

UNIVERSITY OF
Southampton

AVENUES

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The magazine for the
University of Southampton
Lifelong Learning
Learning Programme

THINK, LEARN, ENJOY

In this issue

EXPERIENCE

A Night at the Opera

MEET THE TUTORS

German, Spanish,
Portuguese and Arabic

DISCOVER

Chawton House

FOUNDING MEMBER
OF THE
**RUSSELL
GROUP**

WELCOME



Left: Alison Dickens (Director of Lifelong Learning)
Centre: Fatima Zahra Ahmed Sid (Lifelong Learning Intern)
Right: Hermione Regan (Lifelong Learning Intern)

I am delighted to welcome you to the third edition of the University of Southampton Lifelong Learning Magazine.

Clearly the end of this year has brought with it some quite unprecedented challenges thanks to the Covid-19 pandemic and its aftermath. Equally sure is that next year will not be straightforward for any of us, teachers and learners alike. However, I am happy to offer you a magazine with high hopes for the future. While in no way minimising the traumatic and sad times we have been living through, we feature some pre and post Covid-19 highlights from the year.

In a later piece, I will say more about what we have done since Covid-19 closed the university and indeed the country, so I won't go over this here other than to say that we have survived, and in some respects, even thrived in this new and very strange world. What I want to present in this edition are some stories from our tutors and students, which I hope will offer you some interesting insights into the great learning opportunities that we have to offer you. Whether your interests are in language learning (and we know that this is a popular choice for many of our students) or in the broader Arts, Humanities and Sciences we have some excellent courses to interest, challenge and enrich you.

In Languages we have kept going online throughout lockdown which has been a mighty leap forward into the world of digital learning for both tutors and students. For everyone it has opened up a wealth of new possibilities for language learning and teaching, and whatever the next steps are: fully back into the 'real' classroom or continuing in a 'virtual' learning space for a while longer, it will have certainly enhanced everyone's technical skills and as you will read in this magazine we are now much better equipped to offer our students a digital element to their course. Everyone who signs up for one of our courses gets full student access to our online as well as physical spaces and what could be better than visiting the library from your sofa or talking to your tutor from, well, anywhere!

We are adding to our portfolio of courses new offerings in the areas of Evolutionary Biology and Food in Archaeology with Biology and Evolution: An introduction to the search for the origins of biodiversity and Food for Thought: Anthropological and archaeological approaches to eating. We also see the return of old and firm favourites such as Reflective Art in Practice, which offers a great experience in creating and sharing art in a sociable (if a little more distanced) way. Abi, the course tutor, is happy to be offering two new courses this year: *The Art of the Tree* and *The Female Portrait* so if you are a returning student there is a lot to look forward to.

For the creative writers and opera lovers amongst you, we are very excited to be offering Ready, Steady, Write!, a new and online version of our very successful *Take One Idea* writing course and our introduction to opera course, A Night at the Opera. If you cannot or would rather not leave your house just yet, you can still take these courses from the comfort (and safety) of home and the planet will thank you as well.

Talking of the planet, which has been one of the beneficiaries of the lockdown world, we are planning to offer our popular *Understanding Climate Change* course again very soon. More on this and all our courses can be found on our website.

Finally, I would like to pay tribute to our marvellous Lifelong Learning teaching and support team who have kept everything running so smoothly both before and after lockdown. A huge thank you for teaching, supporting, listening, responding, organising and simply being brilliant and not giving up in the face of adversity.

To you our students, past, present and future I hope you enjoy the magazine and will join us on campus or online very soon.

Alison Dickens
Director of Lifelong Learning

 **Find out more:**
www.soton.ac.uk/lifelonglearning

For the latest information on university opening and safety procedures, please visit the dedicated web page www.southampton.ac.uk/news/coronavirus/safety.page.

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WHY STUDY WITH LIFELONG LEARNING?



So much more than an evening class...

When you join Lifelong Learning at the University of Southampton, you join a community far beyond just your course. By enrolling as a student, you gain access to a vast range of physical and digital resources to enrich and develop your learning.

Expand your knowledge

Your university login gives you full access to the University Library's comprehensive collection of books and resources, including a huge range of subscriptions to academic journals and publishers. All students can make an appointment with library staff to develop their learning strategies. The Library also has a wealth of **online resources** to help you make the most of your studies, including guides on writing more effectively, learning online and improving your IT skills.

You will also gain access to *Learning On Screen's* digital platform, BoB, which records recently aired programmes from across the world as well as an archive of over two million TV and radio broadcasts to allow you to watch documentaries and films.

The University is always adding to its subscriptions and resources available to students, so watch this space! Recent additions for languages students have included free access to the **uTalk** language learning software.

Beyond academia, your login gives you free access to the career development resources and professional courses available through LinkedIn Learning, as well as free access to software that can help you study, such as Office 365.

On campus

The School of Humanities at the University of Southampton is vibrant and diverse, with regular lectures from academics and visiting speakers, as well as celebrations of events around the world. Staff and students are kept updated on planned events via email and social media, and talks often include refreshments afterwards, giving attendees the chance to network and discuss the topics further with students and academics.

The Library and Learning Commons at Avenue Campus has a broad range of language learning resources, including grammar books and CDs, foreign language fiction, newspapers and periodicals from across the world and an excellent DVD library of foreign language films to take home and watch. The Library staff are on hand to help you find resources and make the most of them.

Beyond the classroom

In addition to access to campus buildings and facilities, your student ID card and University e-mail address gives you access to a variety of benefits offered by the University, including reduced prices for **Sport and Wellbeing gym memberships** and discounts at a wide variety of shops.

Through the MyUNIDAYS and **Student Beans** services, you can also take advantage of all the online discounts available to students, such as discounted Spotify, Amazon Prime and Headspace subscriptions, savings on eating out, shopping and buying technology.



LOOKING TOWARDS A BRIGHT FUTURE



In March 2020, it felt as if the world had turned upside down and that life as we knew it disappeared almost overnight. The challenges of the Covid-19 crisis have been well-rehearsed and experienced by all of us so rather than focus on this, I would like to reflect on the new opportunities that have arisen for living and learning.

A Crisis

Within a few days, 'normal' on-campus teaching stopped and after a short period of reflection, we put our courses online and teaching became virtual, digital and socially distanced. This was not only a huge challenge for our wonderful tutors but also for our lovely students. Although many of us were already used to living in a digital world, few of us were experts in online teaching and learning. Although we had many great online resources for learning, our teaching still revolved around a traditional classroom setting. Suddenly, we were catapulted into this new world by a national and international crisis. The university rolled out training courses for staff and moved courses from the classroom into online spaces. Blackboard and Teams were suddenly on everyone's lips and those who had never used or accessed these, quickly became experts (or at least competent amateurs). Thanks to the patience and support of our Digital Learning Team and the staff in the Lifelong Learning Office, we were ready to start teaching online in late April.

