

Institution: University of Cambridge
Unit of Assessment: UoA 30, History
<p>a. Context</p> <p>The History Faculty takes the view that, for an institution of its size and type, working in a discipline as multifarious as history, all of the main user groups and impact criteria are relevant to its work. We seek to apply our research to enhance people's understanding of self and other; to raise the standard of public discourse on a range of issues both directly historical and with implicit or explicit historical dimensions; to improve the information and argument available to policy-makers; to help schoolteachers and adult educators widen their horizons and raise the pitch of their disciplinary engagement; to provide essential knowledge and understanding for the custodians of this nation's (and others') heritage; and to foster economic growth through international publishing, support for the creative industries and raising the UK's profile as a net importer of HE students. Our research has also touched the lives of people around the world through international organizations, civic and public discourse, and educational networks. Our case studies illustrate just such breadth. In this template, under approach to impact, we will highlight three areas where we have sought deliberately to make a more collective contribution – schoolteaching, public policy and outreach to the general public for personal enrichment – but always in the context of a Faculty ethic that individuals are and should be seeking the widest range of audiences and social and cultural benefits, and are given support in doing so.</p>
<p>b. Approach to impact</p> <p>Impact is taken into account and enhanced by all of our research structures at Faculty, School and University level. The Faculty's Director of Research, Research Grants Officer and Research Committee all receive regular reports on impact from individuals and from the Subject Groups, which help them identify opportunities for enhancing impact tailored to individuals and groups. A similar role is played by the two Research Facilitators appointed in the current cycle by the School of the Humanities and Social Sciences. In 2011-12 the School launched a pilot programme of postgraduate placements in non-HE institutions and this successful pilot is now being rolled into a university-wide scheme. Since 2007 the University has provided public-engagement training for postgrads and postdocs through its 'Rising Stars' programme. Since 2008 it has hosted a showcase for humanities and social science research in its annual autumn Festival of Ideas (which drew 14,000 people in 2012) – recent contributions by historians have included exhibitions on the Kenyan freedom struggle and Victorian ideas of active citizenship, and talks on the history of intoxication, population growth and European contact with China. This festival is the subject of close audience evaluation (see http://www.cam.ac.uk/cambridge-festival-of-ideas/about/past-festivals) and contributors get a chance not only to disseminate their research but also to reflect and build on their communication skills. The Centre for Research in the Arts, Social Sciences and Humanities (CRASSH) hosts a series of short films called 'PhDcasts', inciting public engagement with our PhD research: originated by History postgraduates and rolled out across the humanities, these had 3,000 hits in their first 'season' (spring 2013) and further access through Storify and Twitter; a second season is in production. The Cambridge Humanities Research Grant scheme (CHRG), inaugurated in 2011 to replace funding schemes cancelled or reduced by the AHRC and British Academy, invests £300,000 p.a. including for 'activities specifically designed to enhance impact or outreach'. We give below concrete examples of how these support structures have translated into the identification of new opportunities for outreach as well as the enhancement and intensification of impact.</p> <p>In this section we highlight specific initiatives and distinctive aspects of our research culture that have been designed to identify, maximize and evaluate the impact of our research, particularly in three areas: history in the schools; history and policy; reaching the widest audiences through publishing and the media for personal enrichment.</p>

