

ADVANCED STUDIES IN ENGLAND



# ALUMNI NEWS

2023

# DIRECTOR'S WELCOME

Hello, Everyone.

Greetings from Bath - and a very warm welcome to the ASE Alumni News for 2023!

Wherever you are, and however you're marking the holiday season, I hope you're thriving - and looking forward, as much as the ASE Team and me, to the coming year.

2023 was the year that the ASE Programme finally shook off the after-effects of Covid, indeed in which we enjoyed something of a post-pandemic surge. With strong Spring enrolment, record Summer numbers and 50 students with us in the Autumn for the first time since 2009, **we actually saw more students in total pass through the famous green door of Nelson House than in any previous calendar year in the Programme's 34-year history.**



And what wonderful students you/they were, too! (You'll meet a number in these pages, among them numerous grateful recipients of our ASE Alumni Scholarships, which I urge you to support, pages 44-53).

With 59 students due to join us in a few weeks for the Spring semester (that's our biggest cohort in over 20 years!), we are looking forward with confidence to an equally busy and successful 2024.

There should, in short, be every reason to celebrate in style when we mark our 35th Anniversary next summer - and I hope many of you reading this will join us here in Bath on July 3, 2024 to do exactly that! (Page 33)

If you are able to make it back (as a host of others did this past year – see page 55), you'll find Nelson House looking smarter than ever, after its (much-delayed) refurb last Summer (page 12); and you'll probably get to meet some of the latest additions to the ASE Team (say hello to Georgina Hayes and Annie Leathes on page 18). If you already know our Texas-raised colleague Kara Chambers-Grant, you may detect an increasingly British accent (she became a full-blown UK Citizen a few months back); or notice Rika Seeman-Sterling's wedding ring (congrats to her and Leo on their recent nuptials); and you may even bump into a bump-less Emma Hurry with Rupert, the most recent addition to their family – as those of us at Nelson House did a few weeks ago.

If you can't join us in person in Bath next summer, I hope you'll at least get to revisit something of the ASE experience you yourself enjoyed in these pages – as well as to get a sense of how the ASE Programme is continuing to evolve and change.



You'll find a rich mix of articles by some of the wonderful younger (for which read 'younger than me'!) faculty who are either currently teaching on the main programme (see Leila Kamali, page 15 and Evan Hayles Gledhill, page 23) or who came from our US partner institutions to teach in Bath during this past year (Ashley Rondini from F&M, page 6 and Dan Rosenberg from Wells College, page 35).

We know that students flock to ASE, above all, because of the extraordinary courses (and, increasingly, the extraordinary range of courses) we are able to offer; and that our alums frequently remember the staff and faculty who hosted and taught them with great pleasure and gratitude. While the faces, names and course content have undoubtedly changed the distinctive, memorable nature of the ASE experience, and of those transformative personal, creative and intellectual bonds, has certainly not.

I hope you enjoy (re)discovering that uniquely ecstatic ASE blend in these pages!



Warm wishes

# *Jonathan*

Jonathan Hope  
ASE Dean and Director



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# 2023 COHORT

Meet our New Alums from 2023

Spring



Summer



Autumn



# THE MARKS THAT THEY MAKE ON THEIR WORLD



This semester's iF&M faculty member, Professor Ashley Rondini, considers her own and her students' experience in Bath this autumn.

What do college exams, Magna Carta, a rooftop graffiti mural, and the names etched into the interior beam of a previously sunken nineteenth-century steamship have in common?

To be honest, the answer to that specific question is not something that I imagined stumbling upon when I signed on as the faculty member for the 2023 iF&M semester with ASE. But—like so many other aspects of this experience—its discovery has been an unexpected delight.

Back in August, I arrived alongside most of the iF&M cohort of first-year students, who had chosen to spend their very first semester of college studying abroad here in Bath at ASE. I say “most” because some of our international students flew separately from their respective countries, joining the Franklin & Marshall's Class of 2027 here in Bath not only before they had ever set foot on campus, but even before they had set foot in the United States.



I remember thinking how brave they were in taking on so much unfamiliarity all at once.

Of course, they had at least already “met” each other over the summer, in the online sessions hosted by Franklin & Marshall's Associate Dean for International Programs Sue Mennicke. There, they had already begun to find points of connection with each other—creating their own inside jokes, establishing their own recognition of each other's personality traits, and—with gradually subsiding timidity—sharing their hopes for the semester. In essence, they had already begun to build a community, albeit virtually.

Once their thorough orientation program had concluded and classes were underway, a group of them joined me for my “Introduction to Sociology” class while others opted for different elective courses through ASE's diverse catalog of offerings for the semester.

All of them, however—like all first-year students at Franklin & Marshall—would participate in the curricular experience of a small, multidisciplinary writing seminar course designed to help them hone a range of academic communication skills and familiarize them with the conventions of scholarly writing. The theme of our course for this semester was, fittingly, “Conceptualizing Community”—a wide-ranging exploration of the ways in which our human connections to each other are cultivated and maintained through communities of various ilk.

Simultaneously, with each class discussion, each peer review writing workshop, each core lecture series event through ASE, and each shared experiential learning opportunity within and beyond our local community in Bath and Somerset more broadly, I watched as they grew into a scholarly community in their own right. They debated ideas, listened to each other’s stories and perspectives, and respectfully challenged each other’s perceptions. They worked collaboratively, supported each other’s interests, and applauded each other’s achievements. They cooked for each other in their flats, explored unfamiliar cities and sites together, and posed for the endless group photos that I compelled them to take against the backdrop of new landscapes. They also commiserated with each other’s classroom frustrations, and—sometimes—they also got on each other’s nerves, and had to find ways to resolve their differences. From all of it, they learned, individually and collectively, so much more than could ever have been presented in the classroom alone.

At best, a syllabus functions as the intellectual scaffolding for a course. The learning experience for which each semester presents possibilities remains a “bare bones” structure in the absence of an intellectual community that is constructed around the foundational ideas that it outlines. What I saw here—and felt quite privileged to bear witness to—were the ways in which iF&M, and ASE more broadly, epitomize the very best of what a vibrant, diverse, holistic scholarly community can be: a place where students are supported in building on the foundational texts, histories, and ideas presented to them, to individually and collaboratively theorize, imagine, explore, and create new structures, new blueprints, and new passageways for knowing and understanding their world.

This brings us back to my opening question: So, what do college essays, Magna Carta, a rooftop graffiti mural, and the names etched into the interior beam of a previously sunken nineteenth-century steamship have in common? Well, here is what we learned.

On our very first group outing, we visited Salisbury Cathedral, where we viewed one of the four remaining copies of Magna Carta. One of the exhibit placards explained that the parchment upon which it had been written was formed from sheepskin, “soaked in mineral lime, scraped with a lunellum (curved knife), then stretched and dried on a frame.”



Quills, oak galls and gum arabic



The script was then written using a quill pen made from the sharpened feather of a swan or a goose, with oak gall ink made from “crushed oak galls, water, ferrous sulphate (iron salt), and gum arabic (dried tree sap).” We marveled at the considerable logistical effort that it took just to create the possibility of writing something down that could record a set of principles and ideals that would last to outlive the writers themselves.

Later in the term, on a rainy afternoon in October, the students in Introduction to Sociology took a train into the lively and eclectic nearby city of Bristol, to take in the renowned street art murals throughout the St. Paul and Bedminster neighborhoods. Earlier that week, artist and art historian Madeleine Peck Wagner, MFA, had joined us via Zoom from Jacksonville State University for a virtual guest lecture titled “Risk and Reward: Transforming Public Spaces with Paint.” In it she traced the history of public art back to the paleolithic cave drawings that early humans left to record their stories. We learned about the importance of representation for street artists, and why particular stylistic conventions for graffiti signatures, called “tags,” mattered to the community of artists that recognized who they belonged to. She had also taught us that “heaven spots,” in contemporary graffiti parlance, referred to mural placements that would have been difficult for the artist to reach because of their height or inaccessibility. The reward, she explained, was that painting one’s work in these spots often lent the work visibility from greater distances, and/or afforded the artists enhanced esteem amongst their peers as risk-takers who had proven exceptional commitment to their craft.



And, in early November, we traveled with ASE’s own treasured Lucy Marten to visit the S.S. Great Britain—the aforementioned nineteenth-century steamship, resplendently refashioned into an interactive museum that featured relics from the ship’s original construction, since replaced in the restoration process after it was salvaged in the 1970s. We wondered at the many journeys the ship had taken to Australia and back, four months at a time each way, and at the communities that passengers built on board in the course of their time at sea. The graffiti carved into the ship’s hard oak beam was explained on a placard as the work of sailors on board during their journeys, marking their names and various dates. And yet, it couldn’t have been easy... to carve letters into the hard oak surface as the ship rocked across the waves on those long journeys would have required repeated attempts to make each line of each letter legible. It would have taken time, to be sure. It would have had to matter enough to each writer to devote the time to the effort. Alluding to the murals in Bristol, one student noted,

“It’s the same thing, in a way—it’s like they just wanted people to know that they were there... like they didn’t want to just be forgotten.”

The sailors. The street artists. The writers of the Magna Carta. They marked their environment, physically, to leave “proof” of where they had been. Their ink strokes or spray paint or etchings left a history of their journeys, their ideals, their ideas, and their points of view. In order to leave a record of how they had impacted their worlds, they had to find a way to write it down—for someone else, somewhere else, days, weeks, years, or centuries later to see it, to read it, to recognize them in it—no matter how difficult a process the writing itself entailed.



So it is with these final exam essays that our students are now painstakingly researching, outlining, writing, peer reviewing, editing, and rewriting as the semester draws to a close. As they launch their academic journeys from iF&M and ASE,

I can't wait to see the marks that they make on their world with the ideas that they write down, the ideals that they will immortalize, the colors that they will paint with, and the structures that they will leave forever changed with the etching of their names.



# Why Buy More from your Neighborhood Store?

Lucas Barroso Gonçalves, an alum from this semester's iF&M first-year programme, was asked to write an Op-ed piece as part of his 'Conceptualizing Community' seminar class. He chose to write about 'buying local' and found Camden, London, a compelling case study.



According to the United Kingdom Federation of Small Businesses, small and medium-sized enterprises (SMEs) account for three-fifths of the employment and around half of the turnover in the UK private sector. They have a crucial role in the economy, employing millions of people and generating billions of pounds. In addition, they reflect the communities they are inserted into, shaping people's social interactions. Whether you buy at the local shop around the corner or not, you can probably see that the shop reflects your neighborhood's tastes and expectations of consumption. They reflect your local culture.

Nonetheless, in the face of soaring inflation and rising interest costs, small businesses are struggling to maintain themselves in their respective markets. Bloomberg reported that sales at Britain's small businesses "collapsed" by more than 20% over the first semester of 2023. Many people started buying at big businesses due to their capacity to produce more with lower costs, also known as economies of scale, and therefore offer cheaper prices. The attractiveness of small businesses lies not in their prices but in their positive impacts on the communities they serve, and that is why you should consider buying more often at the shop around your corner.



When I first went to Camden Town, I was amazed by the colors and music. The place has unique traits that set it apart from other neighborhoods in London. By just walking around, you notice the cultural revolution from the 1960s and 1970s happening there with all the graffiti on the walls of stores, tattoo and piercing shops, food from a variety of places, and people playing music from Punk to Pop.

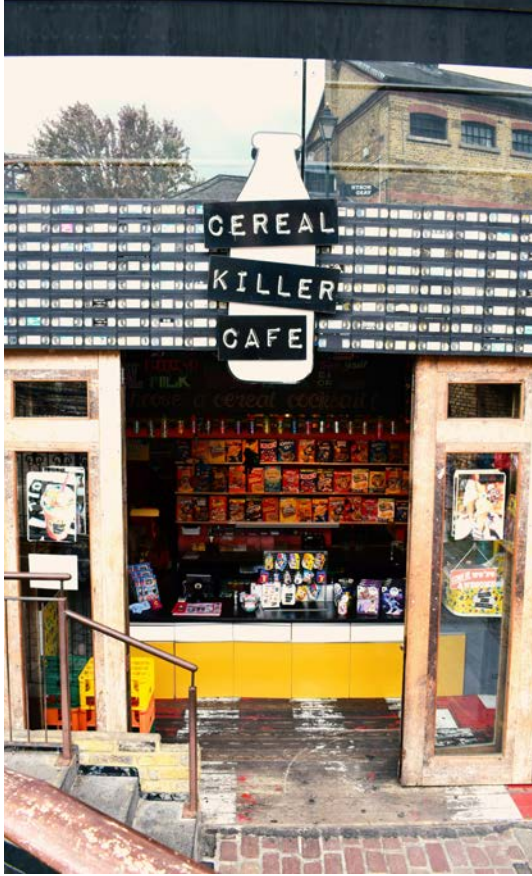
Studying Camden's history more deeply, I found that was not always the case. During the industrial revolution in the nineteenth century, it was a place where both the upper and working classes lived, split into two areas. Small businesses started to grow in the area and reflect the social interactions that used to happen there. Among others, piano manufacturers, wine merchants, gin distillers, and soft-drink masters settled down in Camden. The neighborhood was not so distinct from

other parts of London, even with the overcrowded conditions that the railways brought. It was not until the 1960s that the distinguished Camden Town we know today started to rise. The Roundhouse was chosen as the place where youths from all over the UK could get together and play Punk and Rock music that reflected their discontentment with society. They created a venue of culture, music, and political discussion, most of the time against society's main views. The UK's biggest Punk and Rock bands started in Camden and became part of what sets Camden apart.