A New Direction

Once we had navigated poor internet connections, technical hitches and general uncertainty about learning and communicating online, we started to get used to living and learning in an entirely new manner. We started to see some real successes, and tutors and students who had been very unsure about the sudden transition started to enjoy the experience, and in some cases prefer it. We heard from people who felt that they had more time to learn, they enjoyed the flexibility of the timetable, they valued the possibility to review lessons, they got to know people who they had never spoken to in the classroom and they realised that they could learn in different ways and it would be effective. Tutors went from fervently wishing to be back in the classroom to becoming confident in their new teaching styles and eager to do more online. Students found that not only did they adapt quite quickly to the new learning environment, it made them feel safer in a very unsafe world. So, what happens next?

A Bright Future

First and foremost, we plan to be back in the classroom as normal as soon as we can. At the time of writing, the exact dates are not yet confirmed. What is certain is that learning online or partly online will continue whatever happens in the post-Covid world. What this crisis has done is push us faster and further into the digital world (which fortunately was well-equipped to receive us) than we might otherwise have gone. In terms of learning, who really wants to go back to the way things were when this new world has so much to offer? Courses delivered entirely online aren't ideal for everyone and face to face interaction remains a valuable element of learning, but developing the skills and resources to offer an online element to our courses is a great leap forward for Lifelong Learning in the future.

What will our courses look like in the future? From the autumn we will be running our courses again and will be happy to welcome both new and returning students whether that be onto campus to learn in a classroom, online entirely or a blend of the two. We will never forget the devastating impact that this pandemic has had on families and communities, but we are committed to using this experience to make our world better.

We have learnt so much from these last few months and I hope that you will join us in embracing the unexpected possibilities that have arisen and continue to expand your skills and knowledge next academic year with our wide range of courses.

For further details about courses starting next year, please visit our website www.soton.ac.uk/lifelonglearning where we will post full details of courses, mode of study, term dates and prices as soon as we can.



A NIGHT AT THE OPERA



Lifelong Learning Intern Fatima Zahra Ahmed Sid sits in on the class and shares her newfound knowledge.

The most captivating moments in life usually have music at their core. Every influential scene in a movie or a TV series has an iconic soundtrack that moves generations and to be able to attend such an engaging, entertaining and informative class that celebrates music and one of its most elegant genres was a wonderful experience.

The course touches on multiple topical opera pieces and their “behind the scenes” processes. I was lucky enough to be in one of these lessons and found the valuable information I learned charming, as I could, for the first time, tell the difference between Opera and

Operetta. I didn’t know that I needed to learn this information, but I was happy to learn it anyway! We discussed the famous French Opéra-Comique Lakmé and watched a recreation of Carmen in Beijing, exploring its dramatic slippage.

The discussion was riveting and easily accessible, making an art form long considered to be elitist available to everyone with an appreciation for music and a willingness to learn new things. If you love to engage in discussion about its history, relevance or look at the “behind the scenes” process of an opera, this is the perfect course for you.

Chris, a seasoned LLL student who has been attending our courses for years had this to say about *A Night at the Opera*:

“Although I’ve been a music lover all my life, opera had always seemed obscure and difficult to grasp. This introductory course dispelled the myths, teaching me how to listen and opening up a world of possibilities. I’m now hooked. A Night at the Opera opened up the subject of opera, showing that it wasn’t a difficult, elitist medium. Analysing the history, development and structure of works across many centuries pointed the way to a whole new understanding of the genre. A Night at the Opera was a fantastic introduction to this musical genre. I look forward to even more music courses for listeners.”

This year, our *A Night at the Opera* course will move online, which will immerse you in discussion and debate with like-minded people from the comfort of your home.

Aimed at newcomers to the form and connoisseurs alike, this short course will cover a range of questions regarding opera through in-depth appreciation sessions of four operas in three different languages and will also feature a section called “One-liners for the famous” to introduce ten major opera plots in an engaging manner. By the end of the course you will be able to identify most of the broad foreign language terms used to refer to opera practices and singers, be familiar with the plots of ten very famous operas and possess a deeper understanding of the structure of four specific works.

The course is led by Dr Anisha Netto, a Postgraduate Researcher in the Department of Music, who is currently researching the circulation and reception of Italian opera in German translation in the late eighteenth century.



READY STEADY WRITE!



Alison Daniell, Creative Writing

Alison is a student, practitioner and teacher of literature. Writing as Allie Spencer, she has published five novels, two of which were short-listed for the prestigious Melissa Nathan Award for Comedy Romance and her first winning the Joan Hessayon Award for best debut novel. She is also an experienced creative writing tutor, having devised and run courses for, amongst others, the Writers' Workshop, the Winchester Festival of Writing and the Dorchester Literary Festival.



"I've been teaching creative writing for well over ten years now and have published five novels. I truly believe that creativity and literature should be accessible and enjoyable for everyone. Writing is about expressing yourself and it's important that everyone feels that what they have to say is valid and important. It's not about perfection, it's about having a go and enjoying the creativity.

With *Ready, Steady, Write*, we explore four different literary forms: short stories, poetry, scripts and creative non-fiction, focusing on how each form works and what makes it unique. I ask my students to come up with one idea and stick with it through the course, which takes the pressure off coming up with ideas and really allows us to focus on the form. Some people struggle to generate fresh ideas every week, and you'll learn far more by exploring one idea through different perspectives than worrying about what you should write about each week. I like to think of my course as a gentle introduction to creative writing. It's aimed at

people who either haven't done much creative writing or who have written a little (maybe poetry or short stories) but want to explore something new.

Moving my course online will be advantageous for many of my students - it's more flexible and gives people longer to think about their work. In some ways, interacting online means that people have fewer inhibitions about sharing their work and personal stories and means that beginners can find their voice and gain confidence more easily than they might in a classroom setting.

I love to see my students grow in confidence over the course - peer to peer feedback is a huge part of the creative writing process, and you really do develop as a writer by giving and receiving constructive feedback. It's also hugely beneficial for your mental health to be able to express yourself clearly and put your feelings into words; everyone needs to know that their voice is valid. Traditionally, literature and creative writing have been perceived as elite, and it's so important for society as a whole to break down those barriers and make sure that everyone can occupy creative spaces. Being part of a university community means that students on the course are from a diverse array of backgrounds, and it's fascinating to see how different nationalities and cultures approach storytelling and narratives."

Getting started as a writer

With my students, I recommend they try 'morning pages' as a writing exercise. It's also known as 'free writing' and it's about taking time each morning, ideally before you do anything else, to write either 3 pages or for ten minutes. You must write continuously (no editing, no looking back, no crossing out) and it must be spontaneous. This exercise helps to unlock your creativity and get rid of any inhibitions. It also allows ideas from your subconscious to float to the surface.



