Annual Report and Review
2019

Borders and Boundaries

Crossing national and linguistic boundaries

Breaking down barriers to access and participation

Bridging disciplinary boundaries

Supporting innovative research on borders and boundaries

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Annual Report and Review 2019
The Institute of Advanced Legal Studies (IALS) conducts and supports legal research in its broadest sense, both nationally and internationally. Founded in 1947, it houses specialist research centres and innovative partnerships and is home to an active community of researchers, fellows, and postgraduate students. It promotes new research agendas in specialist and interdisciplinary areas of law that directly impact policy and practice. It provides research training and online services, a meeting place for organisations and legal scholars from around the world, one of the world’s great legal research libraries, and a busy programme of seminars and public events.

The Institute of Classical Studies (ICS) is the national centre for the promotion and facilitation of research in Classics and related disciplines throughout the UK and abroad. Founded in 1953, it runs an extensive events programme, comprising seven standing seminars, guest lectures, workshops, conferences, and public events. The ICS also publishes a Bulletin (BICS) with a supplement series, hosts web resources for the national classics community, and (together with the Hellenic and Roman Societies) manages a major research library. The ICS also hosts research projects, offers graduate teaching and training, and is the meeting place for the UK’s main classical societies.

The Institute of Commonwealth Studies (ICwS) is the only postgraduate academic institution in the UK devoted to the study of the Commonwealth. Founded in 1949, its purpose is to promote interdisciplinary, inter-regional, and policy-orientated research on the Commonwealth and its member nations, primarily in the fields of history and politics. Its areas of specialism include British imperial history, the history of decolonisation, international development, human rights, north–south relations, and conflict and security. The Institute also hosts the School of Advanced Study’s Human Rights Consortium and is home to interdisciplinary MA programmes in human rights and in refugee protection and forced migration.

The Institute of English Studies (IES) facilitates advanced study and research in English studies for the benefit of the national and international academic community. Founded in 1999, its extensive seminar and lecture programme covers topics from medieval manuscripts to modernism. The Institute offers an MA/MRes programme in the history of the book and runs research training activities in the areas of palaeography, print history, textual scholarship, and digital publishing.
The Institute of Historical Research was founded in 1921. It is dedicated to training the next generation of historians and to producing and facilitating ambitious, innovative historical research. The Institute helps foster public understanding of history and its social, cultural, and economic importance, advocating for the long-term future of the discipline and supporting its growth and development. It offers a wide range of services both onsite and remotely that facilitate excellence in historical research, teaching, and scholarship in the UK through its library, events programmes, fellowships, training, and publications. The IHR is a leading centre for the creation of digital resources for historians, and promotes the study of people and locality through its Centre for the History of People, Place and Community.

The Institute of Latin American Studies (ILAS), founded in 1965, is a national coordinating centre dedicated to serving the UK’s Latin American and Caribbean studies community. Internationally recognised as a centre of excellence for research facilitation, it serves the wider community through organising academic events, providing online research resources, publishing academic scholarship, and hosting visiting fellows. It possesses a world-class library dedicated to the study of Latin America and is the administrative home of the highly respected Journal of Latin American Studies.

The Institute of Modern Languages Research (IMLR), founded in 1950 (Germanic) and 1989 (Romance), is dedicated to strengthening the national capacity for multidisciplinary research and innovation in Modern Languages. Its mission is to drive and invigorate language-based research and public engagement, particularly with reference to Western European languages and cultures in a global context. The Institute spearheads new cross-language interdisciplinary initiatives and collaborations, and proactively advocates the strategic importance of languages in research across all sectors of society. Its six research centres, notably the internationally acclaimed Centres for Cultural Memory and Contemporary Women Writers, promote research excellence, attracting scholars from all around the world.

The Institute of Philosophy (IP), founded in 2005, promotes and supports high-quality research in philosophy, making it available to the widest possible audience both inside and outside the UK academic community. It is home to three active research centres: the Centre for the Study of the Senses, the Centre for Logic and Language, and the London Aesthetics Forum (sponsored by the British Society of Aesthetics).

The Warburg Institute is one of the world’s leading centres for studying the interaction of ideas, images, and society. It is dedicated to the survival and transmission of culture across time and space, with a special emphasis on the afterlife of antiquity. Its open-stack library, photographic collection, and archive serve as an engine for interdisciplinary research, postgraduate teaching, and a prestigious events and publication programme.
The School of Advanced Study (SAS) has a unique mission in UK higher education:

- to champion the cause of humanities research in the UK, ensuring that the social, cultural, and economic benefits of humanities research are publicly recognised;
- to provide world-class support to individuals, networks, and organisations conducting humanities research, nationally and internationally;
- to identify and lead debates that stimulate new agendas and innovative thinking;
- to show creativity in developing research services, resources, and research training.

