



University of Cambridge Online Programmes



Overview

The Girton International Online Programmes are designed for international university students to experience life as Cambridge students, embrace fantastic academic opportunities, improve their English language skills and to also develop their wider opinions and critical thinking in highly focused and innovative classes. These classes are based on University teaching principles and combine formal lectures, case study discussions and group work, giving ambitious students in the relevant fields the extraordinary opportunity to experience Cambridge student life in the context of the programmes specifically designed for high-achieving university students.

Programmes

#	Programme	Link	Date	Length
UCGO1	International Financial Governance	Link 1		
UCGO2	Business Strategy and Management	Link 2		
UCGO3	The Development of the International Order through International Institutions	Link 3	Jul. 24 – Aug. 28	6 Weeks
UCGO4	Teaching Methods in British and American Universities	Link 4		
UCGO6	Artificial Intelligence and Neural Networks	Link 6		



About the College



Girton College

Girton College is one of the 31 constituent colleges of the University of Cambridge. The college was established in 1869 by Emily Davies and Barbara Bodichon as the first women's college in Cambridge. In 1948, it was granted full college status by the university, marking the official admittance of women to the university. In 1976, it was the first Cambridge women's college to become coeducational.

The college has a reputation for admitting a high number of UK state-school students, its community feel and for musical talent. Several art collections are held on the main site, including People's Portraits, the millennial exhibition of the Royal Society of Portrait Painters, and an Egyptian collection containing the world's most reproduced portrait mummy.

Among Girton's notable alumni are Queen Margrethe II of Denmark, UK Supreme Court President Lady Hale, HuffPost co-founder Arianna Huffington, the comedian/author Sandi Toksvig, the comedian/broadcaster/GP Phil Hammond, the economist Joan Robinson, and the anthropologist Marilyn Strathern, also Mistress from 1998 to 2009.



Certificates

Certificate of Completion

After finishing the programme and meeting all requirements, participants will be awarded the Certificate of Completion.

Transcript of Grades

After finishing the programme and meeting all requirements, each participant will receive the Transcript of Grades.



Certificate of Completion



Transcript of Grades



Studying here was so wonderful; I not only made friends from different countries, but also improved my learning skills. This let me challenge myself and grow up, and I hope that I can come back here someday!

Feng

I learned so much from my international peers and lecturers that I never would have learned in a traditional economics course. Would highly recommend to those that hope to learn about economics in an international light.

Hailie

This summer was undoubtedly the best of my life and I would not have had it any other way. Thank you, Cambridge, for one month full of learning, love and fun!

Madina



Programme 1: International Financial Governance



Teaching Faculty

Dr Katarzyna Cieslik

Research Associate in the Department of Geography & Bye-Fellow at Murray Edwards College

Dr Katarzyna Cieslik is a Research Associate in the Department of Geography, and a Bye-Fellow at Murray Edwards College, University of Cambridge. Dr Cieslik is a scholar in Development Studies whose research focuses on the interactions among society, policy and environment, and their implications for sustainable development in the Global South. She is particularly interested in the agency, entrepreneurship and civic potency of individuals in addressing the pressing development challenges related to sustainable livelihoods. Dr Cieslik's work at Cambridge focuses on youth and livelihoods in Sub-Saharan Africa, with a particular focus on public policy for employment creation and environment/employment trade-offs.



Course Structure

Mapping the field: origins and roles of international financial institutions

Week 1	Lecture 1	The global financial system is worldwide network of interconnected institutions that together facilitate international flows of financial capital for purposes of investment and economic development. In this session we will learn about the social, political and financial factors that led to the creation of the international financial institutions, including the Bretton Woods institutions, Multilateral Development Institutions and Regional Development Banks.
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	Seminar 1	In the seminar, we will apply the insights from our lecture to a case study of the Structural Adjustment Policies in Africa and jointly analyse the role of international financial institutions in addressing and/or perpetuating the economic crisis on the continent (group work – problem sets).
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Week 2		What is global financial governance? International financial institutions in the time of globalization
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	Lecture 2	In this session, we will explore the dense network of rules and procedures by which international financial institutions are governed, and the public mechanisms by which these rules and procedures are established and changed.
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	Seminar 2	In the seminar, we discuss the need to regulate, monitor and control the impact of international financial markets on national economies and polities. We will look at the case studies of two major financial crises (the Asian Financial Crisis of 1997 and the Brazilian Samba Effect of 1999) and debate the principle of general equilibrium, global imbalances and the international transmission of shocks (group work – case study).
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Week 3		The political economy of financial cooperation and the role of regulation
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	Lecture 3	Financial crises often trigger regulatory reforms as they expose the flows in economic and technological environment and inadequate regulation. In this class, we will investigate the hidden causes within the rules and structures of financial regulation that prevent them from fulfilling their mission. We will explore the principle of 'bounded rationality' and it restricts efficient decision-making on the international arena
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Seminar 3 In the seminar, we will apply our learnings from the lecture to analyse the underlying causes of the international financial crisis of 2007. We will watch the Oscar-winning documentary, 'Inside Job', by Charles Ferguson, and hold a class debate about the role of regulation in international financial markets (group work – debate).

