively destroying the quality of the interior. By removing the gallery the floor space will be used effectively and the magnificent roof structure created by Latham in the 1930s in the crafts tradition of medieval oak framing, can be used as the central dining space of the Study Centre.

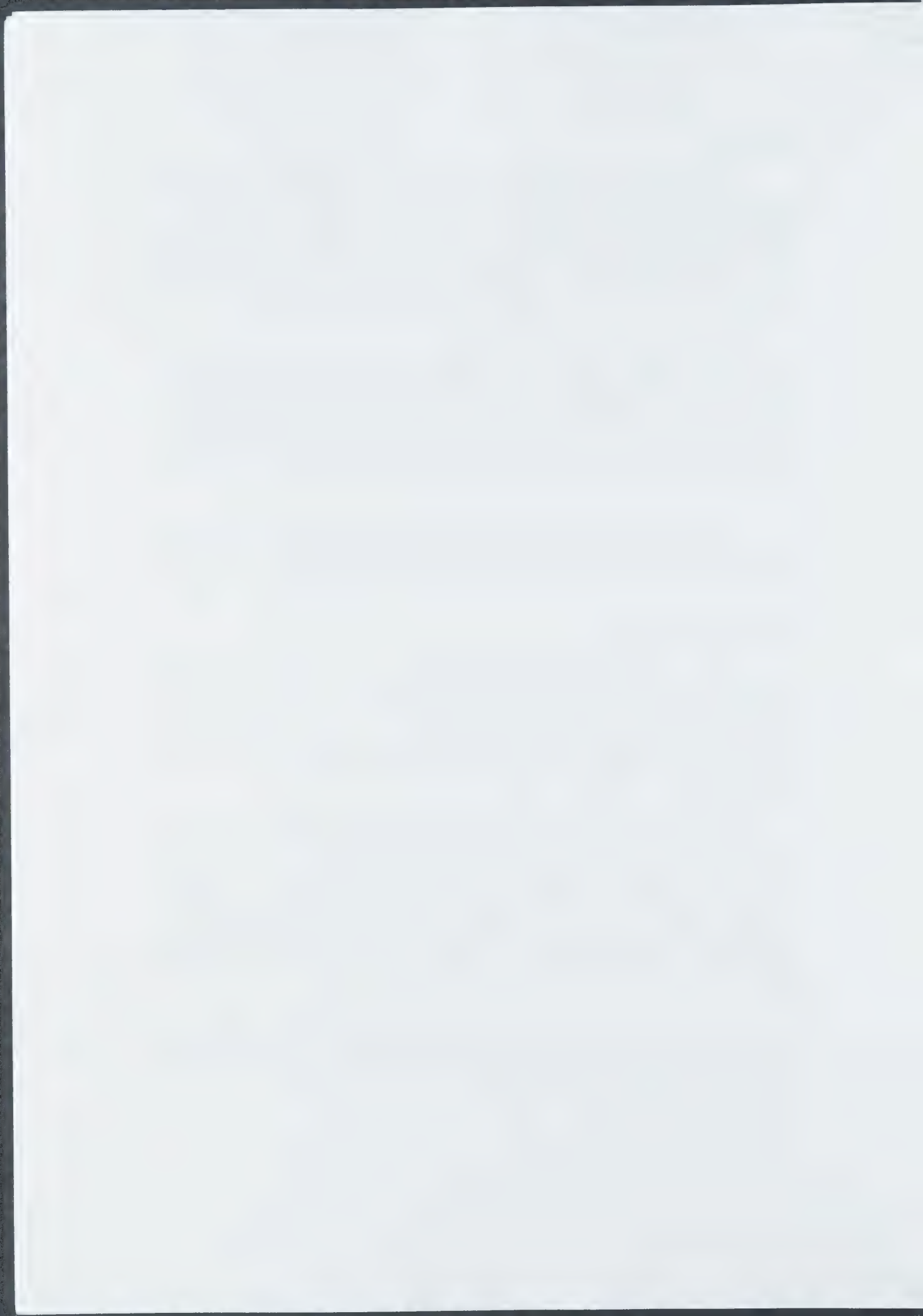
In order that this space and the majority of the first floor can be accessible to the disabled a special wheelchair hoist has been installed (entirely within the existing structure) from lower ground level to the Great Hall level.

## Concluding Comments

The greatest contribution to the well being of the Castle has been the installation of new mechanical, electrical, and computer services. The boilers and entire heating and water systems had severely rusted, and the electrical wiring was well below modern requirements for both useage and safety. These services have been replaced, and at the same time cabling for modern computer and communications systems installed throughout the Castle.

The installation of a new heating system will gradually redress the humidity balance so that the interior will become dryer and aired and a longer term view can be taken of the regime for conservation, repair and decoration of the interiors and exterior fabric of the Castle. It will take four or five years of constant heat to achieve a level of dryness required for long term conservation and preservation of the fabric and fixed contents of the building. Although much of the interior of the Castle has been repainted, patches of stain are already appearing on the walls, and some flaking is occurring, as the drying commences.

Everything feasible has, therefore, been done to repair, renovate, and reconstruct the interior of the Castle in a manner consistent and sympathetic with previous restorations and original layout. This is a medieval castle ready for use in the twenty-first century.



**INTERNATIONAL STUDY CENTRE ORIENTATION PACKAGE**

**TABLE OF CONTENTS**

|          |   |                   |
|----------|---|-------------------|
| <b>A</b> | <b>Orientation Handbook</b>                         | <b>pp 1 - 8</b>   |
|          | <b>Friday Course Field Trips</b>                    | <b>Appendix A</b> |
|          | <b>Places of Worship</b>                            | <b>Appendix B</b> |
| <b>B</b> | <b>Orientation Schedule</b>                         |                   |
|          | <b>Itinerary for Local Field Trip - September 9</b> |                   |
| <b>C</b> | <b>Autumn Term</b>                                  |                   |
|          | <b>Timetable</b>                                    |                   |
|          | <b>Personal Timetable</b>                           |                   |
|          | <b>Classroom Assignments</b>                        |                   |
| <b>D</b> | <b>Saturday Optional Field Trips</b>                |                   |
| <b>E</b> | <b>Additional Series (open to the public)</b>       |                   |
|          | <b>Monday Evening Public Lecture Schedule</b>       |                   |
|          | <b>Friday Classic Film Series Schedule</b>          |                   |
| <b>F</b> | <b>Offices - Faculty and Administration</b>         |                   |
| <b>G</b> | <b>Maps</b>   |                   |
|          | <b>Herstmonceux Castle Estate</b>                   |                   |
|          | <b>The Local Area</b>                               |                   |
|          | <b>Castle Floor Plans</b>                           |                   |
|          | <b>Bader Hall Floor Plans</b>                       |                   |
| <b>H</b> | <b>Tour Route</b>                                   |                   |





# F

## ALLOCATION OF OFFICES IN THE CASTLE

|           |  |
|-----------|--|
| Room 277  | Dr. Gordon Sparks  |
| Room 278  | Dr. Monica Sandor  |
| Room 279  | Dr. Craig Ferguson   |
| Room 284  | Mrs. Daphne Lawson   |
| Room 205  | Dr. Mark Jones   |
| Room 206  | Dr. Pat Rae  |
| Room 207  | Mr. Victor Huard   |
| Room 222  | Ms. Janette Turner Hospital  |
| Room 217  | Mrs. Rosemary Barnes, Head Housekeeper   |
| Room 217A | Ms. Bernadette Saunders, Catering Manager  |
| Room 223  | Dr. John Nicholson   |
| Room 225  | Dr. Monique Forthomme-Nicholson  |
| Room 227  | Mr. Ruediger Mueller   |
| Room 242  | Mr. Greg Wanless   |
| Room 246  | Dr. John Soane   |
| Room 249  | Mr. Michael Douglas-Scott  |
| Room 248  | Ms. Elizabeth Crisp  |
| Room 252  | Dr. Siobahn Kilfeather / Mr. Stuart Mitchell                                       |
| Room 149  | Mrs. Marilyn Yeates, Educational Programmes Officer                                |
| Room 155  | Dr. Christie Carson, Co-ordinator of Student Affairs / Mr. Perry Ford, Bar Manager |
| Room 124  | Dr. Maurice Yeates, Executive Director   |



**Room 128          Academic and Administration Office**

**Room 129          Accounts**

**Room 67            Mr. Sandy Montgomery, Operations Manager**

**Room 8             Kitchen - Mr. Bob Banks, Head Chef**



NOTE



# *Study in* Europe



Field studies at the Louvre in Paris, France


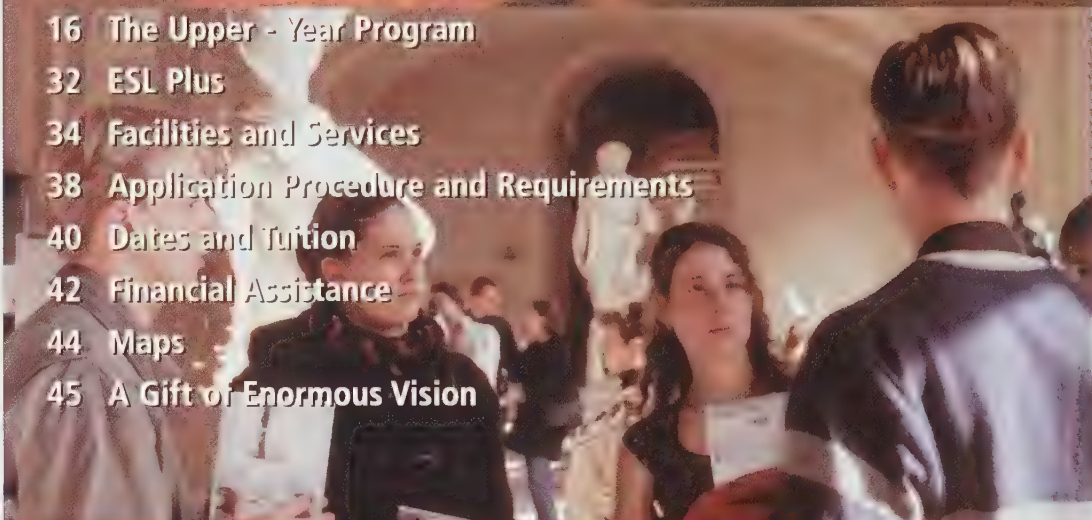


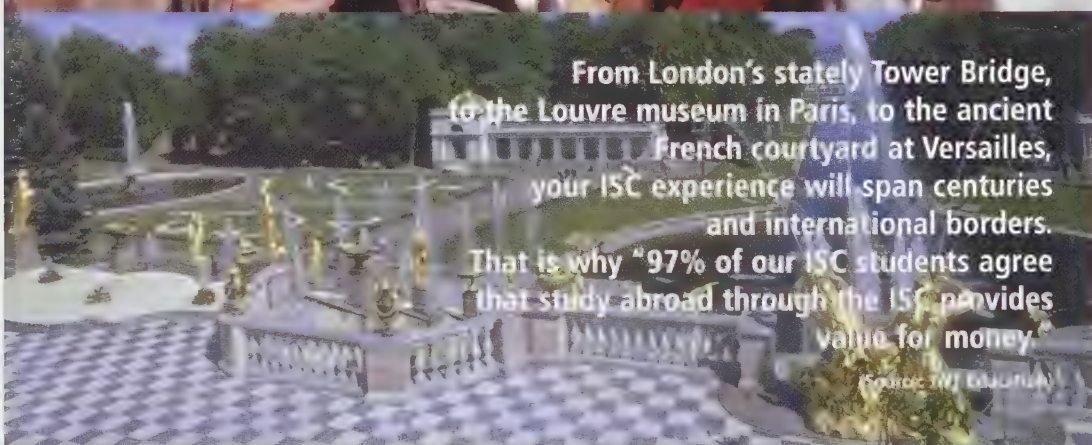
**International Study Centre  
Herstmonceux Castle  
East Sussex, England**

2002 / 2003



## Table of Contents

- 
- 
- 2 Introduction
    - First - Year Program
    - Upper - Year Program
    - ESL Plus
  - 4 Exceptional Learning Environment
  - 6 Integrated Field Studies Program
  - 8 Study in the United Kingdom
  - 10 The First - Year Program
  - 16 The Upper - Year Program
  - 32 ESL Plus
  - 34 Facilities and Services
  - 38 Application Procedure and Requirements
  - 40 Dates and Tuition
  - 42 Financial Assistance
  - 44 Maps
  - 45 A Gift of Enormous Vision



From London's stately Tower Bridge, to the Louvre museum in Paris, to the ancient French courtyard at Versailles, your ISC experience will span centuries and international borders. That is why "97% of our ISC students agree that study abroad through the ISC provides value for money."

(Source: IW ENGLISH)

NOTE



Academic Director, Patrick O'Neill, with students in the castle gardens.

“ The ISC has a double function: it is not only an academic and social community, but also a gateway to Britain, to Europe, and beyond... I recommend it! ”

### Welcome,

You could embark on an experience that will affect your life for years to come. If you decide to undertake the challenge of a term or a full academic year at the International Study Centre (ISC) at Herstmonceux Castle, in the heart of one of the most historic areas of the United Kingdom, you will soon realize that the ISC has a double function: not only is it an academic and social community, but it is also a gateway to Britain, to Europe, and beyond.

The combination of detailed individual attention in small seminar-type classes, top-quality instruction from an international group of faculty members, twenty-first century educational facilities, and a fifteenth-century heritage building set in idyllic surroundings ensures that ISC students have a unique opportunity to experience the university in its purest sense: a community devoted to the pursuit of knowledge and excellence.

At the ISC, you will get to know others and get to know yourself. You will have continuing opportunities to experience another culture and to view your own culture from the outside. At the same time, a fully integrated program of academic field studies will introduce you to a wide variety of sites both in the UK and in Europe, as well as to the people associated with them. Yet, this is only a beginning: you should certainly also attempt, individually and in groups, to profit from your presence in Europe by striking out, whenever your formal studies allow, in search of further adventure.

This brochure provides a brief introduction to the ISC. However, it only scratches the surface. The actual ISC experience is one that can launch you on a voyage of discovery and self-discovery that will last the rest of your life. I recommend it!

*Patrick O'Neill, PhD, DLitt*  
*Professor of German, Queen's University*  
*Academic Director, ISC*

## Introduction

### The Transformation of a Castle

In today's global society, increasing importance is being placed on understanding international issues and diverse cultures. To help students develop such a perspective through real-life experiences, Queen's University in Kingston, Canada, established an *International Study Centre (ISC) at Herstmonceux Castle*, East Sussex, England (100 km south of London) in 1994. The ISC is the site of the award-winning Canadian University Study Abroad Program (CUSAP), comprising Queen's University, the University of British Columbia, Dalhousie University, McGill University, the University of Toronto and the University of Western Ontario. In 1998, CUSAP was awarded a Scotiabank/AUCC Award of Excellence for Internationalization.

### Gateway to Britain, Europe and Beyond

Providing a remarkable venue for study and a gateway to Europe, the ISC is a unique learning environment. Students have the opportunity to pursue studies in a truly European setting while receiving credits toward their academic degree. The ISC provides both core courses and electives for many arts, humanities, social sciences, business and law programs. All courses offered are Queen's University degree-credit courses and students receive a Queen's University transcript (CUSAP students receive an official transcript from their home university showing course equivalencies, grades and credits). The academic programs have been designed to permit students to integrate a term at the ISC into their regular degree programs.

### First-Year Program

The First-Year Program (September-April) is exclusively available to first-year students admitted to Queen's University, McGill University, Dalhousie University and the University of British Columbia. CUSAP offers



*Sweet Study: Where else but Brussels would you expect to find the perfect Belgian waffle? ISC students sample the local fare while on a field trip there.*

direct access for undergraduate students at these universities to academic programs at the ISC.

### Upper-Year Program

The Upper-Year Program (Fall Term: September-December; Winter Term: January-April; Spring Term: May-June) is available to all qualified students from both colleges and universities worldwide and from all CUSAP partner institutions (see above, The Transformation of a Castle).

### ESL Plus

The ESL Plus (Fall Term: September-December; Winter Term: January-March) program is available to all qualified second- or third-year college or university students with sufficient fluency in English to profit from courses in English as a Second Language at the intermediate or advanced level.



NOTE



*Fun, Friends, and Frolic  
High spirits burst forth in an impromptu Highland fling, as ISC students kick up their heels on the beautiful grounds at Herstmonceux Castle. Making new friends from all over the world is just one of the added benefits of international study abroad.*

The International Study Centre, Herstmonceux Castle

## An Exceptional Learning Environment

Small, highly interactive classes, where you soon come to know your fellow students and professors, characterize the incomparable learning environment at the ISC. This unique residential setting draws faculty and students with diverse backgrounds from across Europe and North America. At the ISC, expanding your international awareness is an every-day occurrence!

Many professors live on the estate with the students, and faculty, staff and students dine together in the Great Hall. Meal times often become opportunities for lively discussion and debate.

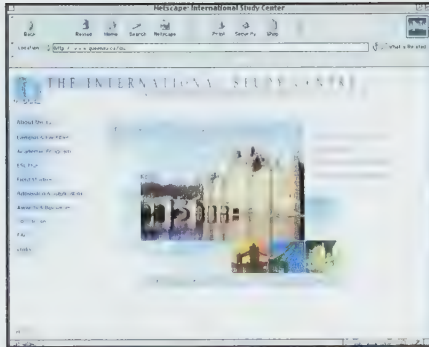
Films, student-produced plays and concerts are scheduled throughout the academic year. The Friends of Herstmonceux Castle, an active group of local area residents, offers opportunities for interaction with members of the local community. Other community links include volunteer work in the local school and sports activities with other colleges and on local teams.



*Seven Sisters: A tour of popular sites within the region is a highlight of the orientation. Here, students visit the geographical formation called "Seven Sisters", located on the southern coast of England.*



*Small class sizes ensure lively discussion and a friendly atmosphere, where everyone's participation is encouraged.*



## VISIT OUR WEBSITE

[www.queensu.ca/isc](http://www.queensu.ca/isc)

For more information about the ISC and to view a list of recent ISC instructors from North American and European Universities.



**Aaron Holdway**  
First-Year Student

“The surprising number of differences has given me a better appreciation of just how diverse the world really is.”

“I thought Britain would be too similar to Canada to provide a truly new experience. The surprising number of differences has given me a better appreciation of just how diverse the world really is.”

## Field Study - on an international scale!

### Integrated Field Studies Program

At the heart of the ISC curriculum - and what sets us apart from other educational institutions - is our unique Integrated Field Studies Program. Students have found this component to be the most fulfilling and memorable of their ISC experience. Included in the Integrated Field Studies Program are course specific trips, cultural studies field trips, multiple-day major field study trip and regular visits to the ISC by guest lecturers and musicians.

### Course Specific Field Studies

Some of these trips relate primarily to specific courses. A Politics course would typically visit the Houses of Parliament; an Art History course, the National Gallery or the British Museum; while a Drama course might enjoy an open-air production of 'Hamlet' in Shakespeare's Globe Theatre.



*Gateway to the World: Students visit NATO headquarters during their major field study trip in Brussels, Belgium. This gives our students a rare opportunity to interact with NATO officials.*

### Cultural Field Studies

Other trips, designated as general cultural studies trips, are open to all students and faculty. They typically involve day-long excursions to such heritage sites as Bath, Canterbury, the charming Belgian city of Bruges, and, of course, the great and endlessly fascinating city of London.

