

Institution: The University of Manchester
Unit of Assessment: 31 (Classics)
<p>a. Context. Since 2012 Classics has been located within the School of Arts, Languages and Cultures, which has made a priority of knowledge transfer and business engagement, including the appointment of an administrative officer specifically to support such activity. The main types of impact from our research upon non-academic user groups and beneficiaries are:</p> <ul style="list-style-type: none"> • Public Discourse and Cultural Life: our work with museums, libraries and archives influences museum practice and seeks to enhance public understanding of major issues. • Education: our work with schools and national educational bodies informs and influences the content and design of education at secondary level. • Civil Society: our media appearances and associated activities help us to reach a wider audience in order to illuminate social values and challenge cultural assumptions. • Cultural Life: our public lectures to non-academic classical / historical associations and our tourism-related activities enrich and expand the imaginations and sensibilities of individuals and groups. • Public Services and Public Discourse: our more recently developed contributions on social issues to local government activities, NGOs and international policy bodies allow us to reach outside the humanities and build relationships with important special interest groups. <p>We are privileged to have close links to the John Rylands Library (JRL, where Pormann is Director of the JR Research Institute), the Whitworth Art Gallery, and the Manchester Museum (MM, where Prag holds an <i>emeritus</i> position jointly between the Museum and Classics). Their proximity and high profile facilitate and enhance the impact of our research. Moreover, the recent move of the BBC's operations to MediaCityUK in Manchester has strengthened existing relationships. We regularly participate in national and local events directed at non-academic audiences. Impact-related activities are an important regular item for Departmental review, and our approach is underpinned by funding and institutional structures at School and University level (including promotion criteria), but above all by mutual support within the department to allow colleagues time to develop their impact activities.</p>
<p>b. Approach to impact Consultancy and other contributions to public life by academic staff are positively encouraged through Personal Development Review, the collection of impact data in the University's annual Research Performance Exercise, and through communal discussion at departmental meetings.</p> <p><i>Museums, Libraries and Archives</i> - Our consultancy and exhibition work demonstrates our commitment to creating conditions in which our research can (a) influence museum practice and (b) excite the wider public. Prag's example in <i>Reconstructing Ancient Faces</i> has been continued by Pormann (consultant to the Royal College of Physicians on cataloguing their oriental manuscripts, 2012) and by Mazza (consultant on reshaping the MM's popular Egyptian collection, 2011-12, and on restructuring The Atkinson in Sefton, re-opening 2013). Furthermore, the Ancient Egypt & Sudan Department of The British Museum took their inspiration for a major event (2012, <i>Egypt in the First Millennium AD</i>) explicitly from Mazza's influential colloquium <i>Graeco-Roman Egypt at Manchester</i> (2011). Significant exhibitions and associated activities (lectures, gallery talks) organized by our staff have also aimed to enhance public understanding of major issues. Pormann's <i>Mirror of Health</i> exhibition (Royal College of Physicians, 2013: http://www.rcplondon.ac.uk/mirror-health-discovering-medicine-golden-age-islam) challenges traditional narratives of medical history which omit or downplay important Muslim contributions, and aims to reach educators, health professionals and those interested in the Muslim heritage. Mazza's 2012 exhibition <i>Faces and Voices</i> recontextualised early Christianity by exploring identity claims in Roman Egypt (http://www.library.manchester.ac.uk/aboutus/news/name-180531-en.htm). It garnered significant media coverage (e.g. July-August 2012: BBC News website, BBC1 News North-West), attracting up to 53,000 visitors (plus 7,900 visitors to the associated blog, http://facesandvoices.wordpress.com/), and receiving official citation as a factor in the JRL winning 'Large Visitor Attraction of the Year' at Manchester's annual tourism awards, 2012. The exhibition's visitor feedback also emphasised renewed enthusiasm for visiting the MM as a result of the exhibition, while the JRL's Public Programmes Manager identified 5 changes to exhibition practices after Mazza's work. In a collaborative development, the exhibition became integral to Cooper's ESRC-funded <i>Constantine's Dream</i> project (http://www.esrc.ac.uk/my-esrc/grants/RES-071-27-0070/read), and its impact was enhanced as a result, e.g. in the workshop (<i>Conflicting Identities</i></p>

Impact template (REF3a)

North-West) run by **Cooper**, in collaboration with Whitham Sixth-Form College, Burnley, exploring religious, ethnic, and family tensions in the ancient Mediterranean and modern Britain (2012). The resulting short film, *'I Died in Hawara'*, presented to academic and BBC colleagues at a workshop in 2012, appeared on the MM website (<http://egyptmanchester.wordpress.com/2012/07/20/1654/>), on YouTube, and as part of a series of podcasts on the 'Ancient Voices' website.