Week 4

Financing international trade: from GATT to WTO

Lecture 4 What is the role of international financial institutions in facilitating international trade? In this lecture, we will learn about the historical (such as the Silk Road and the salt trails) and contemporary (such as GATT and WTO) cases and explore their role of international trade in facilitating development and economic growth.

Seminar 4 This seminar will focus on two applied cases of international trade agreements: the North American Free Trade Agreement, known as NAFTA, and the Global Compact for Migration. We will discuss these as examples of preferential trade agreements and analyse their positive and negative impacts on national and international financial markets (group work – group presentations).

Week 5

Global problems, SDGs and international financial governance

Lecture 5 The Sustainable Development Goals (SDGs) and the 2030 Agenda represent an international effort to address the most pressing global challenges of today (both social and environmental). They connect sustainable development and sustainable business issues, such as responsible production and consumption. In this lecture, we will look at the progress achieved in relation to each of the 17 SDGs and the role of international financial institutions to finance to accelerate societal transitions towards more sustainable future.

Seminar 5 This seminar will focus on international environmental finance. We will use the case study of REDD+ (Reducing Emissions from Deforestation and Forest Degradation) and the idea of the carbon trading to discuss the role of markets in addressing the climate change challenge (group work – individual presentations)

Week 6

Looking ahead: global market integration and technological change

Lecture 6 The past few decades have been characterized by financial globalization and international financial integration has been increasing. In this lecture, we will look at the current trends in international finance of today, in particular those driven by technological change. The second part of the lecture will include an interactive game (Jeopardy Tournament) where we will consolidate our learnings from lecture and seminars.

Final Presentation

Remark:

- The lectures will be delivered on weekend morning (UK time).
- The seminars will be delivered on weekday late morning (UK time).
- Each lecture takes 2 hours.
- Each seminar takes about 1 hour.
- All the lectures and the seminars are synchronous.



Programme 2: Business Strategy and Management



Course Overview

Why are some firms more successful than others? This is the fundamental question of strategy. Because superior performance accrues to firms with a competitive advantage, this course examines how firms develop and maintain competitive advantage. Strategy is the field of management that has been developed to help general managers (as opposed to functional managers whose responsibilities focus on one particular function such as finance, production, marketing, human resources, IT etc.), make better decisions that will improve the competitive position of the organization in the long run and create value for its key stakeholders. The field of strategy is made up of all theories, concepts, methods and tools that top managers can use to ensure the profitable and long-term growth of their organizations.



Course Content

- Nature and context of strategic management.
- Theories, concepts and models of strategic analysis.
- Applications to strategic management practice.



Learning Objectives

The fundamental focus of the strategy core course is on helping participants develop skills that will allow them to make robust strategic decisions in the face of uncertainty and complexity. By the end of the module, participants will be able to synthesize the set of concepts and frameworks you have gained to address challenging strategic management problems. In particular, you will be able to:

- Analyze industry structure and environmental trends to assess industry potential.
- Evaluate firms' competitive positioning and assess firm-level resources and capabilities.
- Formulate business-unit and corporate strategies to achieve competitive advantage in the face of uncertainty and complexity.



Teaching Faculty

Lionel Paoella

University Lecturer at Cambridge Judge Business School

Affiliated Faculty at Harvard Law School (Center on Legal Profession)

Lionel Paoella is a University Lecturer at Cambridge Judge Business School, and an Affiliated Faculty at Harvard Law School (Center on Legal Profession). He graduated from Ecole Normale Supérieure de Cachan (ENS) in France, after which he took a MA in Sociology at Ecole des Hautes Etudes en Sciences Sociales (EHESS), a MS in Management and Organization Science (University Paris X), and a PhD in Strategy (HEC Paris). Before joining the University of Cambridge, he was a visiting scholar at the University of Chicago (Booth Graduate School of Business) in 2011, and a Chazen visiting scholar at Columbia University (Graduate School of Business) between September 2012 and December 2013.