### Major Field Study Trip

The high point of each term is a major, multiple-day field study trip, typically to the cities of York and Edinburgh in the Fall term and to the cities of Brussels and Paris in the Winter and Spring terms.



*The magnificent Arc de Triomphe, one of France's best-known historic landmarks, is just one of the many places students can visit and learn about while on their major field study trip in Paris.*

## Guest Lecturers, Musicians and Optional Activities

Regular visits to the ISC by guest lecturers and musicians are an important part of each term's activities. As well, the regular program of academic field studies is complemented by a program of optional additional activities that might include a weekend in Dublin or Cardiff, an evening at the opera in Covent Garden, or a rainy afternoon spent cheering on your favorite team at a first-division soccer game.

Students pursuing the *International Studies Certificate* at Queen's University may count their time at the ISC as their required study abroad component. Please consult your faculty calendar or the International Programs Office in the Faculty of Arts and Science for further details.

E-mail: [ipo@post.queensu.ca](mailto:ipo@post.queensu.ca)

Web: [www.queensu.ca/ipo](http://www.queensu.ca/ipo)



**Kristen Koppenhaver**  
Upper-Year Student

“As a student of High Renaissance Art, I found our trips to the galleries to be simply brilliant.”

“As a student of High Renaissance Art, I found our trips to the galleries to be simply brilliant. I mean really, being able to see these works is an opportunity not to be missed.”

## Study in the United Kingdom

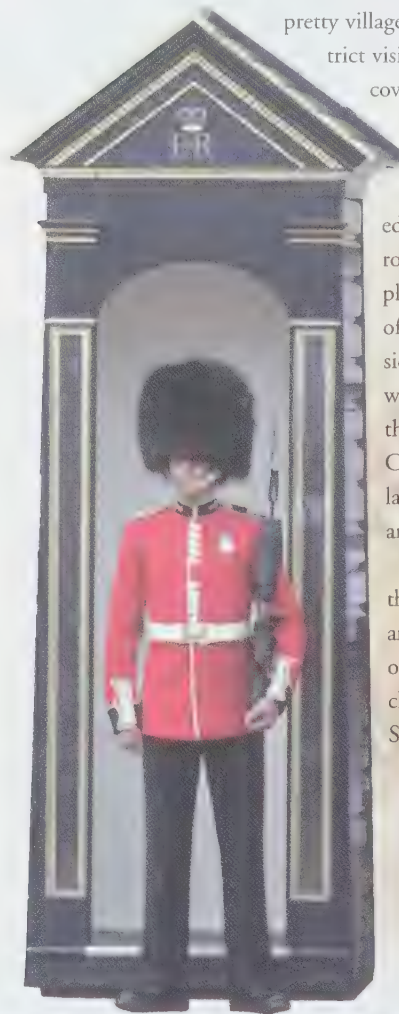
One of the most sought-after study abroad destinations in the world, the United Kingdom is an area of enormous regional diversity - in geography, history, tradition, outlook, and dialect. Located in the UK county of East Sussex, in south-eastern England, the International Study Centre provides students with a personal window on the world around them. The area is rich in history and culture, boasting some of the most spectacular scenery in the country.

Wealden is full of market towns and pretty villages. All over the district visitors delight in discovering mediaeval churches, thatched cottages, ancient priories and moated castles.

The green, rolling hills are complemented by patches of wooded countryside, vineyards and windmills, as well as the picturesque Cuckoo Trail, a popular venue for walkers and cyclists.

Eastbourne, one of the largest cities in the area, with a population of 80,000, is situated close to the ISC on the Sunshine Coast.

*During their field trip to Buckingham Palace, students will encounter a Bearskin, one of England's most recognizable figures.*

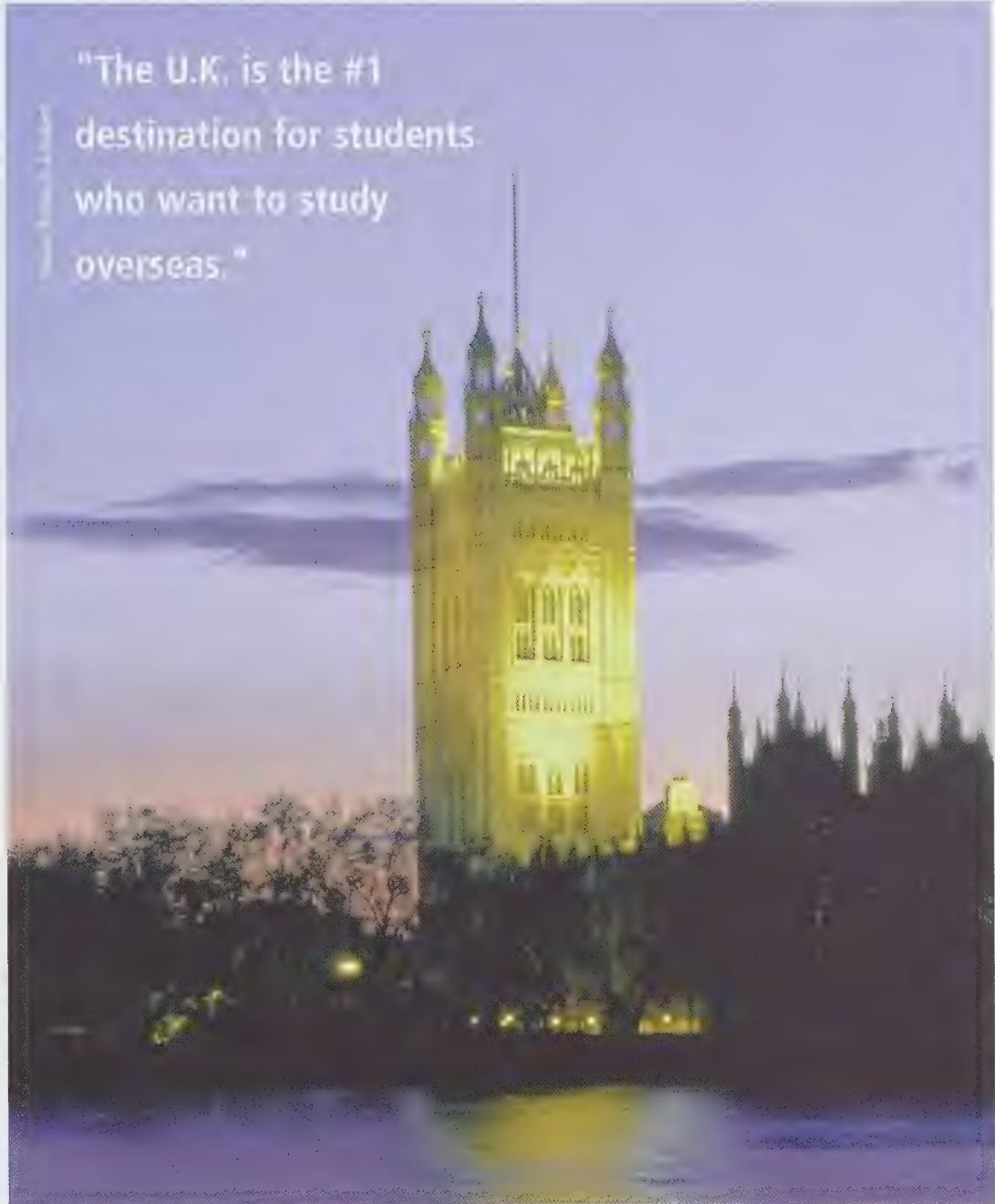


*Catch of the Day* Students enjoying a field study break in Brighton.

The hills surrounding the city protect it from the clouds, creating a seaside resort with an exceptional amount of sunshine and low rainfall. Eastbourne offers many activities for locals and visitors, including the International Folk Festival held in April and the Contemporary Arts and Theatre Festival in October. Nearby sites include the magnificent chalk cliffs at Beachy Head and The Seven Sisters Country Park, with more than 700 acres of open access for walking, cycling and canoeing.

Local areas of interest include: Ashdown Forest; Alfriston, which boasts the Cathedral of the South Downs; Hailsham, an historic market town with shops and a Leisure Centre; Battle, home of the famous Battle Abbey and site of the Battle of Hastings in 1066; and Pevensey, whose enormous castle, built by the Romans to repel Anglo-Saxon invaders, and enclosing a smaller Norman castle within its walls, dominates the town and commands picturesque views across the Sussex countryside.

"The U.K. is the #1 destination for students who want to study overseas."



*London: Houses of Parliament*  
The scene of many world-altering events and historic debates, Britain's Houses of Parliament in the heart of London are examples of the many destinations ISC students may visit as part of their course work during field studies.

# The First-Year Program

## First-Year University Students

The First-Year Program at the ISC gives students valuable international experience from the very beginning of their academic degree programs, expanding their cultural horizons, while preparing them for the global marketplace. To take full advantage of our historical location, core courses are devoted to both British and European history and culture, and incorporate continued opportunities for hands-on learning through the academic field studies program.

All classes are taught in English, with the exception of those classes in modern European languages (French, German and Spanish) offered in each of the Fall and Winter terms.

Every course in the First-Year Program is a university degree credit course. While all faculty members are appointed through Queen's University, some instructors may also hold appointments at selected Canadian, American and European universities.

Students in the First-Year Program are admitted to a degree program at Queen's or another CUSAP partner institution, and spend their first year of university at the ISC. Students then return to their home campus to begin second-year studies and complete their degree program.

The First-Year Program provides not only a bridge between high school and university, but also an exciting introduction to the world of international studies. Small classes and opportunities for daily interaction with residential faculty characterize this unique introduction to the university experience. The residential

"The First-Year Program at the ISC gives students valuable international experience from the very first year of their academic degree programs, enlarging their cultural horizons, while preparing them for the global marketplace."

10



London: Famous Piccadilly Circus.

environment and pastoral setting are conducive to study, and provide an ideal atmosphere to ease your transition from home and high school to university.

## First-Year Program Benefits

- Direct entry from high school into study abroad program
- Integrated field studies and site visits
- Broad range of first-year courses, enabling access to many popular subjects of concentration
- Internationally-focused Queen's accredited courses
- Fall-term major field study trip within the UK
- Winter-term major field study trip to continental Europe





Recent field trips to destinations ranging from the head office of a multinational corporation in London to the Louvre Museum in Paris – just two here – are highlights of the ISC Program.



**Helen Evans**  
First-Year Student

“...studying Art History and then going to London or Paris to see the paintings was wonderful!”

“The ISC gave me the best experience a first-year student could hope for...studying Art History and then going to London or Paris to see the paintings was wonderful!”

# First-Year Course Descriptions

## First-Year Courses of Study

Over an academic year, students take courses worth a total of 5.0 credits. You may select a combination of full courses (1.0 credit) and half courses (0.5 credit, indicated by \*) to reach this total. You do not have to take both half courses in the same subject (e.g., German I and II), but you are responsible for ensuring that you have the required prerequisites.

The First-Year Program timetable is designed to provide students with access to any combination of 5.0 credits from the list of First-Year Program courses. Not all courses will have the same number of field study

trips. Just as some courses have essays and some have problem assignments, some courses by nature of the subject matter will have more course-specific field studies excursions than others. However, all students participate in regular cultural studies trips as well as the multiple-day major field study trips.

Please note that participation in the First-Year Program does not exclude you from participating further in international exchange or work-study programs, including spending another term at the ISC in the Upper-Year Program!

## First-Year Course Descriptions

The First-Year Program offers a broad selection of courses from which to choose, ensuring that you will have access to a wide range of programs in second year. Students select 5.0 credits for the academic year. A full-year course (1.0 credit) is indicated by [FW], a fall-term course (0.5 credit) by [F] and a winter-term course (0.5 credit) by [W].

## First-Year Program 2002-03 (4 September - 11 April)

ARTH 116\*

### Art and Architecture in Britain from the Classical Period to c. 1600 [F]

A chronological survey of painting, sculpture and architecture in western culture from Greece and Rome through the Renaissance. The art works will be studied in British galleries and museums, including the British Museum, the National Gallery and the Victoria and Albert Museum, and at architectural monuments in Britain such as Canterbury Cathedral.

ARTH 117\*

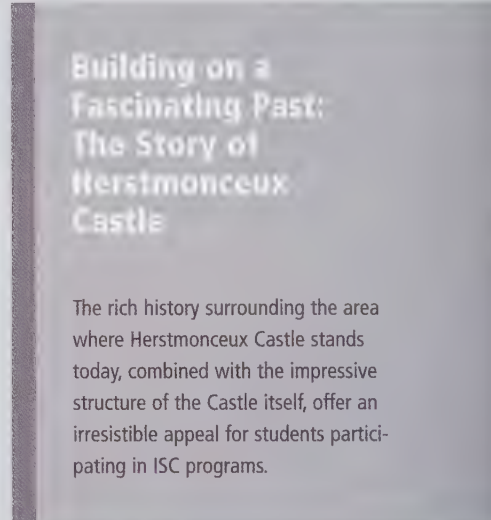
### Art and Architecture in Britain from c. 1600 to the Present [W]

A chronological survey of painting, sculpture and architecture in western culture from c. 1600 to the present day. The art works will be studied in British galleries and museums, including the National Gallery and the Tate Gallery, and at architectural monuments in Britain such as St. Paul's Cathedral.

DRAM 101

### Twentieth Century Drama [FW]

An examination of the elements of theatrical production through the use of text, live and videotaped performances, with specific reference to Britain and Europe. Opportunity given for practical projects.



## Building on a Fascinating Past: The Story of Herstmonceux Castle

The rich history surrounding the area where Herstmonceux Castle stands today, combined with the impressive structure of the Castle itself, offer an irresistible appeal for students participating in ISC programs.

ECON 111\*

### Introductory Microeconomics [F]

An introduction to microeconomic analysis of a modern mixed economy with specific examples drawn from the European context. This course analyzes the behaviour of individual consumers and producers, the determination of market prices for commodities and resources, and the role of government policy in the functioning of the market system.

## First-Year Course Descriptions

ECON 112\*

### Introductory Macroeconomics [W]

An introduction to macroeconomic analysis of the economy as a whole, including the determination of national income, the price level, interest rates, the money supply, and the balance of payments. The principles of monetary and fiscal policy are also examined, and comparisons between the Canadian and European context are employed.

FREN 100

### Français intermédiaire [FW]

Practice in reading, writing, grammar review and literary analysis.

**NOTE:** This intermediate-level course is intended for students with previous French language experience. French language skills of prospective students will be assessed and some students may be advised to select another course.

GRMN 101\*

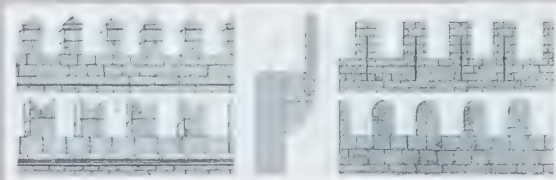
### Beginner's German I [F]

This course is for students with no previous knowledge of German. The course concentrates on the basic language skills (listening, reading, writing and speaking) and introduces elements of German culture as recorded in its customs, history and literature.



**1066** - William the Conqueror lands near Pevensey. Herstmonceux's written history dates back to the Battle of Hastings October 14, 1066.

**1200** - Idonea de Herste, marries a Norman nobleman named Ingelram de Monceux. Around this time, the manor began to be called the 'Herste of the Monceux', a name that eventually became Herstmonceux.



**1441** - A descendant of the Monceuxes, Roger Fiennes, Treasurer of the Household of

King Henry VI, commences construction of the castle on the site of the old manor house.

ENGL 110

### An Introduction to the Study of Literature [FW]

English literature from the beginnings to the modern period. This course is intended to supply a foundation for further courses in English. It emphasizes close reading and intensive study of major works rather than broad historical coverage. While content varies from year to year, the course offerings at the ISC draw upon students' location in the United Kingdom and Europe.

GPHY 100

### Geography and the Environment [FW]

An introduction to physical and human geography, with specific reference to Europe, from an environmental perspective. The interface between human activity and the physical environment is examined at various geographical scales.

GRMN 102\*

### Beginner's German II [W]

This course is for students with a limited background in German. Concentrating on the basic language skills (listening, reading, writing and speaking), the course reviews elements of German culture as recorded in its customs, history and literature.

**Prerequisite:** GRMN 101\* or equivalent.

## First-Year Course Descriptions

HIST 125

### The Evolution of Modern Europe [FW]

A survey of Western and Central Europe and Great Britain from about 1750 to 1950. The focus is on the revolutions which produced modern Europe, notably the political revolutions (1789 and 1848), industrialization, urbanization, population growth, secularization, the rise of new classes, and changes in ideologies and popular attitudes.

MUSC 101\*

### An Introduction to the History of Western Art Music I [F]

The history of Western art music from the Middle Ages to 1750. This course focuses on musical styles, genres, and composers, as well as on historical and social contextual considerations. Open to non-B.Mus. students only.

PHIL 111

### Great Works of Philosophy [FW]

An introduction to philosophy through the examination of a number of classical philosophical works, with an evaluation of the positions and arguments offered in each.



**1946** - After passing through the hands of 20 successive owners following Roger Fiennes, the Herstmonceux estate is sold to the British Admiralty, which bought the estate for the Royal Greenwich Observatory. This site served as an

important scientific institution for over 40 years.

The estate still provides housing for the Newton Telescope and the Equatorial Telescope Buildings, which have been converted to an



interactive science centre for schoolchildren.

**1992** - While on a train ride near their country home in Sussex, Queen's University alumnus, Dr. Alfred Bader notices a castle for sale, and asks his wife Isabel if she would like it.

MATH 121

### Differential and Integral Calculus [FW]

Differentiation and integration of the elementary functions, with applications to physical and social sciences; Taylor polynomials; multivariable differential calculus. Intended for students not concentrating in Mathematics or Statistics. Prerequisite: OAC Calculus or equivalent. Students without previous calculus will be admitted to the course if they are prepared to do extra work.

MUSC 102\*

### An Introduction to the History of Western Art Music II [W]

The history of Western art music from 1750 to the present. This course focuses on musical styles, genres, and composers, as well as on historical and social contextual considerations. Open to non-B.Mus. students only.

POLS 131

### Introduction to Comparative Politics [FW]

An introduction to comparative political processes and public policies in a group of countries chosen to illustrate a wide variety of contemporary political and socio-economic systems.

## First-Year Course Descriptions

PSYC 100

### Principles of Psychology [FW]

An introductory survey of basic areas of psychology include perception, cognition, learning and motivation and their biological substrata. Also reviewed are child development, individual differences, social psychology and behaviour disorders.

SPAN 112\*

### Beginning Spanish III [W]

The continuation of SPAN 010\*. Also for students entering the University who have some knowledge of Spanish but have not completed OAC Spanish or equivalent.

**Prerequisite:** SPAN 010\* or equivalent.

**Exclusion:** OAC Spanish or equivalent.



**1993** - The Baders donate the Herstmonceux estate to Queen's University, envisioning a unique facility for international study.

**1994** - After months of careful renovations, Dr. Bader's vision becomes a reality. The inaugural class spends their Fall term studying at the 'new' International Study Centre (ISC) at Herstmonceux Castle.