Meet the Language Tutors



KATIE BELO DOS SANTOS

Portuguese

What benefits does learning Portuguese offer?

Learning Portuguese means that you can communicate with people in Portugal, Brazil, several countries in Africa, Macau and East Timor. You enjoy your holidays more, if you can communicate with the locals and you can read the menu. You can understand the culinary delicacies around the world, like *pastel de nata*, chicken *piri piri*, *feijoada*, salt cod, port wine and *cachaça* spirit to name just a few. Also, you can discover interesting trivia and history. Did you know that the origin of ‘vindaloo’ is *vinha de alhos* (wine and garlic marinade) and that ‘marmalade’ comes from *marmelo* (quince)? Or that *tempura* (batter frying) originally came from Portugal? Or that tea was introduced in England by Catherine of Braganza?

Is there anything about Portuguese culture you think more people should know?

Besides the food and wine, *fado* is pretty unique and spectacular. The Portuguese guitar is a plucked string instrument with twelve steel strings. In 2011, *Fado* was declared an ‘Intangible Cultural Heritage of Humanity’ by UNESCO. The *fado* singer sings their heart out, usually about love and *saudade* (missing your loved one). Yes, it’s very melancholic!

If you ever find yourself in Lisbon, you must go to a *Fado* House for dinner, where you can enjoy Portuguese delicacies whilst listening to a *fado* singer. But if you go to the university town of Coimbra, you might be lucky to hear the male students, with their long black capes on, serenading. Applause is not allowed, as this prestigious institution has strict “rules” when it comes to ‘Coimbra *Fado*’!

Besides music, food and port, Portugal is known for its olive oil, oranges, almonds, and cork products to name a few. Its beautiful golf courses and the finest white sandy beaches of Europe attract a lot of tourists. In 2019 alone, Portugal won 39 awards at the World Travel Awards, including ‘Best European Tourist Destination 2019’.

What is your favourite Portuguese word and why?

That would have to be “*saudade*”, as it’s unique. No other language has a noun that describes “the feeling of missing somebody/something”.

What is your favourite Portuguese idiom and what does it mean?

Idioms related to animals are usually quite amusing. For example, “*Engolir sapos*” (to swallow frogs) means to put up with a nasty situation without complaining about it.

“*São muitos anos a virar frangos*” (to spend many years turning chickens) is used to describe someone becoming an expert with years of hard work, like a chef turning chickens in his rotisserie business.

Do you have any top tips for learning a new language?

Whether in person or online, practice makes perfect! Fun activities like watching films and reading in the target language can really help. Above all, learning about the culture and visiting Portuguese speaking countries means that you fall in love with the language and its people.

Is the class suitable for beginners?

My Stage 1 class is just for beginners. We look at basic grammar, learn lots of vocabulary and play games to help you pick it all up.

What do you think is the best advantage that comes with speaking Portuguese?

To learn about the rich and diverse culture of the Portuguese speaking world (language, music, food, art and history).

DR AMAL AL-AYOUBI PEGG

Arabic

What benefits does learning Arabic offer?

Everyone knows that learning foreign languages develops the mind, and I would say this is especially true of Arabic for English speakers; it is both outside the Latin family and grammatically complex.

By extension of that point, an ability to speak Arabic is an ability to access a distinctive culture.

Because English is the lingua franca of our globalised world, it is often taken for granted that foreigners will speak it. The opposite is true in the Arabic-speaking world; few non-Arabs learn Arabic, so just a few Arabic words will go a long way in professional and social situations alike. This is certainly worth bearing in mind for people seeking the considerable business opportunities to be found in the Gulf, which along with international development and diplomacy have lately expanded popular interest in the language.

Learning Arabic is also beneficial to second generation British Muslims wishing to master the Quran.

Is there anything about Arabic culture that you think more people should know?

Arabic culture is more diverse than most people recognise. After all, it encompasses no less than 22 countries. That said, there are pan-Arabic traits, attitudes and passions. For example, there are few if any places in the Arabic world where people don't celebrate and listen to the singer Fairuz in the morning and another singer Aum Kalthoum in the evening.

What is your favourite Arabic word and why?

The word Wallahe “والله”, is a word with nuances that shift according to intonation and context. Its literal meaning is “by God's name” but its intended meaning can mean “is that really so?!” , “do you really think I would believe that?” , “hmmm” (as in playing for time)”, or “interesting” (in a sarcastic sense).

What is your favourite Arabic idiom and what does it mean?

I must confess that my favourite idiom, perhaps because it reminds me of the sense of humour at home in Syria, is when two inseparable friends are described as being “like two bums in one pair of pants”.

Do you have any top tips for learning a new language?

Take every possible chance to practise what you've learned, without worrying if it is unlikely to be perfect. If you're learning from a teacher in your home country, take every opportunity to practise with them. Keep a notebook. Play songs with lyrics in that language as often as possible. If you would like to improve your writing, read as much as possible.

Is the class suitable for beginners?

Yes, total beginners.



LEWIS BAKER

German

What benefits does learning German offer?

German is a very important language in the world of business and economics so there are plenty of opportunities in these areas for people who can speak German. It's also very important in academia and is a gateway to studying at German universities, which as well as being some of the best in the world, are mostly also free. Finally, a significant amount of the internet is in German and so only accessible for those who have some German knowledge. These are just a few but there are obviously many more.

What is the best advantage that comes with speaking another language?

Being able to travel and live in another country without feeling like a tourist or an outsider. As a native English speaker, you don't have to rely on everyone speaking English.

What is your favourite German idiom and why?

„Alles hat ein Ende, nur die Wurst hat zwei“ - 'Everything has an end, but only the sausage has two'. German has many sausage-related idioms, but this has always been my favourite.

What is your best tip for learning a new language?

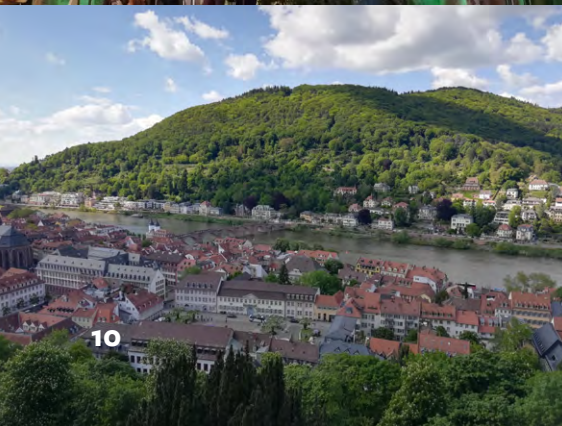
Try and make connections to your native language, especially in terms of grammar, where possible. This can make learning much easier and quicker, particularly where the two languages are closely related. Also, particularly if you are a beginner, try not to get into the habit of translating sentences word for word from your native language as this often does not work.

What language would you most like to learn and why?