To serve their new-growing local culture, Camden shops became vibrant and colorful and began selling what their new consumers wanted to buy (guitars, tattoos, piercings, etc). They were supporting Camden's new cultural movement and fueling its business growth. This is not unlike what happens elsewhere. Chinatowns (historical Chinese communities that developed as a response to racist residential segregation policies and practices that limited Chinese immigrants' access to housing elsewhere) supported their culture, as well as 'Gayborhoods' (residential communities established to protect LGBTQI+ people against wider forces of discrimination) or any other neighborhood, especially those at the center of big cities.

Your neighborhood has unique stores that support your culture and beliefs, but those stores also need your support to continue positively impacting you.

Although it might sometimes be unrealistic to buy from your neighborhood stores with the cost of living rising, you should seriously consider buying more from them. A single day more of the week that you choose to purchase from those stores can have a huge impact on their revenue and, therefore, their capacity to grow, employ more people, and continue assisting your community. Think of that as a commitment to your neighborhood's future. After all, these establishments are not mere economic entities; they are custodians of our culture and contributors to our collective identity. Our commitment today echoes in the vibrant streets, diverse cultures, and thriving businesses that make our communities truly unique tomorrow.



# NELSON HOUSE



RENOVATIONS,  
SUMMER  
2023

# BEFORE



# AFTER



# THE WORKS



# DR LEILA KAMALI: ME, MY WORK, AND THE ASE EXPERIENCE



New tutor Dr Leila Kamali talks about her first semester teaching 'Contemporary Black British Literature' for ASE.

I am a scholar of African American and Black British literature, and this term I have had the great pleasure of teaching 'Contemporary Black British Literature' at ASE. When I say this is a great pleasure I am not just being polite; it is proving truly refreshing to me to teach at ASE. There are a number of conditions present here

which create a very special set-up, and support a lively classroom experience in times when so much of the higher education sector in Britain (and indeed elsewhere) is in crisis.

First and foremost, it is undoubtedly the quite protected nature of students' experience at ASE which it seems to me sets them up very well to be able to engage fully with both the academic and social aspects of their studies here. Rare indeed today in Britain is it that you will encounter a room full of students who are not forced to work at least one job to support themselves; it is a sad fact that this simple reality has changed the face of what goes on in university learning, and affects the potential cohesiveness of a programme of study. Add to that the seriousness with which ASE treats its duty of care to students, and

*you have, in my experience, optimum conditions for learning and development in the classroom.*

It has been a delight, in short, to teach a whole module where all the students appear to have read every primary text that has been set, and who attend every class unless they are really sick! Sad that in literary studies this is something to celebrate, but that is where we are at. With the rare position that clearly the ASE cohort find themselves in, I was determined that their exposure to reading Black British literature during their time in Britain would make the most of this opportunity.



I think it is fair to say that my students on the whole had read very little Black British literature before taking this module – why would such a priority necessarily present itself to most young American students? It is my sense that this is precisely why my students chose this module – they are politically conscious young people, who are taking a decolonising approach to their ‘study abroad’. At the end of their short time in Britain, they will NOT be leaving with an unequivocal linking of Britishness with whiteness, and I am pleased and grateful to have been part of that journey.

In my own research and my teaching, my interests are shaped by what I think of as being a ‘diasporic’ consciousness – in basic terms, a tendency to put diverse experiences and bodies of knowledge side by side and to see what can be learned from the relationship between them. This was indeed the approach of my book, *The Cultural Memory of Africa in African American and Black British Fiction, 1970-2000* (Palgrave 2016), which sprang from my PhD work. There, I offered a new approach to ‘reading’ Africa as cultural memory in post-Civil Rights movement era African American fiction and in writing emerging in the wake of Thatcher’s Britain, to locate culturally-specific paradigms for identity in contemporary times. I was honoured that Professor Paul Gilroy, a leading light in the field, named my book “eloquent and insightful” in its “dynamic, new mapping of key texts, cultural intersections, and political movements”.

I am currently writing two further monographs. The first is entitled *Places in My Mind: Mapping the Writing of John Edgar Wideman*, and examines how various kinds of experiential engagement with geographical spaces, engaged in by this important African American author and by his readers alike, produce the possibility of writing the spirit of forgotten communities back into the landscapes where people and their histories have been perpetually erased from the record. I explore how Wideman creates both a lived and a literary legacy through such purposeful engagement with geographical space.



A further monograph, entitled *Narrative and Black Political Activism: The Inner Life of Blackness*, explores a focus inspired by the US Black Arts Movement of the 1960s and 70s, upon what Blackness might mean away from a racializing gaze. I interrogate the implications of this notion across a range of literary works from Britain, the US and Africa, reading authors including Zora Neale Hurston, Amiri Baraka, Warsan Shire, Jay Bernard and Patience Agbabi, and being acutely concerned with the articulation of revolutionary spirit as a practice embodied by a distinctive relationship with the ‘inner life’.

In shaping the module at ASE which I have been teaching this term – ‘Contemporary Black British Literature’ – I have had the joy and the privilege of sharing with students novels, poems and memoir written by a range of British authors and poets of African, Caribbean and Asian descent, as well as those of mixed heritage.

I was pleased to discover that the students had previously read a certain amount of African American writing, so they came to my class conscious of some of the general debates. I had questions in my mind when asked by ASE to include British Asian writing in this module, being very conscious that 'Black Britain', as such, is a quantity which has moved fairly rapidly through different political moments, and that the current political mood is that the term 'Black British' refers to people of African descent in Britain only. However, as we have used this module to address both Black and Asian writing in Britain, I have discovered a fascinating approach to the subject.

If the 'Contemporary' in the context of this module addresses the post-Second World War period, beginning as it does with Sam Selvon's 1956 novel *The Lonely Londoners* which reimagines the Caribbean migratory community in London following the war, the curve which is mapped out by the trajectory of texts we read on the module draws out very specifically the ways in which 'Black British literature' of the post-war period has undergone a push-and-pull of inclusion and exclusion of different cultural groups. This module then has turned out to offer students a really nuanced sense of how and why 'Black British literature' has often been a more subtle and malleable field in which to discuss cultural and racial identity than politics or other social realms have proven to be. Literature, we have seen, can more greatly tolerate questions and contradictions within the expression of identity than many other sites of discourse can.

Across the course of the module, we have studied Caryl Phillips's multigenerational historical epic *Crossing the River*, Linton Kwesi Johnson's dub poetry, and Jackie Kay's memoir about transnational and transracial adoption. We have read Andrea Levy's oppositional narrative of Black and white experiences of the Second World War, Hanif Kureishi's and Zadie Smith's takes on assimilation politics in the 1990s, and we finish the module with Jay Bernard's memorial to the New Cross Fire and Bernardine Evaristo's unpacking of gender and racial identities today in *Girl, Woman, Other*.

Across the module, we have examined tensions and political shifts which have occurred in the conceptualisation of Blackness in Britain, and as has often been the case in my teaching career, I have learned something profound from the teaching experience and the way the students engage with the curriculum. In the case of this module, how assimilation to British sites of culture has worked differently in Asian and Black communities, and across different points in British history, has been a revelation.

The privilege of examining these kinds of questions through literature has given me, and the students, a tremendous opportunity to examine who we are in this country, in this moment, and in the world, wherever it is that we happen to come from.

# NEW FACES AT NELSON HOUSE

Meet - if you haven't already! - Georgina, our Communications and Student Affairs Administrator, based in the Ground Floor Office; and Annie, Academic Administrator, who's up in the Crows Nest...

Hello, I'm Georgina,

one of the most recent additions to the ASE team here in Bath. I joined in May 2022 and can't believe that we are nearing the end of our Autumn 2023 semester already. You may not have realised it, but you have probably heard my 'voice' before, through the ASE social media accounts. As the Communications and Student Affairs Administrator, my role here is divided between planning and posting to the ASE Instagram and other marketing-related tasks (such as the re-design of this very newsletter), and creating the social and cultural activities calendar, planning events, and a whole manner of other student affairs tasks.

You will often find me in one of two places, surrounded by a multitude of stuff for our students for an activity/event, packing orientation folders (as pictured below), or out and about on trips/social and cultural activities carrying the folders with all of the bookings and schedules in it. (To demonstrate this further, as I'm writing this my desk is surrounded by pumpkins and other various Halloween decorations and snacks ready for our Nelson House Halloween Party!)

Since joining ASE I have had two whirlwind summers, and am currently in full swing of my third semester. As mentioned, I get to plan all of the social and cultural events, and attend them too which is part of what makes my role great. So far, thanks to ASE, I have climbed the Tower of Bath Abbey, hosted a pub quiz, fed some of the animals at Bath City Farm and - my favourite trip of all - in summer I went to see Six the Musical in the West End!

While I am making many of you envious that I am paid to do these fun activities (many students have told me that they are going to come back and steal my job!), nothing compares to the people here at ASE, from my



colleagues to students, all of whom make the days fly by. With my role being so hands-on I get to know each cohort of students pretty well, not only because of events, but also as I hold down the fort in the ground floor office with Kara and Simon.



For those that don't know, most residents of Bath are either students or former students who fell in love with the city and never left. I am one of the latter, having decided to undertake a masters in Heritage Management during the pandemic, and moved from Essex in the east to Bath in the west. Prior to working here, I had various roles in heritage sites and offices in London, but the main experience that helps me in this role is from when I took time out, after my undergraduate degree, to live and work in Barcelona, Spain. Whilst there I was teaching English in a school. Not only did this give me experience working with students but, having lived abroad myself, I can understand both the culture shocks our students face and the excitement of being in another country. I encourage our students to grab every opportunity that we present to them not only through my own lived experience, but because I also love going on trips.

**Andrew Butterworth was right; how are we being paid to do this?!**



**Hi, I'm Annie**

I joined ASE in May 2022 as Academic Administrator, supporting the Director of Studies, Lucy Marten, with the academic programme. It's a very busy role and each semester starts for us well before any students arrive. I prepare timetables, syllabuses, class lists, registers, exam papers and then final transcripts as well as supporting both students and tutors. Due to the pandemic we have had to move a lot of our processes online which has been interesting and challenging. Lucy and I never expected that we would be coding and scripting in Google Sheets but it is an exciting development and one that is ever evolving.

I also manage the book-buying process for course set texts at the beginning of each semester, and collect them back at the end of term. There are hundreds of books which need ordering, sorting and giving out to students. A sea of books end up in my office when the students go home which need sorting out - it's a big job and one that gets bigger as we introduce new courses!

I have worked in administration for all of my professional career, and particularly in the education/training industry. Now that I have children who are still at school, I work three days a week for ASE and there is never a spare or dull moment!

I enjoy working with both faculty and students. There is a wealth of fascinating tutors who I continually learn from over daily coffee breaks and study trips. My particular love is Tudor and Stuart history, and I find myself picking up library books or reading set texts if I get the chance. I have been lucky enough to visit Montacute House with the Tudors and Stuarts history class, and Badminton House with the students from British TV Period Drama this year. There are so many interesting study trips available - they are a real highlight for both staff and students!

The ASE team is small but we are like a family - we all work very closely together and support each other, as well as the students. Having worked at ASE for 18 months, I still feel very privileged to be a part of such a special and unique programme and can't believe how quickly each semester flies by. Every cohort brings fresh new faces, full of infectious enthusiasm which lifts my day when I see students - although as my office is at the top of Nelson House, I don't get as many visitors as those staff who work nearer the ground floor!



It is also really lovely when alumni visit us and I get to meet students who were on the Programme before I joined - and to see what a positive impact it has had on their lives, both personally and academically.

I live in the beautiful county of Somerset about 15 miles outside of Bath with my husband, two children (aged 10 and 13) and a crazy cockapoo dog called George. I have a lovely commute on a bus through the Somerset countryside, and working in Bath is a real treat as it is somewhere I always wanted to spend more time. I really understand when students say how much they love being in Bath, as I do too!

Before moving to Somerset I enjoyed travelling to Australia, South Africa, Europe and then I lived in Amsterdam for 5 years before meeting my husband and returning to England.

I feel incredibly lucky to be part of the ASE team and look forward to meeting many more students and being part of their academic journey!



# HERE WE ARE GATHERED ON THANKS- GIVING DAY.

ASE routinely celebrates Thanksgiving as a cohort, and this year was no exception. At the wonderful Bathwick Boatman Autumn '23 students Lane Sillin and Delilah Delgado (both Williams College students) shared this delightful, tongue-in-cheek poem they had penned.