**Today** - The ISC continues to offer an unparalleled opportunity to students from universities and colleges worldwide.

SPAN 010\*

### Beginning Spanish I [F]

Offers a basic level of Spanish understanding, speaking, reading and writing for students who have no knowledge of Spanish whatsoever.

WMNS 101\*

### Introduction to Women's Studies [F]

An introduction to some central concepts and themes in Women's Studies.

WMNS 102\*

### Introductory Issues in Women's Studies [W]

A survey of issues central to feminism and Women's Studies.

#### Notes:

\* denotes one term, 0.5 credit course.

F = Course offered during Fall term (September - December)

W = Course offered during Winter term (January - April)

FW = Course offered during full academic year (September - April)

All courses offered in the First-Year Program at the International Study Centre are fully accredited by Queen's University. Each course comprises of 36 contact hours per term, including course-specific field-study excursions. With class sizes limited in enrolment, students receive individual attention. These features contribute to the demanding and enriching academic experience at the ISC.

# The Upper-Year Program

## Students in second year or above

The Upper-Year Program at the ISC offers innovative, focused study modules that are designed to fit many academic programs. Emphasizing intercultural and interdisciplinary learning, you may choose either to concentrate your elective courses in a particular area, or to compose your own individual program. The modular structure of the Upper-Year Program, with its emphasis on field study, reflects the ISC's philosophy of anchoring the academic experience in direct observation and participation.

In addition to regular academic and cultural field-study excursions, all students take a multiple-day major field study trip. The major field study trip during the Fall term is within the U.K. (typically York and Edinburgh) while the Winter term and Spring term trips are to Continental Europe (typically Paris and Brussels).

## The Modules

### Focused Study

The modules emphasize international contexts (especially European and British) through course content and integrated excursions. Some modules are interdisciplinary by design (e.g. British Life and Culture, Modern European Studies) while others provide an opportunity for in-depth study in a particular subject area (e.g. English Literature, International Business). Most modules are anchored by an innovative interdisciplinary core course in British Studies, which provides a focus and context for study in England at the ISC.

Modules taken in the Fall and Winter terms consist of five term-length courses (0.5 credit) totalling 2.5 credits. Modules taken in the Spring term consist of three term-length courses (0.5 credit) totalling 1.5 credits. Upon completion of a module, students will receive a *Letter of Achievement in International Studies* identifying the module focus.

Students who spend both the Fall and Winter Terms at the ISC and complete two modules in one subject area (e.g. Language and Culture) will receive a total of 5.0 credits as well as a *Certificate of Achievement in International Studies*.

### Individualized Study

By enrolling in one or two of the study modules, students can give their program the desired focus. However, you may also create your own program of study by selecting courses from different modules to fit your particular academic needs. Once you have completed such an individualized program, the Academic Director of the ISC will issue a *Letter of Participation in International Studies* outlining the course selections. In order to qualify for the letter, you are required to take five term-length courses (0.5 credit) totalling 2.5 credits in the Fall and/or Winter terms, or three term-length courses (0.5 credit) totalling 1.5 credits during the Spring term. Course selections must also include the anchor course in British Studies in order to qualify for the *Letter of Participation*.

The specific course content of modules differs in each term to allow interested students to enrol in both modules of a particular subject area (both Fall and Winter terms).

## Upper-Year Program Benefits

- Integrated field studies and site visits
- Fall-term major field study trip in the UK
- Winter-term and Spring-term major field study trip to Continental Europe
- Internationally focused, fully-accredited courses
- Fully transferable course credits
- Letter or Certificate of Achievement in International Studies

## Business Courses at the ISC

All Commerce courses offered at the ISC are taught in intensive three-week units. Students enrolled in a Business module will normally attend one Commerce course in each of four such units during the Winter term and one Commerce course in each of two such units during the Spring term. Each of these courses will involve 12 classroom contact hours per week (Monday to Thursday). Final examinations, if required, will be held at the end of each three-week unit. In addition, students in Business modules will normally also attend either British Studies I (IDIS 304\*) or British Studies II (IDIS 305\*) or International Business Law (LAW 610\*), each of which will extend over the full term, involving three classroom contact-hours per week during the Winter term (IDIS 305\*) and six classroom contact hours per week during the Spring term (IDIS 304\* or LAW 610\*). Students enrolled in any of these

modules are strongly advised to choose a combination of courses that will involve no more than 18 classroom contact hours per week. For further information on Business courses offered at the ISC, consult the School of Business at Queen's University. (eleblanc@business.queensu.ca)

### Winter 2003 - Business Course Schedule

|  |                                  |   |                                  |
|--|----------------------------------|---|----------------------------------|
| IDIS 305* - 12 weeks<br>(3 hours/week) |                                  | IDIS 305* continued                           |                                  |
| Unit 1<br>3 weeks<br>(12 hrs/wk)       | Unit 2<br>3 weeks<br>(12 hrs/wk) | Unit 3<br>3 weeks<br>(12 hrs/wk)              | Unit 4<br>3 weeks<br>(12 hrs/wk) |
| Comm 314* or<br>Comm 226*/326*         | Comm 331*                        | Comm 274*/374*<br>or Lille Option<br>(France) | Comm 328*                        |

Recommended class contact hours = no more than 18 hours/week

NOTE: A new Antwerp Option (Belgium) might also be available in either Unit 3 or Unit 4 during Winter 2003. Both the Lille and Antwerp Options are subject to confirmation. Further details may be obtained from the ISC administrative office at: j\_brown@isc.queensu.ac.uk



**Bill Flanagan**  
ISC Law Professor

66 The ISC is a unique learning opportunity for students, particularly those interested in international law and business. 99

"The ISC is a unique learning opportunity for students, particularly those interested in international law and business. The academic standards are first-rate and the learning environment truly distinctive. The ISC also makes great use of its location, with field trips to many of the key international European-based institutions dealing with matters relating to international law and business. Students see and learn first-hand."

## Business Studies in France: The Lille Option

Students enrolled in a business module at the ISC during the Winter term have an additional opportunity for international study, by applying to participate in an exchange with the IESEG School of Management at the Catholic University of Lille in north-eastern France. Successful applicants may choose to spend either one week or three weeks in Lille, after consultation with the Academic Director of the ISC. The first option includes a one-week option to complete a one-week intensive seminar at IESEG, as well as a major paper to be submitted to the School of Business at Queen's University. Successful completion of both components earns one half-course Commerce credit

### ISC Spring 2002 - Course Schedule

| IDIS 304* or Law 610* and all Arts courses<br>(6 hours/week over 6 weeks) |  |  |
|---|--|--|
| Unit 1<br>3 weeks<br>(12 hrs/wk)  |  | Unit 2<br>3 weeks<br>(12 hrs/wk)                         |
| One of:<br>COMM 226*/326*<br>or COMM 331*<br>or Law 454*                  |  | One of:<br>COMM 274*/374*<br>or COMM 328*<br>or Law 612* |

Recommended class contact hours = no more than 18 hours/week

(COMM 501\* Directed Independent Studies in Business/0.5) at Queen's University. The second option includes three intensive one-week seminars at IESEG, the successful completion of which also earns one half-course Commerce credit (COMM 501\*/0.5) at Queen's University. IESEG courses are taught in English, and students receive an official transcript from IESEG. Numerical grades are not awarded for COMM 501\*.

Accommodation and meals are provided by IESEG at no cost to the student, but students are responsible for transportation between the ISC and Lille and for any additional personal costs. Students may in some cases be able to take advantage of the major field study trip to the Continent in making their way to Lille. No extra tuition fees are charged for the Lille Option, provided students do not exceed the equivalent of 2.5 courses during the Winter term.

Further details regarding course information and scheduling constraints may be obtained from the ISC administrative office (e-mail: [j\\_brown@isc.queensu.ac.uk](mailto:j_brown@isc.queensu.ac.uk)). Further details on IESEG may be found at [www.ieseg.fr](http://www.ieseg.fr).

## Business Studies in Belgium: The Antwerp Option

Students enrolled in a business module at the ISC during the Winter term may also (subject to ongoing negotiations) participate in a one-week program, conducted in English, at the UFSIA School of Management of the University of Antwerp in Belgium. This option includes a one-week intensive seminar at UFSIA, and completion of a major paper to be submitted to the School of Business at Queen's University. Successful completion of both components earns one half-course Commerce credit (COMM 501 Directed Independent Studies in Business\*/0.5) at Queen's University. You may choose either the Antwerp Option or one of the Lille options. Students are responsible for transportation to and from Antwerp and also for subsidized accommodation and meals, in addition to any personal costs. No extra tuition fees are charged for the Antwerp Option, provided you do not exceed the equivalent of 2.5 courses during the Winter term.

Further details regarding course information and scheduling constraints may be obtained from the ISC administrative office (e-mail: [j\\_brown@isc.queensu.ac.uk](mailto:j_brown@isc.queensu.ac.uk)). Further details on UFSIA may be found at [www.ufsia.ac.be](http://www.ufsia.ac.be).



### Law Courses at the ISC

Commerce and Law students enrolled at the ISC during the Spring term may enhance their career opportunities in these areas by completing the International Business and Law module, as described on pg. 22. Note that LAW 454\* and LAW 612\* are taught in intensive three-week units (involving 12 classroom contact hours per week in each case), while LAW 610\* is taught over the entire Spring term (involving six contact hours per week). For further information on Law courses offered at the ISC, consult the Faculty of Law at Queen's University (baileym@post.queensu.ca).



**Jason Boggs**  
Upper-Year Student

“My experience in England gave me the confidence in my abilities to compete in the international job market.”

“...Before studying at the ISC, I hadn't been out of North America. My experience in England gave me the confidence in my abilities to compete in the international job market.”

*Upon graduation in 1997, Jason accepted a position with Coopers & Lybrand (now Price Waterhouse Coopers) in London, England. In Fall 2000, Jason joined the PWC office in Sydney, Australia (on secondment from his London office).*

# Upper-Year Module Descriptions

## Fall Term 2002 (4 September - 12 December)

### Arts Module

For students who wish to complement their studies with an in-depth look at major areas of aesthetic production. Architecture, film, music, fine arts and theatre are explored and analyzed in the context of European culture. **British Studies plus Art History, Drama, Film, Music**

### English Literature Module

This module maximizes the benefits that students with a major, medial or minor concentration in English can derive from studying literature "on location". Because of the number and variety of courses offered in this module, English literature students can easily integrate one or two terms of study at the ISC into their overall program. **British Studies plus English Literature (three courses), plus one elective**

### History Module

This module maximizes the benefits students with a major, medial or minor concentration in History can derive from studying "on location". Because of the number and variety of courses offered in this module, History students can easily integrate one or two terms of study at the ISC into their overall degree program. **British Studies plus History (three courses), plus one elective**

### Language and Culture Module

Enables students to reach basic proficiency in two languages and to obtain an understanding of how cultural identity is formed. **British Studies, "Culture, Identity and Self," Film plus two of French, German, Spanish**

### Modern European Studies Module

Combines courses on modern European politics with language learning. The history and future of the European Union as well as the cinematic representation of social and political change in Europe are among the topics covered. **British Studies, "Culture, Identity and Self," plus three of Film, Geography, History, Politics**

### Social Sciences Module

Permits students to connect cultural phenomena to economic, geographic and political issues. Thus, this module may be of special interest to students in the arts and humanities who wish to expand their knowledge of these areas. **British Studies, "Culture, Identity and Self," Geography, Philosophy, Politics**

### Custom Selection

The Upper-Year Program at the ISC is modular in structure, yet completely flexible. With the approval of their academic advisor, students may create their own program of study by selecting individual courses from different modules. **British Studies plus four courses**

## Upper-Year Module Descriptions

### Winter Term 2003 (4 January - 11 April)

#### Arts Module

For students who wish to complement their studies with an in-depth look at major areas of aesthetic production. Architecture, film, music, fine arts and theatre are explored and analyzed in the context of European culture. **British Studies plus Art History (two courses), Film, Music**

#### English Literature Module

This module maximizes the benefits that students with a major or medial concentration in English can derive from studying literature "on location". Because of the number and variety of courses offered in this module, English literature students can easily integrate one or two terms of study at the ISC into their overall program. **British Studies plus English Literature (three courses), plus one elective**

#### History Module

This module maximizes the benefits students with a major, medial or minor concentration in History can derive from studying "on location". Because of the number and variety of courses offered in this module, History students can easily integrate one or two terms of study at the ISC into their overall degree program. **British Studies plus History (three courses), plus one elective**

#### International Business Module

Primarily aimed at Commerce students with an interest in international business. Students gain insight into key concepts of international finance, marketing, and business strategy. This module is also open to students from other faculties. **British Studies, plus four of Comparative Financial Institutions, International Business Strategy, International Finance, Management Control, International Marketing**

#### International Business and Culture Module

Provides students from all faculties with the opportunity to broaden their education by enrolling in selected commerce, arts and humanities courses with a European focus. **British Studies, plus two of International Business Strategy, International Finance, International Marketing, plus two Arts electives**

**Note:** Students selecting this module are strongly advised to choose a combination of courses that will involve no more than eighteen classroom contact-hours per week in any three-week unit. See the comments under "Business Courses at the ISC," pg. 17

#### Language and Culture Module

Enables students to reach basic proficiency in two languages and to obtain an understanding of how cultural identity is formed. **British Studies, Intercultural Relations, Film, plus two of French, German, Spanish**

#### Modern European Studies Module

Combines courses on modern European politics with language learning. The history and future of the European Union as well as the cinematic representation of social and political change in Europe are among the topics covered. **British Studies, Intercultural Relations, plus three of English Literature, Film, Politics, Geography**

#### Social Sciences Module

Permits students to connect cultural phenomena to economic, geographic and political issues. Thus, this module may be of special interest to students in the arts and humanities who wish to expand their knowledge of these areas. **British Studies, Intercultural Relations, Economics, Geography, Politics**

#### Custom Selection

The Upper-Year Program at the ISC is modular in structure, yet completely flexible. With the approval of their academic advisor, students may create their own program of study by selecting individual courses from different modules. **British Studies, plus four courses**

**Note:** Students wishing to include Business courses in their selection are strongly advised to choose a combination of courses that will involve no more than eighteen classroom contact-hours per week in any three-week unit. See the comments under "Business Courses at the ISC," pg. 17

# Upper-Year Module Descriptions

## Spring Term 2003 (1 May - 27 June)

### British Life and Culture Module

The courses in this module examine various facets of British life and culture. Study trips to significant sites in the vicinity of Herstmonceux Castle and excursions to London enable students to experience the rich cultural heritage of the region first hand.

**British Studies, plus two of Art History (two courses offered), Classics, Drama, English (two courses offered), Geography, History, Literature and Philosophy**

### International Business Module

Primarily aimed at Commerce students with an interest in international business. Students gain insight into key concepts of international finance, marketing, and business strategy. This module is also open to students from other faculties. **British Studies, plus two of International Business Strategy, International Finance, International Marketing, Comparative Financial Institutions**

### International Business and Culture Module

Provides students from all faculties with the opportunity to broaden their education by enrolling in selected commerce, arts and humanities courses with a European focus. **British Studies, International Business Strategy plus one of Art History (two courses offered), Classics, Drama, English Literature (two courses offered), Geography, History**

**Note:** Students selecting this module are strongly advised to choose a combination of courses that will involve no more than eighteen classroom contact-hours per week in any three-week unit. See the comments under "Business Courses at the ISC," pg. 17.

### International Business and Law Module

This module is of particular interest to Commerce and Law students who would like to integrate international law and business into their studies, thus enhancing their career opportunities in these areas. **International Business Law, plus two of International Business Strategy, International Commercial Arbitration, International Finance, International Marketing, International Trade and Investment, Comparative Financial Institutions**

**Note:** Students selecting this module are strongly advised to choose a combination of courses that will involve no more than eighteen classroom contact-hours per week in any three-week unit. See the comments under "Business Courses at the ISC" and "Law Courses at the ISC." pgs. 17, 19 respectively.

### Custom Selection

The Upper-Year Program at the ISC is modular in structure, yet completely flexible. With the approval of their academic advisor, students may create their own program of study by selecting individual courses from different modules. **British Studies, plus any two courses**

**Note:** Students wishing to include a course in Business or Law are strongly advised to choose a combination of courses that will involve no more than eighteen classroom contact-hours per week in any three-week unit. See the comments under "Business Courses at the ISC" and "Law Courses at the ISC" pgs. 17, 19 respectively.

## Upper-Year Course Descriptions

### Course descriptions for 2002-03

Students should consult their course calendar and faculty advisor to ensure that their course selections integrate into their overall program of study. Admission Services will seek permission on behalf of applicants who do not meet stated prerequisites to enroll in preferred courses.

es. Permission in these cases is not guaranteed, and applicants may be asked to select another course. Students should ensure that the courses selected are offered in the appropriate term of study.

**Notes:** \*denotes one term, 0.5 credit course. \*Prerequisites and Exclusions apply to Queen's University students. Students from other universities should consult with their Academic Advisor. All courses offered in the Upper-Year Program at the International Study Centre are fully accredited by Queen's University. Each course comprises of at least 36 contact hours, including course-specific field-study excursions. With class sizes limited in enrolment, students receive individual attention. These features contribute to the demanding and enriching academic experience at the ISC.

#### Fall 2002 Upper-Year Program

ARTH 116\*

##### Art and Architecture in Britain from the Classical Period to c. 1600

A chronological survey of painting, sculpture and architecture in western culture from Greece and Rome through the Renaissance. The art works will be studied in British galleries and museums, including the British Museum, the National Gallery and the Victoria and Albert Museum, and at architectural monuments in Britain such as Canterbury Cathedral.

**Note:** ARTH students may count only 1.0 100-level ARTH credit towards their concentration. ARTH 117\* may be taken by ARTH concentrators as an elective 0.5 credit.

**Exclusion:** ARTH 115.

ARTH 316\*

##### Special Topics in Renaissance Art and Architecture in Britain

A study of Renaissance art and architecture through examples found in Britain and British collections, such as the National Gallery, the Victoria and Albert Museum, and architectural monuments. Prerequisite: ARTH 213 or permission of the Department.

**Exclusion:** ARTH 313.

DRAM 219\*

##### Special Studies I (Special Studies in British and European Theatre)

Topics will vary from year to year but will focus on British and European Theatre.

**Prerequisite:** A minimum grade of 65 per cent in one of DRAM 100, 101 or 105\* or permission of the Department.

ENGL 208\*

##### Literature and Place

A study of English literature emphasizing or relating to its sense of place. Works will be drawn from the literatures of England, Scotland, Wales or Ireland or a combination thereof. Course content will vary from year to year.

**Prerequisite:** A minimum of 60 per cent in 1.0 100-level ENGL literature credit for students beginning a course of study before September 1, 2000 or a minimum of 65 per cent in 1.0 100-level ENGL credit for students beginning a course of study after September 1, 2000.

Exemptions are sometimes granted for students in year three or four in other departments.

ENGL 227\*

##### Elizabethan Shakespeare

A study of eight of Shakespeare's plays in relation to the social, intellectual and political climate of the Elizabethan period and with reference to theatrical production.

**Prerequisite:** A minimum of 60 per cent in 1.0 100-level ENGL literature credit for students beginning a course of study before September 1, 2000 or a minimum of 65 per cent in 1.0 100-level ENGL credit for students beginning a course of study after September 1, 2000.