Schools and national educational bodies

We have a record of achieving educational impact and influencing design and delivery of the curriculum through communication of our research in regular interactions with user groups at all levels. We provide: schools talks on research-related topics (e.g. **Parkin** to Withington Girls 2010: feedback 'a high point of my education, which quite changed my experience of Classics'); annual CA Schools Day (c.16 schools, c. 85 delegates p.a., both staff and pupils); 6th form *Discover History Day* (workshops by **Beagon**, Mazza, and postgraduate Schofield on her research into ancient catapults); publication in *Omnibus* (**Low**, **Liddel**, **Gibson**), and *Journal of Classics Teaching* (**Liddel**, **Low**); contributions to commercial training courses for teachers (**Sharrock**, **Gibson**, Griffiths), and to national INSET days, with special emphasis on how the latest research in the field can inform teaching (e.g. **Liddel's** JACT INSET day on Ancient History A level, UCL Sept 2012, and OCR INSET day, British Museum, May 2011, based on his own research into literary versions of documents relating to the Persian Wars; **Todd's** INSET day on Lysias, London 2010). We are prominent in national institutions for furthering the study of Classics. **Liddel**, as member then Chair of the JACT Ancient History Committee (2006-present) – after materially contributing to preserving Ancient History at A-level – provided scholarly, logistical and bibliographical advice to OCR on the curriculum for the revised 2008 A-level and the new GCSE in Ancient History. Based on his own expertise in Greek history, **Liddel** also devised and e-published 3 sets of notes (total: 61,000 words) for teachers of Ancient History (free to JACT members and advertised on the JACT website). **Langslow's** research in philology & linguistics underpins his contribution to language teaching and testing. As Chair of the JACT Greek Committee and Working Group (2002-8), **Langslow** – with **Morrison** alongside as consultant - played a leading role in preparing the 2nd edn of *Reading Greek*, one of the most popular courses for adult learners worldwide. Published in 2007, its impact is increasingly evident in the current REF period, selling 10,500 copies by the end of 2011. As a Director of the JACT Greek Summer School (2002-date), **Langslow** has led the work of this project to introduce adult learners to Greek (200+ p.a., including many without previous access to classical languages). He lectures regularly to teachers' seminars on ways of teaching Greek and Latin, and on language aptitude testing, and to schools and public fora on language awareness.

Media

The University has recently developed a strategic partnership with the BBC in Manchester. It is our aim to use our existing relationship with the BBC (now further supported by the University's Media Relations Office) to allow our research to enrich the lives and imaginations of users, to challenge social and cultural assumptions, and to expand awareness of the relevance of research into the ancient world to public debates on contemporary social issues. We receive numerous invitations for personal interview or contributions to BBC TV, radio and websites, including: Radio 4's *In Our Time* (**Cooper** 2013: Zenobia; **Cornell** 2013: early Rome; **Gibson** 2013: Pliny; **Pormann** 2011: Hippocratic Oath; 2008: translation movement); personal appearances as an expert authority (**Cooper** in BBC 1's *The Mystery of Mary Magdalene* 2013, National Geographic's *Jesus: the Rise to Power* 2012, BBC 2's *Divine Women* 2012, Radio 4's *Banishing Eve* 2011); **Pormann's** varied contributions to the public understanding of Islamic science and its translation of Greek expertise (2010: BBC Arabic TV, 2009: BBC 4 and World Service); and **Cooper's** regular contributions to the BBC Religion & Ethics website (2012-present), her knowledge exchange workshop (*Conflicting Identities*, 2010) involving the BBC/RE team and the *Constantine's Dream* project team.

