

<p><b>Institution: Durham University</b></p>
<p><b>Unit of Assessment: 31 (Classics)</b></p>
<p><b>a. Context</b></p> <p>The Department aims to ensure that its research benefits the broadest possible range of users, by providing accessible information about the classical world, and by stimulating a self-directed exploration of the present through the tools and insights provided by the past. The main beneficiaries are: students and teachers in secondary and tertiary education; general readers of classical literature, literary reviews, and broadsheets; audiences of radio, television, and cinema featuring classical civilisations; museum exhibition audiences and museum staff; writers, screen-writers, artists and community arts workers; psychiatric patients and health-care professionals. The main kinds of impact emerging from our research over the REF census period have been:</p> <ul style="list-style-type: none"> <li>• Public engagement with classical literature, including the ability to use digital technologies to read, search and analyse classical texts.</li> <li>• Public appreciation of ancient culture, with attendant financial benefits for publishers, museums, the media, and the cultural tourist industry.</li> <li>• Reassessment of lived experience through engagement with ancient culture (see especially section b.3 on homosexuality and section 4D of CS2 on Post-Traumatic Stress Disorder).</li> </ul> <p>Our two research centres, the Centre for the Study of the Ancient Mediterranean and the Near East (CAMNE) and the Durham Centre for Classical Reception (DCCR), focus on synchronic and diachronic inter-cultural exchange respectively, and support public conferences and partnerships with non-academic institutions.</p>
<p><b>b. Approach to impact</b></p> <p>Before 2008, some members of the Department, notably <b>Heslin</b>, devoted a considerable portion of their research to public engagement, and provided significant benefit to the wider community. Over the REF census period, our approach to impact shifted from reliance on the public spirit of individuals to a set of cohesive practices. The departmental impact policy, implemented by our Research Committee, Education Committee, and Communication Officer, offers a clear framework for departmental impact activities and plans, within the broader University Impact Strategy. <b>The Research Committee</b> maximises the impact of departmental research by overseeing the following aspects of our policy:</p> <p><u>(1) Funding for research impact.</u> When personal and collaborative research plans are presented, the Research Committee ensures that pathways to impact are identified and, where appropriate, funding is sought to develop and support them, either internally (at Department, Faculty, or University level), or through external partners (see further sections c and d).</p> <p><u>(2) Publications for a general readership</u> undergo the same departmental processes of peer-review and feedback as those destined for academic journals and publishers (see REF 5). This ensures that they reflect research of the highest quality, and are informed by collective expertise. For example, <b>Graziosi</b>, who is a regular reviewer on classics and ancient history for <i>Times Higher Education</i>, draws on departmental as well as individual research when commenting on new publications (e.g. drawing on <b>Boys-Stones</b>' work on the Socratics in <i>THE</i>, 4 June 2009).</p> <p><u>(3) Conferences, public lectures and associated media coverage.</u> Departmental conferences benefit from conference blogs (usually designed and maintained by postgraduate researchers, who thereby gain experience in public engagement). Invitations to non-academic participants sometimes lead to further interaction with the media, including BBC television and radio. A recent example: a CAMNE conference on <i>Ancient Carthage: Models of Cultural Contact</i> (5-6 August 2011) included a panel discussing the BBC 4 documentary <i>On Hannibal's Trail</i>, and the academic conference in turn inspired a BBC Radio 4 <i>In Our Time</i> programme on ancient Carthage (11 October 2012), to which one of our conference organisers (Woolmer) was invited as a panellist. Another example: the blog (<a href="http://romosexuality.wordpress.com/">http://romosexuality.wordpress.com/</a>) created to advertise a DCCR conference on Roman homosexuality and its reception (<b>Ingleheart</b>), supported by the British Academy, inspired a feature in <i>Times Higher Education</i> ('Carry on loving, the Roman way', 19 April 2012), which in turn provoked further blog discussion by self-professed non-academics (over 11,000 visitors overall).</p> <p><u>(4) Links with museums and other cultural institutions.</u> The Research Committee advises on, and fosters links with, museums and other cultural institutions. Some are long-standing, such as the partnership between CAMNE and the Oriental Museum in Durham, one of the most important public-facing institutions in the University (ca. 23,000 visitors per year). The museum director</p>