There are several new ones I would like to learn, but at the moment I would most like to re-learn Mandarin. I learnt it as part of my undergraduate degree but have since neglected it and miss being able to speak and understand it as well as I once could.

What are you researching for your PhD?

First language grammatical attrition - I'm looking at people who grew up speaking one language in their home country then immigrate as adults to a country where a different language is spoken. This second language becomes their dominant language, and after a prolonged period in this country, their first language grammar begins to change in subtle ways. For example, they may consider some sentences to be grammatical that their monolingual counterparts would not, or they interpret sentences differently to monolinguals. My broad aim is to research how their language changes and explain the underlying linguistic and cognitive processes that cause these changes.





Si del cielo te cae limones,
habrá que hacer limonada

TANIA PACHECO

Spanish

What benefits does learning Spanish offer?

I believe learning any language and not just Spanish has many benefits from opening yourself to the understanding of other cultures and languages to keeping your brain in shape as you are constantly training it.

If Spanish is the first, the second or even the third language you want to try then you will have the opportunity to practise it in many Spanish-speaking countries. I am sure that even in your own country there are already groups or clubs where you can practise it on a regular basis. Spanish is a beautiful language and the sound of it is very attractive. Everyone should definitely have a go.

I personally believe that you already have an advantage over others when you are able to speak a second language. So specifically talking about Spanish, it totally depends what your motivations are, they could be either intrinsic motivations: because you want to learn something new or you feel good and satisfied about it or extrinsic motivations: because there is a prospect of improving your professional skills or just because you want to have a language to add to your CV, so all those reasons can play as advantages to your persona.

Is there anything about Hispanic culture you think more people should know?

Spanish culture is evolving as any other culture. Nowadays, almost everyone has the opportunity to travel and to know what Spanish culture is. I would suggest avoiding the touristy

places though, so all the stereotypes might fade and possibly you might dream to live there. I am not Spanish but I lived there for eight years and I love the country. I am from Ecuador so as a Latin American and as a Spanish speaker, I would say that our culture is very rich and I feel lucky to have born in that part of the planet.

What is your favourite Spanish word and why?

If I have to choose one word or in this case phrase I would say: “*Te quiero*”. This concept doesn’t really exist in English and it literally means “I want you” but not in a sexual way. It is a feeling between “I like you” and “I love you”. You will use it more to your family and friends but possibly not much to your partner/boyfriend/girlfriend/husband or wife.

What is your favourite Spanish idiom and what does it mean?

We have lots of idioms in the Spanish language. I have one from Ecuador that possibly Spanish speakers from Spain will not understand: We say “*ya no jalo* = I am no longer pulling it”, meaning that “we are tired”.

The following is not an idiom but it is a saying that I like: “*Si del cielo te cae limones, habrá que hacer limonada*” it means, “if lemons fall from the sky, then we have to make lemonade”. Basically, it means: “Make the most of it with what you’ve got”. There is a salsa song from Willi Colon with that idiom, the singer uses that phrase in a very interesting context.

Do you have any top tips for learning a new language?

I learnt English at school and I took it as one of my GCSE options in the 90s, so I used to listen to songs on cassette tapes and I used to stop the tape millions of times in order to write the lyrics of the songs, so I learnt English through songs. Then I learnt French going to many language schools, I loved the atmosphere of the language lessons, then I used to watch French movies with subtitles and I fell in love with its culture and finally, I decided to have the whole cultural experience and I moved to Paris and I lived there for three years.

At the moment, I am learning German through an application on my mobile and I was planning to spend this summer in Berlin studying the language in a language school. That’s how much I love learning languages. So have a go and use anything to practise the language, make many mistakes, because learning is about making mistakes and being perseverant. Nowadays, we are so lucky to have loads of resources around us. It has become so easy to learn anything really. Use YouTube, movies, applications, textbooks, whatever you can!

Is the class suitable for beginners?

Yes of course, the courses are suitable for beginners. Students have the opportunity to practise their speaking skills, so interaction and group work are important in my lessons, of course we practise grammar, reading and understanding and translation as well.

WENDY

Spanish Club

I work as a tutor at the university and there is such a fantastic range of languages on offer here, I thought it was about time that I made the most of the opportunities.

I studied Spanish at A Level years ago and although I went travelling through Spain after school and have been on holidays there, my Spanish wasn't as fluent as it had been and I wanted to brush it up.

I've always loved Spain though and wanted to go back, and whilst I try to read and listen to things in Spanish to keep my level up, it's not the same as talking to people. There aren't many classes at a more advanced level and I didn't want to focus on grammar, and I want to use the language.

The tutor, Tania, was brilliant- she was always well prepared and came with lots of ideas for things to discuss but we could bring in our own interests too. Tania is from Ecuador, so spoke about Ecuadorean history and culture, and others on the course had spent time in Latin America and could relate their experiences to what we were discussing. As well as talking about current affairs and daily life, Tania also shared videos, songs and poetry, which I found particularly interesting.

The emphasis was on communicating, not on being perfectly correct or conjugating each verb, so the atmosphere was friendly and relaxed. We had a real mix of ages in the group, but we were all connected by our love of language and happy to have the opportunity to use it. We've even set up a WhatsApp group and I meet regularly with one of the others to practise together.

The class was every other week, so it's only one evening a fortnight and it really gave me a chance to take some time for myself.

ANNA

Chinese Beginners

I was looking for a new experience, a new challenge and something to improve my brainpower, so learning Mandarin sounded perfect. China is one of the world's oldest and richest continuous cultures. There are almost a billion Mandarin speakers worldwide. While learning the language you find out more about China's fascinating culture and traditions too. However, the real beauty of the language is revealed in the writing (calligraphy).

Knowing Mandarin is also a very useful skill at my work. As an administrator working at the Student Office, I deal with international students daily and Chinese students are a big part of the university community.

Before I started my journey, like most people I was under the impression that learning Chinese will be incredibly difficult and will take forever but actually, it is a lot easier and so much fun.

With a great Mandarin teacher, small group work, and weekly classes you can achieve a lot. I was looking forward to my Monday classes, whether they were face-to-face in the classroom or recently moved online. Actually, moving to virtual learning due to the lockdown was an unexpectedly good new experience. My online Chinese classes were some kind of normality in these unsettled times. I was also offered unlimited access to online materials created by my tutor, I could learn at my own pace, while still meeting virtually with my tutor and fellow students.

I have now a full experience as an LLL Administrator and also as one of the students. I will carry on learning Mandarin Chinese and I highly recommend it to anyone. It does not matter if it's Mandarin, Arabic, French or Spanish, you can only benefit when learning a foreign language.



SHARON AND NICK

Chinese Culture (in partnership with Confucius Institute)

Two of our children studied at Southampton University and our son is currently working in China, we visited last year and liked it very much, so we wanted to learn more about the country and the Southampton course was a great fit.