History in the schools. Cambridge has public funding and obligations to reach out to ever wider sections of the nation's schools for the purposes of broadening participation in HE at undergraduate level, but the History Faculty aims to design its own contributions to this outreach to enhance teachers' and students' awareness of new sources, analyses and trends in academic research, based on our own researchers' work. First, we have a dedicated Schools Liaison Officer (SLO), currently Sivasundaram, whose impact-related activities include the mounting of a website for teachers and students with primary- and secondary-source exercises based on our historians' research (ranging from the Crusades to the troubled mind of Thomas Carlyle) and an annual teachers' conference delineating 'new historiographical trends' for introduction into teaching (in 2013, Walsham on the Reformation, Evans on the Third Reich, Sivasundaram on the British Empire). The SLO also organizes with the Sutton Trust a 'widening participation' summer school for 6th formers which again exposes them to cutting-edge research: in 2013, research-based presentations from a dozen of our researchers, ranging from Maxwell on his research into missionaries in the Belgian Congo to Slight on the British Empire and Islam. Second, since 2006 Cambridge has worked in partnership with the Prince's Teaching Institute to develop the subject knowledge of teachers across the full range of academic subjects. History and English were the initial core subjects and they remain at the heart of the PTI's activities, with annual or biennial residential summer schools, normally in Cambridge, one-day CPD events, and since 2012 an M.St. in Advanced Subject Teaching in History designed by our historians and taught through Cambridge's Institute of Continuing Education. What distinguishes all these activities is that unlike most other in-service training they are subject-focused, not practice-focused: as one evaluation of the PTI puts it, 'The principled approach of the PTI builds on the belief that subjects and subject expertise are important in raising standards in education.' The residential schools revolve around lectures on the latest scholarship paralleled by seminars that address the application of this scholarship to classroom teaching. 20 staff in the current return have taught at these summer schools and at nine one-day events since 2008; 300 teachers have participated (reaching 100,000 secondary school students), and evaluation shows 80-99% satisfaction levels. A representative piece of feedback: 'I love the PTI for its unashamed focus on subject knowledge and the objective of inspiring teachers'. Our work with the PTI is coordinated by Carpenter. Third, a separate initiative, Cambridge History for Schools, coordinated by Rublack, was started by the Faculty in 2011 specifically to develop our ability to expose younger children (KS1-3) to high-level historical research. Working in partnership with schools in Cambridge, Bedford and London, our staff and postgraduates hold workshops with low teacher-student ratios on topics such as the histories of ice-cream and chocolate, 16th-century German social history, Cromwell, slavery, Russian peasants in the 19th century, women workers in World War II, and Tanzanian independence. Sessions are closely evaluated and follow-up work is done with teachers and students from these schools. Finally, in part because of these activities, and in part because of their broader leadership roles in the profession, Cambridge historians have become unusually knowledgeable about the state of history in the schools. Abulafia, Evans, Mandler and Tombs have played a well-informed and visible part (albeit taking very different positions!) in current debates over the rewriting of the history curriculum at all stages from KS1 to A-Level, with a direct impact on policy outcomes.

History and Policy. In 2002 Cambridge historians Simon Szreter and Alastair Reid created the History & Policy website to improve public policy through a better understanding of history. Now a partnership between Cambridge and King's College London, H&P has grown into a network of 360 expert historians willing and able to engage with current policy issues, publishing two online policy papers a month (152 now available), 130 original opinion articles, and a monthly feature in *BBC History Magazine*, and providing a steady stream of historical expertise to media and government; it has attracted over £650,000 of funding from philanthropic and academic sources, which supports the website (hosted by Cambridge), a public-affairs officer in London, a part-time academic director in Cambridge, and a Digital Communications Officer in Cambridge funded by the Faculty, the School, and the Vice-Chancellor's Strategic Fund. The website now receives over 120,000 visitors p.a., growing rapidly (48% growth in 2012-13). Evaluation shows 93% of policymakers and journalists interviewed were 'satisfied' or 'very satisfied' with the support offered by H&P. H&P has served as the model for similar initiatives in Australia, the Netherlands, Ireland and, most recently, South Africa. The goal is of course to involve as many historians from as many institutions as possible, and to develop the overarching infrastructure by which historical research is channelled

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into policy outcomes; however, Cambridge historians have played the leading role not only in setting up the network, but also in activating it, 22 of our staff writing 23% of the online policy papers. Among notable contributions have been unique events with policy partners in Whitehall (Reynolds with the Prime Minister's Office in March 2009, Szreter with the Cabinet Office in June 2010 and February 2011, Muldrew with the Cabinet Office in November 2011, Szreter with the Department for International Development in September 2009); H&P's Trade Union Forum, coordinated by Reid, bringing together historians, policymakers and trade union officials to discuss the historical context to contemporary labour issues; and the invitation from the Prime Minister's Office to create new history content for the No. 10 website. After a relaunch event in the House of Lords in February 2008, H&P was welcomed by Lord Rodgers of Quarry Bank: 'Inspired by Cambridge University and others, endorsed by the All-Party History Group and blessed by Prospect magazine, it is designed to improve public policy through the better understanding of history.'

While H&P represents the Faculty's principal relationship with policymakers, it is far from our only outlet. Daunton has discussed his work on the history of debt, taxation and state structures at the Treasury, the National Audit Office, with HM Revenue & Customs, and at an interdepartmental 'Fusion' meeting of civil servants. Further contacts are made through Cambridge's Centre for Science and Policy which facilitated 14 meetings between staff in this UoA and UK government officials in the two years 2011-13. Two of this unit's independent research centres – the Centre for History and Economics and the Centre for Financial History – have put at the core of their activities the promotion of the policy implications of historical research. CHE specializes in issues of economic security, globalization in historical perspective, poverty and inequality, and the relationship between politics and religion. Coffman's work at the CFH on the history of global markets has been taken up by the merchant bank Schrodgers and has led to commissioned research (in collaboration with an economist colleague) on the globalisation of the Chinese currency, used by OECD among others.

