

<p>Institution: King's College London</p>
<p>Unit of Assessment: 31 Classics / Centre for Hellenic Studies</p>
<p>a. Context The principal non-academic beneficiaries in 2008-13 of the Unit's research have been heritage and performance institutions and workers, students and teachers, especially in British and Greek schools, and the general public - in Greece and other countries as well as the UK - with an interest in the classical and Hellenic worlds. Impact has been achieved in the areas of Cultural Life and Education, and more broadly in Public Engagement, with some items affecting Public Discourse, particularly in Greece. The main pathways to impact, now central to the Unit's strategy, have been events for and talks to schools and special interest groups, the creation and development of teaching materials, contributions to public events, television and radio programmes and press articles, and the (free) provision of expert advice to museums and archaeological authorities. Impacts have arisen from across the research range of the Unit - the Department of Classics and the Centre for Hellenic Studies (CHS) - which covers the ancient Greek, Roman and related worlds and mediaeval to modern Greek-speaking world, and includes archaeology, art history, history, languages, literature, thought and reception, and sociolinguistics.</p>
<p>b. Approach to impact Although formulation by the Unit of an explicit strategy for impact is recent, that strategy is built on a long history of conscious promotion, with School and College support, of public knowledge of and engagement with the Unit's research. Collaboration with museums was pioneered long ago by Waywell (retired 2004). Roueché and Walda had been developing links with Libya before Wootton's appointment in 2006. The strategic policy of co-operation with other HEIs and organisations has deep roots, notably in the Unit's ongoing contributions (officers, committee members, talks, work with journals) to the Society for the Promotion of Hellenic Studies and Society for the Promotion of Roman Studies; a recent case is the 2012 Olympics events run with the British Academy and UCL. The CHS was established in 1989 specifically to research and increase public awareness of Hellenic civilisation; to improve delivery of the latter aim, in 2011 it created an International Advisory Board of outside trustees. Its main strategic pathway to impact is its annual programme of public lectures and events which began in 1990, many in collaboration with non-HEI partners such as the Greek Archaeological Committee (annual lecture), Society for Libyan Studies (2012), and Byron Society (2013). Classics has been proactively supporting teaching in schools since the 1980s, co-ordinated by its Schools Liaison Officer. The annual play in ancient Greek, put on since 1953 by our students with Departmental support, provides a regular channel of contact with schools in London and beyond. To the longstanding Greek and Latin Summer School run annually with University College London, we have added, as part of our strategy for external educational engagement, our own language courses as part of the Summer School organised since 2010 by the College.</p> <p>Our strategy recognises that much of our impact has drawn and will draw on accumulated research knowledge, not just individual projects or publications. Also, that collaboration with staff from other HEIs and cultural organisations in our fields has been and will be a particularly effective route to delivery. The impact of this collective activity, while reflected in the public enthusiasm in recent decades for contact, ranging from museum exhibitions to cinematic fictions, with the classical and Hellenic worlds, and vital public support for the position of our subjects in the UK educational system, is normally too general and slow-burning to capture in detail. Current events, however, can generate a focussed debate where our specific contribution can be assessed, as demonstrated by our case studies 'Small stories' (growing numbers of non-native speakers in Greek schools), 'Greece and Byron' (intensified debate about modern Greek identity), 'Byzantium' (political and cultural relations between Europe and the Near East), and 'Libya' (protection of cultural heritage during and after military conflict).</p> <p>In the area of Cultural Life the Unit's research expertise in ancient literature and performance has been in frequent demand from modern productions (Fitzgerald, Silk, Wyles, Hall), for instance Wyles' advice on costumes for three recent stagings by Chris Vervain (all filmed with clips on YouTube), and Hall's consultancy for Włodzimierz Staniewski's 2013 productions - for the Gardzienice Centre for Theatre Practices (Poland) - of 'Pythian Oracle' and 'Iphigenia in Tauris'.</p>

Collaboration on heritage research, conservation and presentation (Adams, Allen, Trapp), includes the CDA-funded PhD thesis joint with the British Museum (supervised by Pearce, completed 2011) to assess the value to archaeology of public participation in the Portable Antiquities Scheme, and the Unit's work in Libya to protect and promote its Roman heritage (Wootton, Walda, Roueché). The Unit has mounted public exhibitions with the Maughan Library at King's where its Special Collections have been given added impact by CHS research: in 2011 on 19th-century memorabilia of Greece (Herrin) and from June 2013 on Byron (Beaton).