The atmosphere in class was warm and friendly, the other students were lovely and we all helped each other, and the tutor made the content interesting and engaging. We managed fine with the time 7pm as we had dinner early then set off to the uni. We enjoyed playing table tennis before the lesson each week as we always arrived early. We are pretty good now. We also usually stopped off for chips on the way home as a reward for our exercise and learning

The class did change when the last two lessons went online. As we hadn't used Blackboard before we found it quite challenging. But we managed and made the most of it. We enjoyed the class lessons more than online as it was easier for us and we found it more personal.

We learnt some interesting and helpful facts in class about Chinese culture and will definitely continue learning. We hope to visit China again soon and are keen to learn the language, so we will sign up for another course when next possible.

SARAH

Japanese Improvers (Stage 2)

I come from a medical background and trained in Bristol as a physiotherapist, graduating in 1974. I worked in Bristol then Edmonton, Alberta, Canada for 10 years. When the youngest child went to school, I started my next career: teaching music. My eldest son went to explore Japan three years ago. He fell in love with the country, the language and a delightful Japanese lady who is now his wife. This was my incentive to study Japanese!

I signed up for the summer intensive Japanese course and it was the perfect introduction – 15 hours tuition spread over a week and a half. No previous knowledge was expected. The textbook was accessible for an absolute beginner and at the end of the course our sensei showed us the textbooks used in Japanese Stage one. I was at the same time excited and terrified. After a couple of weeks of deliberating and a helpful email correspondence with the tutor, I decided to take the plunge and enrol. Over the remaining summer weeks I worked at learning hiragana and a few katakana symbols. It was very useful when I started the course.

The two years have been immensely enjoyable. Japanese is challenging and very interesting. At first the sentence structure and grammar rules seem alien. When I stopped trying to compare it to English grammar my level of understanding increased. As well as the language we are learning about the culture, traditions and way of life.

The weeks of the Covid-19 pandemic have been testing in many different ways. Initially the shock and anxiety was numbing. It was astonishing how quickly communities and institutions adapted to the unexpected situation. I was delighted to receive an email informing me that my course would continue online. It was a seamless transition. I find online learning enjoyable and effective. The videos for the week's work are just the right length and can be viewed any time, which is wonderful. I have a moderate hearing impairment so for me it is very useful to be able to go back and review a section or turn up the volume and even slow the speech. The online live tutorials are excellent and give the opportunity to ask questions and learn from other students' questions. During the week our tutor is available to answer queries by email. I would be very happy if this online method of teaching continued.

Anyone reading this who is considering studying Japanese, don't hesitate, go for it and do your best:

がんばってください。

To check course availability and book your place on one of our language courses, please visit our website www.southampton.ac.uk/lifelonglearning/modern_languages/index.page.



LIBRARY RESOURCES

In addition to the world-class collection of books, journals and resources held at Hartley Library on Highfield Campus, the Library at Avenue Campus offers a vast range of language learning materials available to all students.

With your student card, you can access hundreds of foreign language DVDs and books to take home with you, allowing you to develop your informal language skills and better understand the cultures of the countries where your adopted language is spoken. From literary and cinematic masterpieces to blockbuster hits, you can be sure to find something to engage you and give you a greater appreciation for your chosen language.

In addition to your classroom studies, you can supplement your learning with guides on grammar and vocabulary with the available textbooks written by experts. Many of these include CDs or access to online resources for a more interactive experience.

If you'd rather learn the language by immersion into a country's politics and society, the Avenue library holds subscriptions to daily newspapers and magazines. If conjugating verbs and memorising vocab isn't for you, you can always read about Spanish football, Italian fashion or French politics! Back copies of magazines and newspapers are held for several months and are a perfect way to keep your language skills up to date.

Another wonderful interactive resource available to students is a tandem board, where languages students can advertise for a native speaking partner from the university community to practise their language with.

However you learn best, there are resources available to ensure that you can make the most out of your studies.

To find out more about the Language Advising Team and book an appointment, please visit their website www.southampton.ac.uk/ml/cls/language_and_academic_advising.page.



ADVISING TEAM

We are happy to announce that the wonderful people of the Advising Team at the University of Southampton have joined us at Lifelong Learning and will be available to provide the help and guidance you need for a fulfilling learning experience throughout your course.

How does it work?

For your academic and language advising needs you can contact our advisers through email consultation, Skype, and Microsoft Teams meetings.

Who can use them?

Anyone involved in a Lifelong Learning course who needs advice about language learning, academic writing or any element of their academic study.

What sort of issues do students come to discuss?

No question is too big or too small, they are here to help. Whether you are struggling with motivation, putting together a literature review without access to a library, or adjusting to new modes of assessment, they are able to help you and to discuss any language or academic issues you might face throughout your course.



CHOOSE YOUR LANGUAGE AND LEVEL

We offer a wide range of language classes to suit all abilities – from complete beginner to advanced conversationalist.

Languages we normally offer are: French, German, Spanish, Italian, Mandarin Chinese, Japanese, Portuguese, Arabic, Russian, Greek, Dutch. Language courses are organised in Stages according to level. Please note not all languages are offered at all levels so please check before you book. Here is our guide to the language levels (Stages):

LEVEL	SUITABLE FOR	PRIOR LEARNING REQUIRED
Stage 1 (Beginners)	Anyone who is new to the language or who needs to revise very 'rusty' skills.	Students will have no or minimal skills in the language but may have some prior study in a formal context (e.g. school) or very basic skills acquired through more informal means e.g. living or working abroad.
Stage 2 (Lower Intermediate)	Anyone who has done some language study but is still in the early stages of their language learning.	Students at this stage will have acquired the basics of the language including everyday vocabulary and essential functional grammar.
Stage 3 (Intermediate)	Anyone who has completed at least two years of language study.	Students will have a good working vocabulary and familiarity with the grammatical system of the language.
Stage 4 (Upper Intermediate)	Anyone who has a reasonable level of fluency in the language.	Students studying at this level will have sufficient vocabulary and grammar to be able to use the language to express more complex and abstract concepts and ideas.
Clubs (Advanced)	Anyone who is a fluent and confident oral communicator or who is seeking to use and improve these skills in small group discussions	Students studying at this level will have acquired sufficient skills in the language to be able to express thoughts and opinions on a range of topics relating to society and culture.

Evening course viability

Evening courses need a minimum number of students to run, so we advise booking early.