Lionel's main line of research explores how market categories – a set of firms that share cognitive and cultural

similarities - affect the social evaluation and performance of organisations, specifically in the international legal services market and the Islamic Banking industry. Lionel currently teaches the core Strategy course in the MBA curriculum, and he is also involved in Executive Education programmes on Professional Service Firms and Strategy programmes. He received the Cambridge Judge Teaching Award in 2017 and the MBA Faculty Award 2018 (as voted by the students), and he has been listed among the Best 40 under 40 Professors by Poets and Quants in 2019.

Teaching Methods

Teaching Philosophy:

In this course, I have three broad objectives. First, I will give you a set of tools to evaluate, initiate and elaborate new corporate and business strategies. Secondly, I will push you to think critically. After all, one of the reasons you come to Girton College in Cambridge is to learn the critical thinking skills. Long after you graduate, critical thinking around business will continue to reward you professionally and personally. In other words, critical thinking will sustain you and allow you to analyse and adapt to any situation in business areas. Thirdly, I enjoy combining findings from academic research with experiences from the world of practitioners. The value of the class will be then maximized when you weave in your own experiences and I am excited in anticipation of the discussions and debates we will have.

Method of Instruction

Method of Instruction:

The course will be taught through a mixture of case discussions, videos, and short lectures. There will be a variety of teaching modalities in order to keep the learning fresh and to appeal to learners with different learning styles. Each session of the course will focus on a specific subset of corporate strategic decisions. The class will mix theoretical content (with a particular focus on mastering the tools to present, frame and analyze a corporate strategy) and practical cases. Students will be invited to participate and share their thoughts on theoretical and practical considerations in relation with the content of the course. They should feel free to ask questions and discuss, especially if they want to clarify or challenge the content covered in the course. Students will be asked to present and challenge case analyses.

Course Structure

		Introduction and Industry Analysis
Week 1	Lecture 1	This session introduces the course and explores the definitions and basic concepts of strategy. We will also examine the analysis of competition in an industry, focusing on traditional and new industry analysis frameworks.
	Seminar 1	Q&A and Discussion
		Types of Competitive Advantage
Week 2	Lecture 2	This session concentrates on the definition, positioning and implementation of generic strategies (cost leadership and differentiation) within the same industry.
	Seminar 2	Q&A and Discussion
Week 3	Lecture 3	Strategic Innovation: Blue Ocean Strategy

This session concentrates on the definition, positioning and implementation of generic strategies (cost leadership and differentiation) within the same industry.

	Seminar 3	Q&A and Discussion
Week 4		Corporate Strategy I: Growth
	Lecture 4	This session examines how companies choose growth strategies and create value across different businesses.
	Seminar 4	Q&A and Discussion
Week 5		Strategic Turnaround: How do firms change their strategies successfully?
	Lecture 5	This session examines how firms struggle to escape from fallen peaks and the challenges of strategic change. <i>Case:</i> Rivkin J. W., S. H. Thomke, D. Beyersdorfer (2013) Lego(A): The Crisis. HBS 9-713-478
	Seminar 5	Q&A and Discussion
Week 6		Corporate Strategy II: Acquisition of New Resources
	Lecture 6	This session examines the different ways to access new resources, focusing on the 'Build, Borrow, Buy' framework. Final Presentations

Remark:

- The lectures will be delivered on weekend morning (UK time).
- The seminars will be delivered on weekday late morning (UK time).
- Each lecture takes 2 hours.
- Each seminar takes about 1 hour.
- All the lectures and the seminars are synchronous.



Programme 3: The Development of the International Order through International Institutions



Course Overview

This course aims to give students an understanding of how the International Order has been shaped by the main international institutions that have governed world politics since the beginning of the 20th century. It aims to examine both continuity and change by exploring both the drivers but also the impacts of the development of these International Organisations; at the end of the course students should be able to identify the patterns and problems attached to them, and reflect on the continuities and changes that have created the basis for today's global politics.



Teaching Faculty

Mr Ian Shields

Teaching Associate in the Department of Politics and International Studies

Mr Ian Shields is a Teaching Associate in the Department of Politics and International Studies, University of Cambridge. Before entering academia Ian spent 32 years in the UK's Royal Air Force as a navigator, reaching a very senior rank. Prior to taking up his present appointment at Cambridge University he lectured broadly within the International Relations field at, among other universities, SOAS, Birmingham and Anglia Ruskin.