**Exclusion:** ENGL 226.

ENGL 261\*

##### Modern British Fiction

A study of modern fiction, including works by such writers as James, Conrad, Ford, Joyce, Woolf.

**Prerequisite:** A minimum of 60 per cent in 1.0 100-level ENGL literature credit for students beginning a course of study before September 1, 2000 or a minimum of 65 per cent in 1.0 100-level ENGL credit for students beginning a course of study after September 1, 2000.

**Exclusions:** ENGL 160, 168\*/169\*, 260, 360.

## Upper-Year Course Descriptions

ENGL 323\*

### Topics in Renaissance Literature

A study of Renaissance literature from 1485 to 1603.

**Prerequisite:** 65 per cent or better in at least 3.0 previous English credits, with an average of 70 per cent or better in these 3.0 credits.

FILM 306\*

### Comparative Contemporary Film in Europe

Intermediate study of thematic and stylistic trends in recent European cinema, with reference to social and political changes.

**Prerequisite:** Third-year standing.

FREN 227\*

### Le cinéma et la civilisation française

A course in contemporary French civilization as seen through various media: books, newspapers, and the cinema.

**Prerequisite:** FREN 100 or 110 or equivalent.

GPHY 259\*

### The Geography of Europe

The ecological, cultural, and historical factors that contribute to the shaping of modern Europe.

**Prerequisite:** GPHY 100 or permission of the instructor.

GRMN 101\*

### Beginner's German I [F]

This course is for students with no previous knowledge of German. The course concentrates on the basic language skills (listening, reading, writing and speaking) and introduces elements of German culture as recorded in its customs, history and literature.

HIST 281\*

### Gender in History: A European Perspective

This course highlights the experiences of women in European history. Topics include: changing ideas about male and female identities, family formations, and sexual politics.

**Prerequisite:** Second-year standing.

**Exclusions:** HIST 280, 282.

HIST 290\*

### Ireland to 1848

A survey of Irish history from the early Christian era to the Great Famine.

Cultural, religious and constitutional developments will be analyzed.

**Prerequisite:** Second-year standing.

HIST 360\*

### War and Peace in 20th-Century Western Culture I

An examination of the impact of warfare on 20th-century western culture.

Utilizing a variety of approaches, the seminar may focus on such questions as the role of the state, war and gender, religion and pacifism, nuclear weapons and Cold War culture, and the impact of war on literature and popular culture.

**Prerequisite:** At least one 0.5 second-year history seminar credit.

**Exclusions:** HIST 283, 357.

HIST 362\*

### The British Isles in the 19th Century

The economic, social and political changes which characterized the United Kingdom's transformation in the 19th century.

**Prerequisite:** Restricted to students who have completed at least one 200-level seminar with B standing, who have passed all history courses taken in the previous year, and who have obtained an overall B average in history courses taken in the previous year.

**Exclusion:** HIST 352.

IDIS 304\*

### British Studies I

An interdisciplinary introduction to the broad development of British life and culture, focusing on two themes: the Politics of British Identity and the Idea of Progress. The course combines British art history, history, literature and politics.

**Note:** May be counted as a 200-level 0.5 lecture credit in ENGL or HIST concentrations.

**Prerequisite:** Second-year standing or above.

IDIS 306\*

### Culture, Identity and Self

An introduction to the theory and formation of cultural identity with some reference to cross-cultural issues.

**Note:** May be counted as a 300-level 0.5 credit toward a PHIL or PSYC concentration.

**Prerequisite:** Second-year standing or above.

**Exclusions:** PSYC 340; SOCY 273.

## Upper-Year Course Descriptions

MUSC 101\*

### An Introduction to the History of Western Art Music I

The history of Western art music from the Middle Ages to 1750. This course focuses on musical styles, genres, and composers, as well as on historical and social contextual considerations. Open to non-B.Mus. students only.

**Exclusions:** MUSC 100, 105.

PHIL 382\*

### Philosophy of the Social Sciences

Topics include the nature of explanation in social sciences, their relation to natural sciences, and their presuppositions about, or implications for, conceptions of human nature, values and social action.

**Prerequisite:** Completed 10.0 or more credits.

POLS 338\*

### European Integration

An examination of the European Union and the forces towards integration: origin, politics and future.

**Prerequisites:** 3.0 credits in politics, 2.0 of which must be numbered over 200, with a grade of 65 per cent or better in 1.0 200 level credit. Or permission of the Department.

**Exclusion:** POLS 333.

SPAN 010\*

### Beginning Spanish I

Offers a basic level of Spanish understanding, speaking, reading and writing for students who have no knowledge of Spanish whatsoever.

**Exclusions:** OAC, Levels 1-4 Spanish or equivalent, SPAN 111\*.

### Winter 2003 Upper-Year Program

ARTH 117\*

### Art and Architecture in Britain from c. 1600 to the Present

A chronological survey of painting, sculpture and architecture in western culture from c. 1600 to the present day. The art works will be studied in British galleries and museums, including the National Gallery and the Tate Gallery, and at architectural monuments in Britain such as St. Paul's Cathedral.

**Note:** ARTH students may count only 1.0 100-level ARTH credit towards their concentration. ARTH 117\* may be taken by ARTH concentrators as an elective 0.5 credit.

**Exclusion:** ARTH 115.

ARTH 322\*

### Impressionism and Post-Impressionism

An investigation into the sources of impressionism, its diffusion in Europe, reactions to impressionism and alternate traditions up to 1900.

**Prerequisite:** ARTH 215 or 227, or permission of the instructor.

COMM 226\*

### Comparative Financial Institutions

An introductory comparative analysis of financial institutions and financial markets in major countries. Examples of international finance as practiced in the Euromarkets and examples of domestic practice in other countries are examined.

**Note:** Offered concurrently with COMM 326\*

**Prerequisite:** Permission of the School of Business. Restricted to non-Commerce students only.

COMM 274\*

### International Business Strategy

An examination of the distinctive management problems and opportunities that arise when a company is operating, or contemplating operating, in more than one country. The course reviews methods of entering a foreign market, and organising international operations.

**Note:** Offered concurrently with COMM 374\*

**Prerequisite:** Permission of the School of Business.

**Exclusion:** COMM 374\*.

COMM 314\*

### Management Control

Management control is the process of assuring that the resources of the organization are used effectively in the accomplishment of its objectives. This course deals with the design and implementation of accounting and non-accounting related controls from a managerial perspective. Through the use of case analysis, the course focuses on the broad aspects of policy for management control.

**Prerequisites:** COMM 312. This course is restricted to students enrolled in the 3rd or 4th year of the Commerce program.

## Upper-Year Course Descriptions

COMM 326\*

### **Comparative Financial Institutions and Systems**

A comparative analysis of financial institutions and markets in major countries and the principal economic forces that shape them. The course will study examples of domestic practice in other countries. The impact of economic and regulatory policy on financial markets is emphasized throughout.

**Note:** Not open to Arts and Science students at the ISC.

**Prerequisites:** COMM 121\*, COMM 122\*. Admission restricted to third and fourth-year students.

COMM 328\*

### **International Finance**

An examination of the various models of exchange rate determination, currency and risk management for foreign operations and trade integration, with special reference to Europe. The course also explores financial issues surrounding import-export financing, joint venturing, licensing agreements, and mergers and acquisitions.

**Prerequisites:** COMM 121\*, COMM 122\*. Admission restricted to third and fourth-year students.

COMM 331\*

### **International Marketing**

An overview of international marketing, this course focuses on the formation and revision of international-level strategies, and the issues related to consumer and competitive analysis in the European and international markets.

**Prerequisites:** COMM 131\* or permission of the School of Business. Admission restricted to third and fourth-year students.

COMM 374\*

### **International Business Strategy**

This course examines some of the distinctive management problems and opportunities that arise when a company is operating, or contemplating operating, in more than one country. The course is organized around two general areas of strategic decision-making: methods of entering a foreign market; and, organizing operations when the firm has gone international. An objective of the course is to understand the transition from exporting to being a global corporation. The topics covered in the course include exporting and global marketing; licensing and joint value added by headquarters; business-government relations; and, ethical issues, among others.

**Prerequisite:** This course is restricted to students enrolled in the 3rd and 4th year of the Commerce program.

COMM 501\*

### **Directed Independent Studies in Business**

Students may obtain credit by participating in the Lille or Antwerp Option as described above.

**Prerequisite:** This course is restricted to students enrolled in the third- or fourth-year of a Commerce program. Permission of the Academic Director at the ISC is required.

ECON 225\*

### **The Economics of the European Union**

This course will focus on two major topics: (a) the process of economic integration towards a common market in Europe; and (b) the coordination of macroeconomic policy within Europe, the operation of the European Monetary System and the movement towards European Union.

**Prerequisite:** ECON 110 or 112\*.

ENGL 208\*

### **Literature and Place**

A study of English literature emphasizing or relating to its sense of place. Works will be drawn from the literatures of England, Scotland, Wales or Ireland or a combination thereof. Course content will vary from year to year.

**Prerequisite:** A minimum of 60 per cent in 1.0 100-level ENGL literature credit for students beginning a course of study before September 1, 2000 or a minimum of 65 per cent in 1.0 100-level ENGL credit for students beginning a course of study after September 1, 2000.

Exemptions are sometimes granted for students in year three or four in other departments.



## Upper-Year Course Descriptions

ENGL 228\*

### Jacobean Shakespeare

A study of eight of Shakespeare's plays in relation to the social, intellectual and political climate of the Jacobean period and with reference to theatrical production.

**Prerequisite:** A minimum of 60 per cent in 1.0 100-level ENGL literature credit for students beginning a course of study before September 1, 2000 or a minimum of 65 per cent in 1.0 100-level ENGL credit for students beginning a course of study after September 1, 2000.  
Exclusion: ENGL 226.

ENGL 262\*

### Modern British Poetry and Drama

A study of form and technique in modern poetry and plays by such writers as Yeats, Eliot, Auden, Shaw, Beckett.

**Prerequisite:** A minimum of 60 per cent in 1.0 100-level ENGL literature credit for students beginning a course of study before September 1, 2000 or a minimum of 65 per cent in 1.0 100-level ENGL credit for students beginning a course of study after September 1, 2000.

**Exclusions:** ENGL 168\*/169\*, 260, 360.

ENGL 328\*

### Topics in Renaissance Drama

A study of Renaissance drama from 1485 to 1603.

**Prerequisite:** 65 per cent or better in at least 3.0 previous English credits, with an average of 70 per cent or better in these 3.0 credits.

FILM 307\*

### Classics of European Cinema

Intermediate study of some of the most significant films made in Europe from the early 20th century to today.

Considers historical, technological, and aesthetic determinants and influence.

**Prerequisite:** Third-year standing.

FREN 283\*

### Le français des affaires I

An introduction to business French, including discussions of related cultural and economic issues.

**Prerequisite:** FREN 100 or 110 or equivalent.

GPHY 359\*

### Cities and Development in Modern Europe

The contemporary relationships between city growth or decline and the dynamics of production systems in modern Europe. Case studies of city-centred regional growth and city-centred regional decline.

**Prerequisite:** GPHY 223\* or 225\* or 226\* or permission of the instructor.

GRMN 102\*

### Beginner's German II

This course is for students with a limited background in German. Concentrating on the basic language skills (listening, reading, writing and speaking), the course reviews elements of German culture as recorded in its customs, history and literature.

**Prerequisite:** Communicative German 101\* or equivalent.

HIST 287\*

### England Under the Tudors and Stuarts, 1500-1688

A survey of 16th- and 17th- century English history.

**Prerequisite:** Second-year standing.

HIST 291\*

### Ireland from 1848 to the Present

A survey of Irish history from the Great Famine onwards. Economic and cultural issues will be considered along with fundamental economic problems. Both the nationalist and the unionist traditions will be analyzed.

**Prerequisite:** Second-year standing.

HIST 361\*

### War and Peace in 20th-Century Western Culture II

The continuation of War and Peace in 20th-Century Western Culture I (HIST 360\*, offered in Fall term). An examination of the impact of warfare on 20th-century western culture. Utilizing a variety of approaches, the seminar may focus on such questions as the role of the state, war and gender, religion and pacifism, nuclear weapons and Cold War culture, and the impact of war on literature and popular culture. May be taken independently of HIST 360\*.

**Prerequisite:** At least one 0.5 second-year history seminar credit.

**Exclusions:** HIST 283, 357.

## Upper-Year Course Descriptions

HIST 363\*

### **The British Isles in the 20th Century**

The economic, social and political changes which characterized the United Kingdom's transformation in the 20th century.

**Prerequisite:** Restricted to students who have completed at least one 200-level seminar with B standing, who have passed all history courses taken in the previous year, and who have obtained an over all B average in history courses taken in the previous year.

**Exclusion:** HIST 352.

IDIS 305\*

### **British Studies II**

An interdisciplinary introduction to the broad development of British life and culture, focusing on three themes: Economy and Society, War and Society, and the Institutions of British Life. The course combines British art history, history, literature and politics.

**NOTE:** May be counted as a 200-level 0.5 lecture credit in ENGL or HIST concentrations.

**Prerequisite:** Second-year standing or above.

IDIS 307\*

### **Intercultural Relations**

An examination of individual and group relations within and between culturally diverse societies. Topics include: relations among indigenous, immigrant and ethnocultural communities; acculturation and identity strategies; the role of prejudice, discrimination, dominance, emotions and values; intercultural communications and training; and modes of mutual accommodation (pluralism, internationalism and globalism.)

**Note:** May be counted as 0.5 300-level credit toward a PSYC concentration.

**Prerequisite:** Second-year standing or above.

**Exclusions:** PSYC 340; SOCY 273.

MUSC 102\*

### **An Introduction to the History of Western Art Music II**

The history of Western art music from 1750 to the present. The course focuses on musical styles, genres, and composers, as well as historical and social contextual considerations. Open to non-B.Mus. students only.

**Exclusions:** MUSC 100, 105.

POLS 339\*

### **Western European Politics**

A more advanced, thematic treatment of contemporary European politics, focussing on social movements, current economic issues, and changing party systems.

**Prerequisites:** 3.0 credits in politics, 2.0 of which must be numbered over 200, with a grade of 65 per cent or better in 1.0 200-level credit. Or permission of the Department.

SPAN 112\*

### **Beginning Spanish III**

The continuation of SPAN 010\* (or 011\*). Also for students entering university who have some knowledge of Spanish but have not completed OAC Spanish or equivalent.

**Prerequisite:** SPAN 010\*, 011\* or equivalent.

**Exclusions:** OAC Spanish or equivalent.

## **Spring 2003 Upper-Year Program**

ARTH 117\*

### **Art and Architecture in Britain from c. 1600 to the Present**

A chronological survey of painting, sculpture and architecture in western culture from c. 1600 to the present day. The art works will be studied in British galleries and museums, including the National Gallery and the Tate Gallery, and at architectural monuments in Britain such as St. Paul's Cathedral.

**Note:** ARTH students may count only 1.0 100-level ARTH credit toward their concentration. ARTH 117\* may be taken by ARTH concentrators as an elective 0.5 credit

**Exclusion:** ARTH 115.

ARTH 399\*

### **The English Country House**

Selected studies of the English Country house, its architecture, landscape gardens, interior design, and contents.

**Prerequisite:** ARTH 120 or 234 or equivalent.

**Exclusion:** ARTH 397.

## Upper-Year Course Descriptions

CLST 206\*

### Roman Britain

From the expeditions of Julius Caesar (55 B.C.) to the end of Roman rule (411 A.D.). The Romans in towns, villas and military camps and the Celtic majority.

COMM 226\*

### Comparative Financial Institutions

An introductory comparative analysis of financial institutions and financial markets in major countries. Examples of international finance as practiced in the Euromarkets and examples of domestic practice in other countries will be examined.

**Note:** Offered concurrently with COMM 326\*

**Prerequisites:** Permission of the School of Business. Restricted to non-Commerce students only.

COMM 274\*

### International Business Strategy

An examination of the distinctive management problems and opportunities that arise when a company is operating, or contemplating operating, in more than one country. The course reviews methods of entering a foreign market, and organising international operations.

**Note:** Offered concurrently with COMM 374\*

**Prerequisite:** Permission of the School of Business.

**Exclusion:** COMM 374\*.

COMM 326\*

### Comparative Financial Institutions and Systems

A comparative analysis of financial institutions and markets in major countries and the principal economic forces that shape them. The course will study examples of domestic practice in other countries. The impact of economic and regulatory policy on financial markets is emphasized throughout.

**Note:** Not open to Arts and Science students at the ISC.

**Prerequisites:** COMM 121\*, 122\* or permission of the School of Business. Admission restricted to third and fourth-year students.

COMM 328\*

### International Finance

An examination of the various models of exchange rate determination, currency and risk management for foreign operations, and trade integration, with special reference to Europe. The course also explores financial issues surrounding import-export financing, joint venturing, licensing agreements, and mergers and acquisitions.

**Prerequisite:** COMM 121\* or permission of the School of Business.

Admission restricted to third and fourth-year students.

COMM 331\*

### International Marketing

An overview of international marketing, this course focuses on the formation and revision of international-level strategies, and the issues related to consumer and competitive analysis in the European and international markets.

**Prerequisites:** COMM 131\* or permission of the School of Business.

Admission restricted to third- and fourth-year students.

COMM 374\*

### International Business Strategy

This course examines some of the distinctive management problems and opportunities that arise when a company is operating, or contemplating operating, in more than one country. The course is organized around two general areas of strategic decision-making: methods of entering a foreign market; and, organizing operations when the firm has gone international. An objective of the course is to understand the transition from exporting to being a global corporation. The topics covered in the course include exporting and global marketing; licensing and joint value added by headquarters; business-government relations; and, ethical issues, among others.

**Prerequisite:** This course is restricted to students enrolled in the 3rd and 4th year of the Commerce program.

## Upper-Year Course Descriptions

DRAM 237\*

### **Elementary Acting I - The Actor's Instrument**

A practical introduction to the fundamental skills and techniques of acting, involving an appreciation of the interdependence of the actor's body, voice, intellect, feeling, and cultural context.

**Note:** Students who have not completed a first-year university course in Drama should submit with their application a statement outlining previous theatrical involvement or experience.

**Prerequisite:** A minimum grade of 65 per cent in one of DRAM 100, 101 or 105,\* or permission of the Department.

ENGL 208\*

### **Literature and Place**

A study of English literature emphasizing or relating to its sense of place. Works will be drawn from the literatures of England, Scotland, Wales or Ireland or a combination thereof. Course content will vary from year to year.

**Prerequisite:** A minimum of 60 per cent in 1.0 100-level ENGL literature credit for students beginning a course of study before September 1, 2000 or a minimum of 65 per cent in 1.0 100-level ENGL credit for students beginning a course of study after September 1, 2000. Exemptions are sometimes granted for students in year three or four in other departments.

ENGL 227\*

### **Elizabethan Shakespeare:**

A study of eight of Shakespeare's plays in relation to the social, intellectual and political climate of the Elizabethan period and with reference to theatrical production.

**Prerequisite:** A minimum of 60 per cent in 1.0 100-level ENGL literature credit for students beginning a course of study before September 1, 2000 or a minimum of 65 per cent in 1.0 100-level ENGL credit for students beginning a course of study after September 1, 2000.