Non-academic classical and historical associations and classical tourism - Our staff regularly speak at branches of the Classical Association nationwide, as well as local Historical and Archaeological associations, and we have an active local branch of the CA, which runs a regular programme of talks presenting new research to the general public; we participate in the Hellenic and Roman Societies' panel of guest lecturers. As with our media appearances, our aim is to use these public interactions to allow our research to expand the sensibilities of pupils, educators and members of the public interested in a broad range of aspects of Graeco-Roman antiquity and its reception. Furthermore, the Department encourages interaction with non-academic audiences through

Impact template (REF3a)

educational tourism. **Fear** and **Prag** are regular expert guides on educational tours in Spain, Portugal, Turkey and Britain; Griffiths was invited guest lecturer for a *Voyages to Antiquity* cruise, 2010; and **Fear**, as a historian of the Iberian peninsula, acts as consultant for Andante Travels Ltd, and has contributed to opportunities for adults (avg. 60 p.a.) to experience Roman material there.

Social impact and influence upon non-academic professionals

In Dec 2012 **Parkin** was invited to contribute to a public seminar on loneliness in old age run by Manchester Interdisciplinary Collaboration for Research on Ageing (MICRA), (<http://www.ihs.manchester.ac.uk/events/pastworkshops/2012/MICRAseminar061212/>), involving 130 participants from Manchester City Council (MCC), Age UK and the UK Centre for Social Gerontology, and the wider community. This reflects a wider School engagement with MCC, named as one of its most important external partnerships and sharing in a large AHRC-funded project in the 'Connected Communities' programme. **Pormann's** work continues to reach new user groups: his research has provided a basis for outreach and/or teaching activities organized by the Foundation for Science, Technology, and Civilisation (an educational NGO), by the British Muslim Heritage Centre, and by Sir Iain Chalmers and the James Lind library, who used the work to present the history of clinical trials to current and future physicians. Finally, his research has contributed to a new cultural security strategy, as developed and presented at the 10th International Security Forum in Geneva.

c. Strategy and plans Engagements with museums, schools and the media remain central to our priorities and aspirations for the coming years, and we aim to build upon current successes and maximise their continuing impact (e.g. by targeting AHRC follow-on funding to support impact), while also exploring opportunities afforded by non-traditional media (e.g. podcasts, Facebook, YouTube), and taking advantage of new institutional support structures (e.g. Impact Support staff) and funding opportunities (both School and Faculty now provide funds to support impact). Projected activities include **Liddel's** INSET day on Augustus, Nov 2013; the conclusion of **Parkin's** advanced discussions with the BBC for a series on ancient Roman living conditions and health, and his contribution in 2014 to the public British Academy Debates ('Too old and ugly to be useful?'); and **Mazza's** preparations for a TV documentary on mummy portraits and papyri from the MM and JRL, and her collaboration with MM on developing a *Northwest Egyptian Collections Network*. **Cooper's** grant (£1,000) from the Faculty's Arts Access fund underpins the development (in collaboration with JRRI and Whitham Sixth Form College) of a project entitled *Bringing to Life the Politics of Identity in Roman-period Egypt*, in which Manchester A-level pupils will further explore via YouTube videos how thinking about problems in ancient society can help to make sense of modern social concerns (starts late 2013). A vital part of our plans for the future follows from **Pormann's** appointment as Director of the John Rylands Research Institute, which is responsible for one of the world's richest collections of manuscript and printed material. In addition to facilitating full exploitation of the collections' research potential, JRRI enables staff to share and publicise their work via the JRL's public engagement and outreach programmes. Our initiatives for extending our 'social impact' include: further development of links with Muslim organisations, including the Muslim Heritage Centre, as a result of **Pormann's** continuing work and exhibition; and **Cooper's** proposal for a formal paper for the Church of England's Faith and Order Commission responding to their recent report on Christian marriage.

d. Relationship to case studies Our case studies provide specific examples of our generation of significant impact for our research via interactions with museums and their users, focussing especially on impact on museum practice and on enhancing public engagement with major issues.

1. *Reconstructing Ancient Faces (Prag)*. In accordance with our strategy on Cultural Life, this project has generated multiple influences on museum practice, as reconstruction techniques developed in Manchester now underpin museum exhibitions around the world. The project also exemplifies our practice of active media engagement, since it has received extensive exposure in the media. It has also contributed measurably to the stimulation of academic tourism.
2. *Mirror of Health (Pormann)*. In accordance with our strategy on Public Discourse and Cultural Life, the revelations arising from this research have already begun to influence medical and educational discourse and to change perceptions of the medical tradition of the Islamic world, correcting the 'amnesia' among medical professionals and the general public about the practical and clinical focus of the Arabic medical traditions, and reviving intellectual awareness of, and practical interest in, the collections of the Royal College of Physicians among health professionals.