

# Public Engagement in Classics and Ancient History

CX376-15 — revision saved on 13th May 2021 at 15:24

**Deadline: 20th May 2021**

**Approved on 17th May 2021 at 12:44.**

## Basic module details

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**Are these changes permanent or temporary for 2021/22?**

Permanent

**Month of introduction/change**

October

**Year of introduction/change**

2021

**Module title**

Public Engagement in Classics and Ancient History

**Module duration**

10 weeks

**Department for SITS**

Classics & Ancient History

**Rationale for introduction, revision or discontinuation**

***Please allocate module code CX376-15***

The Dept. of Classics and Ancient History is introducing a range of 15 CAT modules to increase student choice and variety. The Dept has a very strong record in Public Engagement, with Prof Michael Scott as creator of the Warwick Classics Network and Warwick Institute of Engagement, and a dedicated Research Fellow in Outreach and Impact, Dr Paul Grigsby. This module will build on these strengths and provide students with an overview of Public Engagement along with practical experience of Public Engagement and experience of working alongside external institutions such as schools and museums.

**Affected departments**

- Classics & Ancient History

**Module leader**

Paul Grigsby (1773615)

**Level**

6

**Level for SITS**

3

**Credit value**

15

**Module delivery**

Face to face

**Study locations**

Location	Primary
University of Warwick Main Campus, Coventry	Yes

## Module description

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Introductory description

This module is for anyone with an interest in what good Public Engagement in Classics looks like and wants to develop these skills themselves. Picturing Public Engagement as a kind of storytelling, this module will focus on the practical application of Engagement, looking at what good engagement is, how engagement can be assessed, different methods of engagement for different audiences, and why engagement is a crucial skill for any Classicist. As the central core to this module, students will undertake their own engagement project and have the opportunity to work with institutions outside the University in developing their project.

### **Principal module aims**

The aims of this module are to provide students with an outline of the importance of Public Engagement in Classics, a working knowledge of the different types and methods of Public Engagement depending on project and audience, and practical experience of running a Public Engagement project. The module aims to give students practical experience which will be of use in their future careers, especially for those interested in entering the heritage and educational sector or those wishing to enter academia. Overall this module will provide a strongly vocational element to student learning, providing skills of central importance to many different fields of employment after university.

### **Learning outcomes**

- Have an understanding of the importance of Public Engagement in Classics and what good PE is
- Have an understanding and experience of the different types of engagement used for engaging different audiences
- Have developed a range of practical engagement skills
- Have developed experience of working within a team on an engagement project
- Have developed practical knowledge of assessment methods in engagement
- Have experience of developing and carrying out an engagement project
- Have developed skills in undertaking research and presenting this to a non-academic audience
- Help you better articulate the relevance of your own subject area to society, and identify to which parts of society your subject area has most relevance
- Have developed transferable skills in critical thinking, problem solving, communication, information literacy, professionalism, teamwork, and time management
- Have gained experience in vocational sectors (such as heritage and education) which will be beneficial for their future career
- Have developed confidence in working with organisations and institutions outside the University setting
- Have developed confidence in communicating their own research to groups of differing interest/knowledge

### **Outline syllabus for publication**

• Week 1: What is Public Engagement in Classics and why does it matter? • Week 2: Who are the 'public'? Different 'publics' and types of engagement in Classics • Week 3: The work of the WCN/WIE. Developing a reflective blog post on general issues in Classics Public Engagement [assessment part one] • Week 4: Public Engagement with Research. Seminar 1 – Developing a research-driven Classics engagement project • Week 5: Engagement techniques, skills, planning; video skills training for vlog/engagement project assessment. Planning of online video reflective piece on specific question on Classics Public Engagement [assessment part two] • Week 6: Reading Week • Week 7: Engaging with schools and museums Seminar 2 – Developing a Classics engagement project [assessment part three] • Week 8: Digital engagement and creation of online resources; Developing a Classics engagement project continued [assessment part three continued] • Week 9: Public Engagement in film and media • Week 10: How do we assess Public Engagement? Feedback and assessment

### **Supplementary detail on syllabus and teaching strategies to inform the approval (not for publication)**

The engagement project which will form 50% of the assessment will be a central focus throughout the module, so that each week the information on Public Engagement will be given practical reinforcement through its relation to the overarching project. This will also give the students time to develop a strong central project building on all elements of the course. Equally, the assessment will not be marked until Term 3, allowing students time to undertake projects involving external bodies.