Outreach through publishing and the media. Cambridge has a long tradition of reaching out to wider audiences with high-quality research that can be made attractive and compelling without 'dumbing down' – one thinks of sterling examples from previous generations such as G.M. Trevelyan, Peter Laslett, and J.H. Plumb and his students. It has never been part of our research culture to deprecate this kind of outreach and we now actively cultivate it through programmes such as 'Rising Stars' (for early-career researchers) and the development of close relations with the publishing and media industries. In addition to bestselling books by Clark, Evans, Reynolds and Tombs taken up in case studies, we could mention from the current cycle Badger's FDR: The First Hundred Days (Hill and Wang, 2008), recommended by the British Prime Minister, Gordon Brown, as 'a classic example of how a work of history can illuminate the issues we're dealing with today' (Guardian, 29 Nov. 2008), and by the Indian Prime Minister, Manmohan Singh, as 'a remarkable account of how it was possible to harmonise a vibrant vision of reform with the prevailing political realities to joggle out of systemic complacency' (Indian Express, 26 Dec. 2009); Guy's A Daughter's Love: Thomas and Margaret More (Fourth Estate, 2008), the basis of a BBC4 television documentary 'A Renaissance Education' repeated 8 times; O'Brien's Mrs. Adams in Winter: A Journey in the Last Days of Napoleon (FSG, 2010), a finalist for the Pulitzer Prize, promoted by the Adams National Park and the Massachusetts Historical Society to American schoolteachers and through many book groups in US public libraries; Laven's Mission to China: Matteo Ricci and the Jesuit Encounter with the East (Faber, 2011); Preston's Sword of the Spirit, Shield of Faith: Religion in American War and Diplomacy (2012), winner of the Charles Taylor Prize for literary non-fiction, its author hailed in the New Republic as 'the rare scholar who can educate a non-academic audience in the complexity of an important subject'; Abulafia's The Great Sea: A Human History of the Mediterranean (Penguin, 2012), which was Sunday Times History Book of the year, has been reprinted 10 times in the UK alone, and translated into Dutch, Turkish, Greek, Spanish, Korean, German, Italian, Chinese, Romanian, and Portuguese; Watkins's The Undiscovered Country: Journeys Among the Dead (Bodley Head, 2013), featured at a number of literary festivals and among the inspirations for a recent BBC4 documentary. Among earlier work, Laven's Virgins of Venice (2002) continues to inspire adaptations and borrowings in the creative world; in the current cycle, an opera (written by a Yale composer and now seeking development

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funds) and an historical novel, Sarah Dunant's Sacred Hearts (2009). In other cases, where the research has been published in 'purer' forms, outreach necessarily takes the form of media dissemination and explication. Szeterer's Sex Before the Sexual Revolution (CUP, 2010), co-authored with Kate Fisher of Exeter, was the first academic book published by CUP ever to be longlisted for the Samuel Johnson Prize for non-fiction; it was widely reviewed, 'Book of the Week' in the Guardian, and discussed by the authors on 'Woman's Hour' and 'Thinking Allowed', both on BBC Radio 4 (and further discussed by the authors in a History & Policy paper). Goldie introduced a wider public to Roger Morrice's extraordinary million-word 'Entr'ing Book' of the late 17th century on Radio 4's 'Today' programme. Melvyn Bragg's 'In Our Time' programme for Radio 4 provides another reliable vehicle for Cambridge historians to present their research to wider audiences – in the current cycle, in addition to no fewer than 5 appearances by the recently-retired Tim Blanning, Brett (twice), Clark, Evans, Guy, Jackson, Kapila, Peters and Tombs have all appeared.

c. Strategy and plans

Discussion by Research Committee, Faculty Board and other bodies has identified a number of priorities for broadening and deepening the impact of our research.

First, we intend to work more closely with other units inside the School of the Humanities and Social Sciences to improve synergies with research in neighbouring areas. For example, the School has secured investment from the Philomathia Foundation to facilitate policy-related social science research that engages directly with public policy, by placing outstanding postdoctoral fellows in Faculties and Departments relevant to specific policy challenges. A recent award from this fund to Ramos Pinto and Szeterer will support a postdoctoral scholar for 3 years from 2014, to be attached to the Centre for History and Economics and to the AHRC-funded Research Network on Inequality, Social Science & History that Ramos Pinto directs, to work on the historical measurement of inequality. The goal of this programme will be to provide long-term perspectives that can inform contemporary debates about the nature and political use of ideas of equality and inequality. Other relevant research which can be developed through collaboration with our social-science colleagues to extend the reach and significance of our impact includes Daunton's on intergenerational justice, Lawrence's and Mandler's on class and social mobility, and Shaw-Taylor's on the epidemiological transition. The Faculty's contribution to the University's new Master's course in Public Policy (facilitated by History & Policy) will bring our researchers into closer collaboration with our social-science colleagues on issues aimed at impact in public policy. These connections are intended to permit us to make better use of the University's selection by ESRC as one of three pilot centres for acceleration of research impact, making use of a new fund (the Cambridge Impact Fund), promoting non-academic secondments and public-communication training.