Here we are gathered on Thanksgiving Day  
And our stomachs will all soon be full.  
We are nearing the end of our study away,  
And all of our ciders are mulled.

We'd like to begin by first giving thanks  
To Imogen and of course Bill  
For getting our money each week from the banks  
And our internship placements fulfilled.

Now, let us swivel around in our chairs  
To none other than Jonathan (and Rob)  
For leading us all with charisma and flair  
Through Bibury, Wales, and beyond.

Now in your mind's eye we would like you to climb  
Up to Lucy and Annie's top floor  
Thanks to them all our classes have been just sublime  
If you fancy a chat, crack the door!

On Instagram, Rika posts stories and reels  
And Georgina plans social events  
Without them, we'd simply all take to our heels  
And the program would just make no sense.

And last but not least, we have Simon and Kara,  
He keeps us all safe in our homes,  
She's devoted and kindly, always aware—a  
'Cause of them, we feel quite safe to roam.

From Wales to the Cotswolds and Salisbury too  
From Lacock to Stonehenge and back,  
We've seen places beyond anything that we knew  
And we feel that there's nothing we lack.

Besides all our trips, we've felt quite at ease  
In this beautiful city we love,  
From the Baths to Jane Austen—and, of course, Mr. B's  
Our new home has just fit like a glove.

From Vikings and Romans to Women and Lunes,  
From Acting to Black British Lit,  
We've studied in Bath now for so many moons,  
Our tutors boast great heart and wit.

Our week up at Oxford was simply divine,  
We explored the old town with such glee,  
Every morning we entered the great hall to dine,  
And our last dinner's courses were three!

And of course every week we all filed in  
To wherever core lecture took place  
We listened with heart and with rapt attention  
As the speakers orated with grace.

Now each house has a place in all of our hearts  
Northampton, the Ralph, and St John's,  
Nunes and Linley play a wonderful part,  
And St Georges of course will live on.

18 different colleges sit here united,  
(Special shoutout to iF&M  
For being so brave and so very excited  
You all are such beautiful gems.) 💎

From those that we met the first day we moved in,  
To those we made friends with in class,  
We're so glad that we know you—what a journey it's been,  
And I know these connections will last.

We're so grateful to share the semester with you,  
Thank goodness we ended up here,  
Together, we make up a wonderful crew,  
Our parting will bring many tears.

Thirteen weeks have gone by in such a bright flash  
But we're glad for the time we have spent  
Every class, study trip, and ASE bash  
Leaves us constantly glad that we went.

We also give thanks for our meal here tonight  
For the turkey and lentils and pie,  
To see you all here has been such a delight,  
But it's time now to bid you goodbye.

So our last bit of gratitude goes now to you,  
For listening close as we rhyme,  
We're so thankful for everyone here—yes, it's  
true!  
Now here's to the rest of our time..!



# TEACHING THE GOTHIC: EXPLORING AND EXPANDING TRADITIONS



ASE tutor Evan Hayles Gledhill shares their experience of redesigning and teaching ASE seminar course *Queering the Gothic*.

Perhaps the most rewarding, difficult, and enjoyable task for a university lecturer is the construction of a cohesive programme of study. You start with a blank timetable provided by your organisation, and try to address both a gap in the subject matter currently on offer to students, and a gap in their knowledge and skills base. You try to balance your desire to communicate all your expertise in a topic, against what is possible and reasonable to cover in a limited time period. You want to provide an overview of existing scholarship, including a range of views and approaches, but not to create confusion. You want students to practise useful skills, but this means designing assessments that don't just encourage a regurgitation of what they think their tutor wants to hear! And, perhaps most difficult of all, you want to generate a genuine interest in the subject for your students.

In 2022, I came to teach at ASE as a replacement for a friend and colleague, taking over an existing course on Queer Gothic literature. I was handed a six-week module and asked to expand that into a full semester's worth of study, aligning with the original description of the aims, methods, and research outputs. I had huge fun expanding the readings to cover the full history of the Gothic, reaching back to the late eighteenth century from the twenty-first, introducing film and television adaptations of classic texts to trace themes and characters through time. Where the original module set text list included *Interview with the Vampire* (1976) by Anne Rice, I also added Jewelle Gomez's *The Gilda Stories* (1992) - both are vampire novels that span two hundred years of American colonial history, the first through the eyes of the white European settler, and the latter from the perspective of the formerly enslaved and indigenous populations. With a longer module on a very specific topic you can look beyond the 'big names' and the mainstream texts, to explore the overlooked publication or the 'lost classic' of an earlier era.

It was really exciting, as a researcher, to be able to introduce students to connections I have made in my own work and see how they respond to new framings for their traditional assigned reading. Part of my own research into the Gothic is looking at its development through fandom. Genre fiction often relies upon a smaller and dedicated audience, as it is traditionally excluded from mainstream ideas of literature. Enjoying Clara Reeve's historical fiction 'The Old English Baron', written in the 1770s and set during the early fifteenth century, can be difficult as the language and gender politics of the text are deliberately regressive. However, framing Reeve's engagement with the emerging Gothic genre through the concept of transformative works and fan fiction enabled me to make new connections. In this context, I encouraged students to think about why an educated 23



woman like Reeve might choose to write from the perspective of a man, when so many of her contemporaries were dedicated to exploring women's interiority, and we explored interviews with contemporary fanfic authors who rewrite existing male characters. This introduced thinking about audiences and publishing contexts into our literary analysis.

The freedom that ASE has offered to me, in developing modular programmes of study in Gothic literature, has really stretched and developed my skills as a tutor just as I have sought to develop the skills of my students. ASE has highly organised and well-established administrative protocols, meaning that new tutors are provided with clear templates and structures, encouraging the setting of clear aims and outputs for students and staff alike. But within these module plans and timetables, the academic content itself is left entirely in the hands of the subject expert, creating what seems to be an ideal balance between freedom of topic and approach, with quality control and student expectations in mind. I have now been teaching at ASE for two years, and have been told that my module will be offered again in the next academic year. And this continuity enables me to refine my teaching methods, and align ever more accurately my module parameters to the needs of the students who choose ASE.

I knew that all the students who are offered a place with this programme of study are achieving high grades in their home institutions, but I have been consistently impressed by not only the skills and abilities of the student body, but also their willingness to approach new styles of learning. I admit I was a little over ambitious in my first year, trying to encourage students to work more collaboratively than they were perhaps used to, which created some anxiety around how grading would be handled. However, this expansion of the possibilities of what teaching and the university experience can be is, I think, one of the reasons students sign up for this programme in the first place.

The opportunity to live and study outside your home institution and country is not just about spending your weekends in Amsterdam or Edinburgh, when your base is closer to some desirable holiday destinations. The students I have taught at ASE have all enjoyed discussing, outside and inside the classroom, the experience of living and learning in an environment governed by different traditions and expectations, both social and institutional.



In discussing this module I have built with the students, and listening to their feedback, I am already exploring the changes I will be making in its delivery in 2024. I adjusted some of the tasks I set for students in this second year of running the class, now that I have a better understanding of the differences between teaching in the UK and the USA, making sure that I am smoothing the edges of the joins between their experience at home and abroad. Next year, I am planning on making some changes to the set texts, to draw out the specificity of nationality in the Gothic of North America and the UK as interlinked but distinct literary traditions. It disappointed me how few students knew of the rich history of the Gothic in the American literary canon, from Charles Brockden Brown to Joyce Carol Oates. It might be ironic that they'll get a good grounding in this by travelling to Europe, but it is often said that a physical distance can help one to obtain a critical distance. For me ASE has provided the same - an institution one removed from the British University where I am usually based, which enables me to reflect on my practices as a tutor and a researcher, and to consider, reflect upon, and incorporate aspects of other educational traditions and practices.

# ASE IN PRINT

**Sarah Sigal (Au03, Gettysburg)** is super excited to announce that The Socialite Spy: In Pursuit of a King, adapted from her play Agent of Influence, was published by Lume Books.

**Katie Moulton (Au06, Boston College)** published a memoir in 2022 - Dead Dad Club: On Grief & Tom Petty, published by Audible. She also has a number of recent publications of essays and stories, including an essay - 'The Elvis Room', anthologized in A Flame Called Indiana (August 2023) - that was named "Notable" in the latest Best American Essays anthology.

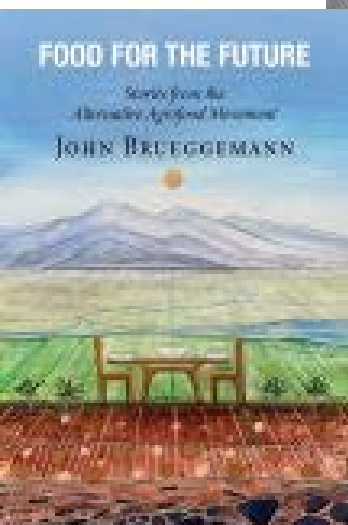
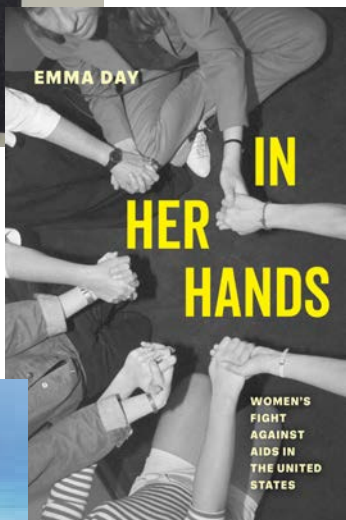
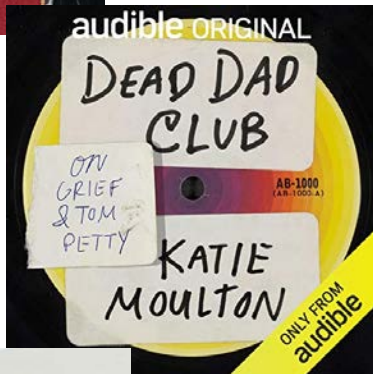
**Jules Sebock (Sp17, Gettysburg)** welcomed her seventh publication into the world. Psychoskeletal Rhythms was published by Alien Buddha Press.

**Rob Jones (ASE staff and faculty)** published A Cultural History of the Medieval Sword: Power, Piety, and Play with Boydell and Brewer.

**Emma Day (ASE faculty)** published In Her Hands: Women's Fight against AIDS in the United States, with the University of California Press.

**John Brueggemann (Skidmore College, Summer '22 faculty)** had his book Food for the Future: Stories from the Alternative Agro-food Movement published by Lexington Books. Conversations with his students and the Bath Organic Gardens group, as part of the course he taught on the subject as part of his 2022 summer school course, helped shape the work.

**Rob Magnuson Smith (former ASE creative writing faculty)** has just published his third novel Seaweed Rising with Sandstone Press. Apparently you'll never look at seaweed the same way again...



# THAT'LL TEACH YOU!

ASE's long-standing Education Programme has recently undergone some changes, with plans for more to come. ASE's new Placements Coordinator, Bill Badley, outlines where we are, and seeks help from all you US-based educators to help shape where we go next...

First of all, let me introduce myself. I took over the Education side of ASE's work from Andrew Butterworth and Mike Rix:

## four very large shoes to fill!

After 18 months of flopping around in them, I now feel ready to forge even closer links with our education partners in the US: there is so much potential to build on the fine work that Andrew and Mike did before.

I came to ASE after over 20 years in the classroom. Much of this time was spent in secondary schools, teaching a variety of subjects (music, drama, English, history and media) and serving as a pastoral leader, assistant principal and Head of Faculty; I also taught at primary level for two years and was a Teaching Fellow at Bristol University School of Education during 2015/16.

As I write, we are in the midst of ASE's first ever Education Summer School. This is proving to be an exciting new venture for us. Seven Education majors from seven different colleges - Brandeis University, Colby College, Hobart and William Smith Colleges, the College of William and Mary, the University of Mary Washington, Saint Michael's College, and Wesleyan University - are dividing their time between practical experience in local schools and academic study which, this year, focuses on 'Memory in the Classroom'. In our weekly tutorial sessions, I am always struck by how intelligently they reflect on the similarities and differences between our two school systems, and the benefits of being in a new environment under the guidance of experienced placement mentors. I have to say that our partner schools in Bath also really enjoy the infectious enthusiasm these young Americans bring with them. We have all just returned from two days in London, packed with visits to museums and art galleries, stimulating conversations and a lot of fun!



As I look to the future of ASE's Education programme, there are some particular avenues I would like to follow to ensure that it is as robust and forward-looking as possible.

I am aware that not all of those on Education courses are intending to work 'at the chalk-face' in schools and that there is a growing need to consider how learning can be fostered outside the classroom. With this in mind, I have already started to expand our work with some of Bath's internationally renowned heritage sites - like The Roman Baths - and their learning centres.

I also feel it vital that I get a clearer idea of what is currently happening in the United States. Inevitably, I pick up a good deal from our visiting students, but I would always like to be better informed so that we can tailor our programme to be ever-more relevant and useful.