### **Should this module have a reading list?**

Yes

### **Talis Aspire link**

tbc

### **Indicative reading list**

Classics Engagement • Bridges, E. Public Engagement with Classics Research in the UK: A Survey <https://cucd.blogs.sas.ac.uk/files/2019/10/BRIDGES-Public-Engagement-in-Classics-Survey.pdf> • Scott, M. Students engage: the future of engagement at universities <https://www.hepi.ac.uk/2020/11/11/students-engage-the-future-of-engagement-at-universities/> • ICS - <https://port.sas.ac.uk/course/view.php?id=170> - The following are some suggestions for further reading. As this guide was written for the Institute of Classical Studies, some of the resources listed here specifically focus on public engagement work connected with Classics and related disciplines. Do bear in

mind, however, that the formats which are used for public engagement events need not be specific to particular disciplines; most formats can be adapted to suit your own research, regardless of your field of specialism. • Classics-themed resources: The Institute of Classical Studies (ICS) blog features reports on many public engagement projects supported or delivered by the ICS. • Emma Bridges report on a survey conducted on behalf of the ICS in 2019 gives an overview of public engagement activities carried out by UK-based researchers in Classics and related disciplines. It also presents statistics relating to where these activities were being carried out, by whom, and with what kinds of funding and other support.

Storytelling • Storr, Will The Science of Storytelling

#### General PE Resources

• Resources for public engagement more generally: The Being Human festival website provides information about this national festival of humanities research as well as resources designed to help researchers to devise public engagement activities. These include case studies focusing on successful events at previous festivals, and toolkits which are designed to help with planning public engagement activities. Topics covered by the toolkits include: focusing on your audience; working with a partner; finding the right venue; finding the right format; and working on a budget. • WIE website <https://warwick.ac.uk/wie/> • WCN website <https://warwick.ac.uk/wcn/> • The website of the National Co-ordinating Centre for Public Engagement (NCCPE) features a range of resources relating to public engagement, including case studies of projects, advice on carrying out your own activities, and information about support available for public engagement professionals and researchers. • This UK Research and Innovation (UKRI) vision document produced in 2019 sets out UKRI's vision for public engagement. Further sources of information relating to public engagement with research are also accessible via UKRI's website. • If you are based in a higher education institution, you should also enquire there as to what support is available for researchers wishing to undertake public engagement; for example, many institutions employ public engagement professionals who can provide guidance, and some also have funding available specifically for these activities. • Education outreach and public engagement / Erin L. Dolan (2008)

PE and Social Media • <https://www.publicengagement.ac.uk/do-engagement/choose-method/social-media> • <https://www.publicengagement.ac.uk/do-engagement/choose-method/websites> • Yhnell, E., Smith, H.A., Walker, K. and Whitehouse, C.L. (2019) '#WhyWeDoResearch: Raising research awareness and opportunities for patients, public and staff through Twitter'. Research for All, 3 (1): 7–17. DOI <https://doi.org/10.18546/RFA.03.1.02>

#### Evaluating PE •

[https://www.publicengagement.ac.uk/sites/default/files/publication/evaluating\\_your\\_public\\_engagement\\_work.pdf](https://www.publicengagement.ac.uk/sites/default/files/publication/evaluating_your_public_engagement_work.pdf) • Hart, Angie; Northmore, Simon, Auditing and Evaluating University-Community Engagement: Lessons from a UK Case Study, Higher Education Quarterly. Jan2011, Vol. 65 Issue 1, p34-58. • Irwin et al, 'The good, the bad and the perfect: Criticizing engagement practice', Social Studies of Science (Sage Publications, Ltd.). Feb2013, Vol. 43 Issue 1, p118-135.

Skills • A student's guide to presentations: making your presentation count / Barbara Chivers and Michael Shoolbred (2007). • [https://www.publicengagement.ac.uk/sites/default/files/publication/writing\\_a\\_business\\_case\\_for\\_public\\_engagement.pdf](https://www.publicengagement.ac.uk/sites/default/files/publication/writing_a_business_case_for_public_engagement.pdf) • <https://www.publicengagement.ac.uk/about-engagement/who-are-public><https://www.publicengagement.ac.uk/do-engagement/partnership-working>

Working with museums and galleries • Ashley, Susan L.T., 'Engage the World': examining conflicts of engagement in public museums, International Journal of Cultural Policy; May2014, Vol. 20 Issue 3, p261-280<https://www.publicengagement.ac.uk/do-engagement/partnership-working/working-with-museums-and-libraries>