**Exclusion:** ENGL 226.

GPHY 259\*

### **The Geography of Europe**

The ecological, cultural, and historical factors that contribute to the shaping of modern Europe.

**Prerequisite:** GPHY 100 or permission of the instructor.

HIST 289\*

### **England since 1851**

A survey of English history since the mid-19th century.

**Prerequisite:** Second-year standing.

IDIS 300\*

### **Topics in Literature and Philosophy**

Examines the relationship between philosophy and literature by focusing on the specific philosophical issues as they have been developed in literary texts.

**Note:** May be counted as 0.5 credit toward concentrations in ENGL or PHIL.

**Prerequisite:** Completed 10.0 or more credits.

IDIS 304\*

### **British Studies I**

An interdisciplinary introduction to the broad development of British life and culture, focusing on two themes: the Politics of British Identity and the Idea of Progress. The course combines British art history, history, literature and politics.

**NOTE:** May be counted as a 200-level 0.5 lecture credit towards concentration in ENGL or HIST.

**Prerequisite:** Second-year standing or above.

LAW 454\*

### **International Trade and Investment**

This course examines international law affecting trade and investment, and includes an examination of Canadian trade law and the Canadian law governing foreign direct investment in Canada. As regards trade, the principal areas studied in this course are Canadian domestic trade law, the GATT and the World Trade Organization (WTO), and the North American Free Trade Agreement (NAFTA).

**Note:** Intended for students enrolled in a Law program. Credit may be granted to students enrolled in other faculties at the discretion of the student's home faculty.

**Prerequisite:** Third-year standing or above.

## Upper-Year Course Descriptions

LAW 610\*

### International Business Law

The course will explore the motivations for doing business in foreign markets. Based on those motivations, students will study the business and legal considerations, characteristics, and implications of all forms of doing business in other jurisdictions. The students will assess the options for exporting with or without agents, foreign distributorship arrangements, licensing and foreign direct investment in the form of either wholly owned subsidiaries or joint ventures.

**Note:** Intended for students enrolled in a Law program. Credit may be granted to students enrolled in other faculties at the discretion of the student's home faculty.

**Prerequisite:** Third-year standing or above.

LAW 612\*

### International Commercial Arbitration

This course covers the law, procedure and institutional framework of international commercial arbitration. It will include an examination of the implementation of the UN Model Law on International Commercial Arbitration and the UN Convention on the Recognition and Enforcement of Foreign Arbitral Awards. Agreements to arbitrate, the arbitral process, and enforcement of arbitral awards will be studied. Dispute resolution rules and policies of such international bodies as the International Chamber of Commerce International Court of Arbitration, the London Court of International Arbitration, or the International Centre for the Settlement of Investment Disputes will be assessed.

**Note:** Intended for students enrolled in a Law program. Credit may be granted to students enrolled in other faculties at the discretion of the student's home faculty.

**Prerequisite:** Third-year standing or above.



The International Study Centre, Herstmonceux Castle

## ESL Plus

This program combines English language instruction with academic study. ESL Plus students have daily ESL instruction at either intermediate level (ESLA 130) or advanced level (ESLA 140), and also audit a British Studies course and one other academic course selected from an approved list. They accompany English-speaking students on visits to places of cultural and historical interest in England, included as part of the academic field studies program. In addition to these academic and cultural excursions, all ISC students take a multiple-day major field study trip to Continental Europe (usually Paris and Brussels). ESL Plus students participate in a minimum of eight field studies trips as well as the major study trip.

To ensure the best atmosphere for English language development, students promise to speak only English during their stay at the ISC. The interaction with native English speakers encourages students to use their new language.

The ESL Plus program includes 12 hours each week of classroom instruction in the four English language skills (listening, speaking, reading and writing) in interactive, student-centred classes. A weekly, individualized small-group tutorial provides further practice in speaking and listening. To ensure the best atmosphere for English language development, students promise to speak only English during their

stay at the ISC. The interaction with native English speakers encourages students to use their new language.

In addition to the ESL classes, students audit an interdisciplinary course in British Studies. Assignments in ESL classes are linked to this course. Students also select one other course to audit in a discipline of personal interest (e.g. Art History, Music, Women's Studies or Economics). In their audited courses, ESL students attend lectures with students from Queen's and other English-speaking universities. Information about specif-



*Small class sizes and regular field study trips with fellow students and professors give ESL Plus students plenty of opportunities to use their new language skills.*

ic academic courses available for ESL auditors is available on the Web at [www.queensu.ca/soel/](http://www.queensu.ca/soel/).

Students who complete the ESL course successfully receive a certificate of completion of the ESL Plus Program, including the specific course description. They also receive an official Queen's University transcript that records marks for ESLA 130 or 140 as appropriate and an Audit notation for the academic courses they attend. Participants may submit these documents to their home universities to apply for university credit.

**Admission Requirements:** Second or third-year college or university students at least eighteen years old with sufficient fluency in English to benefit from further study at the intermediate or advanced levels. Interested students may apply to the ESL Plus Program through the School of English at Queen's University. For further information, see [www.queensu.ca/soel/](http://www.queensu.ca/soel/).

**Sessional Dates**

Fall 2002 term      4 September - 2 December  
 Winter 2003 term    4 January - 31 March

**Program fees**

Program fees are \$8,000 CDN. The fees include tuition (ESL course plus audit of British Studies and one additional course), transportation, entrance fees, and lunches for all day-long course-required field study trips; transportation, entrance fees, accommodation and breakfast for all overnight course-required field trips including the major study trips; access to ISC facilities and services, including computing rooms, library and sports room and equipment, shared accommodation (two students per room) and full board for the academic term. Airport pickup and delivery at designated times on designated days are also included.



*Bicycling or walking is the mode of travel on the lush rolling grounds at Herston House Castle.*



**Patricia Ewen**

Regional Human Resources Manager, Chubb Insurance

“ We definitely do value international experience ”

“We definitely do value international experience. When we see it on the resume, all other things being equal, we would choose to interview that person over another without such experience. However, it is not just experience itself that is important, but what that experience itself indicates about the candidate - it illustrates their initiative and their self-confidence, both traits that we value highly.”

## Facilities and Services

### Residence

Bader Hall is a modern coeducational residence very similar to university residences in Canada. All residence bedrooms are equipped with connections for laptop computers and high-speed Internet access. Students live two to a room (same sex), and share bathroom facilities. You may have the opportunity to share a room with an international student participating in an ESL program.

Bader Hall features two computer sites for students, study rooms, a television lounge and laundry facilities (washers and dryers). Each floor of the residence also has kitchenettes with refrigerators and microwave ovens.

Linen (towels and sheets) and housekeeping services are provided. Storage facilities are available for baggage and other large items.



*All residence rooms in Bader Hall are equipped with connection to the Internet.*

### Dining Room and Meals

The Dining Room is located in the Great Hall of Herstmonceux Castle. The meal plan is included in the program fees, and three meals per day are served during the academic terms. There is a wide selection of fresh foods, including meatless main-course choices, which are available at every meal.

### Classrooms, Conference and Seminar Rooms

Modern, fully equipped classrooms with presentation facilities are located in Herstmonceux Castle. There is also a boardroom and a separate conference suite with video-conferencing capability.

### Library and Reading Room

The ISC has a small lending library in Herstmonceux Castle, which is open to students and faculty 24 hours a day. There is a full-time librarian to locate and obtain materials and to consult on their availability. The core collection of the Library has been developed to support the academic courses taught at the ISC, routinely keeping on reserve at least one copy of



*All Aboard!  
Regular access  
to local trans-  
portation is  
right outside  
your door.  
Friendly drivers  
are available to  
take you to sur-  
rounding  
villages, towns  
and cities.*



all required and recommended texts. Library holdings emphasize Europe, especially Britain. The Library subscribes to daily and weekly newspaper and magazine publications and has access to reference material on CD-ROM. Internet-connected computers at the ISC have access to most digital resources of Queen's University. There is also a course-related videotape collection.

To augment research materials available for students and faculty, the ISC has borrowing agreements with the University of Sussex and the University of Brighton libraries, as well as the Sussex Public Libraries system. Library trips are made to Sussex and Brighton universities on a regular basis. Students are also encouraged to make use of resources available (Public Records Offices, galleries, museums, etc.) during the regular field studies trips to London. In addition, the ISC Library has full access to the British Interlibrary Loans System.

### Computing Facilities

Faculty and students are provided with individual e-mail accounts on arrival at the ISC. Students have access to three fully-equipped computer sites: two in Bader Hall and one in Herstmonceux Castle. Computers in these sites are PCs, running MS Windows, and are linked to both an internal ISC network and the Internet. If you bring a laptop computer with network adapter, you can access e-mail and the Internet. A printer is also available at each site, and there is a scanner for student use. Additional computer terminals (for e-mail use only) are also located in Bader Hall foyer.

### Sports and Athletic Facilities

A sports hall, adjacent to Bader Hall Residence is accessible to students and faculty 24 hours a day. The facility has a gymnasium (equipped for basketball, badminton, indoor hockey and indoor soccer), exercise

mats, weight equipment, free weights, stationary bicycles and rowing machines. Additional outdoor equipment is available for croquet, tennis, volleyball and softball. The ISC also has an outdoor tennis court, a boules court, an outdoor volleyball court, and playing fields for soccer.

### Castle Shop

The Castle Shop carries basic supplies including textbooks, stationery, computer disks, writing materials, stamps, cards, post cards, phone cards, camera film, pharmaceutical products, and gifts.



*Bader Hall is a modern, coeducational residence located on the scenic Herstmonceux Grounds.*

### The Headless Drummer Pub

An English pub (originally a “public house”) is a meeting place for a community where the focus is on friendship and conversation. In the spirit of that tradition, the Headless Drummer Pub, named after one of several ghosts traditionally associated with the estate, is located in the south entrance of Herstmonceux Castle, and is available for students, faculty and their guests.

### The Grounds and Gardens

The ISC buildings are reserved for academic pursuits. However, visitors are welcome to explore the grounds and gardens each year between mid-April and the end of October. Students at the ISC, of course, have full access to the grounds year-round. Visitors are invited to explore the beautiful Elizabethan walled gardens and the many woodland trails leading to delightful discoveries, such as the ornamental folly (a mock manor

house), the Rhododendron Gardens, the Rose Garden, the Butterfly Garden, the Shakespeare Garden and the sundial collection.

Adjacent to Herstmonceux Castle is a tearoom. The outer courtyard has a Visitor Centre outlining the history of the site, complete with artifacts and photographs.

Guests may also visit the Science Centre on the estate, housed in the Equatorial Telescope Buildings, which were formerly part of the Royal Greenwich Observatory.



*The tranquil courtyard and gardens provide students with an unparalleled setting that inspires both study and relaxation.*



*Complete with moat, the castle sits majestically surrounded by beautiful parkland and Elizabethan gardens*

## Admission 2002-2003

### Application Procedure: First-Year Program

All applications must be submitted through the Ontario Universities' Application Centre (OUAC), 170 Research Lane, Guelph, Ontario, Canada N1G 5E2, (519) 823-1940. A web application is available at [www.ouac.on.ca](http://www.ouac.on.ca). Please note that it can take OUAC up to three weeks to process an application; therefore particular attention should be paid to deadline dates.

The OUAC will forward applications to Queen's University Admission Services. A letter of acknowledgement will be sent to each applicant indicating all required documentation that must be received before an admission decision can be made. Please note that official copies are required. All supporting documentation must be addressed to: Office of Student Recruitment and International Initiatives, Queen's University, Kingston, ON Canada K7L 3N6.

### Admission Requirements: First-Year Program

Because competition for the limited number of spaces in the First-Year Program is keen, participants must meet high academic standards. You are encouraged to apply early in order to be considered for an early offer of admission.

Admission is based on: 1) a transcript showing secondary school record to date; mid-year results of courses in progress;

2) A Personal Statement of Experience (PSE) detailing your extracurricular activities, accomplishments and anything else that might give the selection committee a better overall picture of who you are.

**Note:** Students who are not Canadian citizens or who have not been resident in an English-speaking country for a minimum of three consecutive years may be required to submit a test of proficiency in English.



*Among the charming sights to greet students and visitors at Herstmonceux are the resident ducks roaming freely on the castle grounds.*

## Application Procedure: Upper-Year Program

### Queen's University

Students can pick up application forms from any of the following locations:

#### ISC Website

[www.queensu.ca/isc](http://www.queensu.ca/isc)

#### Admission Services

Office of Student Recruitment and International Initiatives  
Stauffer Library, Lower level  
e-mail: [iscinfo@post.queensu.ca](mailto:iscinfo@post.queensu.ca)

#### Faculty of Arts and Science

International Programs Office  
Mac-Corry Hall, Room B206  
e-mail: [ipo@post.queensu.ca](mailto:ipo@post.queensu.ca)

#### School of Business

International Programs Office  
Dunning Hall, Room 123  
e-mail: [eleblanc@business.queensu.ca](mailto:eleblanc@business.queensu.ca)

#### Faculty of Law

Macdonald Hall, Room 308  
e-mail: [baileym@post.queensu.ca](mailto:baileym@post.queensu.ca)

**Note:** Applications must be submitted to Admission Services, Student Recruitment, Queen's University.  
**ESL Plus applications** are submitted directly to the School of English:

#### School of English

Queen's University  
96 Albert Street  
Kingston, Ontario Canada K7L 3N6  
e-mail: [soe@post.queensu.ca](mailto:soe@post.queensu.ca)

### Canadian University Study Abroad Program (CUSAP)

Special arrangements exist for students at the Canadian universities that are members in the CUSAP program (the University of British Columbia, the University of Toronto, Dalhousie University, McGill University and the University of Western Ontario), at Elizabethtown College, Pennsylvania and at universities with exchange agreements with Queen's. Students at these universities apply directly to their home universities.

#### Other Universities

Students participate in the Upper-Year Program on the basis of a Letter of Permission (LOP) from their home university. The LOP should specify the ISC courses students are allowed to take and the term in which they are requesting registration. Application forms can be obtained from:

#### Admission Services

Office of Student Recruitment and International Initiatives  
Stauffer Library, Lower level  
Kingston, ON Canada K7L 5C4  
e-mail: [iscinfo@post.queensu.ca](mailto:iscinfo@post.queensu.ca)  
web: [www.queensu.ca/isc](http://www.queensu.ca/isc)

### Admission Requirements: Upper-Year Program

(Queen's students and all other applicants)

Interested students are encouraged to apply early in order to be considered for an early offer of admission. To be eligible for Upper-Year study at the ISC you must be in good academic standing, must meet your home university's requirements for study abroad, and must meet course prerequisites (or have equivalent qualifications). Students who are not Canadian citizens or who have not been resident in an English-speaking country for a minimum of 3 consecutive years may be required to submit a test of proficiency in English.

## Dates and Tuition

### Application Dates

#### First-Year Program

29 March 2002

Applications for admission to the First-Year Program due. Recommended date for submission of Personal Statement of Experience (PSE).

5 April

Early round offers sent.

26 April 2002

Final date for all documents including PSE due. Submit PSE earlier to be eligible for early offer of admission.

1 May 2002

Responses to early offers of admission due.

12 June 2002

Final response date for later offers of admission and scholarships.

#### Upper-Year Program

7 June 2002

Applications for Fall Term 2002 due.

15 October 2002

Applications for Winter Term 2003 due.

14 March 2003

Applications for Spring Term 2003 due.

### Sessional Dates

(First-Year and Upper-Year Programs)

|             |                           |
|-------------|---------------------------|
| Fall 2002   | 4 September - 12 December |
| Winter 2003 | 4 January - 11 April      |
| Spring 2003 | 1 May - June 27           |



*A student considers a relic of the Cold War; a section of the Berlin Wall at the Imperial War Museum in London.*

**Note:** The First-Year Program is a full-year Fall and Winter term program and students attend the ISC for both terms, with a break in December at the end of the Fall term.

### Program Fees

The First-Year Program fees for 2002/2003 are \$21,400 CDN inclusive for the Fall and Winter Terms. The Upper-Year Program fees are \$10,700 CDN inclusive for each of the Fall and Winter Terms, and \$6,950 CDN inclusive for the Spring Term.

### The Program fees include:

#### Tuition (First-Year Program)

- Five full-course equivalents in the First-Year Program.

#### Tuition (Upper-Year Program)

- Five half-course equivalents in the Upper-Year Program for the Fall and Winter terms; three half-course equivalents in the Upper-Year Program for Spring term.

### Room and Board

- Shared accommodation (2 students per room) for the academic term. (First-Year, two terms; Upper-Year, one term.)
- Full meal plan

### Field-Study Trip Costs

- Transportation, entrance fees and lunches on all course-required day field study trips.
- Transportation, entrance fees, accommodation and breakfast on all course-required overnight field study trips, including the major study trips.

### Facilities and Services

- Access to ISC facilities and services including computing rooms, library and sports room and equipment.
- Regular trips to the libraries (and borrowing privileges) at the University of Sussex and the University of Brighton.
- Regular banking/shopping trips to nearby towns.

### Arrival & Departure Service

- Students travelling to and from the ISC on designated days will be met on arrival at London's Heathrow Airport and delivered to Heathrow on the morning of departure by ISC staff.
- Students arriving and departing from Gatwick Airport will also be provided with transportation if they travel on the designated days.

**Note:** Queen's University provides assistance in the organization of travel arrangements and the acquisition of supplemental health insurance.

### The fee does not include:

- Return airfare to and from London
- Cost of supplemental health insurance
- Textbooks and course supplies
- Personal expenses, laundry
- Lunches and dinners on overnight field-study trips



**Hal Dumbrille**  
Upper-Year Student

“There is no doubt in my mind that the ISC played an active role in my ability to achieve the career I desired.”

“In my recent employment interviews with Bombardier Aerospace, my interviewers did not focus their attention on my overall education, but rather targeted their questions on my experience abroad at Herstmonceux. I am now employed by Bombardier and travel globally on a regular basis. There is no doubt in my mind that the ISC played an active role in my ability to achieve the career I desired.”

*Hal Dumbrille with a Bombardier Regional Aircraft owned by a European Operator.*

## Financial Assistance

Queen's Student Awards Office is a resource for all International Study Centre (ISC) students. Students seeking information or advice on any aspect of financing their ISC experience are encouraged to take advantage of the services available.

The Student Awards Office can be contacted at:  
Student Awards Office  
Main Floor, Room 101, Richardson Hall  
Queen's University  
Kingston, ON K7L 3N6  
telephone: (613) 533-2216  
fax: (613) 533-6409  
e-mail: [awards@post.queensu.ca](mailto:awards@post.queensu.ca)  
web: [www.queensu.ca/registrar/awards](http://www.queensu.ca/registrar/awards)

Queen's University strives to make this enriching experience a reality for all students. Therefore, the University has established awards and bursaries to assist with the cost of attending the ISC.

### First-Year Awards and Bursaries

The application deadline is 15 March. You will receive an application for ISC awards and bursaries with the acknowledgement of receipt of your application for admission. Recipients of these awards and bursaries may also be eligible for Queen's major entrance scholarships and awards. A separate scholarship application form must be submitted by 31 January.

Queen's has a limited number of scholarships available to international students (including American students) entering the first year of any undergraduate program, including study at the ISC. These scholarships are awarded on the basis of superior academic ability, and no separate scholarship application is required.