Research Interests: His research interests are broadly concerned with military-government relations. More specifically, he is interested in why governments still use military force as a tool of policy and how this plays out in the international arena. The impact of globalization, the declining role of war within international society, the rise of bodies such as the UN and the EU and, perhaps most telling, the increasing role and abilities of technology have not only altered the battlespace, but also the use of organised, state-sponsored violence and he seeks to identify emerging trends and apply these to the fundamental relationship between governments, governance, and militaries.



Course Structure

Introductory Lecture - A World of Empires and Great Powers: the role of war and trade

Week 1	Lecture 1	<i>Required reading:</i> Glenda Sluga (2013) "The International Turn" (Chapter 1) in <i>Internationalism in the Age of Nationalism</i> , University of Pennsylvania Press, 11-44
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	Seminar 1	Q&A and Discussion
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The United Nations after World War II: decolonisation and the globalisation of the nation-state (1945-1989)

Week 2	Lecture 2	<i>Required reading:</i> Mark Mazower (2009) "Introduction" in <i>Empire No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations</i> , Princeton University Press, 1-27
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		International Governance from the League of Nations (1919-1946) to the United Nations (1946-1989): hierarchies of race, ethnicity and ‘civilisation’
	Seminar 2	<i>Required reading:</i> Mark Mazower (2006) “An International civilization? Empire, internationalism, and the crisis of the mid-twentieth century.”
Week 3		The Rise (and Rise) of International Financial Institutions: Economic Governance and the Post-colonial World
	Lecture 3	<i>Required reading:</i> Robert Jackson (1991), “Sovereignty and Development” (Chapter 5) in Quasi-States: Sovereignty, International Relations and the Third World, Cambridge University Press, 109-138
	Seminar 3	Q&A and Discussion
Week 4		International Organisations, Liberalism and the UN: the UN’s liberal internationalism after the Cold War
	Lecture 4	<i>Required reading:</i> William Bain (2003) “The New Paternalism” in Between Anarchy and Society: Trusteeship and the Obligations of Power, Oxford University Press 141-173
	Seminar 4	Q&A and Discussion
Week 5		Liberal internationalism: after 9/11
	Lecture 5	<i>Required reading:</i> Introduction: Ordering the world? Liberal internationalism in theory and practice G. John Ikenberry, Inderjeet Parmar, Doug Stokes International Affairs, Volume 94, Issue 1, January 2018, Pages 1–5, https://doi.org/10.1093/ia/iix277 Published: 01 January 2018
Week 6		Regional Organisations in Global Governance today: a post-Liberal world?
	Seminar 5	<i>Required reading:</i> Dominik Zaum (2012): Beyond the “Liberal Peace” (In: Global Governance: A Review of Multilateralism and International Organizations; Vol 18 Issue 1; pp 121-132)
	Lecture 6	Final Presentations

Remark:

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- The seminars will be delivered on weekday late morning (UK time).
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- Each seminar takes about 1 hour.
- All the lectures and the seminars are synchronous.



Programme 4: Teaching Methods in British and American Universities



Course Overview

This course will introduce students to distinctive teaching practices which are essential to fulfilling the intended learning outcomes in British and American education. While it primarily focuses on the expectations surrounding university-level education, the insights offered in this course will also offer students an understanding of teaching ideologies underlying primary- and secondary-level education. These teaching practices are based on established principles of free speech and critical thinking. This allows students the opportunity to discuss their knowledge and ideas, to ask questions, and to challenge arguments. Encouraging students to move away from the idea that they simply need to learn facts or repeat ideas in exams is one of the most challenging aspects of teaching in British and American universities. While this challenge is most obviously faced in humanities, business, or social science courses, it is also important to teaching science subjects. These sessions will introduce students to a variety of issues raised by these underlying assumptions, and suggest how they might be managed and incorporated into effective practical teaching to ensure that students learn effectively and are able to articulate their own distinctive responses to their learning.



Teaching Faculty

Dr Eoin Devlin

Director of Studies in History, Hughes Hall & Bye-fellow at Downing College

Dr Eoin Devlin is a Director of Studies in History, Hughes Hall, and a bye-fellow at Downing College, University of Cambridge. He was educated at University College Dublin, Trinity College, Dublin, and the University of Cambridge. He is a historian of early modern and modern British history, with a particular interest in international relations, cultural exchange, and religious cultures. At Cambridge, he lectures on early modern Britain and Ireland, modern Ireland, and global Catholicism. He supervises courses on early modern British and European political, cultural, social and economic history. He has considerable experience teaching history in a number of British and Irish universities, as well as on various international programmes with students from the US, Australia, and China. He has held visiting fellowships in the US and Australia. As DoS at Hughes Hall, he works with students and supervisors to develop teaching programmes in history which respond to student interests, supervisors' research specialisms, and the broader context of assessment within the Cambridge History Tripos.