#### Module costs

Description	Category	Funded by	Cost to student
texts approximately £30	Books and learning materials	Student	£30.00

## Module delivery

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Minimum student number

5

Maximum student number

50

Estimated student number

25

Teaching split

Department	Percentage
Classics & Ancient History	100%

## Skills, competencies, and attributes

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### Subject specific skills

Students will develop an understanding of the importance of Public Engagement in Classics and what good PE is; have an understanding and experience of the different types of engagement used for engaging different audiences; develop a range of practical engagement skills; develop experience of working within a team on an engagement project; develop practical knowledge of assessment methods in engagement ; have experience of developing and carrying out an engagement project; and will develop skills in undertaking research and presenting this to a non-academic audience. Students will also be able to better articulate the relevance of their subject area to society, and identify which parts of society their subject area has most relevance for. 'Additionally, Finalists should expect to ...' • Have gained experience in vocational sectors (such as heritage and education) which will be beneficial for their future career • Have developed confidence in working with organisations and institutions outside the University setting • Have developed confidence in communicating their own research to groups of differing interest/knowledge

### Transferable skills

Critical thinking Problem solving Communication in various media Information literacy Professionalism Teamwork Time management

### Includes research element

Yes

### Research element description

The engagement project which the students will undertake may require research in an area of classics to be communicated through the project, depending on the specifics of the project chosen. It may be that students have to undergo new research, or they may use research already available. Equally, the engagement project may itself provide information which may then be the subject of research. A research element will be present in the choice of subject and audience for the project as well.

### Interdisciplinary

Yes

### Interdisciplinary description

The use of new technology is especially important in this course on Public Engagement in Classics. While some students will take the opportunity to gain experience of the heritage and educational sectors, we are hoping that some projects will take advantage of our Departmental links to Warwick Manufacturing Group (WMG) and engage with technologies such as laser scanning and 3D printing. We are also open for our students to forge links with other Warwick Departments.

### International

No

## Learning hours breakdown

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### Lecture

Required: 9 x 2 hours Optional: 0 x 0 hours

### Seminar

Required: 4 x 2 hours Optional: 0 x 0 hours

### Tutorial

Required: 0 x 0 hours Optional: 0 x 0 hours

### Project Supervision

Required: 1 x 10 hours Optional: 0 x 0 hours

### Demonstration

Required: 0 x 0 hours Optional: 0 x 0 hours

### Practical class

Required: 0 x 0 hours Optional: 0 x 0 hours

### Supervised practical class

Required: 0 x 0 hours Optional: 0 x 0 hours

### Fieldwork

Required: 0 × 0 hours Optional: 0 × 0 hours

**External visit**

Required: 0 × 0 hours Optional: 0 × 0 hours

**Work based learning**

Required: 0 × 0 hours Optional: 0 × 0 hours

**Online learning (scheduled sessions)**

Required: 0 × 0 hours Optional: 0 × 0 hours

**Online learning (independent)**

Required: 5 × 10 hours Optional: 0 × 0 hours

**Other activity**

Required: 0 × 0 hours Optional: 0 × 0 hours

**Placement**

0 hours

**Private study**

14 hours

**Details of private study and independent learning**

Independent research undertaken as part of the Public Engagement Project

**Assessment**

50 hours

**Total study hours for module**

150 hours

## Assessment

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**Reassessment model**

Individual

**Assessment components**

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Reflective Blog	Reflective piece	750 words	20%	No	Yes (extension)
<b>Student preparation and completion time (hours)</b>	10				
<b>Description</b>	Students will write a 750 word reflective blog post on a general area of Public Engagement in Classics				
<b>Reassessment component is the same</b>					
Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Reflective Vlog	Reflective piece	750 words	30%	No	Yes (extension)
<b>Student preparation and completion time (hours)</b>	15				
<b>Description</b>	Students will record a 5 minute reflective video on a specific question in Classics Public Engagement				
<b>Reassessment component is the same</b>					
Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Public Engagement Project	Project - Group - Marked individually	1500 words	50%	Yes	No
<b>Student preparation</b>	25				

<b>and completion time (hours)</b>	
<b>Description</b>	Students will undertake a Public Engagement Project which will develop throughout the course and will involve any aspect of Public Engagement. This will be a group project. Each person will write a reflective piece of 1,500 words on their project, and 75% of the project marks will be awarded for this reflective piece which will reveal individual contribution to group work as well as success and scope of the project as a whole. 25% of the project assessment will be for the public engagement presentation. Presentations will take place in a showcase event in Term 3. Working in groups students will present for 30 minutes on their project to a public/student audience. Not every member will need to present on the day but all need to be involved in the delivery, production or hosting of the event. Some projects may also tie in to the Classics Dept. Ancient Worlds Day in Term 3. In the event of failure in the group presentation (25% component), students will be offered the chance to do an individual presentation 5-10mins long as remedy of this failure.
<b>Reassessment component is the same</b>	