*ISC students absorb the sights and sounds of downtown London, while waiting for their coach at "Cleopatra's Needle."*

### Upper-Year Awards and Bursaries

Awards and bursaries are available to students, from any university, who decide to study at the ISC in their second or subsequent years of study. These need-based awards range in value. Upper-Year ISC Awards are available to Canadian citizens, permanent residents, and international students.

### CUSAP Scholarships and Bursaries

Scholarships, bursaries and awards may be available to students from the CUSAP partner universities participating in either the First-Year Program or the Upper-Year Program. Students are advised to contact the Student Financial Aid Office at their home university for more details.



## Government Student Loans

Canadian students or permanent residents may apply for government student loans to study at the ISC. The Ontario Student Assistance Program (OSAP) provides repayable government student loans for Ontario residents. Students from other provinces or territories may be eligible for student loans by applying through their home province. All government assistance is determined on the basis of demonstrated financial need and is intended to supplement student and family resources. Students interested in accessing government assistance to study at the ISC are advised to consult with the Student Awards Office (see address on previous page) prior to submitting an application.

### Note:

The course listings and academic programs described in this guide represent Queen's Senate- and Faculty-approved requirements and electives for completion of degree requirements. Circumstances beyond the control of the University, such as severe budget shortfalls, may result in restrictions in the number and range of course and program choices available to students as compared with those listed herein or in other University publications. The University reserves the right to limit access to courses or programs, and at its discretion, to withdraw particular programs, options or courses altogether. In such circumstances, the University undertakes, to the best of its ability, to enable students registered in affected programs to complete their degree requirements. The Senate and The Board of Trustees of Queen's University reserve the right to make changes in courses, programs and regulations described in this guide, in either its printed or electronic forms, at any time without prior notice.



**Marg Deakin**  
ISC Parent

“...the money is  
well spent!”

“We were so thrilled to hear the excitement in Tommy's voice when we talked to him on the telephone each week. He always had many exciting things to tell us and every one of them was positive. This is very comforting to parents and certainly makes us feel that our money is well spent!”

# Maps



The International Study Centre, Herstmonceux Castle

NOTE



## A Gift of Enormous Vision

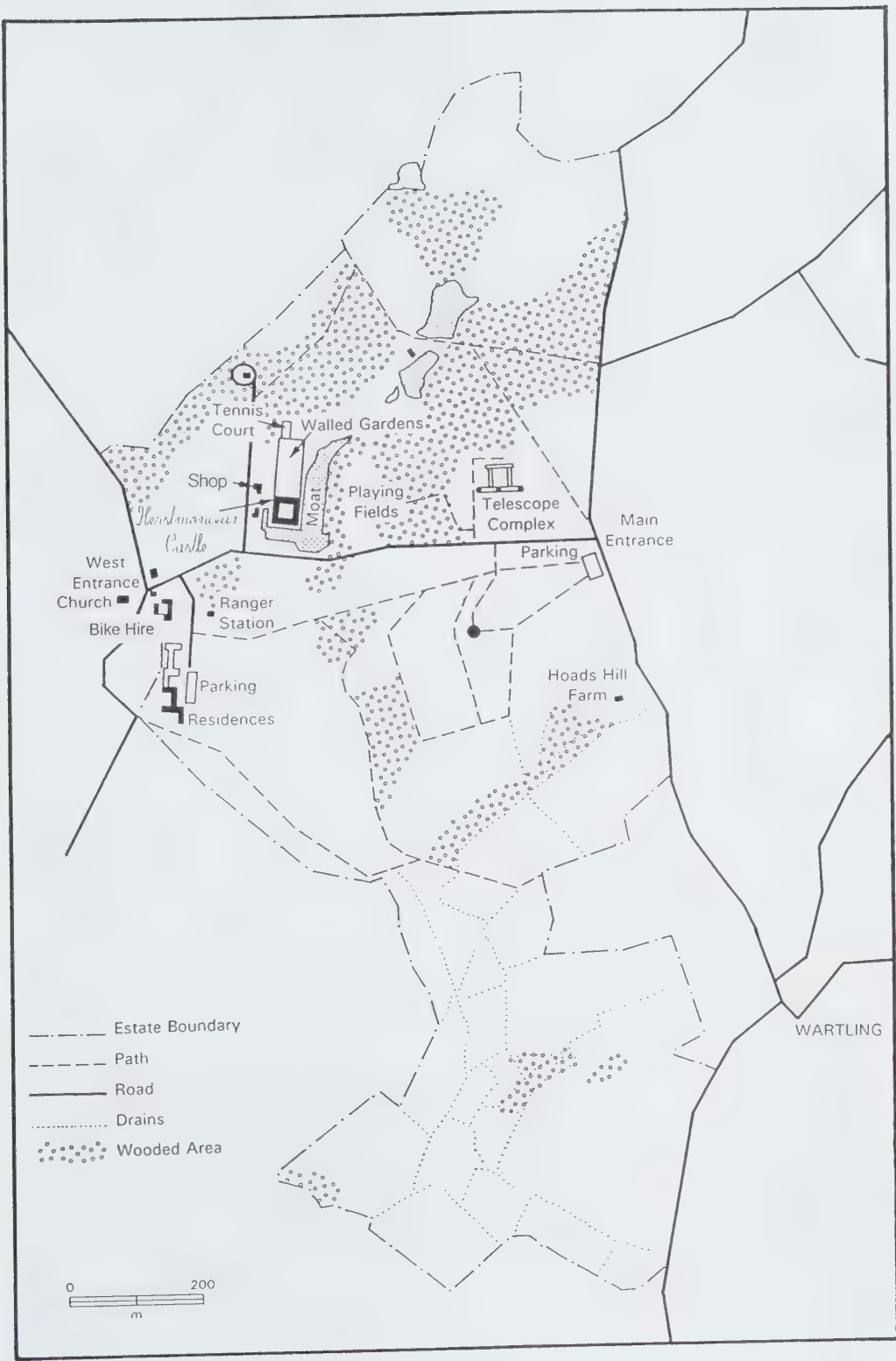
The ISC would have not been possible without the generosity and vision of Dr. Alfred and Isabel Bader, who donated the Herstoncoeur Castle estate to Queen's in 1993. Since then, careful renovations have created a completely modern study centre, while protecting the site's unique history and architectural features. The result is a seamless blending of past, present and future, where a student may gaze out upon the courtyard of a 15th century castle while using the Internet to research materials for an essay that could affect the world in years to come.

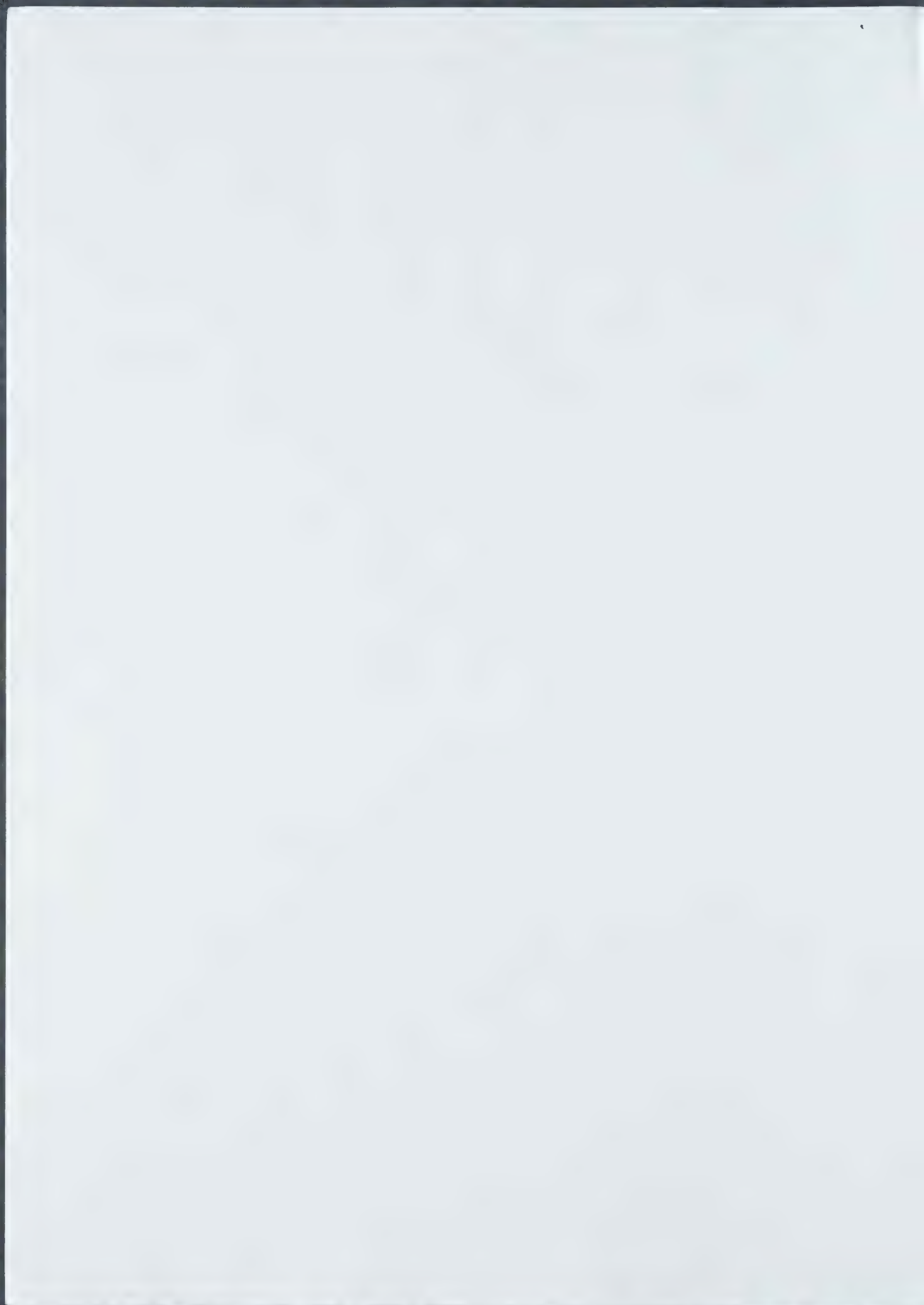


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Map showing the Pevensey Levels area in East Sussex, England. Key locations include Hailsham, Pevensey, Polegate, and Westham. The map details roads, farms, and geographical features.

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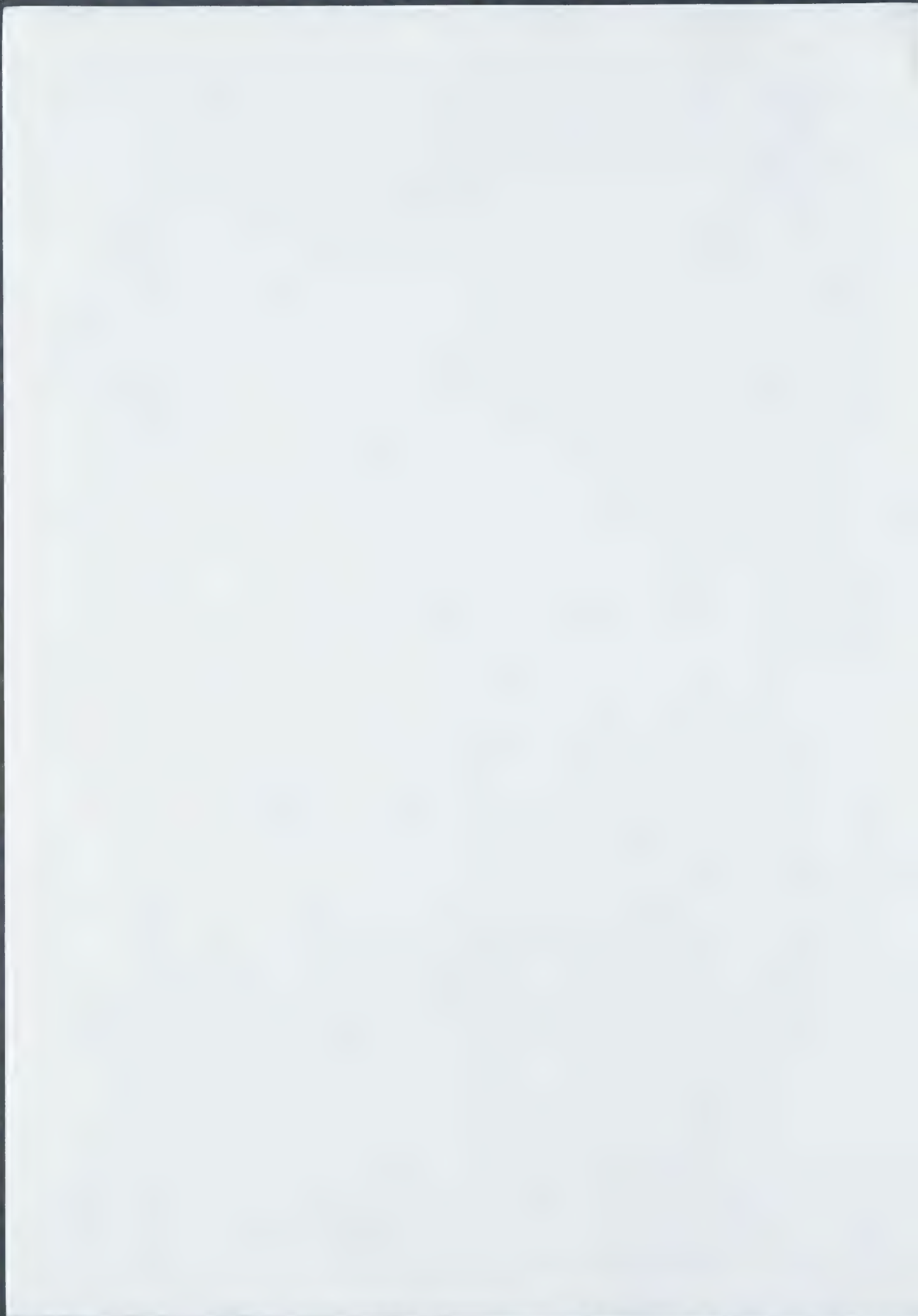
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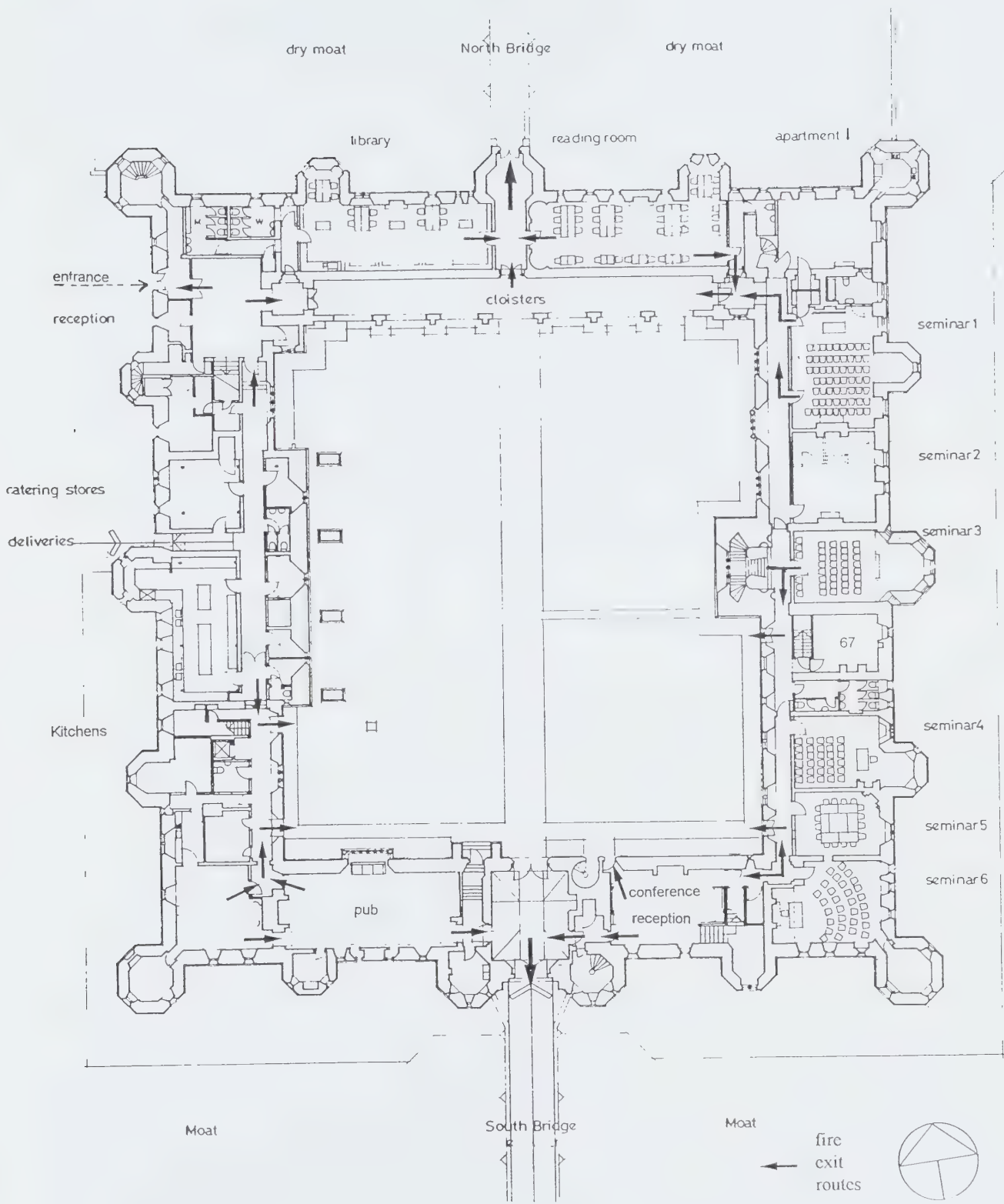
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LOWER FLOOR