In order to do this I need your help...

I would really appreciate opportunities to start conversations with Education faculty members from colleges and universities around the US and to strengthen ASE's existing links with our alums who are working in the field of education. You know what the current issues are in American schools and the needs of students hoping to follow a career in education; one of the advantages of our relatively small programme is that we can adapt readily.

I look forward to meeting you and your colleagues in the near future.

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*If you are a US faculty member interested in helping Bill with the development of the Education programme curriculum, please drop us an email at [admin@asebath.org](mailto:admin@asebath.org).*

*If you are an ASE alumni working in education then please join the [ASE Educators community](#) over on LinkedIn, and email Rob Jones, our Alumni Association Coordinator at [alumni@asebath.org](mailto:alumni@asebath.org)*



# ROB'S ROUND UP



It's been a busy old year, with lots happening, but 2024 is going to be even busier!

## NYC Reunion

It was great to see so many of the NYC crowd in a loud and vibrant bar on the Lower East Side in September for the ASE Annual Reunion. There were lots of faces, some old and some new, and some old faces new to me! It was

also lovely to meet up with some folks - Kevin Singer and Rachel Poy - who had joined the Continuing Education classes over the Covid period, but who had not been on the main programme. Still like-minded folk, they fitted right in!

As usual, Jonathan, Karyn and I were also well supported by ASE alums and faculty friends on our Spring and Fall visits to campus, and it really paid dividends: over 800 interested students left their details with us. We had record enrolment in Summer 2023, and it looks as if we'll have close to 60 students in Spring 2024, from 24 different colleges!

Our marketing evaluations suggest that a good part of this success is down to you folks, as previous students on the programme routinely come up as the most influential connection to ASE when people are making their decision to apply. So, thank you!



## ASE's 35th Anniversary Party

We'll be back on the road in the Spring, with a series of campus visits in February. (Watch ASE's social media for confirmation of the routes we're taking, and let us know if you can join us!)

However, the BIG event next year is our 35th Anniversary. We'll be celebrating, as we did in 2014 and 2019, with a fancy lunch and a big evening party here in Bath on Wednesday July 3rd (see the ad elsewhere for details). I very much look forward to welcoming as many of you as possible back to Bath, and bets are open as to which rock star Jonathan will turn up as, this time around!



## Alumni Study Trip

I am doubly excited about this summer's anniversary events as they have given me the opportunity to launch the first of (what I hope will be) a series of Alumni Summer Study trips. Based in Hereford, on the Welsh borders - and led by me! - we will visit five very different medieval castles, with the aim of recreating something of the study trips you remember from your time on the Programme.



Forbidding Fortress  
to Pleasure Palace:  
Castles on the  
Marches

An ASE Alumni Study Trip  
to Hereford and the  
Welsh border.

Friday 5th July to Sunday 7th July,  
2024

Click here for details

This first is a test run - a proof of concept if you will - but I am hoping that future summers will find alums and friends of the programme taking classes led by ASE faculty in locations across the country.

## Alumni Giving

Over the last year our alums have been incredibly generous in supporting [the Alumni Scholarship fund](#), set up back in 2019. In the last 12 months we have seen around \$3000 donated. The Thank You Letters from scholarship recipients over the last year, printed here, show what a difference your gifts have made.

We'd like to increase that total substantially in the year ahead, and you'll find below links to arrange a regular donation for one of the six funds we have for different communities of students.

## Networking Opportunities

Another new element to the Alumni Association this year has been the establishment of communities based around particular interests and industries. Thus far, we have a community for those working in education (primarily pre-college, centred around a [LinkedIn group](#)), writers and editors ([on a Facebook group](#)), and those working in theatre ([again focused around a Facebook group](#)). I'd encourage folks to join them, and to contribute updates, job opportunities, competitions or just things of interest, in order to generate conversations.

In the coming year I am planning to roll this out further, by creating new groups for those working in the museums and heritage industry, and the legal profession. If you think that your interests or occupation should also have their own group please do reach out and we'll talk about setting one up for you, too.

## Alumni Website Changes

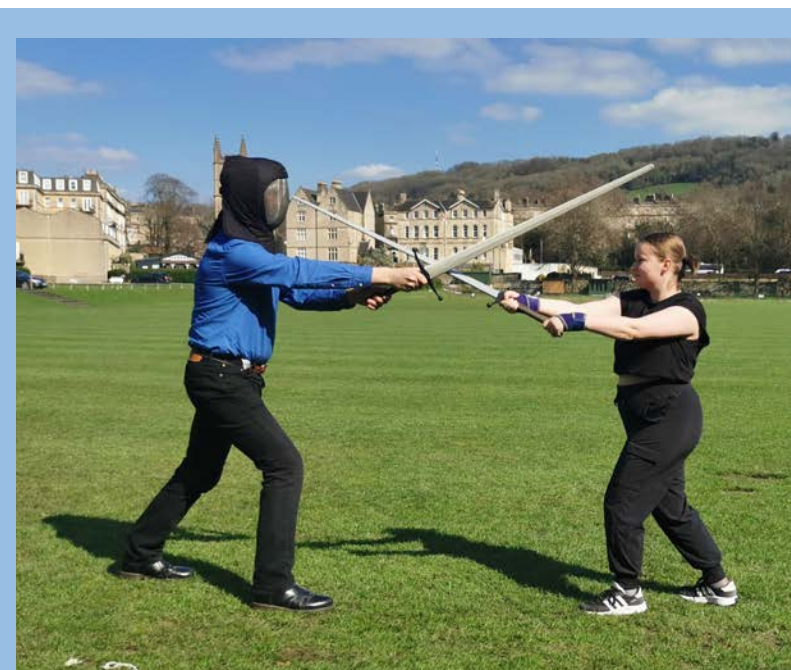
Finally from me, I am just about finished with the migration of the alumni material from the old site - [asealums.org](#) - to a special members section on [the main ASE site](#). What this means is that, in order to access the alumni newsletter, final tea slideshows, donations and other pages connected with the ASE Association you'll need to register [here](#).

If there's anything we're not doing that you'd like us to do - please get in touch with me! [r.jones@asebath.org](mailto:r.jones@asebath.org)

All the best

**Rob**

Rob Jones- [r.jones@asebath.org](mailto:r.jones@asebath.org)  
ASE Alumni Association Co-ordinator



# COULD YOU HELP SHAPE THE FUTURE OF ASE AS ASE'S ALUMNI ADVISORY COUNCIL REPRESENTATIVE FOR 2024-29?



Since 2014 the alumni community has been represented on the ASE Advisory Council (or Academic Board as it used to be known). Sasha Schechter (Au10, Oberlin) and Katie Malague (Sp93, Bucknell) served the first term, and Stephen Teske (Au05, HWS) is the outgoing representative. Would you like to be the next?

## Overview

The principal role of the ASE Advisory Council will be to provide a valuable source of expertise on which ASE can draw to consult on a broad range of issues affecting the Programme. This is likely to include: curricular and co-curricular development; marketing and recruitment; alumni development; facilities planning; health, safety, security and risk management; codes of conduct / disciplinary measures; and other practical, ethical and cross-cultural issues.

The Advisory Council contains a balance of faculty and study abroad professionals drawn from a range of ASE's leading partner institutions, plus the Alumni rep.

## Advisory Council Meetings

Advisory Council meetings take place both in-person (in the US and UK), and by virtual means, and are usually comprised of the following people:

- ASE Dean and Director (Jonathan Hope)
- Chair of the ASE Board at F&M (Sue Mennicke)
- ASE Director of Studies (Lucy Marten) and/or ASE Academic Advisor (Andrew Bell)
- Five Advisory Council Delegates from ASE's partner institutions
- One ASE Alumni Association Delegate
- One or two other staff from ASE / F&M, as required by meeting content

Meetings will be chaired by an Advisory Council Delegate, in consultation with the ASE Dean and Director.

In addition, sub-committees, composed of Advisory Council Delegates, ASE and/or F&M staff, plus other UK and/or US colleagues, will regularly be set up to investigate and report on specific matters of relevance to the Programme. It is anticipated that these will convene virtually, over e-mail, conference calls and video-conferencing, as appropriate.



## Term of Office

The Alumni Association delegate chosen in this particular round will serve a total of five years, 2024–2029, and will be expected to participate in the following cycle:

- 2024– Advisory Council meeting, Bath, UK (July 1–4, to coincide with ASE’s 35th Anniversary celebrations)
- 2025 – Electronic meetings / sub-committee(s)
- 2026 – Advisory Council meeting, Franklin & Marshall, Lancaster PA (March / April tbc)
- 2027 – Electronic meetings / sub-committee(s)
- 2028 – Advisory Council meeting, Franklin & Marshall, Lancaster PA (March / April tbc)

## Role and Responsibilities of Advisory Council Delegates

ASE Advisory Council Delegates are expected to:

- Prepare adequately for, attend and actively contribute to all meetings (in-person and virtual) scheduled during their term, as far as possible
- Help shape the agenda for Advisory Council meetings
- Be prepared to contribute to the work of sub-committees, as required

In return, ASE undertakes to:

- Arrange accommodation, meals and full reimbursement for economy class travel to and from all meetings
- Consider seriously all Advisory Council recommendations and advice

# How to Apply

If you are interested in applying to be an ASE Advisory Council delegate, we would love to hear from you.

Apply by email, including with your message:

- A brief statement of interest and experience (no more than 500 words). This should include details of your reasons for wishing to be involved, what you hope to contribute, and an outline of experience you feel might be apposite.
- A full résumé

The Alumni Delegate will be chosen from among applicants by the ASE Dean and Director in collaboration with the Alumni Association Coordinator. Account will be taken in the delegate selection process of any relevant professional and personal experience, and the applicants’ previous engagement with the alumni community and ASE.

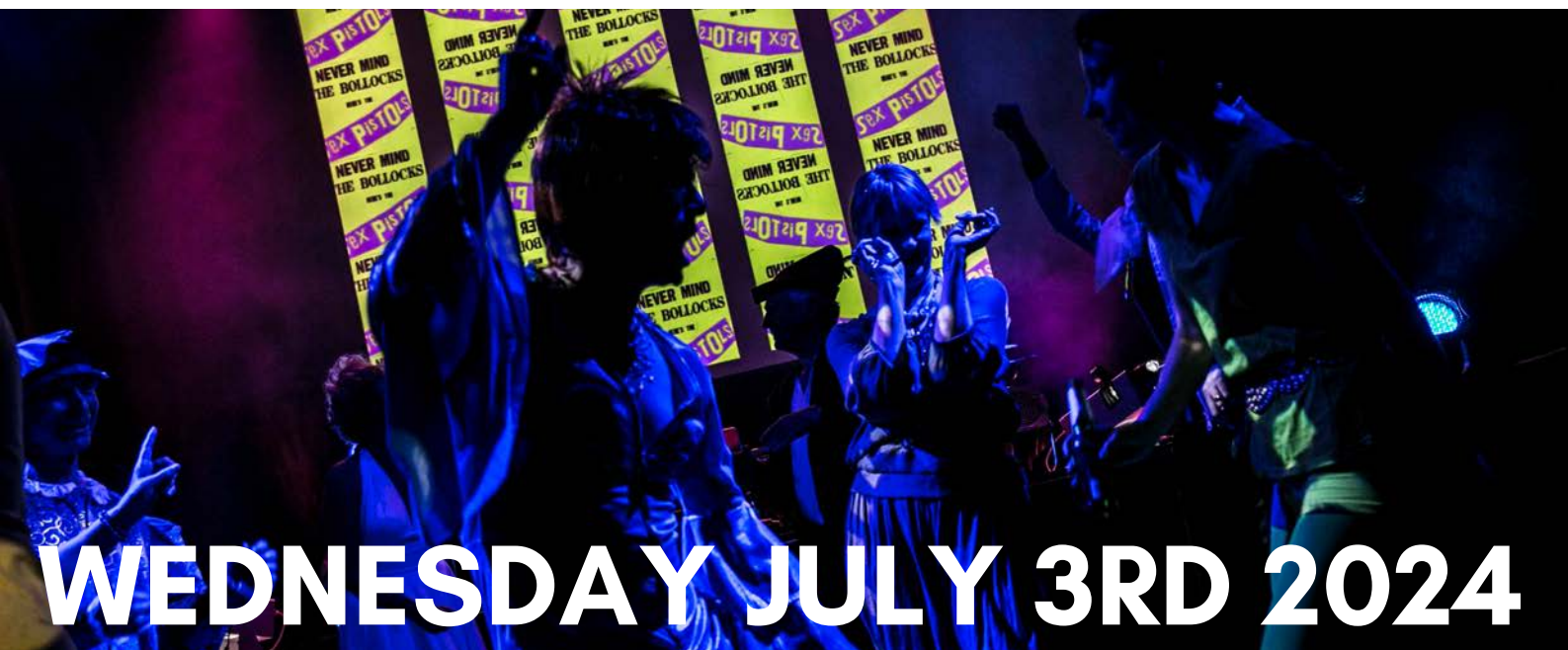
Shortlisted candidates may be invited to interview remotely.