Course Structure

Critical thinking in the classroom

This session will introduce students to best teaching practices in British and American education. In particular, it will focus on the challenges posed by encouraging critical thinking skills and student-led learning. It will explain how teachers can use these skills in their classes to encourage student engagement with relevant materials, and establish how to encourage students to think critically about the material and use these skills in their academic work.

Week 1 Lecture 1

Week 2 Seminar 1 Q&A and Discussion

Managing classroom discussions:

Lecture 2 It can be challenging to ensure that all students in a classroom participate in student-led teaching frameworks, and ensuring that the class benefits all students is one of the teacher's main responsibilities. This class will examine how to structure classes and manage time. Classrooms in British and American institutions often include a wide range of students from different social, religious, ethnic, or national backgrounds, and this class will explain how to respond to the challenges posed by this diversity in managing classroom discussions.

Seminar 2 Q&A and Discussion

Designing courses

Week 3

Lecture 3 Developing a syllabus which can be implemented within a specific time-frame and teaching format, as well as responding to the assessment criteria of a teaching institution, is vital. This class will explore the kinds of challenges facing teachers in this process, ranging from responding to pre-designed courses, to creating new programmes from scratch. Students will learn how to structure a course across a term, semester, or year, and how to monitor and manage the cumulative impact of the teaching experience in students.

Seminar 3 Q&A and Discussion

Teaching online

Week 4

Lecture 4 Even before the pandemic in 2020, British and American universities were using digital resources to re-formulate teaching practices and introduce innovative perspectives into their teaching. This class will introduce students to some of these developments, as well as responding to some of the lessons learned during the pandemic from remote teaching.

Seminar 4 Q&A and Discussion

Assessment and evaluation

Week 5

Lecture 5 Offering constructive feedback and fairly assessing students is one of the most complex and time-consuming aspects for teachers. This session will offer guidance on how to do this efficiently, ensuring that students benefit from their assessment feedback, and that assessments are well designed to reasonably reflect the course and its anticipated learning outcomes.

Seminar 5 Q&A and Discussion

Week 6

Lecture 6 **Final Presentations**

Remark:

- The lectures will be delivered on weekend morning (UK time).
- The seminars will be delivered on weekday late morning (UK time).
- Each lecture takes 2 hours.
- Each seminar takes about 1 hour.
- All the lectures and the seminars are synchronous.



Programme 6: Artificial Intelligence and Neural Networks



Course Overview

The course will describe state of art potentialities of deep reinforcement learning. The course focuses on fundamentals of reinforcement learning and deep learning (including convolutional neural networks, graph neural networks, generative neural networks and transformers.), practical examples in robotics and games. The aim is to help the student to develop research skills and a vision on advanced fields of deep learning, be able to write software and to understanding the field relationships with other fields and its potentialities; how to write an essay.



Course Structure

		Course Introduction and Greetings
Week 1	Lecture 1	Objective: Fundamentals Description: Markov decision process, Bellman equation, relationships between value, policy, environment
	Seminar 1	Q&A and Discussion
Week 2	Lecture 2	Objective: Policy gradients Description: actor critic, Reinforce algorithm, MonteCarlo, Dynamic programming, etc; practice (openAI gym); examples from robot swarms.
	Seminar 2	Q&A and Discussion
Week 3	Lecture 3	Objective: Multi agent, Practice Description: MARL, applications in games, robotics, image; network learning, general AI, interpretability, explainability.
	Seminar 3	Q&A and Discussion
Week 4	Lecture 4	Objective: Theory, Applications, Practice Description: cognitive behavior for agents; human heuristics in robots; self supervising approaches; machine reasoning. Description: Convolutional and graph neural networks
	Seminar 4	Q&A and Discussion
Week 5	Lecture 5	Objective : Theory, Applications, Practice Description: Generative adversarial networks Description: Transformers
	Seminar 5	Q&A and Discussion
Week 6	Lecture 6	Final Presentations

Remark:

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- The seminars will be delivered on weekday late morning (UK time).
- Each lecture takes 2 hours.
- Each seminar takes about 1 hour.
- All the lectures and the seminars are synchronous.