LANGUAGE LEARNING TIPS

Tips for language learning from our Language Advising Team:

1. Have fun!
2. Learn five new words per day by writing them down in a notebook. Start with the 100 most common words.
3. After the first 100 common words start collecting sentences and try to use them in a conversation.
4. "How do I say...?" is the most common sentence you will need, so learn it early and say it often.
5. Accept that your pronunciation won't be perfect, but communication is more important than accuracy.
6. You're learning a language to be able to use it, so focus on learning what you will need to travel, communicate and study.
7. Practise speaking aloud wherever possible, to a partner or even just to yourself to get a feel for how it sounds.
8. Break up your learning into shorter sessions repeated over a longer period of time to help you retain what you've learned. It's better to study for fifteen minutes four times a week than an hour once a week.
9. Social media can really help you when you start learning languages – follow interesting pages in the target language, engage with discussion and try changing your settings to the target language!
10. Although there's no replacement for talking to native speakers, reading newspapers and magazines will help build your vocabulary. Even films and TV shows can help you to sound more natural.

LIFELONG LEARNING EVENING COURSES



Our Lifelong Learning evening courses offer a wide range of topics and tackle modern interests in an innovative and engaging manner. The discussions you can have in our classes can range from fun, thrilling experiences to the most complicated philosophical and scientific dilemmas. Our classes offer a sociable and enjoyable way to enjoy your learning process and keep you intrigued for what is to come. If you are a polyglot who has tried all our language classes and are wondering what is next, do not worry, we have that covered. You can choose the fields that are of interest to you, be it Arts, History, Music or Science. More details are available on our [website](#).

Below is a selection of our innovative and varied courses.

Biology and Evolution: An introduction to the search for the origins of biodiversity

Biological evolution has a long history and is one of the most compelling and important concepts in biology. This course will illustrate the drawbacks encountered by researchers in the development of an idea, and the never-ending quest for the genesis of the numerous species we see all around us.

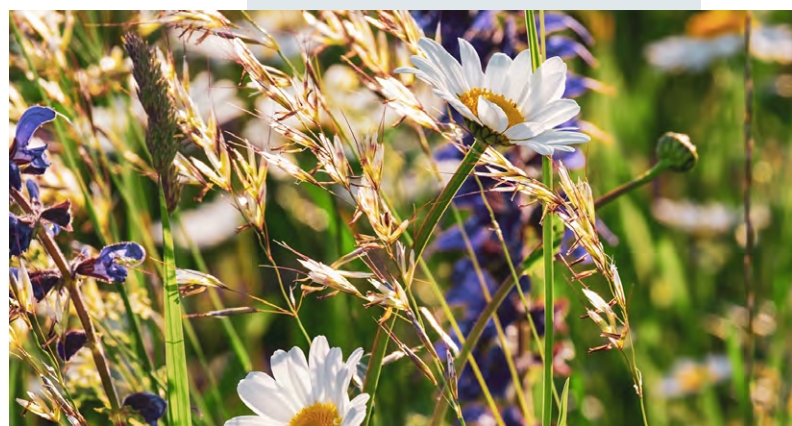
This course explores questions such as: What is the “Fact of Evolution”, and what is the difference between this and the “Theory of Evolution”? Does evolution still affect our species? Is human activity, today, a new evolutionary force that is shaping the natural environment? What are the most common misrepresentations and mistakes about evolution? We will discuss how the basic principles of evolution are used today in numerous different fields: medicine (evolutionary medicine, evolutionary pharmacology, pathogen evolution), agriculture (crop growth improvement, pest control), development of new technologies (genetic algorithms, genetic programming). This course is aimed at anybody who wants a wider and more pragmatic understanding of biological evolution

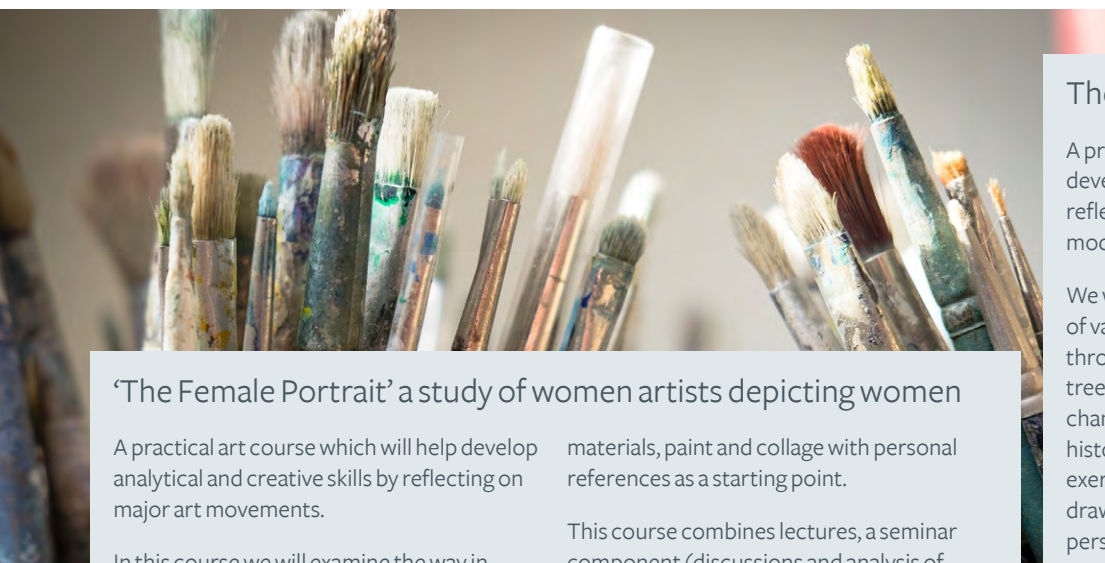
Tutor: Marco Puglia, PhD candidate in Ocean and Earth Science

Understanding Climate Change

Climate change is the most complex and challenging problem that we have confronted as a civilization. A recent report of the Intergovernmental Panel on climate Change (IPCC) concluded that governments around the world must make “rapid, far-reaching and unprecedented changes in all aspects of society quickly” to avoid disastrous levels of global warming. However, our response so far is less than sufficient and the general awareness and understanding of this threat remains far below what is needed. This course is designed to give you a better understanding of the scientific basis of climatic change as well as an understanding of why our civilisation struggles to address this problem sufficiently. We will explore multiple facets of this interdisciplinary and all-encompassing field by looking at the physical science, the climate system, the basic mechanisms that govern how the climate system responds to drivers of change and the difficulty of a global agreement.

Tutor: Dr Lisa Weber, lecturer and researcher





‘The Female Portrait’ a study of women artists depicting women

A practical art course which will help develop analytical and creative skills by reflecting on major art movements.

In this course we will examine the way in which women have approached the portrait and by focussing on female subjects we will take in changes which reflect society and women’s role within this, as well as art historical developments. Practical exercises will be undertaken in class using drawing

materials, paint and collage with personal references as a starting point.

This course combines lectures, a seminar component (discussions and analysis of artworks) and a workshop element. The latter (one and a half hours per two-hour session) will explore various artistic styles and practical techniques in drawing, painting and mixed media.