**Must the student pass all parts of the assessment to pass the module?**

No

**Methods for providing feedback on assessment**

Individual written feedback will be given and face to face feedback sessions will be offered to the students for all assessed work

**Assessment learning outcomes**

	<b>Reflective Blog (20%)</b>	<b>Reflective Vlog (30%)</b>	<b>Public Engagement Project (50%)</b>
<b>Have an understanding of the importance of Public Engagement in Classics and what good PE is</b>	X	X	X
<b>Have an understanding and experience of the different types of engagement used for engaging different audiences</b>	X	X	X
<b>Have developed a range of practical engagement skills</b>	X	X	X
<b>Have developed experience of working within a team on an engagement project</b>			X
<b>Have developed practical knowledge of assessment methods in engagement</b>			X
<b>Have experience of developing and carrying out an engagement project</b>			X
<b>Have developed skills in undertaking research and presenting this to a non-academic audience</b>			X
<b>Help you better articulate the relevance of your own subject area to society, and identify to which parts of society your subject area has most relevance</b>	X	X	X
<b>Have developed transferable skills in critical thinking, problem solving, communication, information literacy, professionalism, teamwork, and time management</b>			X
<b>Have gained experience in vocational sectors (such as heritage and education) which will be beneficial for their future career</b>			X
<b>Have developed confidence in working with organisations and institutions outside the University setting</b>			X
<b>Have developed confidence in communicating their own research to groups of differing interest/knowledge</b>	X	X	X

## **Availability**

Availability of module

Course	Route	Year of study	Type of availability
BA in Classics (UCXA-Q800)		3	Optional
Undergraduate Classics (Ancient Greek) with Study in Europe (UCXA-Q801)		4	Optional
Undergraduate Classics (Latin) with Study in Europe (UCXA-Q802)		4	Optional
Undergraduate Classics (Latin) (UCXA-Q804)		3	Optional
Undergraduate Classical Civilisation (UCXA-Q820)		3	Optional
Undergraduate Classical Civilisation with Study in Europe (UCXA-Q821)		4	Optional
Undergraduate Classical Civilisation with Study Abroad (UCXA-Q822)		4	Optional
Undergraduate Classical Civilisation (UCXA-Q82P)		5	Optional
Undergraduate Classical Civilisation (UCXA-Q82P)		6	Optional
Undergraduate Ancient History and Classical Archaeology (UCXA-VV16)		3	Optional
Undergraduate Ancient History and Classical Archaeology (UCXA-VV16)		3	Optional Core
Undergraduate Ancient History and Classical Archaeology (Part-Time) (UCXA-VV17)		5	Optional
Undergraduate Ancient History and Classical Archaeology (Part-Time) (UCXA-VV17)		6	Optional
Undergraduate Ancient History and Classical Archaeology with Study in Europe (UCXA-VV18)		4	Optional
Undergraduate Ancient History and Classical Archaeology with Study in Europe (UCXA-VV18)		4	Optional Core
Undergraduate Ancient History and Classical Archaeology with Study Abroad (UCXA-VV19)		4	Optional
Undergraduate Ancient History and Classical Archaeology with Study Abroad (UCXA-VV19)		4	Optional Core
Undergraduate Classical Civilisation with Philosophy (UCXA-Q8V7)		3	Optional
Undergraduate Classics and English (UCXA-QQ37)		3	Optional
Undergraduate Classics and English (with Intercolated Year) (UCXA-QQ38)		4	Optional
Undergraduate Liberal Arts (UVCA-LA99)		3	Optional
Undergraduate Liberal Arts with Intercolated Year (UVCA-LA98)		4	Optional
Undergraduate Italian and Classics (UITA-RQ38)		4	Optional
Undergraduate Classical Civilisation (UCXA-Q820)		3	Optional Core
Undergraduate Classical Civilisation with Study in Europe (UCXA-Q821)		4	Optional Core
Undergraduate Classical Civilisation with Study Abroad (UCXA-Q822)		4	Optional Core

**Has pre-requisite modules?**

No

**Has post-requisite modules?**

No

**Has anti-requisite modules?**

No

**Any additional resource requirements**

none