Walled garden



entrance  
reception

dry moat

North Bridge

dry moat

library

reading room

apartment 1

cloisters

seminar 1

seminar 2

catering stores

deliveries

seminar 3

Kitchens

67

seminar 4

seminar 5

seminar 6

pub

conference  
reception

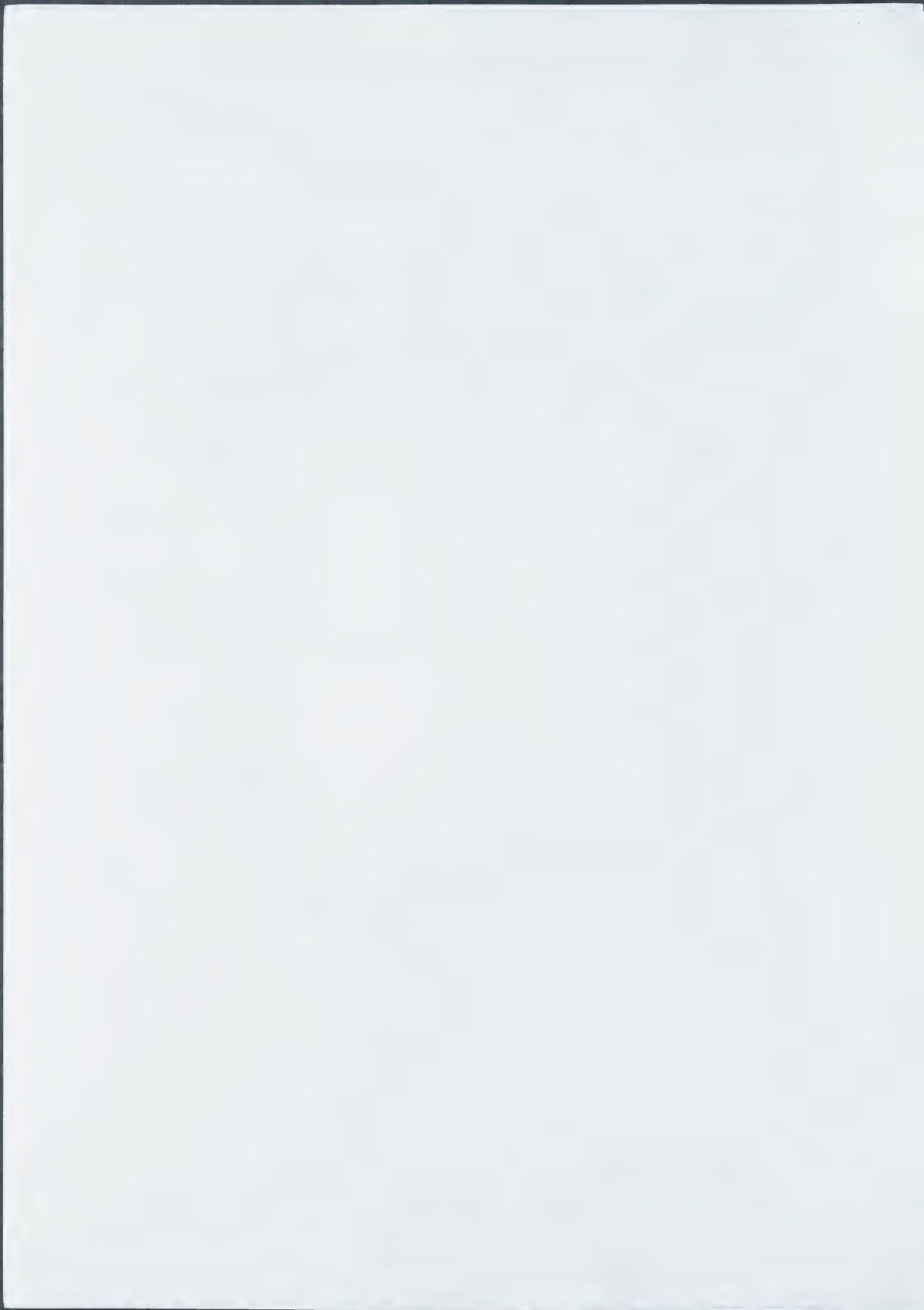
Moat

South Bridge

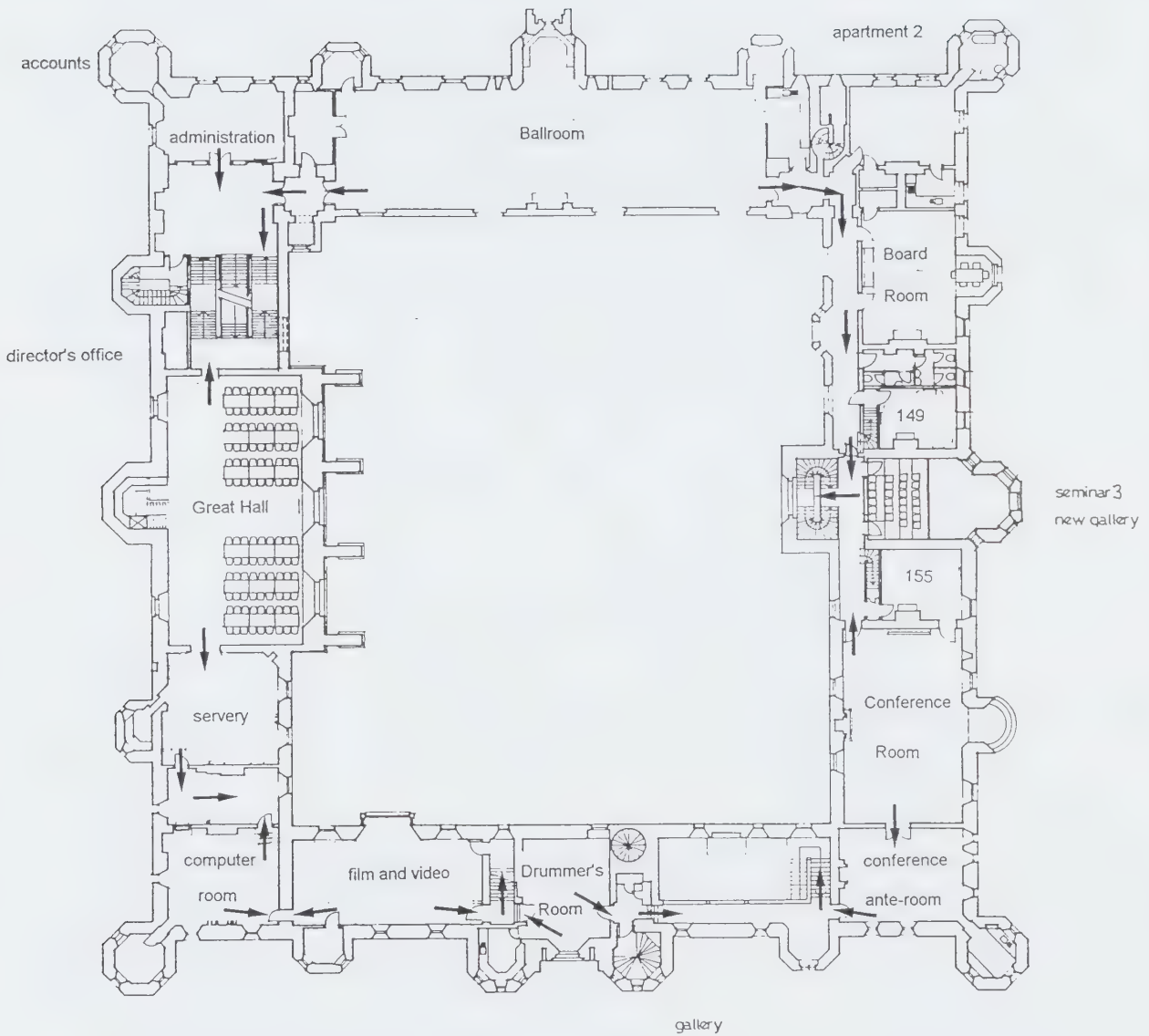
Moat

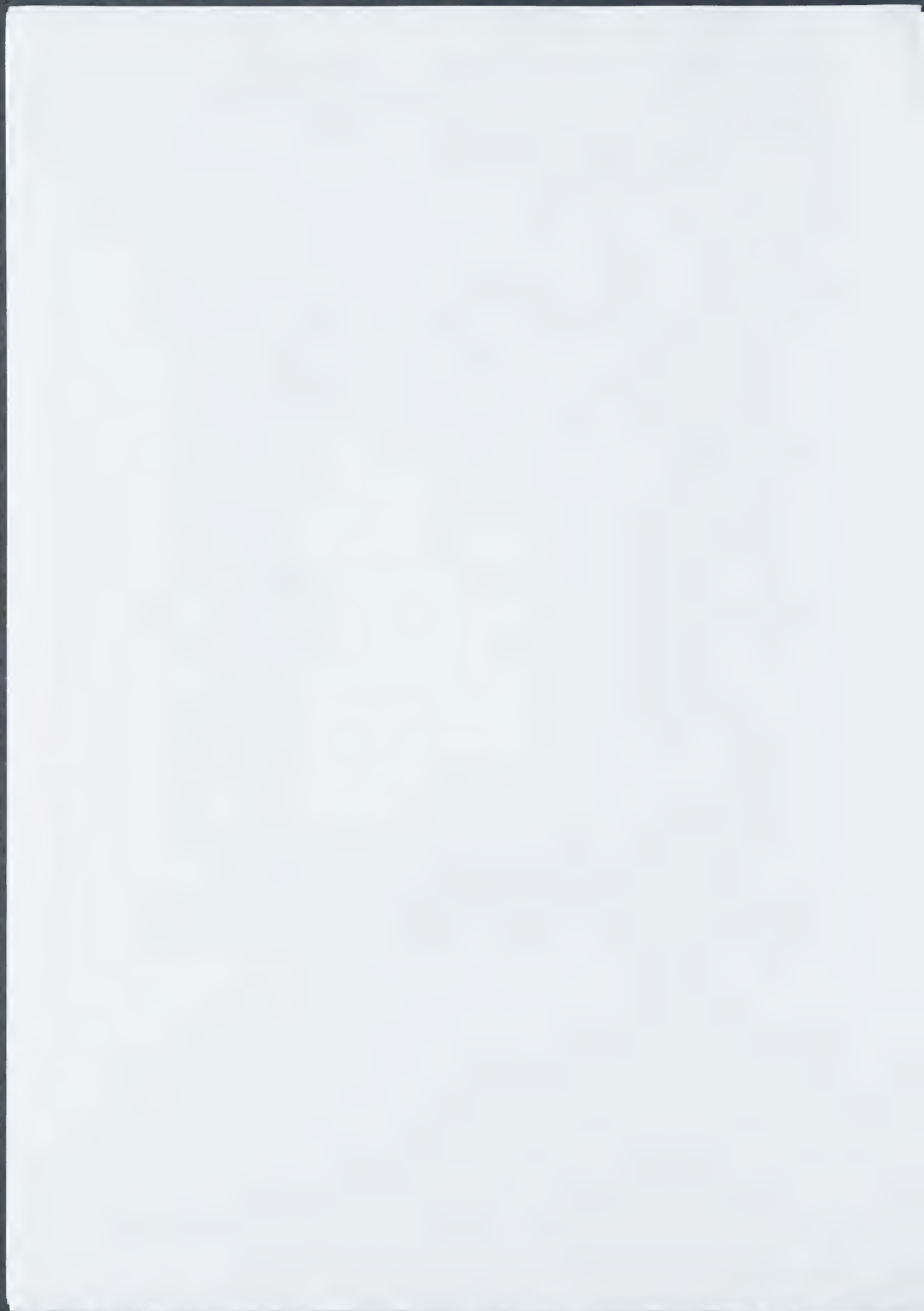
fire  
exit  
routes



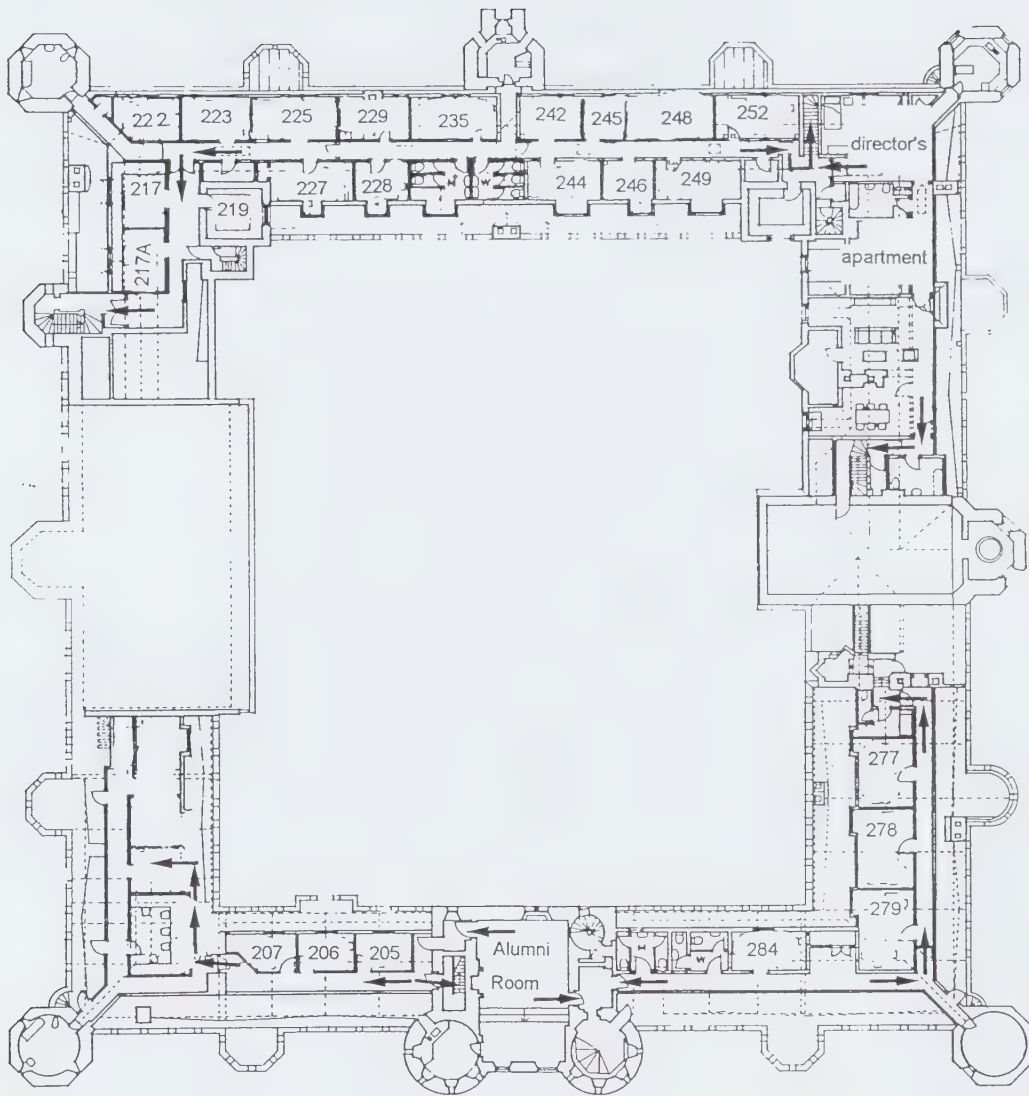


# MIDDLE FLOOR





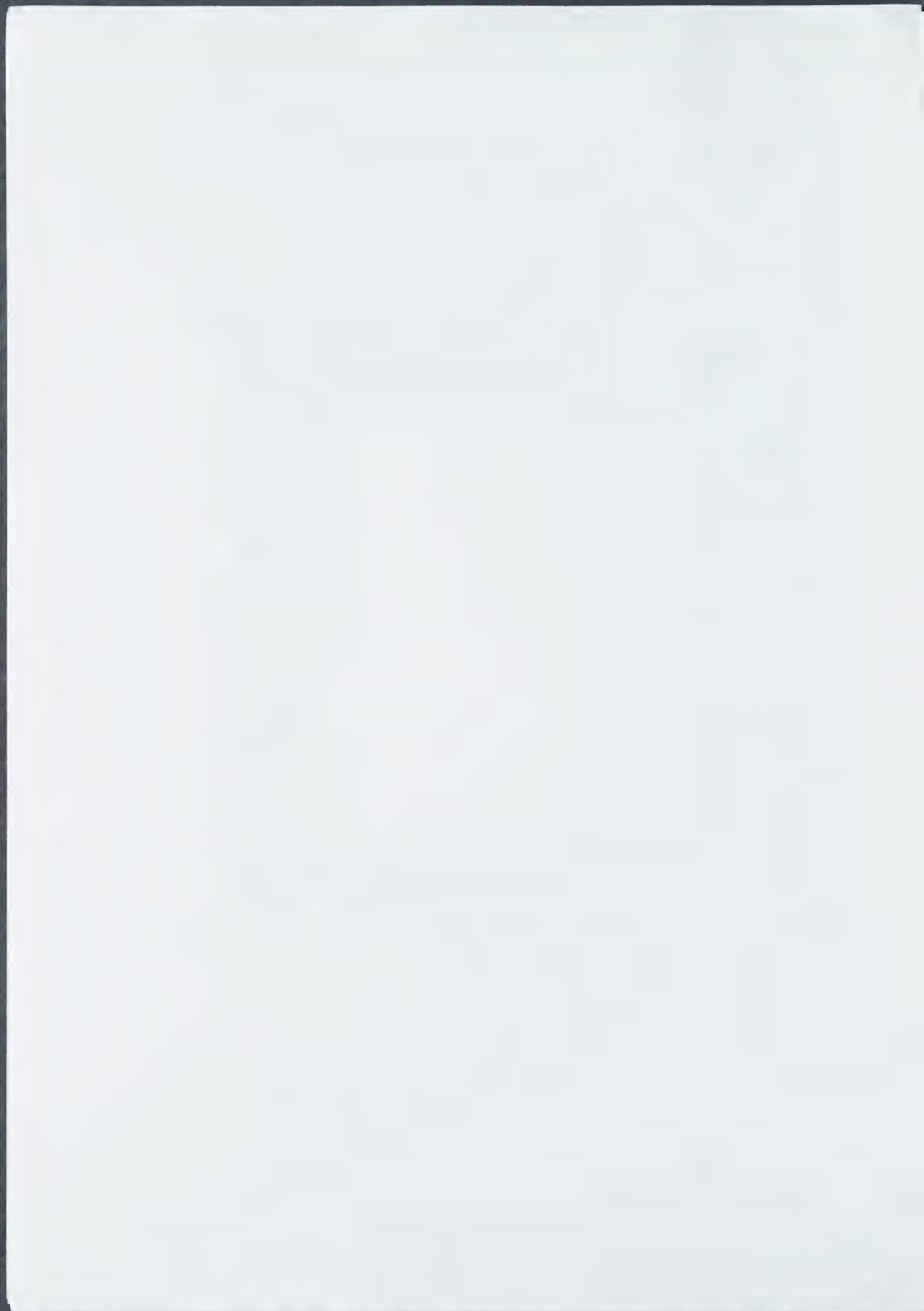
UPPER FLOOR



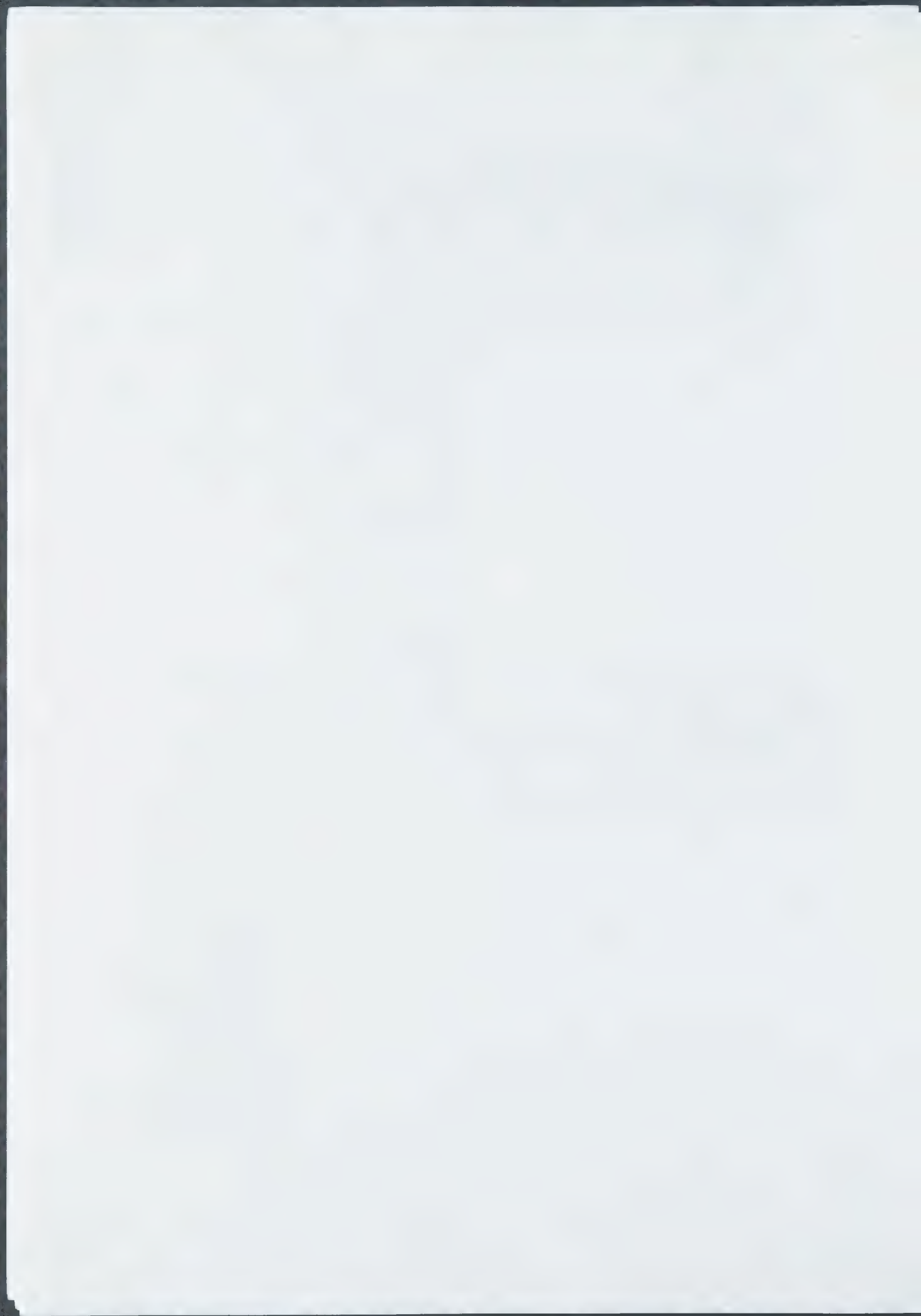
dovecote

← fire  
exit  
routes



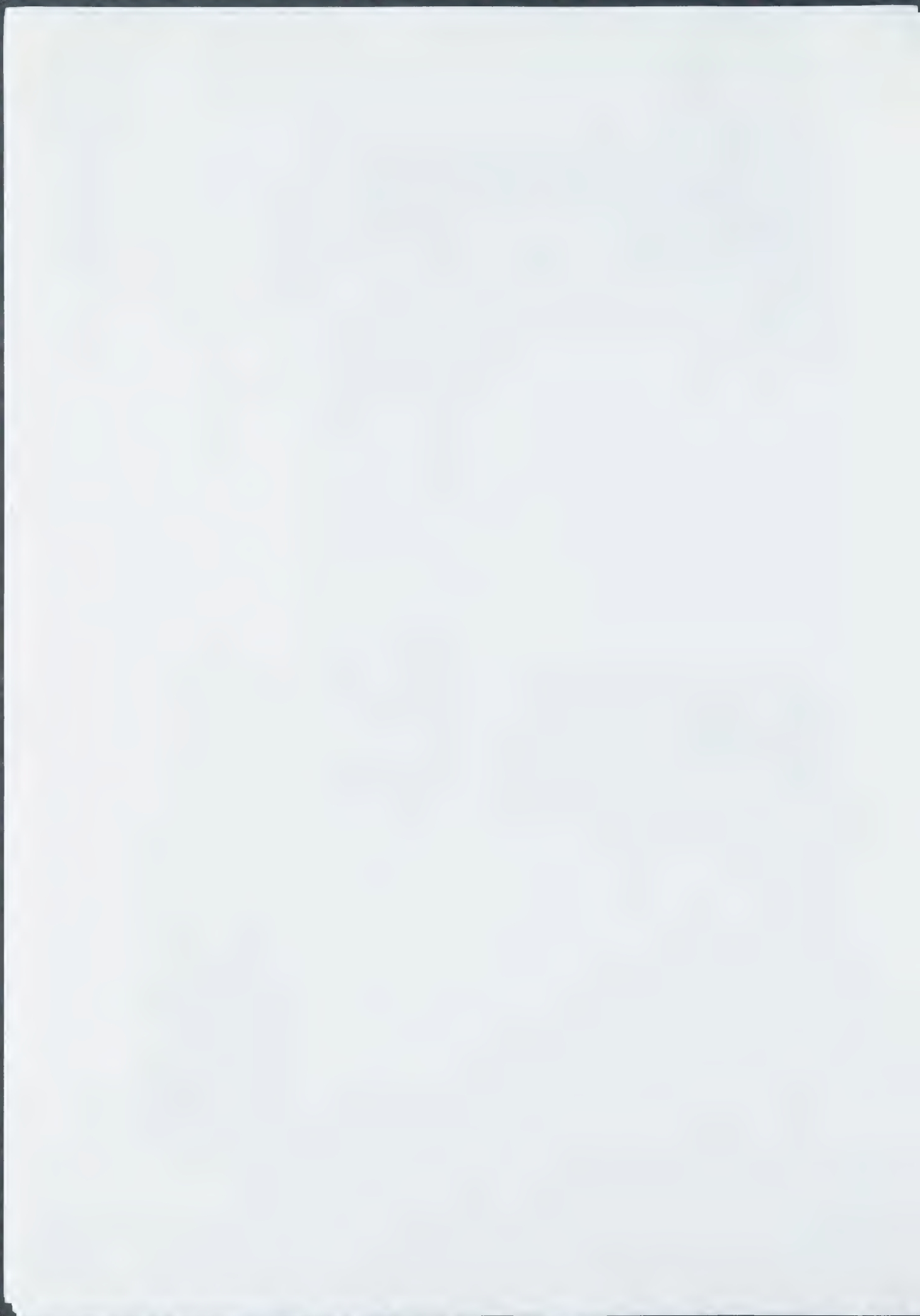


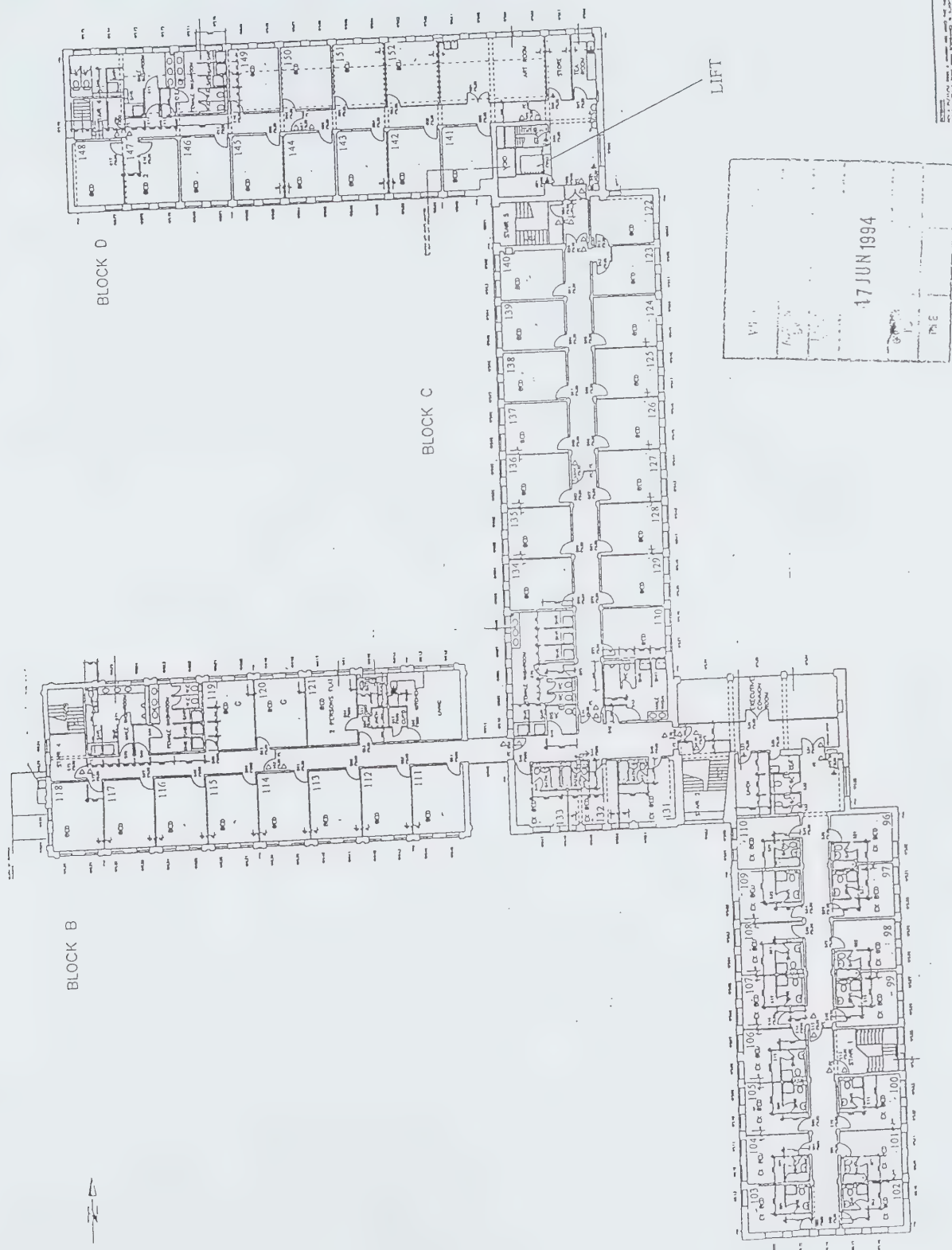




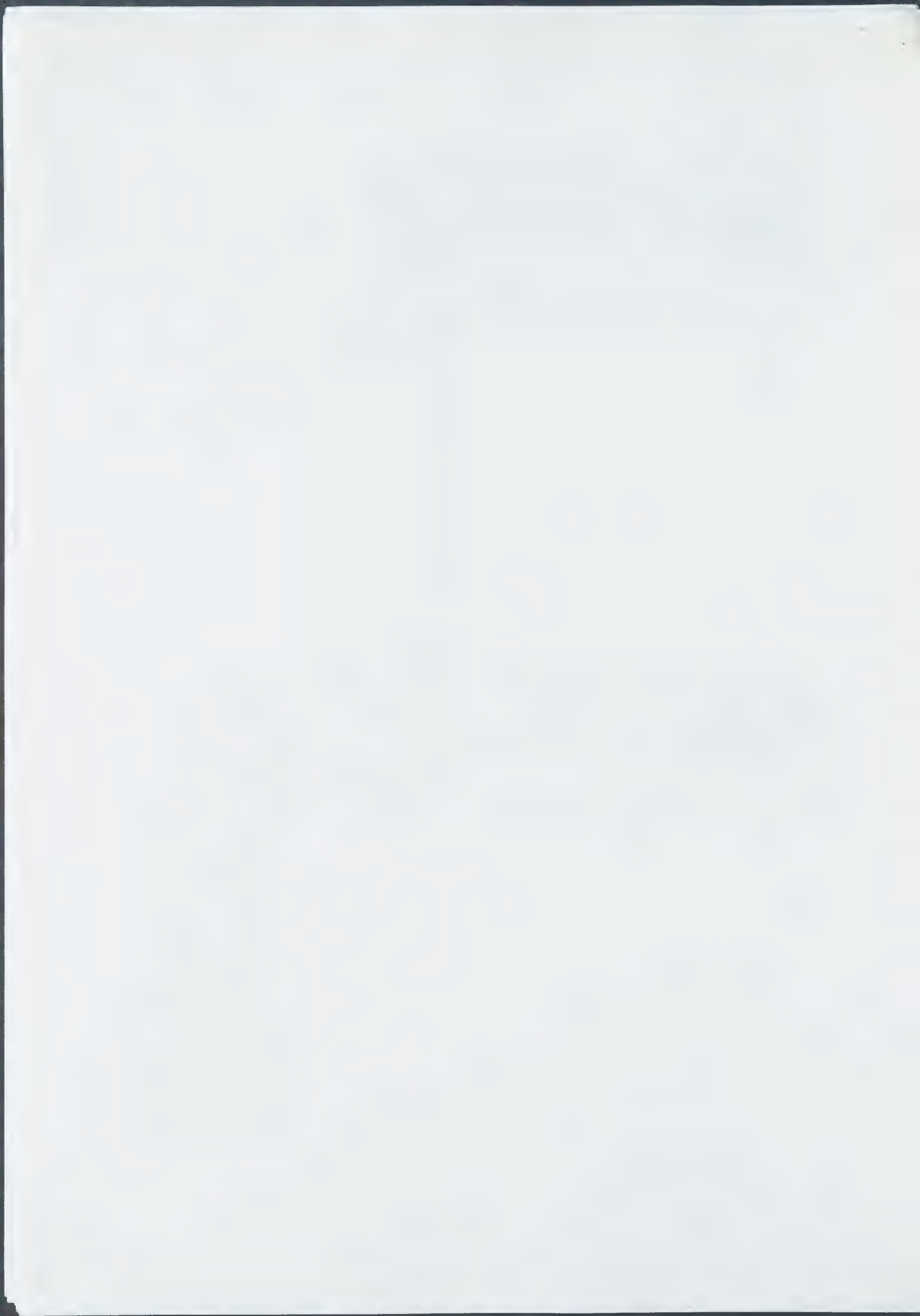








1. ALL ROOMS TO BE FINISHED TO THE STANDARD OF THE UNIVERSITY OF QUEEN'S HALLS.
   
 2. ALL ROOMS TO BE FINISHED TO THE STANDARD OF THE UNIVERSITY OF QUEEN'S HALLS.
   
 3. ALL ROOMS TO BE FINISHED TO THE STANDARD OF THE UNIVERSITY OF QUEEN'S HALLS.
   
 4. ALL ROOMS TO BE FINISHED TO THE STANDARD OF THE UNIVERSITY OF QUEEN'S HALLS.
   
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 9. ALL ROOMS TO BE FINISHED TO THE STANDARD OF THE UNIVERSITY OF QUEEN'S HALLS.
   
 10. ALL ROOMS TO BE FINISHED TO THE STANDARD OF THE UNIVERSITY OF QUEEN'S HALLS.



AUTUMN COURSE PROGRAMME

File: *Cater*

| COURSE TITLE  | COURSE CODE NO | HOURS PER WEEK | HOURS PER TERM |
|---|----------------|----------------|----------------|
| <b><u>European Area Studies</u></b>   |                |                |                |
| A Survey of Western European Art and Architecture in Britain                  | ARTH115/1.0    | 6              | 72             |
| Special topics in Renaissance and Baroque Art and Architecture in Britain     | ARTH313/1.0    | 6              | 72             |
| Special topics in Modern Art and Architecture in Britain C1750 to the present | ARTH320/1.0    | 6              | 72             |
| Roman Britain   | CLST206/0.5    | 3              | 36             |
| 20th Century Theatre in Performance   | DRAM101/1.0    | 6              | 72             |
| The Economics of the European Community                                       | ECON225/0.5    | 3              | 36             |
| Communication et Culture I  | FREN018/0.5    | 3              | 36             |
| The Geography of Europe   | GPHY259/0.5    | 3              | 36             |
| Communicative German  | GRMN101/0.5    | 3              | 36             |
| Modern European Politics  | POLS239/0.5    | 3              | 36             |
| Celtic Christianity in Early Europe and the British Isles                     | RELS248/0.5    | 3              | 36             |
| <b><u>English</u></b>   |                |                |                |
| Selected Women Writers I  | ENGL205/0.5    | 3              | 36             |
| Shakespeare: Comedy and Romance   | ENGL227/0.5    | 3              | 36             |
| Romantic Literature   | ENGL350/1.0    | 6              | 72             |
| Literary Modernism  | ENGL366/1.0    | 6              | 72             |
| <b><u>History</u></b>   |                |                |                |
| The Middle Ages   | HIST250/1.0    | 6              | 72             |
| England Since 1851  | HIST289/0.5    | 3              | 36             |
| Society & Politics in the Later Middle Ages                                   | HIST314/1.0    | 6              | 72             |
| War & Peace in 20th Century Western Culture                                   | HIST357/1.0    | 6              | 72             |