serves *ex officio* on the steering committee of CAMNE, with a view to promoting relevant research to the broader public. Past collaborations include free talks at the Museum to a general audience (2009, 2011, 2012), and a contribution to the Museum's *Treasures of the Oriental Museum* (**Haubold**), a volume for a non-academic readership. Other partnerships venture further afield: **Kaizer** acted as advisor to an exhibition about Dura-Europos staged at Treviso (Italy) on the occasion of the Benetton Foundation awarding Dura-Europos the 'Carlo Scarpa Prize for Gardens' (8 May 2010). He provided materials based on his research; gave a public lecture on religious life in Dura-Europos; and contributed a chapter to a book produced by the Benetton Foundation and distributed to the wider public free of charge (see <http://www.fbsr.it/>).

**The Education Committee** oversees the educational aspects of our approach to impact, supporting research-led teaching in both secondary and tertiary education:

(5) Funding to support the pedagogical impact of our research. Members of staff are encouraged to seek external funding in order to ensure that departmental research benefits students beyond the Department. For example, teaching materials for the module *Language, Translation, Interpretation* (informed by research by **Graziosi** and **Ingleheart** on Homer and Ovid respectively) were made available online thanks to a Higher Education Academy grant. They are now freely downloadable, and regularly used in at least five Higher Education Institutions in the UK. These materials were also endorsed at the 2011 Annual Meeting of the American Philological Association (panel on Homeric pedagogy convened by Prof. S. Schein).

(6) Publications for teaching. The Education Committee encourages the development of, and coordinates colleagues' and students' feedback on, textbooks and handbooks directed primarily at undergraduates. These represent an important aspect of our impact: most colleagues (**Boys-Stones**, **Castagnoli**, **Fögen**, **Gildenhard**, **Graziosi**, **Harris**, **Haubold**, **Ingleheart**, **I. Petrovic**, **Thomas**) have written, contributed to, or edited text-books, handbooks or encyclopaedia entries aimed primarily at students. While in Durham, **Gildenhard** produced school commentaries on Cicero, *Against Verres* 2.1.53-86 and Virgil, *Aeneid* 4.1-299 (Open Book Publishers, 2011 and 2012). These are also available as interactive online publications: teachers leave comments and questions on specific sections of text, and **Gildenhard** regularly responds. Thus discussion of his Durham research is available to all teachers of A-Level Latin wishing to engage with it (see <http://openbookpublishers.theclassicslibrary.com/home/>). The Education Committee also encourages members of the Department to submit contributions to the sixth-form classics magazines *Omnibus* and *Iris* (**Graziosi**, **Harris**, **Haubold**).

(7) Links with secondary schools, relevant professional associations, and private companies. A long-standing feature of our impact activities, monitored and promoted by the Education Committee, is the frequency with which most members of the Department have sought speaking engagements in schools, with a number of local, national and international secondary education partners. These include Sovereign Education, Keynote Educational, the Joint Association of Classical Teachers (JACT), the Association for Latin Teaching, and *ClassiciContro*. The JACT Durham Summer School of Latin and Greek regularly features keynote lectures by members of the Department.

The role of **Director of Communications**, established in 2010, coordinates the following aspects of our impact agenda:

(8) Alumni communications and social media. The annual *Newsletter* we send to our alumni includes a 'food for thought' article, showcasing significant new research. Our Facebook page (450 members as of July 2013), and departmental news feed regularly highlight research developments in the Department. **Horky's** blog *Work of Memory* (5,000 hits as of July 2013) focuses on ancient philosophy.

(9) Media presence. The Director of Communications ensures that contributions to the media showcase departmental research, suggesting possibilities to colleagues, and responding to outside requests. Some recent examples of local, national and international engagement are:

**A. Petrovic's** research on ancient religion informs an article in *The Northern Echo* (circulation ca. 100,000). **Haubold's** research on Babylonian and Greek literature is prominently showcased in a feature article in the *Guardian* (11 July 2013), the online version of which attracted some 35,000 page views within two days of publication (on a par with the main current affairs articles). **Castagnoli's** work on ancient logic features in Umberto Eco's *Encyclomedia*, a best-selling digital encyclopaedia. **Graziosi's** on-camera interview for a Warner Bros documentary on Alexander the Great, which reflected research by **Haubold**, **A. Petrovic** and **I. Petrovic**, accompanies the fourth DVD release of Oliver Stone's *Alexander* (DVD distribution ca. 1 million). **I. Petrovic's** article on

## Impact template (REF3a)

Plutarch and Stone as biographers of Alexander was highly recommended by Stone himself to his 76,000 followers on Facebook.

