



Staff and Students: Delivering Public Engagement together

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# STAFF AND STUDENT ENGAGEMENT OPPORTUNITIES

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- ▶ URSS
- ▶ ‘Travelling artefacts’ – collaborating on funded projects
- ▶ Engagement as part of Modules
- ▶ WCN projects – bringing it all together





# Warwick Classics Network

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- ▶ WCN is outreach/engagement arm of the Dept.
- ▶ Dedicated Research Fellow (me)
- ▶ Teacher resources and on-campus school events
- ▶ Student experience



- ▶ Public Engagement in Classics module where students undertake group projects
- ▶ WCN have hired 16 assistants/ambassadors for 2023



# ENGAGEMENT OPPORTUNITIES

[What we can promote at Open Days]

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## Classics beyond the classroom:

- ▶ URSS scheme to develop your own **research project**
- ▶ Opportunities for **student-led engagement** with local schools and Museums and at Warwick Classics Network on-campus events
- ▶ Chances to take part in projects with staff
- ▶ Module - Public Engagement in Classics
- ▶ Annual Drama Festival: Jan 2023: **Aristophanes' *Assemblywomen***

# URSS

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- ▶ £1500 funding to undertake own projects
- ▶ Can involve foreign travel – e.g. to Eleusis (left)
- ▶ Projects now have a public engagement aspect or can be wholly engagement focused



- ▶ Kate Astbury will be talking on supervisor's role this afternoon
- ▶ Staff support applications and supervise projects
- ▶ Staff can help make connections (right – laser scanning at Lunt Roman Fort with WMG)

# Tallulah George

- Opportunity to see sites
- New connections
- New opinions
- Builds confidence
- New challenges
- <https://classicsbytallulah.co.uk>

## From staff perspective:

- Tallulah has spoken at open days and on PE in Classics module
- Great to show other students what is possible



WAPCE  
AWARDS  
2022

A graphic for the WAPCE Awards 2022. The text "WAPCE AWARDS 2022" is written in a white, outlined, sans-serif font on a dark purple-to-teal gradient background. To the right of the text is a stylized, multi-colored hand graphic composed of many thin, overlapping lines in shades of blue and green, appearing to hold or support the text.

AWAKEN

## Rebecca Preedy – Roman Time-Capsules

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- ▶ Laser scanning of artefacts with WMG
- ▶ 3D printed artefacts for school boxes
- ▶ Work in progress (as usual) but using this to tie in to my Roman Coventry Schools Project

- ▶ Working with curators at Herbert Gallery
- ▶ Creation of 4 time-capsules based on Roman characters at Lunt Fort



## Will Vernon – Excavating Pompeii



Funding has provided me with an amazing opportunity to participate in an archaeological excavation at Pompeii for five weeks this summer which **would otherwise be beyond my financial reach**.

My URSS Public Engagement project involves the documentation of my experience of working as an excavator at Pompeii, it will consist of two strands:

1. Daily updates of my experience on Twitter
2. My 'dig-diary' will be published on the Warwick Classics page after the excavation and will include a reflection of my experience.

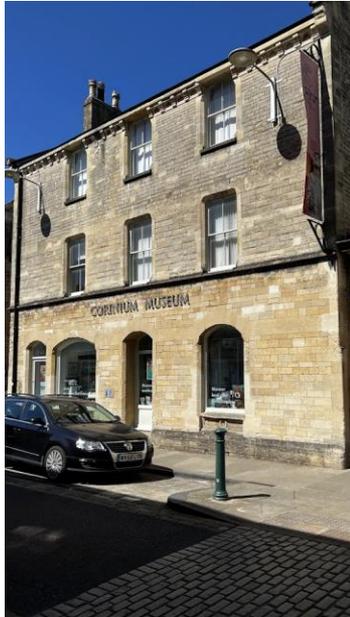
## Will Vernon – Excavating Pompeii



The funding will help me develop the skills required to fulfil my career ambition as an archaeologist and also skills relating to engaging with the public via social media and the internet.

I am also excited to explore the relationship between archaeology and the public which is something that I believe has great potential to **encourage future participation in the discipline**. The experience and the responsibility that comes with this will be a welcomed addition to my CV.

**Will has spoken at Open Days and his project will also help bring attention to the vocational and engagement opportunities available within the Department**



## Kenzie King

- URSS is such a great opportunity to do a funded research project that I would otherwise never get the chance to - and it's great experience for my future career!
- I'm planning on making museum resources for all school levels and beyond at Corinium museum in Cirencester - making learning accessible to all regardless of prior knowledge. I want a career in youth engagement within the heritage sector and this is going to be an invaluable look into that.