Application deadline is Thursday 29th February

We're 35 years old

# AND WE'RE HAVING A PARTY!!!

2024 marks the 35th anniversary of the launch of Advanced Studies in England, and we'd like to celebrate it with all of you!



## WEDNESDAY JULY 3RD 2024

### Anniversary Luncheon, 12.15pm to 3.30pm

Join staff past and present, alums, and friends of the programme for a boat ride up the Avon and a two-course lunch at the fabulous riverside Bathwick Bath House.

This is a ticketed event, with limited availability. Purchase your tickets [here](#).

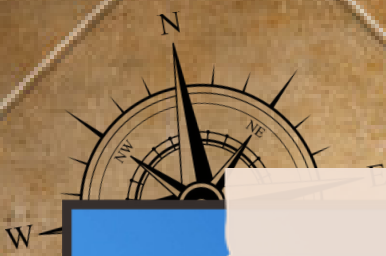
### An Afternoon of ASE-related events

Details to be confirmed.

### British and American Icons Costume Party

Dress as your favourite British or American icon, for a family-friendly evening of laughter, music and dance.

Your place is secured with a small fee, for which you will get two free drinks. Grab your ticket [here](#).



# Forbidding Fortress to Pleasure Palace: Castles on the Marches



An ASE Alumni Study Trip  
to Hereford and the  
Welsh border.

Friday 5th July to Sunday 7th July,  
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[Click here for details](#)



2023 Summer tutor Dan Rosenberg, from Wells College, NY, gets ecstatic about his students' ekphrastic response to the UK

# ECSTATIC ASE

I should start my tale of teaching for ASE this summer with a confession: I left my wife and eight-year-old son back in New York for my first three weeks in Bath, which means that time was tinged with a combination of missing them and enjoying the simplicity of living alone. Sure, there was a distinct lack of cuddles in my life during those weeks, but also, nobody was leaving socks on the kitchen counter.



I had come to teach a poetry course called “Ecstatic Ekphrastics,” and the students were wonderful, adventurous, and delightfully strange—in short, the sort who would sign up for a course with an inscrutable title. The premise: We would learn about the traditions of ekphrastic poetry (essentially, poems in conversation with other artworks), think deeply about both poetry and visual art, and write into and from our new discoveries.

A highlight of the course was our weekend class trip to London, where we visited the British Museum. We examined first-hand some of the works we’d been reading about, and then we split up so each student could find an object that inspired them to write. The following day, each student took us to their object and shared what they’d composed in response to it.

It turned out the Akan drum one student wanted to write about was to be found not in the African gallery (which is located, in what I wish were an example of British dry humor, in the basement). Instead, it was in the North American gallery. This placement seems to be in honor of the original, erroneous notion that it had been made by Native Americans, or maybe the curators believe it represents African-American work despite being made of West African materials. I knew nothing about this drum until one of my students introduced me to it, and now I think about it often.



Another student joined me on a quest to find a water jug depicting Sappho before guiding me to the Warren Cup and the many fascinating and suggestive notions about Greco-Roman sexuality it raises. (Do click on that link, but maybe not at work.)

Each student brought an expertise and a passion, but by far the greatest expert on our trip was Lucy, ASE’s Director of Studies. She so enriched our encounter with the Sutton Hoo exhibit, and the Lewis Chessmen, that her voice echoes in my head whenever I think of them. She also allowed me to impersonate her husband to gain entry into the Members’ Room, where we lunched, as a verb, while looking down at the hoi polloi milling about the Great Court.

The ASE crew added The National Gallery to our weekend itinerary, and that idea turned out to be brilliant as well. The Gallery features a surprising number of images that we'd seen reproduced in John Berger's *Ways of Seeing* - a book one student described as "absolutely calling out me and all of my friends" despite being 50 years old. We couldn't round a corner without someone (OK, often me) squawking in recognition and excitement. A favorite moment was when the entire class gawped at Holbein's The Ambassadors from the oblique angle that allows its famous anamorphic skull to resolve.

Those weeks were full of many such surprise recognitions. A brilliant poet I'd taught many years ago in the Iowa Young Writers Program happened to live nearby, and she visited our class to talk about her newly-published book. Another former student from Wells College, who had studied abroad with ASE years ago, also happened to be visiting, so I showed her the updated Nelson House. Then she brought me to Nando's, where we watched with horror and delight as pigeons gulped down, in a kind of cannibalistic glee, our fellow diners' unprotected chicken meals.

I found Bath to be a delightful city, simultaneously proud of and unaware of its charms. The wonderful folks at 44AD Artspace invited my class to the opening of Jonathan Roelofse's Floor Poems exhibition, and Jonathan gave us a very generous impromptu artist talk. Later, the ASE staff informed us all that the entire city was on alert because there were reports of a young man with—gasp!—a knife. We appreciated the heads-up, of course, but some of us more jaded Americans couldn't help smirking. Oh no, cutlery! We joked, darkly, all the while thinking how nice it was to be in a city where guns were basically unthinkable.



I walked over Pulteney Bridge every day, and it presides over the Avon like a metonym for the entire experience, showing a gorgeous Palladian face to the downtown while also sporting a patchwork of bulbous and inelegant extensions on the north side. It was much like Sham Castle, which I also visited on my endless hikes around the city: a classical, sophisticated front that reveals itself to be a bit less serious than it seemed, a bit more playful, upon closer inspection.

Some stand-out memories from the giddy north side of my time with ASE:

During the program trip to Oxford, after I accidentally broke into University College to see the Shelley Memorial (50% of the security officers were very forgiving), I visited the Oxyrhynchus Papyri.

Masquerading as someone who knew anything about papyrus, really, I got to hold fragments of Sappho in my dumb, human hands.

When we were in London, I wandered into the British Library and saw the Diamond Sutra, which inspired a poem I'm currently working on entitled "The Oldest Dated Completed Printed Book in the World." Who could resist all those modifiers?!

And when my family (and their socks) finally joined me, the nerdy giddiness of my Bath life proved expansive enough to include them seamlessly. My son's first experience was Rob Jones's medieval swordplay demonstration, where he joined the college students in threading the needle between listening attentively and almost beheading poor Rob. When I announced in class that I had found an escape room to try with my family, the energy got very prickly until I invited them to join us. The escape room's theme, a cult pretending to be a research organization, was perhaps too on the nose. We had become so close, over these few weeks, that escape was inconceivable.

## And who would want to escape such a place, such people?

I am old enough to remember a world before the internet, before cell phones. I remember the rise of irony as a default mode of human experience, and I have been happy to observe the death of irony in my students, most of whom simply want things to matter. On excursion after excursion, they taught me to give myself over fully to that mattering. An example: I was warned repeatedly by friends and colleagues that Stonehenge would be underwhelming. It's smaller than you'd think, you can't approach the stones, etc. etc. When we walked up to those stones, having read several poems about them, I was moved by their age and uncanniness in the landscape, but I understood why I'd been warned. Then I turned to my left, and one of my students was sobbing. She was experiencing the ecstasy of the sublime, genuinely feeling the weight of the history of this space, the magic of it. I turned back to the stones and tried to open myself up to that experience, to see this place stripped of its baggage, as its glorious and strange self. We slowly circled the stones in deeply unironic awe, noticing not just the many languages being spoken around us, but the rooks making visible each near-imperceptible breeze as it breathed through the stones.

It was only through my students' guidance that I truly experienced the ecstatic part of my "Ecstatic Ekphrastics" course.

Similarly, a small crew of students joined me to see A Midsummer Night's Dream at the Globe after our official class trip to London had ended. It was an incredible production, with the Globe's artistic director playing Puck with a beautifully unsettling malevolence. We were so close to the stage we could touch it, looking up at these actors bringing familiar words to life under the open night sky. I was thrilled, of course, but my students were reduced to trembling, tearful messes, barely able to stumble through the London streets to catch the last train of the night back to Bath. It was like how Rilke imagined being hugged by an angel: they, we, were consumed by contact with something so much greater than ourselves.

So this is my advice, to anyone who can pull it off: Experience beauty alongside people who are willing to be exposed nerves, who are so excited to be transformed that they seem at times to be standing beside themselves. This was the gift my students gave to me during our five weeks together. I'm made anew from it.



# LAUREN AND AMY

## A Summer in Bath, England

*JULY 7TH, 2023 WEEK 5 AND FINAL*

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### FINAL NEWSLETTER: A HAPPILY EVER AFTER

And in the blink of an eye, some of the most extraordinary, fairy tale weeks of our lives have been wrapped up to a close with a magical bow on top! To quote Taylor Swift, "I don't know how it gets better than this!" We are beyond grateful for all of the once in a lifetime opportunities, surreal experiences, core memories, bucket list moments, educational enrichment, and postcard perfect sights that we have been soaking up, along with the Bath sunshine, just across the pond.

We have met the most amazing people, learned more than we ever imagined, created the most incredible friendships, basked in the bliss of Bath, and have been dazzled by the sparkle of Europe and all of its treasures that glisten with inspiration. We will remember this life-changing journey forever and hope to leave a little of that England sparkle wherever we go back in America to make this world a brighter place!

We have so many more exciting pictures and stories to highlight this week for our final newsletter, and we are so thrilled to share them with you! We are tremendously thankful for all of your support, encouragement, and warm wishes through email replies, calls, happy mail, messages, and more throughout your experience. We feel extremely lucky for these transformative weeks of "Here Comes the Sun" moments and "Happily Ever Afters."

To the ASE team, our family and friends, we wouldn't be here without you, and because of you all, our dreams have come true! We can't wait to see you, share stories, and hear about how YOUR summers have been! We are sending loads of peace, love, and sunshine your way! Signing off from Bath with hearts aglow, Lauren & Amy :)

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## AN UPDATE FROM LAUREN

These past two weeks have been absolutely wonderful! Sky and I got an A on our Jane Austen presentation and I got an A on my poetry portfolio! I thought punting in Oxford would be easy, but it turns out it's nothing like paddling a kayak. Sky, Laurel, and I took a day trip to Wales where we went to Caerphilly Castle and the Cardiff National Museum. I'm going to miss the drinks and Society Cafe brownies on my after class walks. It's been the little things that has made me so happy to wake up every day. All in all, I would describe our study abroad to be life changing. I'm so lucky that I met amazing people. I loved exploring and immersing myself in a new place. If I could live in Bath, I would!

## AN UPDATE FROM AMY



These past days have glowed with light like a golden hour! From submitting my final portfolio and my last day at Widcombe Infants, to Barcelona and Oxford, I am on clouds of the "bubbles" of iridescent happiness! This picture to the left is a snapshot from Barcelona where I went for a trip with my friend Alison, who teaches with me at Widcombe! From Sagrada Familia and Mount Tibidabo to the Picasso Museum and Montjuïc for a sunset car ride, this moment here at the Arc de Triomf, in awe by this surprise bubble show on Sunday Day of Sun, was one of the most magical parts! We totaled almost 45,000 steps these two days, backpacking through Europe! (Shout-out to Brig and Georgina for their tour guide expertise!)

On the plane rides, Alison and I worked on our gifts for the Widcombe students. I created positive affirmation bookmarks with their names to go with affirmation pencils and wrote a special message in a book I bought in Bath for them called, "Pass it On." This book teaches that when we "pass on" happiness, we spark a ripple effect of kindness that can illuminate the world as we rise by lifting others. I got to give these gifts and read this book to them one day, and they gave me bunches of cards, drawings, and a box of chocolate, along with the sweetest farewell wishes! I am so beyond grateful for this once in a lifetime opportunity to meet the spectacular Ms. Gammon, and for the most precious tiny humans who have "passed on" happiness and a pinch of pixie dust I will treasure forever as a future teacher.