### c. Strategy and plans

Our strategic priority for the post-REF period is to develop new pathways to impact, strengthen our relationships with current partners, and seek new ones, in order to be well placed to respond to our own research developments and to external opportunities. To this end we will (a) hold an annual 'research evening' in the Department, showcasing current research projects to invited guests (e.g. school principals and heads of department, publishers, journalists, directors of local libraries, museums, theatres and cinemas); (b) continue to use effectively the newly enhanced University impact seedcorn fund; (c) use the Institute of Advanced Study fellowship schemes to attract non-academic collaborators; (d) increase participation of postgraduates in impact-related activities; (e) maintain and develop our relationship with *ClassiciContro*, a major engine of research impact in Italy: as part of that festival of ideas, **Graziosi** delivered public lectures on her research in the Palladian Teatro Olimpico and the Palazzo Leoni Montanari in Vicenza, which then featured in the local and national Italian press (2013); (f) tighten links with the University's Alumni and Marketing departments in order further to integrate departmental activities targeting alumni (e.g. blogs, newsletters, and social media) within the University-wide framework.

Impact plans for the period after REF 2014 build on current strengths, and develop a new strand in response to the appointment of **Richardson**. They include:

1. The development of a major open-source database of critical editions of classical texts, with digital apparatus, freely available (unlike the *Thesaurus Linguae Graecae*) and fully searchable by Diogenes (unlike *Perseus Digital Library*); and the development of Optical Character Recognition for early printed books in Latin (**Heslin**). In 2013 University seedcorn funding (£17,000) was secured to develop a pilot, launch three grant applications (AHRC, ERC, Mellon Foundation) and establish collaboration with non-academic partners (including Google Books). This builds on CS1.

2. The creation of a new theatre performance by Changeling Productions, based on an existing collaboration with **Graziosi** and the *Living Poets* research team. In their company planning documents, Changeling Productions include 'a theatre piece based on our collaboration with the Classics Department, Durham University, to be performed in schools, arts centres and non-theatre venues in County Durham, in 2014'. The *Living Poets* project (**Graziosi**) will conclude with a public exhibition in Bishop Cosin's Library, Palace Green, tracing the portraits on the walls of the library, via Renaissance manuals, back to the ancient Graeco-Roman portraits of poets. This builds on CS2.

3. Theatre and television on nineteenth-century classical receptions. Together with producer and screenwriter Megan Price, **Richardson** is working at the pilot script for a new television series entitled 'Hummel and Howe' to HBO, based on his extensive research on classical culture in nineteenth-century New York (to be pitched to HBO). A new play by Tony Harrison responds to research by **Richardson** on British officers in the Crimean War – and the chaotic excavation of ancient sites they undertook between campaigns against the Russians. As a result of **Richardson's** research, Harrison has now added a new character (Colonel Munro) to his play. Our departmental structures will ensure that the impact of **Richardson's** research is properly supported through leave arrangements and seedcorn funding.

### d. Relationship to case studies

CS2 makes use of the processes set out in our impact policy, and of University seedcorn funding for impact (£7,500), to ensure that core research on one classical author reaches a wide range of non-academic beneficiaries. It thus exemplifies the Department's approach to impact through the establishment of successful partnerships in secondary and tertiary education, the arts, publishing and the media (see section b). CS1 started life as the 'heroic project of a lone hacker' (Nick Lowe) but has since shaped our departmental approach (see section b) and, especially, our plans for future impact (see section c). The culture of digital, open-source innovation established by *Diogenes* informs our largest current research project (**Graziosi's** *Living Poets*) and is now at the heart of new plans for impact in the digital humanities. More perhaps than any other initiative, it exemplifies the Department's long-term aim of integrating core research as closely as possible with impact activities in the post-REF period (cf. REF5, section b. Research strategy).