**Development of project undertaken in PE in Classics Module**

## Isabella Vaughan

- I will be exploring the debate surrounding the possible return of the Parthenon Marbles to Greece, bringing in conversations about the context of the objects and the role that 3D printing and cast replicas could play.
- The URSS funding will give me the amazing opportunity to travel to Athens for the first time and see the Acropolis site and museum first-hand.



**Isabella will create resources for use in WCN schools**

AWAKEN

TITLE PAST

RESPONSES

W

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# Warwick Innovation



- ▶ Innovation is a great place for staff and students to work together on projects
- ▶ In 2020/21 students helped create teaching resources using artefacts from our collection and led online and in-person school sessions



- ▶ In 2022 through Innovation we purchased a laser scanner (right)
- ▶ WCN assistants are creating a handbook and looking into using the scanner for student research and module assessments

AWAKEN

# WIE Collaboration and Co-production Fund

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- ▶ In 2022 I was awarded £3000 from WIE Collaboration and Co-production Fund
- ▶ Working with Warwickshire Museums



- ▶ South Warwickshire Silver Denarii Coin Hoards
- ▶ Students helping develop project, create school resources, engage public

AWAKEN

# Public Engagement in Classics Module

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## Outline:

- ▶ What is Public Engagement in Classics and why does it matter?
- ▶ Who are the 'public'? Different 'publics' and types of engagement in Classics
- ▶ The work of the WCN, WIE and URSS.
- ▶ Public Engagement with Research.
- ▶ Engagement techniques and skills
- ▶ Engaging with schools and museums
- ▶ Digital engagement
- ▶ Public Engagement in film and media
- ▶ How do we assess Public Engagement?

▶ **WIE can support new module development or addition of engagement elements into a pre-existing module (such as for assessment)**



AWAKEN

# Public Engagement in Classics Module

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## Assessment:



- ▶ Students write a 750 word reflective blog post on a general area of Public Engagement in Classics - 20%
- ▶ Students record a 5 minute reflective video on a specific question in Classics Public Engagement - 30%
- ▶ Students undertake a Public Engagement Project which develops throughout the course and involves any aspect of Public Engagement. Report and live presentation - 50%

# Public Engagement Group Projects

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Last year's group projects included:

- ▶ **Hidden Histories:** creating school resources on unsung Classical demographics
- ▶ **Ancient Fiction:** Creating a Classics Book/Film review website
- ▶ **Roman Emperor Workshop:** resources for schools
- ▶ **Bacchae Move:** taking *The Bacchae* to Fringe
- ▶ **Roman Cookery Workshop** (right)
- ▶ **Classics Engage:** Taking Classics to the schools of the North



## Who exactly was Julia Domna, and why is she significant?

- ◊ Most famous as the wife of emperor Severus and the mother of emperor Caracalla.
- ◊ She received countless honours during her lifetime and is a notably prominent female figure in Roman history.
- ◊ Of Syrian birth, she is thought to have been born a lower status than her husband and worked her way up to power (Roman Historian Dio describes her as "springing from the people and rising to a high station." (Dio, Roman History, 79.2.3.2))
- ◊ Julia worked tirelessly behind the scenes of her son's rule and helped boost his image to the public. She was immensely popular with the Roman people.
- ◊ She is an amazing example of a woman who took an active role in the life of her husband and son and did not step all back. Her actions led to great popularity in the empire - but some historians still chose to present her as a "typical woman."
- ◊ Julia died in 217 by suicide upon hearing of the assassination of her son Caracalla.

## Julia's often overlooked intelligence

- ◊ Julia was an extremely intelligent woman with interests in philosophy and sophistry.
- ◊ Philostratus of Athens referred to her as "the philosophic Julia," who had her own inner circle "of mathematicians and philosophers." (Philostratus of Athens, *Lives of the Sophists*, 30.)
- ◊ Philostratus the Elder also praised her, telling her to use her "wisdom and cleverness" in a letter he wrote to her. (Philostratus the elder, *letters*, 73.)
- ◊ She had great influence over matters of philosophy, bringing sources to light and publicising matters - Philostratus of Athens mentions how "the *synteknologia* containing the memoirs of Domna were unknown until [someone] brought them to the attention of the empress Julia." (Philostratus of Athens, *The Life of Apollonius of Tyana*, 3.) She then ordered their transcription.

and is an icon her? rition it to is very of you fly to lant, 4.3.