Second, we intend to highlight our developing research specialism in the history of material culture (especially amongst our early modernists) in order to build new relationships with museums and the creative industries. Progress made to date here includes two major collaborations with the Fitzwilliam Museum (for exhibitions on early modern consumption in 2015 and domestic devotions in 2017), which are honing our skills in the presentation of our research in material culture, and the investment of £20,000 through the Cambridge Humanities Research Grant scheme in Rublack's collaborations with the fashion industry to re-create early-modern dress. Proposals have been made to the AHRC to build postgraduate training in material-culture for propagation through museums and heritage bodies as part of our BGP2 bid, currently under review. A further extension of this work, beyond the area of material culture, will be made in the area of commemoration by our modern European historians, who already collaborate with the Imperial War Museum and are planning an international network of war museums; connections made so far include museums in Germany, Estonia, Slovenia and Australia; while Jahn's work on Russia's imperial heritage, also supported by the Cambridge Humanities Research Grant scheme, is leading to connections with heritage bodies in Russia and Georgia.

d. Relationship to case studies

Our 13 submitted case studies represent a selection from 20 commissioned and drafted; those not submitted include Badger's work on the New Deal (read and recommended by the Prime Ministers of the UK and India as well as in US policy circles), Coffman's on historical contexts for globalization (read and recommended by the investment bank Schroders and by high-ranking officials at the OECD), Daunton's on the history of taxation, debt and state structures (which he has discussed with the Treasury, the National Audit Office, and civil servants in other departments, and which has been read and recommended at the Treasury and HMRC), Morrill's on the 1641 Irish depositions (presented in a public exhibition opened by the President of Ireland and First Minister of Northern Ireland) and Vaughan's on suicide in Africa (informing the work of psychiatry professionals and NGOs working in East, Central and Southern Africa). Several others whose books have been widely diffused by commercial publishers and by the authors' own outreach activities (listed above), adding greatly to public enrichment and debate as well as economic benefit, were not commissioned in order to make room for a wider array of audiences and impacts. Given that many of our submitted staff are early-career researchers whose doctoral work is not eligible for impact, a large proportion of our eligible staff are thus engaged in research with demonstrable impact and we have been able to select a good representative sample.

Clark's and Tombs's case-studies shows how British scholars' research on German and French national identity has helped to stimulate debate in those countries, at popular and elite levels, about the distinctiveness of their political cultures and their place in Europe. Evans's on 'British Historians and European History' in fact contextualizes those contributions in a longer history of British historians' contributions to debate about European identity; it also reflects our contributions to hot contemporary debates over the English school curriculum, described above. Mandler's attempts something similar for writings by the English themselves on Englishness. Chatterji's work assembles material on Bengali migrants' experience, and organizes and analyses it for self-reflection and education, also connecting to our unit's considerable work with schools. Szreter's case studies come out of our History & Policy initiative, described above. Evans' on the restitution of looted art reveals another policy application of our research beyond H&P. Kapila and Bayly, on the history of Indian political thought, Chatterji's on the histories of Bengali migrants, and Szreter's on institutions and development demonstrate the global reach of our research. Reynolds's two case studies show in different ways how our research shapes popular understandings of the epochal events of the 20th-century by reaching millions of viewers and listeners via award-winning radio and TV adaptations. Anthony's, from an early-career researcher, reveals a different dimension of our work with the media, in which the historian has helped British documentary film gain international recognition for its craft and its legacy. Finally, Rublack's work with the fashion industry offers a sample of what we hope will be new spheres of impact that we can open up in the next cycle, working closely with museums and designers to explore historical worlds of material culture.

The case studies thus exemplify a number of different approaches: i) impact achieved by harnessing research to a broader impact programme (Szreter through H&P; Kapila and Bayly, through Cambridge's India Summit; and through our work in the schools reported not in case studies but in (b) above); ii) impact achieved by partnership with the media (Clark, Tombs, Mandler, Reynolds, Anthony); iii) impact achieved by harnessing research to a purpose-designed impact strategy (Chatterji, through 'Bangla Stories'; Evans, through his own policy interventions and through the art-restitution bureaucracy; Rublack, through the fashion industry). In most of these cases, the impact strategy is devised by the author, based on their understanding of their own work and its potential, and supported institutionally, but in several there have been crucial institutional interventions from the structures outlined above under 'context' to enhance impact (notably Szreter, via institutional support for H&P, Kapila and Bayly, via the Cambridge Summit, Rublack via institutional grants specifically for impact).