The Tree in Art

A practical art course which will help develop analytical and creative skills by reflecting on major art movements. The module will comprise one unit.

We will examine art works inspired by trees of various different cultures, and look through the centuries at the responses to trees in art. In so doing we will take in changes which reflect society and art historical developments. Practical exercises will be undertaken in class using drawing materials, paint and collage with personal references as a starting point.

This course combines lectures, a seminar component (discussions and analysis of artworks) and a workshop element. The latter (one and a half hours per two-hour session) will explore various artistic styles and practical techniques in drawing, painting and mixed media.

Tutor: Abi Kremer, artist and art tutor



Ready, Steady, Write: Adventures in Creative Writing (Online Course)

The course gives you the opportunity to work with a single core idea of your own choosing and transform it into four very different pieces of writing. Starting with creative non-fiction and moving on through poetry, script writing and finally the short story, you will be guided through some of the theory behind each literary form before being encouraged to produce your own piece of writing in response. Ideal for beginners, this class provides the information and encouragement needed to get started in creative writing or, for more experienced authors, it is a great opportunity to step outside creative comfort zones and try something new.

Tutor: Alison Daniell, author, creative writing tutor and PhD candidate



Food for Thought: Anthropological and archaeological approaches to eating

“Next to breathing, eating is perhaps the most essential of all human activities, and one with which much of social life is entwined.”
(Mintz & DuBois, 2002)

While food is a universal constant, humans across time and space have designed countless ways of procuring, cooking, and consuming food, making it an invaluable source of sociocultural information. This course introduces key themes in the field of food studies by drawing upon examples, methods and approaches from the

disciplines of archaeology and anthropology. Students will explore how food has shaped history and the human body, as well as how cultural values, identities, beliefs and concerns are reflected in what and how we eat. Throughout this 6-week course, we will examine cross-cultural case studies spanning prehistory to the modern period to gain rich insights into this most basic human activity.

Tutor: Misha Enayat, PhD candidate in archaeology

LIFELONG LEARNING STUDY DAYS



As part of our Lifelong Learning Programme we offer an annual programme of study days. These full or half-day events offer a series of lectures on topics of popular, general or local interest. They normally take place at the weekend and present our research in an engaging and accessible way.

Frida Kahlo: The myths, controversies, and complexities of a global icon and artist

Last November we held a study day devoted to the artist Frida Kahlo. After her death in 1954, Kahlo achieved the status of an international cult figure, becoming the often-controversial subject of books, films, TV programmes, fashion shows, exhibitions and even a Barbie Doll. Such cultural expressions have as much to do with a fascination with her turbulent life as it has to do with interest in her painting.

Before the study day, we held a free screening of the 2002 Julie Taymor film **Frida** on campus to allow students to consider representations of the artist. Dr Jane Lavery, a lecturer in Hispanic Studies at the University of Southampton specialising in the areas of Latin American Literature in the context of gender, race, nation, and environment, then delivered a series of talks on Kahlo and her influence. The talks examined the famous artist's life and works by exploring her hybrid indigenous-Spanish Mestizo, Mexican and cosmopolitan identities as well as her high, popular and avant-garde techniques.



FEEDBACK FROM THE DAY

"It made me want to delve deeper into Frida, her life, her art."

"I loved seeing the film before the lecture – it gave the group a good topic to discuss"

"Having the time to really hear about and concentrate on her and the complexity of her character"

"The whole course was wonderful. I have appreciated the whole picture of Frida rather than looking at her art alone"



THE PARKES INSTITUTE



The Parkes Institute is the world's oldest and most wide-ranging centre for the study of Jewish/non-Jewish relations.

Our work includes extensive teaching at undergraduate and postgraduate level, and a thriving doctoral programme. In addition, the Institute has a vibrant programme of outreach activities to engage local communities with our work and expertise in Jewish history and culture. The programme is delivered by members of the Parkes Institute, whose enthusiasm for their subjects is clear from their teaching.

Jewish Studies looks at all subjects relating to Jewishness and Judaism whether historical, political, literary, philosophical, cultural or religious. Our outreach activities in Jewish Studies will be of interest to anyone who wants to learn more about Judaism and Jewishness, or how different cultures and religions interact.

This year, we have held our normal outreach events as well as online Lifelong Learning events due to Covid-19. In addition to our annual commemoration of Interfaith Week in November and Holocaust Memorial Day in January (in collaboration with Solent University), we have held more online seminars than ever before. In June 2020, members of the Parkes Institute and the History department at Southampton shared their views about the debated topic of 'Antisemitism on the Left' in an Open Event. In July, educators from different horizons and countries were invited to participate in a free online workshop over three weeks on the 'Ethics of teaching the Holocaust and difficult histories', coordinated by Heather Mann. This workshop offered a platform for teachers and educators to share and discuss their experiences and thoughts on different aspects of the topic, ranging from codes of ethics to the question of Holocaust denial on the Internet.

The Parkes Institute website is also now offering 're-sourcing packs' for educators with commented sources on different aspects of Jewish history and culture. We are hoping to develop more online content in the future and offer regular short online courses to educators and the wider audience.

For more information, please contact us (parkes@soton.ac.uk) or visit our website www.southampton.ac.uk/parkes/index.page.

2020 HOWARD REIN LECTURE

'Medical Authority in the Babylonian Talmud' by Prof Mark Geller

For this year's Rein Lecture, we had the pleasure of hosting a talk by Mark Geller from the Department of Hebrew and Jewish Studies at UCL.

Professor Geller took us into the world of Late Antique Mesopotamia (modern day Iraq) from whence came the great and legendary rabbis who composed the Babylonian Talmud. This encyclopaedic work recorded the sum of knowledge known to those rabbis and is still the foundation of all streams of living Judaism. Included within the Divorce Bills (tractate Gittin) is a two-page extract listing ailments and their remedies literally from head to toe. Having eluded explanation like countless others in the Talmud, this section has at best been ignored and at worst considered an example of superstitious nonsense.

This assertion could not be further from the truth. In fact, this extract originated from the rich medical knowledge of the Akkadian speaking civilisations of Mesopotamia three or four hundred years earlier. The Jews of Late Antique Mesopotamian regions preserved some of this medical tradition and lore, fragments of which also appear in other, non-Jewish, Aramaic dialect literatures of this period. Aramaic, having become the lingua-franca of the Near and Middle East in the latter centuries of the Akkadian speaking world became the natural medium for such knowledge to find its way even into Jewish rabbinic circles.

We are happy that this fascinating lecture was very well attended. Special thanks to Corinne Rein, Howard's widow, for her donation of a selection of Howard's books to the Parkes Institute and its friends and students, and to Howard's Bournemouth friends for their enthusiasm, support and insightful questions.