**SMILES IN OXFORD**



**OXFORD UNIVERSITY**



**BARCELONA CABLE CAR**



**PUNTING ON THE RIVER IN OXFORD**



TRULY THE TRIP OF A LIFETIME



A VISIT TO THE ROMAN BATHS



IN A WONDERLAND OF BOUGAINVILLEA, BARCELONA FLOWERS



A VISIT TO THE ROMAN BATHS



KARAOKE, A FAKE HEN PARTY, AND SINGING STACEY'S MOM



JANE AUSTEN FIELD TRIP TO THE ROYAL CRESCENT MUSEUM



IN AWE AT THE FAMOUS SAGRADA FAMILIA, WITH RAINBOW WINDOWS, DESIGNED BY ANTONI GAUDÍ



A BUTTERFLY WALK THROUGH BATH



FAMOUS HARRY POTTER SPOT



READING IN CARDIFF LIBRARY



MOUNT TIBIDABO FERRIS WHEEL



SIGHTSEEING THROUGH THE PARK GÜEL



CARDIFF CASTLE IN WALES



FALLING ASLEEP ON THE TRAIN AFTER CARDIFF CASTLE



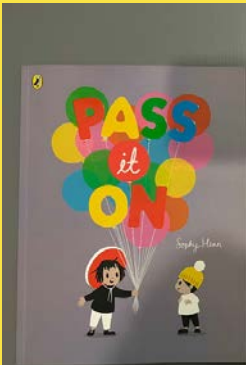
A LITTLE MORE PARK GÜEL BEAUTY, ALSO DESIGNED BY GAUDÍ



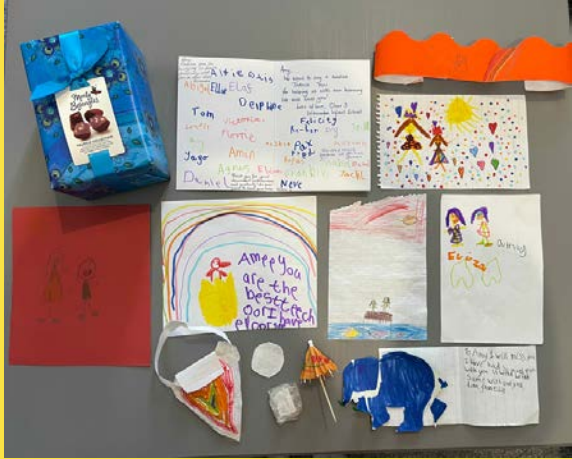
GOLDEN HOUR AND A CABLE CAR RIDE TO MONTJUÏC



Teach  
Love  
Inspire



Above, to the left is the "Elmer and the Rainbow," multimodal lesson I helped plan based on the beautiful book. After a read-aloud, students created their own rainbows, a class rainbow, and went on a scavenger hunt for rainbow, positive affirmation popsicle sticks I created. The theme was that when there is rain, you can be the sunSHINE to create RAINBOWS! When you let your true colors shine, this lights up the world like a rainbow.



Gifts on the last day to and from the tiny humans of England! The most wonderful day with so much sweetness! Forever grateful for the Widcombe Infants community!

# ALUMNI GIVING

ASE has always prided itself on being an inclusive place, where every student has the opportunity to participate fully in the Programme's academics and activities.

In keeping with that ethos are our range of needs-based ASE Scholarships and Assistantships, much extended in the past decade. We know, from our students' own testimonies, what a huge difference these awards can make to their experiences.

(If you need convincing, we hope the Thank You Letters printed below will change your mind.)

We currently provide financial support for more than a dozen students every semester and summer. Some of these scholarships are funded by the generosity of the ASE Alumni community.

With your help, we'd like to provide more support for more students.



Will you consider making a regular, monthly donation to support the ASE Alumni Scholarship fund?

For as little as \$10 a month, you can help make all the difference for ASE students with significant financial need, reducing the stress of finding funds for... their transatlantic flight or their course books, perhaps allowing them access to events, activities and places they couldn't otherwise have afforded.

Help us continue to provide the kind of unique, remarkable, equitable study abroad programme you enjoyed - to as diverse a community of students as possible.

**To set up a regular donation through PayPal, or to make a larger, tax-efficient donation through the British Schools and University Foundation, follow [this link](#).**

**If you would rather make your contribution another way [then please get in touch](#).**

# SCHOLARSHIPS & GIVING

## THANK YOU TO OUR DONORS FOR 2023



### Mike Ruiz Scholarship

Mike Ruiz (Sp98, HWS)

### Bridgetower Fund

Ryleigh Nucilli (Sp10, Washington and Lee)

Riley Cruickshank (Su16, William and Mary)

### Chris Pelling Scholarship

Suzanne Keen (Friend of ASE)

### Alumni Association Scholarship

Mark Rasmussen (Au90, BC)

Leslie Nolen (Sp96, William and Mary)

Ben and Becky Lally (Au98/Sp99, BC, Skidmore)

Shane Dunn (Au05, Cornell)

Annalise VanHouten (Sp08, HWS)

Maddie Anthes (Su09, Denison)

Jenna Furman (Au09, UofR)

Abigail Heller (Su10, F&M)

Christina Paladeau (Au10, William and Mary)

Marie Albiges (Sp12, CNU)

Danielle DeSimone (Su12, Mary Wash)

Jennifer Dickey (Su12, F&M)

Amelia Clark (Au12, Yale)

Eleanor Hahn (au12, St Mike's)

Meghan Harris (Au12, Denison)

Jackie Panagakos (Au13, G'burg)

Casey Parker (Au16, Denison)

John Quinn (Au16, Bucknell)

Alexis Larios (Sp17, Georgetown)

Jeremy Mauser (Su19, F&M)

Rebecca West (Su19, Clemson)

Shannon Briggs (Su21, F&M)

# ASE ALUMNI SCHOLARSHIP RECIPIENTS

Meet some of the ASE students who benefitted from the ASE Alumni Association's Scholarship Scheme in 2023.

## Ruiz Scholars



"I am writing to express my deepest gratitude for being selected as a recipient of the Mike Ruiz scholarship. I am truly honored to have been chosen and cannot express how much this scholarship means to me. As a member of the LGBT community, I have faced many challenges and obstacles throughout my life. However, this scholarship has given me the opportunity to continue pursuing my education and achieving my goals despite these challenges. As a first-generation student, access to an education system in a different country was not something I really understood as a possibility for me. When I made it to university and realized I had the option to study abroad, my biggest fear was the financial burden it would additionally add to my life. Thanks to this scholarship, I was able to experience my time here at ASE with much more ease and relief.

Through this scholarship, I could focus more on studying and traveling in equal measure. As a comparative politics major, I am passionate about pursuing a career in political science, and this scholarship has made it possible for me to focus more in-depth on my academic goals and direction. Thank you again for your generosity and support. This scholarship has not only eased my financial burden but has also given me the motivation to continue working hard and achieving my goals. Please take this written thanks as a symbol of my appreciation, because of you I was able to have a fuller and more meaningful semester abroad."

## **Bennett Rodriguez (Spring 2023, Clark University)**

"The ASE Bath program was a wonderful surprise for me—by the time I heard about it a few weeks into my last semester at Oberlin College, I had written off the idea of studying abroad. When one of my favorite professors sent out the ASE information and I realized that I could participate this summer, despite graduating in May, I took the chance and ran with it. And I am so very glad I did.

I don't think I can sum up my experiences this summer so briefly, but suffice to say I have been amazed by all the things I have been able to do since arriving in Bath. I was worried about making friends, but I needn't have, and now a group of us are planning on going to London for pride this weekend. I've been able to explore Bath, see the ruins of old castles, and visit Stonehenge. Last weekend, we had our study trip, and my Ecstatic Ekphrastics poetry class went to the British Museum, where I satisfied my inner Classical Civilization major and roamed the

I Greek and Roman life rooms. Some of us stayed late Saturday evening, and got to see *A Midsummer Night's Dream* at the Globe Theatre, which might have been the most emotional experience of my life.

It's hard to believe that this upcoming week is our last one in Bath. These five weeks have flown by, and I've done and learned so much. I've made friendships that I hope will last a long, long time—we're already figuring out the most central location where we can try to meet up. Through the ASE program, I am getting to experience so much that I thought, because of COVID-19, because of expenses, that I wouldn't be able to do. And so much of that is thanks to me receiving the Mike Ruiz Scholarship.

The Mike Ruiz Scholarship not only provided the financial assistance that I needed to come to Bath, it also assured me that this program would be a safe space for me as a queer person. I knew, seeing the scholarship, that ASE Bath not only tolerates, but actively welcomes queer students, and creates the space for them to feel comfortable. Thanks to the Mike Ruiz Scholarship, I've made so many queer friends in Bath, and we've been able to create a community. To Mike and all the other people who made this scholarship possible, I am so very grateful to you for this opportunity, and my beautiful summer here in Bath."

### **Puck Hartsough (Summer 2023, Oberlin College)**



"My experience in Bath has thus far been enthralling.

With your support, I have been able to access resources and opportunities that would have otherwise been out of reach. I have been able to participate in the English cultural experience by being able to try traditional

English food (like fish and chips, the famous Sunday roast, crumpets and tea) and engage in other cultural activities such as punting and visiting different pubs, gardens, museums, and castles.

In trying these new things, I've developed a new-found trust in my independence and a penchant for adventure and reasonable risk-taking. To put it succinctly as possible, my study away experience would be impossible without your contribution. Without it, I would not be as near as able to immerse myself completely in Bath's and England's offerings.

Indubitably, your generosity has made a significant difference in my life, and I am eternally grateful for your assistance and support."

### **Khadijah Halliday (Autumn 2023, Oberlin College)**



## Bridgetower Fund

“Our time in London was dizzying in the best way. We had an exciting plethora of first experiences. On the first night we arrived into London, we took the tube to Hyde Park's Winter Wonderland where we first visited the Ice Kingdom. There, we struggled with the frigid temperature but had loads of fun taking photos with the intricate ice sculptures and sliding down slides made entirely of ice. Once we warmed up, we walked over to our next adventure: the ice rink. Although we fell several times, we persisted until we could glide along the ice—albeit awkwardly—without the help of the railings. We're definitely not experts or even amateurs now but we did have loads of fun establishing ourselves as beginners. The night ended with us visiting the various booths of the park searching for souvenirs to bring back home as evidence of our successful adventure.



The following day was dedicated to sightseeing. It was lovely seeing London firsthand getting ready to celebrate the Christmas season. We took the tube over a half a dozen times in total. We visited Buckingham Palace, Westminster Abbey, Big Ben and the London Eye. Other honourable mentions include an old vintage jewellery store, a pasta shop, the Christmas Winter market and the Latin American restaurant Las Iguanas. In between destinations, we frequently bought comforting cups of chocolate to warm our hands and throats. On our final day, we visited Kensington Gardens where we got as close to the giant pond as the equally giant swans would allow. Amidst the almost unbearable chill of the late afternoon, we took a walk around the gardens—to the bridge and to a sculpture exhibition nearby. However, soon enough, we had to abandon the sightseeing in order to make it on time for our late night return trip back to Bath.

All in all, we really enjoyed our voyage to London. Some parts were less fun than others (like learning to navigate London's public transport system) but these less fun parts still held value. Like we hoped that it would, this trip, and the invigorating experiences that it provided, enhanced our cross-cultural appreciation. To conclude, we are eternally grateful to ASE's Bridgetower Fund for providing us with the resources that made this trip possible.”

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### **Khadijah Halliday & Tsitsi Zana (Autumn 2023, Oberlin College)**

Our cover feature this issue!



## Alumni Scholars

"As a generally anxious person, one of my biggest worries before travelling overseas was having enough money not only to live by, but also by which to make the most of my experience, while not actively making a salary. I had enough money saved up from my summer job to travel throughout Europe, but I was worried about skimping on my experiences in Bath in favor of travelling around.

The money I have received from the ASE Alumni Association has given me the security to go out and travel without it coming at the expense of experiencing the very city in which I chose to spend my semester: Bath. With this money, I have been able to treat myself to High Teas with friends, shop around in some of the many vintage shops in town, and even check out Mary Shelley's House of Frankenstein in conjunction with reading the novel for my 'Ghosts & the Gothic' course!



In the weeks to come, I'm hoping to use the remaining money to take a few dance classes in Bristol, which I haven't yet found the time to get over to, and also continue my ongoing quest to drink my way through the hot chocolates of Bath.

### **Claudia Darnell (Spring 2023, Oberlin College)**

"Warm greetings from Bath! My name is Han Vo, and I'm studying English and Printmaking at Drake University. As I lay on the lush green grass of the Royal Crescent, soaking in the glorious sunshine, I can't help but feel a profound sense of gratitude. The scholarship has allowed me to immerse myself fully in the wonders of Bath, making every moment count as I'm studying abroad while studying abroad.

Thanks to the generosity of the Don Nunes Memorial Scholarship, I have experienced the best of Bath. Guided by the legendary Andrew Butterworth, I had a chance on a captivating tour of this historic city, where every corner holds tales of its rich past. One of the highlights of my time here was a memorable trip to Dorset and Stourhead. I love wandering around Bath and visiting multiple cosy cafes and quaint bookshops. Countless brunches have been enjoyed in these inviting spaces, where the aroma of freshly brewed coffee lingering in the air. In these moments, I have discovered not only the flavors of Bath but also the joy of connecting with fellow students and locals from many random encounters.

I can't wait to explore more during my class trip to London and Oxford in the next couple weeks.

Overall, I am filled with a profound sense of appreciation for the donors who have made this experience possible. Thank you for allowing me to share a glimpse of my time in Bath!"

### **Han Vo (Summer 2023, Drake University)**







"I want to say thank you so much for helping me to have this once-in-a-lifetime experience in Bath this summer.

Your support made this possible for me; it has been a life-changing experience. I have learned so much within these five weeks that I can't wait to take it back with me to the United States. With your support, I could visit many experiences in the Bath and with the program trip. I have added two photos, one of me seeing the Roman baths and the other with my professor at the Jane Austen Museum.

Thank you again for all your support. It truly means the world to me. Thanks for making this wonderful experience happen!"