- ◊ According to Herodian, this was Julia's response to her sons refusing to get along in co-rule and attempting to split the empire between them. Julia, as a result, made a very public scene in front of the council, successfully causing everyone to be "overcome with pity [...] the scheme was rejected."
- ◊ Consider: Did Julia really cry in front of the council through pure emotion, or was this a calculated act to use her position as a woman and mother to gain sympathy on purpose?

# JULIA DOMNA

- Iconic Roman Empress
- Known for her role as both wife to emperor Severus, and mother to the following emperor Caracalla, but an incredibly intelligent woman in her own right - had her own circle of sophists
- Often misrepresented by male ancient historians who refuse to acknowledge her intelligence
- This creates acknowledgement of contextualising evidence and analysing sources based on the historians' personal biases, which is part of GCSE and A-Level specification for higher grade tiers. It also brings gender into question, allowing for a broader contemplation of women in antiquity and how they are represented by their male counterparts.



# DISABILITY IN THE ANCIENT WORLD

Presentation Slides



How do we think of disability?

- Leave behind your assumptions: Disability wasn't all about negativity in the ancient world!
- Knowing about the lived experience of those with disabilities in the ancient world is tricky
- Our understanding of disability can often come from the emphasised 'other'

Literature: Not to be dismissed!

- Literature is still very important to our understanding of disability in the ancient world



Activity Handout

**Hidden Histories: Disability in the Ancient World**  
Worksheet

There are many we could think of today with disabilities, from those you know personally to celebrities. In the public eye, a huge movement has occurred, pushing recognition of disabilities and the everyday lived experience. Who can you think of? Now imagine how they'd like to be remembered. Perhaps it takes the form of a written eulogy, inscribed on stone, or a carved image like that of Homer. It may even be a painting, much like those we saw of Hephaestus.

Give it a go!

**Hidden Histories: Disability in the Ancient World**  
Teacher's Notes

Summary:

This session begins by contextualising the subject of disability in the ancient world before moving onto the example of Homer, who sometimes features ancient works such as 'The Odyssey' and 'The Iliad'. The PowerPoint explains the lived experience we can ascertain from the source about Homer. This then moves onto the theme of the example of Hephaestus, defining to establish the complexity of studying ancient opinion of the disabled. Hephaestus is both the creator of jades and the bull of them.

Structure:

The session could be essentially in two halves. Part one is around Homer and part two on Hephaestus. If you wish to focus more on either of these case studies, there is scope to adjust the session to do so. For support in doing this, please contact hidden histories at: [hh@oxfordtrinity.com](mailto:hh@oxfordtrinity.com)

Learning objectives:

- To develop a broader understanding of the everyday experience of those who lived in the ancient world
- To appreciate the complex nature of opinions and perspectives on disability in the ancient world
- To gain an understanding that studies of the ancient world can be relevant today and how this affects our thinking of the world around us

Slide 1:

'Leave behind your assumptions. Disability wasn't all about negativity in the ancient world!'

- We cannot directly map our understanding of what it was to be disabled onto the ancient world
- EXAMPLE: The Roman naming system was called the 'Toga Stipendiaria', consisting of 3 names. One of these, the cognomen could reference a person's inflexion without any shame for the person who bears the name, examples below:
  - Rufinus = Rufeness
  - Caecus = Blind
  - Plautus = Flat-foot

'Knowing about the lived experience of those with disabilities in the ancient world is tricky'

- The lived experience in the daily lives of those who were disabled and how they felt, and interacted with the world around them
- Much study has been done around figures like Emperor Claudius because lots of literature has been written about them. The problem is this literature can have many potential biases to it.
- Another problem is 'retrospective diagnosis'. This is where we try to diagnose illnesses to historical figures based off these literary accounts. These literary

Teacher's Notes

- Flexible Session
- 2 Parts: Homer and Hephaestus
- The complexity of ancient societal opinion of disabilities
- Activity: epigraph-writing on modern celebrity with a disability
- Connection to OCR specification





## Overview

- Engagement in the North.
- The Project Plan.
- Preparation.
- Execution – Chesham Primary.
- Feedback.
- Digitisation and Resource Access.
- Conclusion.
- Questions.