Our mission stems from the School’s special role and funding for research promotion and facilitation across the UK and internationally. It is supported by core funding from Research England and by the University of London and is enhanced by the internationally recognised research produced by our academic staff, by PhD supervision, and by taught postgraduate programmes leading to University of London degrees.

As part of our mission to facilitate innovative new research, we are constantly seeking to cross and transcend borders and boundaries. For centuries, scholars have been distinctively cosmopolitan figures, unwilling to be confined by national borders in their quest for knowledge. That spirit lives on in academic critiques of the new borders and barriers being erected around the world, and a focus on the experiences of migrants and exiles. Indeed, at the core of one of our oldest institutes is the unique private library of Aby Warburg, which was evacuated from Germany to Britain following the seizure of power by the Nazis in 1933. This ‘library in exile’ found a permanent home in the Warburg Institute, which was incorporated into the University of London in 1944 (p 56). As well as forging links across national and linguistic borders, the School aims to encourage dialogue between scholars divided by disciplinary boundaries. And in some cases it actively seeks to break down barriers, where they serve to exclude sections of the population from participating in and enjoying access to the findings of humanities research. It participates in the programme funded to support exiled or displaced academics organised by CARA (Council for At-Risk Academics) and runs major programmes in refugee law and international human rights.

Crossing national and linguistic boundaries

A major concern of the School’s Institute of Modern Languages Research (IMLR) is to promote work that challenges the Anglophone cultural and linguistic dominance in much humanities scholarship. An example of this was the international conference it organised in June 2019 in partnership with the School’s Centre for Digital Humanities, ‘Digital Diasporas: Interdisciplinary Perspectives’. This was part of the AHRC’s Open World Research Initiative ‘Cross-Language Dynamics: Reshaping Community’ project, co-directed by the IMLR. It explored the variety of ways in which diaspora communities across the world—from Polish women in London to Chinese Italians in Milan—were making use of digital technologies, and how these served to shape cultural identities (p 25). Recent advances in digital technologies have made possible the sharing of data across national boundaries. Yet legal and institutional regulations have not always kept up with these developments. An international workshop co-convened by Dr Nóra Ni Loideain, director of the Institute of Advanced Legal Studies (IALS) Information Law and Policy Centre (ILPC), explored the implications of this for African researchers. Held in Cape Town in February 2019 with support from the Wellcome Trust, it brought together a genuinely interdisciplinary group of expert academics and practitioners from the fields of law, ethics, and health (p 28).

There are a number of long-standing organisations in the humanities disciplines that have linked scholars from across the world even during periods of acute political division. Classics has the Fédération Internationale des associations des Études Classiques (FIEC), which holds a major gathering every four years. In July 2019, it met in London, and the Institute of Classical Studies (ICS) acted as the central coordinating body for a consortium of three learned societies, four London colleges, and the University of Roehampton, which devised and ran the programme. This was the 15th FIEC Congress since the organisation’s foundation in 1948 as part of a UNESCO-sponsored initiative to rebuild international cultural connections following the global conflict. It succeeded in maintaining those links even at the height of the Cold War (p 27).
Breaking down barriers to access and participation

There is an increasing awareness of the barriers that exist to full and inclusive involvement in humanities research across society. In October 2018, the Royal Historical Society acknowledged the problem in a hard-hitting report titled ‘Race, Ethnicity and Equality in UK History.’ This pointed to ‘major obstacles to racial and ethnic diversity and inclusion in UK university History’ (p 30). The Institute of Historical Research (IHR) has been particularly active in disseminating and discussing the findings of the report. In December 2018, for example, it partnered with the Runnymede Trust in a public engagement event, ‘Where do we fit in?’ Black and Asian History on the Curriculum. In a sign of the significance of the subject, the event sold out within days and was attended by 400 people. The Institute of English Studies (IES) is also working hard in this area. In 2018–19, it convened an ad hoc national working group on decolonisation in its discipline area. This will also be the theme of a major conference the IES is co-sponsoring in Manchester in June 2020. Meanwhile, its staff are actively involved in the University of London’s Inclusive Academic Practices Working Group (p 29). In the field of modern languages, there is growing concern about the decreasing numbers of sixth-formers choosing to study these subjects at degree level. Dr Joseph Ford, an early career researcher in French at the IMLR, has been exploring the reasons for this, and has participated in efforts to reach out to A-level students and communicate the value of studying a language at university (p 34).

The work of the School also promotes inclusion further afield. It is a partner in a major international research project sponsored by the Department for International Development called ‘Strong in diversity, bold in inclusion’. Focusing on five major African cities, this will explore the exclusion of LGBT+ people and the economic consequences that follow from this (p 32).