### **Jennica Simon (Summer 2023, Hobart and William Smith Colleges)**

"Receiving the Alumni Scholarship has allowed me to have the opportunity to further my academics and gain new experiences.

I have always dreamed about studying abroad. While COVID changed my plan for how long I was going to be away, I did not let it stop me. I was determined to go, and figure out a plan that would allow me to have the experience while being financially conscious. I am from a one-income family and I pay for college entirely on my own. Being twenty-one and having student loans can be daunting, but also empowering. I worked hard to make studying abroad a possibility by taking several jobs and saving money. Receiving an Alumni Association Scholarship has supported my efforts, and helped me fulfill my dream.

My financial status has also made me work harder academically, and propelled me to make the most of my academic and social opportunities during my time in England. I am going to carry the memories from this experience for the rest of my life. I have enjoyed going to the British Museum in London to write poems for my poetry workshop class, seeing Big Ben, punting in Oxford, visiting Stonehenge, hiking in Glastonbury, trying new restaurants and cafes in Bath, climbing to the top of the Bath Abbey, studying and reading in local libraries, and visiting the famous places in the city that Jane Austen wrote about.

I am very grateful for the possibility given by study abroad to further my academic experience by immersing myself in a new place. I can't wait to show pictures from my adventures and tell people about my journeys for the rest of my life."

### **Lauren Best (Summer 2023, St Michael's College)**



“Being given the chance to study abroad through ASE has been the opportunity of a lifetime.

I was unfortunately one of the late-comers to the program (my flight had been delayed) but that didn't stop me from easily making a connection with many of the other students in the program. Among them all I found a common connection in that we were all eager to not only learn, but to explore the wider world and to try new things. We tried a lot of new things, not all of which were good. I don't recommend drinking from the fountain of youth as it tasted like I was drinking hose water, but we also tried many good things! From Pubs to

ancient castles, we were thrown into a world completely foreign to us. In what normally would've been an alienating situation, the shared yearning for discovery made the foreign world a sandbox for exploration.

The students weren't the only positive people in the program, both the ASE staff and visiting professors helped to foster and promote the exploratory fervor that was among many of the students. Tutors such as Tim Moler and Dan Rosenberg were so passionate about the subjects that they taught that we often felt that passion rub off onto us the students.

All in all, while the sights may have been amazing, the best part about ASE was the people I met and the deep personal connections I made and that extends both to my fellow students and the staff at ASE.”

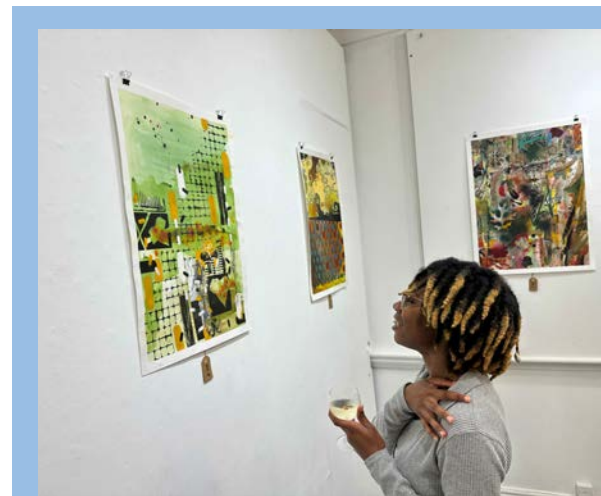
### **Max Creamer (Summer 2023, University of Rochester)**

“It is the closing of my senior year and I am beginning the overwhelming process of transitioning.

At that time, I had been struggling with whether or not I wanted to take a gap year before attending grad school. My main reason for speculating on a break was my desire to travel. I had been to the Bahamas a few years ago, but it was my trip to Palestine during Spring that really encouraged me to pursue my dream of going to England.

One day my Chair introduced me to the Advanced Studies of English summer program, and I immediately applied. It was one of the most joyous moments when I got in. Unfortunately, the tuition price immediately discouraged me as I knew I could not afford it. I told my Chair and a week later was offered a \$2000 scholarship from the alumni scholars of ASE. [Zyen was also able to benefit from the Margaret Lee Scholarship, set up by Hampton faculty to match grants from ASE - RJ]. The contribution not only washed away my anxieties but gave me hope that I was going to be okay while on my own in England.

Now that I am here I have never felt more motivated to achieve my academic goals. ASE gives a challenging curriculum that explores the complexities of history, language, and literature. Its appreciation for the physical exploration of academics has given me the privilege of direct insight into how and why we learn. For instance, in my Bath, Britain, and the Black Atlantic course we traveled to Bristol and stood in the middle of the historic and





controversial Queen Square. It was one thing to be told, it is another thing to visually absorb. Had it not been for Alumni Scholars I would not have this rapid transformation in my intellectual growth.

I am so thankful for your support, and I hope you continue to give to others like me who have a desire to travel and a passion for learning. This trip has helped me conclude that I will be going to grad school in the winter semester of 2024."

**Zylen Smoot (Summer 2023, Hampton University)**

"My name is Maura Smeader and I am a junior at Hobart and William Smith currently studying in Bath. I wanted to take a moment and thank you for your contribution to the ASE scholarship fund and subsequently helping me during my time in England.

I have become fast friends with my housemates and we have gone on so many amazing day trips. A highlight has been a trip to Cheddar with my two closest friends here, where we spent a day hiking, having what felt like quintessential English interactions, sitting in a fish and chip shop as it poured, and, of course, eating cheese. We just woke up Sunday morning and decided to hop on the bus. Another favorite memory was my solo trip to the Buffalo Bills game at Tottenham Stadium. My dad is from Buffalo and although I couldn't persuade anyone to go with me, I decided Saturday night before the game to just buy the tickets and go. As I made my way from Bath to Swindon, Swindon to Paddington, Paddington to Liverpool Street, and Liverpool Street to Tottenham, I met so many people and made so many random, temporary, but uniquely genuine friends. Two guys working in Oxford (the one originally from London and the other from Chicago) let me tag along as we navigated the underground and overground. We talked about tailgating, British lingo, college sports, and the Liberty League (the upstate New York conference of small liberal arts colleges in which I play). I then chatted with the family next to me in the stadium about Hamburg, Ted's hot dogs, and the Sabres.

At the core of my most fruitful experiences has been the combination of spontaneity and company. Whether it is people I have already met and formed relationships with or the small interactions facilitated by shared time and place, being able to pick up and go somewhere while also having a village around you has provided me with enlivening and unforgettable experiences that I am forever grateful to both you and this program for making possible.

Your scholarship fund is hard at work making late night plans for early mornings and long days possible and I appreciate it so much!"

**Maura Smeader (Autumn 2023, Hobart and William Smith Colleges)**



"I hope to convey some degree of appreciation for what your scholarship has done for me already during the first half of my time here at ASE. My name is Nora and I attend Dickinson College in Carlisle Pennsylvania, where I study Classics and Anthropology, serve on the Student Senate, and have worked many jobs.

I have always been employed on campus since beginning college and have continued this by working as an assistant for ASE. However, receiving the Alumni Scholarship has allowed me to experience more of the UK than I would have on my own. I feel as though I have been able to more fully experience Bath and the surrounding areas through day trips and evenings at the pub.

My good friends and I have ventured to Wells, Warleigh Weir, and Cheddar for lovely relaxing days taking in the towns around us. In the first week at ASE my friends and I joined many Bath residents on a bus to Warleigh Weir to cool off in the river Avon and soak up the sun in the field. This was the first of what would become many day trips on the excellent public transport systems through the UK. More recently my good friend, Maura, and I decided one rare sunny morning to go to the town of Wells. We enjoyed a beautiful bus ride, ate sandwiches in the cathedral garden, visited the town's museum, and most importantly ate ice cream from Roly's Fudge Pantry. I couldn't help but bring a little bag of fudge home.

Thanks to your generosity I have gotten to explore the further reaches of Bath with joy and relaxation, and I am so grateful for the opportunities this has created for me."

### **Nora Stocovaz (Autumn 2023, Dickinson College)**

"From exploring Bath to studying literature to traveling around the UK, this semester abroad with ASE has been a very rewarding experience for me so far.

Bath is an absolutely incredible city to live in. When I look out the kitchen window of my house to see the stunning Bath Abbey right there, I'm struck by how wonderful the opportunity to live and study here is. To live in a city of such amazing architecture and history is like nothing I've ever done before. As a student of English literature, it's especially exciting to me to get to exist in the same city where writers like Jane Austen lived (and I'm taking a course on Jane Austen, which adds to the experience).

Bath has also been a wonderful base from which to explore the UK. I've been able to use the funds I received from my ASE Alumni Scholarship to embark on fantastic travels. The money has really helped me to have the freedom to travel and explore while I'm here. I just returned from mid-semester break, where I had the chance to explore Edinburgh, Scotland and the Lake District in England, which was one of the most beautiful places I've ever seen. The landscape and history in the area were truly amazing—one day, I got off a bus in the middle of the mountains and in just a fifteen minute walk through stunning mountains and fields of sheep, I was able to see a prehistoric stone circle. I've also ventured to the Jurassic Coast to see Durdle Door, and I have plans to see more of Europe (Ireland and Switzerland) coming up soon.



I'm excited for the rest of the semester as I see more of what Bath has to offer, and I know that I will look back on my semester abroad as a valuable part of my college experience."

### **Madalyn Rehrman (Autumn 2023, Smith College)**

"My name is Kylie Loughney, and I am a senior studying creative writing and history at Franklin & Marshall College.

The scholarship I received at the beginning of the semester has helped me tremendously with paying for the odds and ends that come with going abroad. I used this money to pay for my twelve books completely. I also dip into my scholarship money when I run out of my weekly food allowance.

Additionally, the leftover money has come in handy to pay for different trips I have been lucky enough to take throughout the semester. Within the first week of being at Bath, I took a day trip to Durdle Door (probably the coolest place I have ever been), and the money helped pay for the trains and buses to get there. I also have a trip planned for Edinburgh, and I plan to use the money to pay for a hostel for three nights.

I waited so long to go abroad because I was not sure I had the financial capacity to reap all the benefits of being in a new country/city. My parents do not have a large capacity to help fund my time abroad, and even though I saved up all the money I could throughout last school year and the summer I don't think I would have felt comfortable spending money on trips without the security this scholarship gave me.



I would like to say a very big thank you to every alum who has donated to the fund. Your generosity means the world to me! This scholarship has been such a comfort throughout the semester, and I believe it has helped me make the most out of my time here in Bath!"

### **Kylie Loughney (Autumn 2023, Franklin and Marshall College)**



"Over the past seven weeks, I have been enrolled in Advanced Studies in England (ASE) and my life has changed.

Prior to ASE, I had never really been out of the United States. Now, I am proud to say that I have experienced multiple English cities, including Bath, Oxford, and London, as well as Wales. These are places I never could have imagined travelling to, let alone studying at. Next week, I will travel through all of Scotland and visit Dublin. Travelling throughout the UK has enriched my education as a Creative Writing major.

The variety of cultures and architecture has given me incredible inspiration for my own writing. I have also been surrounded by a rich history of writing, and am able to connect more deeply with the books I am reading for class, and otherwise. I have also been able to connect with the local community in Bath through my internship with Suited & Booted Studios.

My interactions with locals and nearby companies have both inspired and taught me so much. The lengths to which I have been involved with the Bath community and those throughout the UK have all been made possible by the scholarships ASE offered me.

These funds have given me the opportunity to experience much more of what these cities have to offer, from food to excursions, than I would on my own. It is the difference between just walking through the city of London and riding the London Eye.

I am incredibly grateful for the opportunity to study abroad, but I am even more appreciative of being given the funds to truly make the most of my studies. Going forward with ASE, I plan to continue on my journey of personal and academic growth as I discover my goals for after graduation."

### **Katlynn Leon (Autumn 2023, Hamilton College)**

"I want to express my gratitude for the alumni scholarship that has allowed me to explore Bath and ASE to the fullest! This semester has been one of the most fulfilling of my college experience thus far, academically, socially, and culturally.

The four courses I'm taking have allowed me to delve into specific periods of literature that I was previously unfamiliar with, and as a double major in English and Women's, Gender, and Sexuality Studies, I've been really grateful for the focus on the intersection of race, class, gender, sexuality, and more with all the texts we explore in class.

I've also had such a fantastic experience getting to know my lovely housemates and traversing the beautiful city of Bath with them. I have so appreciated the opportunity to make myself at home and establish routines in this city: taking weekly yoga classes, going on walks with friends, and practically moving into Nelson House library every time I have a paper due.

Thank you so much for your support in enabling me to have this wonderful and transformative experience!"