Report written by Professor Dan Levene,
Professor of Semitics and the History of Religion

To watch Professor Geller's full talk, please [click here](#)





JANE'S 'GREAT HOUSE': JANE AUSTEN, WOMEN'S WRITING AND CHAWTON HOUSE LIBRARY

Katie Childs, Executive Director

When Chawton House temporarily closed to the public in March 2020, work certainly did not cease: a vibrant digital programme including ongoing social media posts, interactive activities for our audiences, two online festivals, a planned Summer Series of talks, and the re-launch of our magazine, The Female Spectator – now to appear three

times annually – have kept us busy in our bid to entertain and educate, and to provide a welcome refuge to those feeling isolated and uncertain. The response has been phenomenal. We hope to see visitors again in the house itself soon and will continue to offer digital content to our audiences further afield.

In unsettling times, arts and culture provide a way to make sense of the world, and to escape from it. They provide a way to connect to others and be part of a community, just as Chawton House does when it is open. We couldn't provide a physical place, but by moving so much of what we do online, we could provide a digital place. Having created this space and seen how we can reach those not able to visit, it is now a permanent fixture.

Many of the talks and interviews from our Lockdown Literary Festival and Virtual Garden Festival can be found on our Youtube channel, where I hope they continue to provide a positive distraction as we enter our 'new normal'. Throughout the summer, we intend to host online workshops and study days to keep spirits up and provide some much-needed mental stimulation. These have been difficult times, and I am profoundly grateful to our supporters who generously supported our Emergency Appeal to help keep us going. I am proud of the ingenuity of the Chawton House team and delighted that we could use this time to bring Chawton House fully into the digital age.



Clio O'Sullivan, University of Southampton Doctoral student and Communications and Public Engagement Manager

The collection at Chawton House is a treasure trove of fascinating works, written mostly by women and published in the long eighteenth century. To be given free reign within the library is any researcher's dream, so I was thrilled when the board of trustees accepted my proposed topic for the 2020 main exhibition. As curator, I was given a modest budget and just six months to confirm the subject, conduct research, acquire loans, design and write interpretation material and stage the exhibition. The result was 'Man Up! Women who stepped into a man's world', a two-room exhibition highlighting little-known tales of extraordinary women who challenged the acceptable norms of female behaviour in the eighteenth and nineteenth centuries.

The idea for Man Up! came upon me when I was reading one of our chapbooks: *The History of Miss Betsey Warwick, the Female Rambler*. In this slim volume, the heroine finds herself on numerous adventures whilst adopting male identities. The concept of women inhabiting and thriving in male spaces thrilled me, and I wondered if there were any other examples within our collection.

It turns out, yes! The more I delved, the more fascinating stories I discovered. These included accounts of female soldiers donning male clothing, fooling their comrades and finding glory on the battlefield, as well as women committing themselves to ill-advised duels.

However, not all the women featured in Man Up! masqueraded as men in order to commit acts of bravery or violence. Some used their talents and influence to enter those male-dominated spaces thought not to be 'the business of a woman's life' - Robert Southey's words to Charlotte Brontë. In the second part of the exhibition, I included women who challenged the acceptable norms of female behaviour and placed them within the following themes: 'Landowning', 'Acting', 'Ballooning' and 'Writing'.

The advent of Covid-19 and the ensuing closure meant that very few people actually got to see the exhibition – heart-breaking given the amount of work that went into it. However, I have put 'Man Up!' onto the Chawton House website. This means that many who may never have visited Chawton House can now see the exhibition and learn about these brave and bold women, irrespective of the closure.



“The idea for Man Up! came upon me when I was reading one of our chapbooks: *The History of Miss Betsey Warwick, the Female Rambler*.”



All photos credited to Chawton House and Claire Lewis

Chawton House



What Chawton means to me: Alison Daniell

In addition to her career as a novelist and creative writing tutor, Alison Daniell is a tutor on the highly successful University of Southampton MOOC: 'Jane Austen: Myth, Reality and Global Celebrity' and a PhD candidate in the UoS English department. She is currently researching attitudes to married women's property ownership in female-authored fiction of the long eighteenth century. For Alison, the collections of early women's writing at Chawton House have been a vital resource for her research, as well as an inspiring and supportive environment.

'As a lifelong Jane Austen enthusiast, being able to work in a house with which she was familiar and which was owned by her family is very special indeed. The collections at Chawton include books that Austen would have read, and that emotional connection is so inspiring, let alone the beauty of the house and gardens themselves. I have to confess to a small shiver of excitement every time I walk up to the steps to Jane's 'Great House'. There is an alcove on the first floor above the front door with windows to three aspects which Austen is reputed to have enjoyed sitting in. I sometimes spend some time there if the house isn't too full of visitors – it's amazing to think I'm occupying the same physical space that Jane once did.

My research focuses on the lived experience of married women in the eighteenth century and how those experiences were interpreted in contemporary fiction written by women. The extensive collection of fiction and commentary held at Chawton has been tremendously useful to my research. As well as a library full of the work of inspirational women writers, the house was also owned by one very formidable lady. Elizabeth Knight inherited Chawton in 1702

from her brother Christopher. She took an active interest in the management of her estates, engaged in the selling of votes and even made a provision in the settlement for her second marriage to allow daughters, if there were no sons, to inherit her lands. She remains something of a legend at Chawton, where she used to have the church bells rung every time she went out in her carriage. Who knows – perhaps she was even the inspiration for some of the powerful, landowning women in Jane Austen's novels like Lady Catherine de Bourgh in *Pride and Prejudice*?

The documents Knight left behind tell us a lot about the sort of woman she was. This one is particularly revealing, where she gives instructions for how to deal with a property dispute and adds that it will be 'at his perrill' if the other landowner tries to interfere.'

To learn more about Chawton House and book a visit, please go to <https://chawtonhouse.org/>



JOIN US

Our Lifelong Learning classes are mostly held at the University of Southampton's picturesque Avenue Campus.

Avenue Campus
 Highfield Road
 Southampton
 SO17 1BF

TALK TO US

We hope you have enjoyed reading this magazine and we would very much like to receive your feedback. If you have any comments on the magazine, ideas for further issues or suggestions for courses you would like to see included in our programme please get in touch with us at lifelonglearning@soton.ac.uk

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 T: +44 (0)2380 593728

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www.soton.ac.uk/lifelonglearning

Key Dates (provisional)

Autumn Term	5th October 2020 (Mon) – 11th December 2020 (Fri)	10 Weeks
Spring Term	11th January 2021 (Mon) – 19th March 2021 (Fri)	10 Weeks
Summer Term	12th April 2021 (Mon) – 18th June 2021 (Fri) (21st & 28th June for two BH Mondays)	10 Weeks
Summer Intensive Courses	5th July (Mon), 7th July (Wed), 9th July (Fri), 12th July (Mon), 14th July (Wed) 2021	1.5 Weeks



**Find out more:**

www.soton.ac.uk/lifelonglearning

Contact us

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