*up to date list of courses*

1872

WINTER COURSE PROGRAMME

| COURSE TITLE   | COURSE CODE NO | HOURS PER WEEK | HOURS PER TERM |
|--|----------------|----------------|----------------|
| <b><u>European Area Studies</u></b>                          |                |                |                |
| A Survey of Western European Art and Architecture in Britain | ARTH115/1.0    | 6              | 72             |
| 20th Century Theatre in Performance                          | DRAM101/1.0    | 6              | 72             |
| The Economics of the European Community                      | ECON225/0.5    | 3              | 36             |
| European Narrative   | FILM305/0.5    | 3              | 36             |
| Communication et Culture I                                   | FREN018/0.5    | 3              | 36             |
| The Geography of Europe                                      | GPHY259/0.5    | 3              | 36             |
| Communicative German   | GRMN101/0.5    | 3              | 36             |
| Modern European Politics                                     | POLS239/0.5    | 3              | 36             |
| <b><u>Commerce</u></b>                                       |                |                |                |
| Organisational Analysis                                      | COMM352/0.5    | 3              | 36             |
| The Economics of Financial System                            | COMM326/0.5    | 3              | 36             |
| <b><u>Economics</u></b>                                      |                |                |                |
| The Emergence of the Modern Industrial Economy               | ECON231/0.5    | 3              | 36             |
| Macroeconomic Theory II                                      | ECON320/0.5    | 3              | 36             |
| International Trade Policy                                   | ECON325/0.5    | 3              | 36             |
| <b><u>Geography</u></b>                                      |                |                |                |
| Cities and Development in Modern Europe                      | GPHY359/0.5    | 3              | 36             |
| Political Geography  | GPHY363/0.5    | 3              | 36             |
| <b><u>Politics</u></b>                                       |                |                |                |
| European Politics  | POLS333/1.0    | 6              | 72             |
| British Politics   | POLS336/0.5    | 3              | 36             |
| Strategies of Political Research                             | POLS385/0.5    | 3              | 36             |
| <b><u>Sociology</u></b>                                      |                |                |                |
| Development of Social Theory                                 | SOCY221/1.0    | 6              | 72             |
| Modern Social Theories                                       | SOCY322/1.0    | 6              | 72             |

| Year | Month | Day | Description |
|------|-------|-----|-------------|
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| 1911 | Jan   | 4   | ...         |
| 1911 | Jan   | 5   | ...         |
| 1911 | Jan   | 6   | ...         |
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| 1911 | Jan   | 17  | ...         |
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| 1911 | Jan   | 28  | ...         |
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| 1911 | Jan   | 30  | ...         |
| 1911 | Jan   | 31  | ...         |
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| 1911 | Feb   | 31  | ...         |