In **Public Engagement** members of the unit constantly respond to media requests for an ancient angle on modern issues (**Discourse**), such as Bowden on drugs in Greek religion (History Channel), Hall on 'declinism' in the ancient world (BBC Radio 4), and Rathbone on Diocletian's response to monetary crisis (BBC News). Media interest in our research for its own sake is exemplified by the several appearances of Adams and Hall on Melvyn Bragg's *In Our Time*, discussing topics such as the Bronze Age and the Trojan War (one listener said this helped him create a storytelling website for schools). Lunn-Rockcliffe's diabolical research has prompted several interviews, including 'Andy Hamilton's Search for Satan' (BBC4; 'probably unique in the history of television in combining comedy sketches ... and Origen'). Newspaper coverage, in addition to that generated by Herrin's and Beaton's research, includes a four-page article in *L'Espresso* of 4 April 2013 on the 'Artemidoros' papyrus - a hot topic in the Italian press because of its public purchase for 2.75 million euros - contrasting the pro-authenticity publications of D'Alessio and Rathbone to Canfora's claims of forgery. Members of the unit have been invited to write on their research for popular journals including *Omnibus* (Fitzgerald, Squire), *History Today* (Beaton, Stathakopoulos), *Current Archaeology* (Rathbone), and *Aktüel Arkeoloji* (Bowden).

Among proactive and planned public engagement we highlight the Unit's role in the series of classical events to mark the London 2012 Olympics (all June 2012): Rathbone mounted a research workshop at the British Academy on new athletics texts from Roman Egypt (*P. Oxy. LXXIX*, also D'Alessio), feeding into three public lectures to a capacity audience of c.150; Roueché and D'Alessio ran a public conference at King's on *Olympics Ancient and Modern* (also Lunn-Rockcliffe; 65 audience); Hall spoke at the public colloquium *Olympic Angles* at University College London, and Roueché at the British Museum-Roman Society Olympics day (c.200 attending). Among other events, Wootton's 'Art of Making' project ran two public hands-on workshops, with more to follow (see c below), and had its website featured on the *Classics Library* website: 'of especial use to those teaching the Cambridge Latin Course . . . and . . . Classical Civilisation AS/A Level.' Rathbone's YouTube interview relating to his April 2012 talk on Oxyrhynchus at an event jointly organised by the Hellenic Society, Roman Society, Egypt Exploration Society and Open University, had over 1,500 hits by the end of August 2013. Books designed to engage the general reader, in addition to Herrin's *Byzantium*, include Bowden's *Mystery Religions* (2010), which received a 5-Broomstick rating in *Witches & Pagans*: 'What we need to know – and what it abundantly reveals – is why mystery cults were (and still are) important'; and Fitzgerald's *How to Read a Latin Poem* (2013), whose public feedback already on Amazon includes: 'The insight into Latin poetry is a vision into another cultural world', and 'Thank you William Fitzgerald for educating me in an area . . . I thought I was destined to miss'.

A core strategy of the Unit has long been to promote **Education** in Classics and Hellenic civilisation at all levels. Mayer's editions of Horace, *Epistles I* (1994), Tacitus, *Dialogus* (2001), Seneca, *Phaedra* (2002) and Horace, *Odes I* (2012) – all but the Seneca in the CUP series targeted at sixth-formers and undergraduates – are widely used in the UK and USA as textbooks, and have stimulated new courses (e.g. Seneca at UCLA). Trapp's *Greek and Latin Letters* (2003) has been adopted as a course textbook at UCL, Trinity College Dublin, Macalester (MN), Göttingen and Hamburg. Rathbone co-authored the revised Lactor 11 *Literary Sources for Roman Britain* (2012), which is prescribed for the relevant OCR AS/A-levels and AQA GCSE. Georgakopoulou's sociolinguistic research has stimulated teaching developments in Greek schools.