### **Delilah Delgado (Autumn 2023, Williams College)**



# THANKS FOR YOUR HELP!

A HUGE shout out to all of the alums listed below, who have given their time to help ASE with recruitment in the past year:

Anna Patten (Sp22, Colby)  
Annette Pinuelas (Su22, F&M)  
Alison Bunce (Au21, Meredith)  
Carissa Pallander (Su23, Elon)  
Caroline Morley (Su23, CNU)  
Cathrine Golden (friend of ASE, Skidmore)  
Catherine Dickason (Su23, CNU)  
Charlie Forster (Au22,  
Coco Carrilo (Su23, Bowdoin)  
Destiny Ponce (Au22, F&M)  
Devon Turner (Sp23, Kenyon)  
Ellery Kenyon (Au22, Colby)  
Felicity Hyams (Sp23, Brandeis)  
Hannah Emilius (Sp22, Sarah Lawrence)  
Isabelle Bregman (Sp23, Colby)  
Jamie LaFever (Su23, CNU)  
Katie Ogilvy (Sp22, Gettysburg)  
Kayla Mead (Sp22, Elon)  
Laurel Davidoff (Su23, Brandeis)

(And sincere  
apologies if we've  
missed anyone out!)

Livia Palmer (Au22, F&M)  
Marcela Hernandez (Au21, Wellesley)  
Marist Neto (Sp21, Wellesley)  
Olivia Berntson (Su23, W&L)  
Paige Passantino (Sp22, Smith)  
Rebecca Lee (Au22, Sarah Lawrence)  
Rosemary Avila (Sp23 & Su23, Oberlin)  
Sadie Rounds (Sp22, Meredith)  
Sarah McGinn (Au22, Williams)  
Shiloh Hurley (Su22, Skidmore)  
Sophie Fink (Au22, Colby)  
Suzanna Schofield (Sp21, Wellesley)  
Suzanny Dias Kuhlmann (Au22, F&M)  
Tegan Baldini (Su20/Su22, F&M)  
Tiana Holston (Au21, Georgetown)  
Zoe Santon-Savitz (Au22, Sarah Lawrence)  
Olivia Berenson (Su22, Skidmore)  
Elizabeth Scholer (Su22, Skidmore)  
Danielle DeVillier (Sp20, Georgetown)



# THEY CAME TO BATH

We're always pleased to see you back at Nelson House. Just drop us a line ahead of your visit, and we'll be sure to have the best biscuits out!

**Emma Steffan (Su21, F&M)** visited in January, on Winter break from teaching English in Slovakia.

**Rachel Podber (Sp14, Boston U)** dropped by on her way to the graduation ceremony for her Masters in Museum Studies at Leicester University.

**Apurva Subedi (Sp21, F&M)**, one of our iF&M (Pilot) students, dropped by.

**Andrew Casher (Au22, G'burg)** (also pictured right) joined us on his mid-semester break.

**Emma Wehrman (Au19, Oberlin)** visited with her mum. Emma is finishing a year at St Hilda's, Oxford.

**Heather Nightengale-Doyle (Au90, Wells)** made a flying visit.

**Rachel Lloyd (Sp19, Clark)** stopped in with her grandmother.

**Katie Malague (Sp93, Bucknell)** and **Amie Jackowski Tibble (Sp93, William and Mary)** - despite living in England, it was Amie's first trip back to ASE since she was on the Programme!

UK-based alums **Andrea Bullard (Su13, Hampton)**, **Amy Taylor (Au07, Bates)**, **Anna Lincoln-Barnes (Au12, Williams)**, **Lindsay McCormack (Au97, Skidmore)**, **Sebrina Varley (Sp17, Wellesley)**, and **Sarah Lamie (Sp18, Bates)** joined staff and Alumni Scholarship recipient **Chloe Darnell (Sp23, Oberlin)** for afternoon tea, at our annual UK Alumni gathering.

**Micki Moore (Au22, F&M)** visited following a summer of courses at LAMDA and RADA, and seeing lots of shows! They were also touring UK schools for graduate programmes.

**Hyla Maddalena (Su19, Smith)** visited whilst in Bath presenting at the 'Captivating Criminality' conference. She has been completing an MRes in English Literature at the University of Hull, specialising in Crime Fiction, and is looking for work in academic libraries or writing centres.







**Morgan Peterson-Ieronimo (Au13, St Mike's) and Emilie Nadler (Au13, Skidmore)** also visited. Emilie now works in London, whilst Morgan was visiting from the States. Morgan is married to Alex, and still regularly catches up with ASE friends.

**Grace Harvey (Au22, Colby)** came for Spring '23's Write Night (supporting her friend Juliana Covey, who was performing for her tutorial at the end of her second semester with us). Grace herself was finishing another semester abroad, this time in Amsterdam.

**Bethany Thompson (Sp09, Gettysburg)** came over. She has just married Darrin Smith after ten years together, and has a cat and two pandemic puppies.

**Victoria Ramsay (Sp22, Gettysburg)** visited, having just graduated from Gettysburg. She's about to start an internship at Disney World.

**Rebecca Young (Su19, Mary Wash')** visited. She has graduated with an MEd in elementary education from the University of Mary Washington and is now working as an elementary school teacher in Virginia.

**Daphne Ellis (Au17, G'burg)** was visiting Bath (and Folkestone and Tunbridge Wells!) for work. She's keeping busy as a self-employed copywriter, actress, and model in the New York area.

**Emma Hargreaves (Au21, Bowdoin) and Ben Barton (Au21, Williams)** visited in June. Ben is writing his MA dissertation on Maximalist Fiction for University of Essex, whilst Emma is keeping his nose to the grindstone!



**Karen Haski (Au89, F&M)** visited as a stop on her tour of England and France with daughter Alexia.

**Kara Sharkey (Sp09, Gettysburg)** was back for the first time since 2007. She reminisced about a champagne and short-shorts party held by one of the Widcombe houses, and the bond she forged with her 18 Northampton Street housemates.

**Rachel Nori (Sp22, Gettysburg) and Emma Driver (Sp22, Denison)** visited together in November. Rachel was visiting Emma, who is studying Cultural Heritage Studies at University College, London after having a conversation with fellow alum **Sophie Heath (Sp17, Skidmore)**. Rachel is moving up to Pittsburgh to begin studies for a graduate degree in Occupational Health. She'll be looking to make new friends there, so if you are Pittsburgh-based, give Rob a shout to put you in touch!

**Leah Kofos (Au13, Bates)** visited with her mum. She's working as an attorney specialising in trusts and estates, and is looking to relocate to MA's North Shore.

**Paige Passantino (Sp22, Smith)** dropped by, having been in London for a job interview. She's just back from a writer's residency in Greece, and backpacking through Spain and Portugal!

**Christine Johnson (Sp97, William and Mary)** was in town whilst the team were all on break. She found her old house - 29 Northampton St.

**Aurora Cunningham (Sp19, HWS)** whilst travelling around the UK to catch up with family. She's working in global education, and learning to sew, write fantasy fiction, draw, and speak Italian!



**Jeremy Blain (Au96, Mary Wash')** visited Bath with his family. Unfortunately, none of the staff was around to greet them but he shared their experience:

"We had a great visit to Bath! We started with a 1-hour walking tour as I figured I could not do the city's history justice and my "cultural expertise" would mostly be focused on the outstanding pubs that I spent time at 25 years ago.

After the tour of the main Abby and Pump Room areas, we walked up the hill to The Circus and The Royal Crescent as well as a visit to my former residence: 29 Northampton! My kids complained about the steepness of the hill so I enjoyed reminding them "that in my day" I walked up that hill 2-3 times a day depending on class times.

We then turned around to enjoy the views of Bath, and began a leisurely stroll downhill following the main shopping streets, where we ended back up at the Abbey. As always, there were wonderful street musicians around, so we bought some gelato and sat on the benches to enjoy the local sights. We proceeded to Nelson House which looks the same (at least from the outside)...and no trip to Bath would be complete without a visit to one of my favorite places, The Huntsman Pub. The Huntsman has definitely upgraded their food and decor but lost none of the local charm.

It truly was a great visit and I enjoyed showing off a city I love to my family."



# ALUMNI NEWS UPDATES

2023

We always love to hear what's been going on in your worlds. Drop us a line any time!

**Michele Gemelos (Sp96, Skidmore)** and her family traveled to Washington (and other USA locales) on a long-delayed visit from Cambridge, England. They enjoyed a catch-up at a Capitol Hill coffee shop and wandering around the US Capitol Visitors Center before their tour of the Capitol building.

**Hunter Wasser (Sp22, Skidmore)** completed a thru-hike of the Long Trail. It entailed 272 miles of backpacking across the rugged Green Mountains of Vermont. The trail starts at the Vermont/Massachusetts border and ends at the US/Canada border on the North side of Vermont.

**Jessica Yocum Neumann (Sp96, William & Mary)** and Leslie met up for an afternoon coffee/tea treat and caught up on local Arlington activities since they also went to high school and college together. She says that it was great to reconnect with these folks and hear about their current activities and lives.

**Ben Taylor (Au02, Denison) and Holly (Hogan) Taylor (Au02, Gettysburg)**, who met on the programme, celebrated 15 years of marriage.

**John Hammond (Sp03, Denison)** currently lives in his native State of Indiana with his wife and 2 kids (Alice - 5, Lillian - 3) where he serves as Deputy Chief of Staff for the Governor of Indiana, for whom he has worked since 2017. This follows nearly a decade of living in Washington, DC, working on Capitol Hill. John graduated from Denison University in 2004 and received his J.D. from Syracuse University in 2009.

**Maggie Yurachek (Au03, Colorado College)** has had her photography published in the NY Times wedding section, two books by Diane papalia Zappa, as well as in another documentary book. During Covid she worked on a project photographing herself as various characters. Her work can be seen on instagram [@maggieyurachekphotography](https://www.instagram.com/maggieyurachekphotography) as well as on her website: [www.maggieyurachek.com](http://www.maggieyurachek.com).



**Leslie Nolen (Sp96, William & Mary)** was able to meet up with two of her fellow Spring '96 folks this fall, which she considers quite an accomplishment since it's been over 25 years since they were in Bath together!

**Katie Moulton (Au06, BC)** is now fiction lecturer at John Hopkins, and has recently been published (see our ASE in Print page for details). She came to Bath in May, missing the ASE team but revisiting her old internship at Manvers Street Baptist Church, where the café hadn't changed since 2006 (same kettles and cash register!) She writes that the visit was 'really special, and a different part of my experience beyond the expected sightseeing and architecture'.

**Jess Gleason (Sp08, Wells)** started at the Bennington Writing Seminars program at Bennington College in Vermont, seeking an MFA in Poetry. She was inspired to take this leap for her second masters after taking two ASE Alumni Tutorials with Kieron Winn during the height of the pandemic. Her poetry focuses on ghosts, queerness, and the driving connection of love between the two.

**Maddie Anthes (Su09, Dension)** got a position as Assistant Dean of the College of Liberal Arts and Sciences at Kutztown University, starting in December, and she, **Joe Anthes (Su09, Gettysburg)** and the boys are moving to Bethlehem, Pennsylvania! Ironically, Bath Pennsylvania is the next town over. Joe is a curriculum supervisor of related arts (art, physical education, culinary arts, music, and social studies) for the Bethlehem Area School District, so the boys will be in his school district.

**Emily Fogel Conway (Au09, Rochester)** and her husband, Dan, welcomed their second child, Arlo Joseph Conway, in July 2023. They live near Penn State University, where Emily works as an education program specialist.

**Jackie Marotto (Au13, Gettysburg)** got married this past May to Andreas Panagakos, and Livia Meneghin (Au13, F&M) was one of her bridesmaids. Jackie says 'My friendship with Livia is one of the many things I cherish about my time in Bath, and I feel so lucky she was able to stand by my side for this big life moment!'

**Henry 'Eddie' Baldwin (Au07, William & Mary)** passed away on March 18th - <https://mackeyfh.com/tribute/details/871/Henry-Baldwin/obituary.html>

**Jesse Siegel (Au14, Gettysburg)** continues his PhD at Rutgers, whilst holding a DAAD (Deutscher Akademischer Austauschdienst or German Academic Exchange Service) Grant to pursue his archival work in Munich.

**Nancy Coleman (Sp17, Washington & Lee)** married her best friend Joey O'Sullivan on a storybook day in New Windsor, Maryland.



**Jan Zimmerman (Au15, Bucknell)** survived near-death from brain and open heart surgeries within hours of each other, plus massive brain bleeds causing strokes. None of the surgeons expected her to make it. She's now back working towards finishing her Masters. She says "I am STILL here!"

**Elizabeth Emery (Sp14, Sarah Lawrence)** got married on October 15th and had the honor of including both **Emily Cranfill (Sp14, Gettysburg)** and **Rachel Podber-Kennison (Sp14, BU)** as a part of her wedding party. She writes: 'The friendships I formed during my semester at ASE truly changed my life, so thank you!'

**Maura Weil (Au19, Clark University)** started as an Archives Technician for the Presbyterian Historical Society in October. This is Maura's first job in the archival field after receiving a Masters degree in Library and Information Science from Simmons University.

**Sarah Fletcher (ASE Faculty)** placed Second Place in the London Magazine Short Story Competition for her piece *Of Milky Kindness*.

**Emma Hurry (ASE's Student Affairs Manager)** and Chris welcomed their second child, Rupert, into their family.