# Ancient Fiction

#COOLAF



**ancient.fiction** 5

Your guide through the many modern films, games and literature about the ancient world  
[warwick.ac.uk/wcn/reviews/](http://warwick.ac.uk/wcn/reviews/)

Edit Profile Ad Tools Insights

Grid of content cards:

- Reviewers choice: Mythos series by Stephen Fry
- Reviewers choice: Eagles of the Empire
- Reviewers choice: Total War: Attila
- Our DMs are open!

**Ancient Fiction**  
10 Tweets

**Ancient Fiction**  
2 May at 13:23

Reviewers choice! Our first reviewers choice is Total War: Attila! Edward says: I like this game because it brings attention to a period often overlooked in a thrilling way ✕  
Read the full review here: [warwick.ac.uk/wcn/reviews/games/attila/](http://warwick.ac.uk/wcn/reviews/games/attila/) or click the link in our bio to find more #coolaf

WARWICK.AC.UK  
**Total War Attila**  
Creative Assemblies' Total War Attila was released in February 2...

7 People reached 2 Engagements  $\uparrow$  +2.1x higher Distribution score [Boost a Post](#)

2

Like Comment Share

Comment as Ancient Fiction

**Ancient Fiction**  
1 May at 15:04

If you liked the Inbetweeners, why not try Plebs? A modern British comedy set in Ancient Rome 🏛️ We give it 4/5 for entertainment value  
Read the full review here: [warwick.ac.uk/wcn/reviews/film/plebs/](http://warwick.ac.uk/wcn/reviews/film/plebs/) or click the link in our bio to find more #coolaf

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**Plebs**  
Plebs is an award winning, BAFTA nominated British comedy seri...

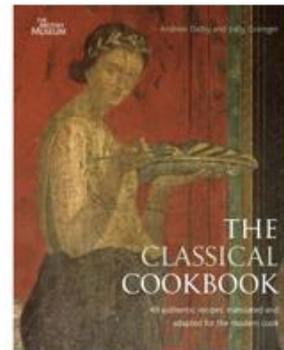
4 People reached 2 Engagements  $\uparrow$  +1.3x average Distribution score [Boost a Post](#)

# Roman Cookery Workshop

Public Engagement in Classics Project by Jaya Sepion-Earp,  
Samuel Pollard and Elisabeth Noak

## Resonate Festival - preparation

- Working with the department
- Choosing appropriate recipes - The Classical Cookbook
- Sourcing replica cooking equipment - <https://potted-history.co.uk/>
- Buying ingredients



# Public Engagement in Classics Module

## Group Projects

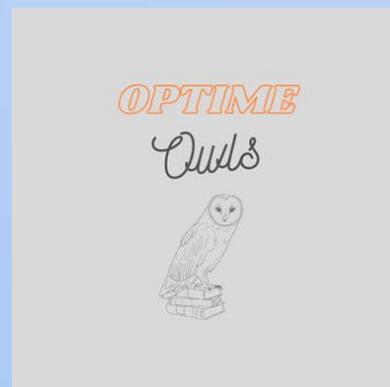
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2023 group projects:

- ▶ **The Roman Everyday - Workshop:** Creating school resources and sessions with artefacts, based on the module 'The Roman Everyday' **[useful for impact]**
- ▶ **Museum Trail:** Creating a Museum Trail with Warwick Market Hall Museum (right) to engage the public with the Classical World
- ▶ **Can be used to increase engagement of the Department with local community**



# KATIE TIPPLE - WORKING WITH WARWICK CLASSICS NETWORK AND WARWICK INSTITUTE OF ENGAGEMENT



- You too can spend your days showing children how to make mini Roman pots out of Clay!
- Opportunities to help with events like Resonate festival
- Chances to teach Classics to children, both Primary and secondary age
- These can be one-off events or a series of sessions
- Links to organisations such as WCN, WIE, and Classics for All
- URSS – optime owls
- Learning about how to put together a 'museum in a box kit'

# WCN Roman Coventry Project – joining the dots

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- ▶ Roman Time Capsules
- ▶ Travelling artefact sessions
- ▶ Laser scanner
- ▶ Roman Cookery Workshop
- ▶ Teaching resources
- ▶ Coin hoard project

- ▶ The aim is to integrate all of the above into a complete suite of school resources and opportunities for our local community
- ▶ To provide a continual overarching project to build relations between the Dept and local schools and Museums
- ▶ And to provide continuing engagement experience for our students





Sophocles *Oedipus Rex*  
Warwick Arts Centre  
2020