King's (Department of Education and Professional Skills) is one of only two institutions teaching the Classics PGCE, which the Unit supports - in 2013, for instance, it ran a 'break-out' day for the King's trainees and some local teachers, to present them with new materials and approaches (Adams, Pillinger, Wootton, Wyles). Feedback included: 'The sessions were spot on, with lots of information and prompts for the students to consider in the classroom - and for me to

Impact template (REF3a)

think about.’ Classics, with UCL, runs the annual London Summer School in Greek and Latin, attended by c.200 pupils, mostly from schools but also from general public (often mature), and now its own summer courses. Staff and postgraduates teach and give support lectures. Classics is one of the main institutional supporters of the IRIS project to sustain and spread Greek and Latin teaching in UK state schools. In 2012/13 Classics staff gave 52 educational talks based on their research interests, including 34 to individual schools. In the world of (commercial) external education, Mayer has lectured on Ovid and Nero’s Rome, and Wyles on Homer and Vergil, for Sovereign Education study days (with enthusiastic e-mail feedback, such as ‘You really engaged my students’). Pillinger has organised and fronted Mumsnet Academy sessions (c.25-50 attending each one) in 2012/13 on Rome, Greece, and Pompeii (with Fitzgerald, Mouritsen and Wyles among the speakers), which provoked much excited Twittering, mostly ‘Fantastic’, but one more reflectively: ‘I feel so inspired and ignited about something I’d never really given much thought to before. Going on this course has literally opened up a whole new world for me’.

c. Strategy and plans

The Unit’s strategy for the next quinquennium includes consolidating and developing areas with a strong record of impact, including consultancy for Classics-related theatre and film productions, (strengthened by the appointments of Hall and Wyles), development of teaching materials and other assistance to Schools (co-ordinated by Pillinger), support for heritage management in Libya (Wootton, Walda, Roueché), and collaboration with museums in managing and furthering public engagement with heritage (e.g. Adams is learning British Sign Language with a view to setting up BSL events at museums; Allen has a grant from the Iran Heritage Foundation to develop a funded project to identify and publicise the ‘lost’ architectural fragments from Persepolis in western institutions). The programme of CHS public events will be built up towards 2021, the bicentenary of Greek independence. The Unit will develop new areas of impact arising from new staff and projects, such as understanding of the making of Roman art in the context of modern craft skills through Wootton’s ‘Art of Making’ project, with its just launched website and developing programme of public workshops; public engagement in researching and understanding the place of Classics in British culture through Hall’s new AHRC-funded project on ‘Classics and Class 1789-1939’; also Tambakaki’s project on music in modern Greece. The Unit will develop a more precise strategy for impact, supervised by a new post of Director of Research, through annual reviews by its Postgraduate and Research Committees, backed by mentoring, leave and small grants, and will develop closer ongoing media contacts (spearheaded by Hall). The Unit will make greater use of the new King’s facilities such as the College’s Public Engagement Office, the School’s Research and Development Officer and Publicity Co-ordinator, and the King’s Cultural Institute, whose remit is to foster collaboration with cultural and creative bodies, especially in London, and which manages the HEIF2-funded ‘Creative Futures’ programme and King’s spaces for public engagement such as the Inigo Rooms (Somerset House East Wing). Systematic recording of impact will be made a remit of the Unit’s administrative staff.

d. Relationship to case studies

Our four case studies illustrate impact from different fields of research within the Unit across the two main areas covered in b) above.

1. *Saving and managing for public benefit the cultural heritage of Roman-period Libya* exemplifies a blend of research skills and expertise changing and enhancing recording, conservation and presentation of cultural heritage in Libya.
2. *Expanding public understanding of Byzantium and its political and cultural legacy to Europe and the Near East* illustrates how historical research can change popular perceptions of the past and influence current debates about ethnic and cultural diversity.
3. *Understanding modern Greek identity - Byron and the founding of the Greek nation-state* also shows historical and literary research increasing public appreciation of Byron and contributing to the public debate over modern Greek identity.
4. *‘Small stories’ research and its impact on the Greek classroom* showcases how research in sociolinguistics has enabled new teaching developments in schools in Greece.