Bridging disciplinary boundaries

Although the School is actively involved in nurturing research within existing discipline areas, it recognises the importance of interdisciplinary collaboration as a means of achieving new insights into established areas of study. In the IES, Marie Curie Postdoctoral Fellow Dr Michelle Milan is using a combination of book and translation history to examine the production of translated texts in nineteenth-century Britain and Ireland (p 42). Interdisciplinarity is also one of the rationales behind the creation of the IHR’s new Centre for the History of People, Place and Community, which seeks to bring together not only scholars who might think of themselves as ‘metropolitan’, ‘urban’, or ‘local’ historians, but also a wide range of partners from outside academia, including heritage professionals and community groups (p 40). And in making available exciting digital resources, including a new Massive Open Online Course (MOOC), the Centre hopes to break down the barriers between ‘users’ and ‘consumers’ of the research, allowing for mutually beneficial interactions. Meanwhile the Institute of Commonwealth Studies’ (ICwS) Refugee Law Initiative (RLI) is seeking to overcome the barriers between academia and practice in the humanitarian field. It is doing so in partnership with Save the Children, examining the organisation’s work with migrant, refugee, and displaced children in Colombia in order to explore how humanitarian actors operate in crisis situations (p 33).

The School is also keen to encourage interdisciplinary research combining the humanities and the sciences. The Institute of Philosophy’s (IP) Centre for the Study of the Senses has a pioneering record in this area. A recent initiative by the Institute is the establishment of CREATE: the Centre for Experimental Aesthetics, Technology and Engineering. Its international reputation in this area of research has been further enhanced by a partnership with the Getty Center in Los Angeles to explore sensory-based ways for visitors to engage with the collection (p 38). The Warburg Institute has been partnering with cognitive neuroscientists to explore the emotional and aesthetic experiences involved in watching dance (p 15). And at the Institute of Latin American Studies (ILAS), its British Academy-funded Newton Fellow, Dr Diogo de Carvalho Cabral, has been combining approaches from the humanities, social sciences, and natural sciences in his exploration of the relationship between deforestation, leafcutter ant infestation, and human geographies in Brazil during the nineteenth century (p 46).
Supporting innovative research on borders and boundaries

Alongside the Warburg Institute’s ‘library in exile’, the IMLR continues to add to its hugely important archive of papers relating to German-speaking refugees from Nazi-occupied Europe. The Institute’s Research Centre for German and Austrian Exile Studies promotes new work in this area and maintains a wide network of contacts with refugees and their descendants (p 26). The IMLR has also recently focused attention on a much more privileged voluntary migrant to the UK from Germany. The theme of this year’s annual IMLR writing competition, sponsored with the German Academic Exchange Service, was ‘Love Letters across Borders’. Entrants were asked to compose imaginary letters between Queen Victoria and her Saxon-born husband Prince Albert, who met in 1836 and married in 1840. Most of their actual correspondence during this period and subsequently was in German (p 50).

A very different kind of migration is explored by the ICwS’s new project ‘Nationality, Identity and Belonging: An Oral History of the “Windrush Generation” and Their Relationship to the British State, 1948–2018’. Funded by the University’s Convocation Trust, it will culminate in a witness seminar exploring why members of the Caribbean diaspora community were so vulnerable to the British government’s ‘hostile environment’ policy. It also seeks to forge links with a wide variety of individuals and organisations with expertise in this area in preparation for a larger-scale oral history project on the Windrush Generation (p 11). Political upheavals often result in mass movements of people across borders. But many places in the world experience the consequences of forced internal displacement. David Cantor of the ICwS is co-investigator on an ambitious project to create a Global Engagement Network on Internal Displacement in sub-Saharan Africa. As with so many of the School’s projects, it aims to bring together academic specialists and policy makers from a range of different countries with a shared interest in an important topic (p 12).

We hope you will enjoy reading more about these initiatives and about the other ways in which SAS promotes and supports research in the humanities.

From the Dean

Professor Rick Rylance
Dean and Chief Executive, School of Advanced Study
IHR approaches centenary, launches new strategy for 2020–25

In November 2019, the Institute of Historical Research launched its new five-year strategy. This is an exciting time for the IHR, as it approaches its centenary year in 2021. At its foundation, in July 1921, the IHR was by design a unique and distinctive organisation for the good of the profession, meant to deploy the power of historical knowledge and evidence-based learning to understand societal challenges. As the Institute’s new strategy makes clear, there is just as much need for the IHR in pursuit of these goals now, in times of uncertainty and instability, both for universities and for the world more generally. The new strategy has three connected priorities. First, the IHR will consider the opportunities created and challenges posed by the digital age, exploring the extraordinary possibilities that technologies offer researchers, without losing sight of the ‘human’ in its endeavours. Second, the strategy celebrates the creation of a new Centre for the History of People, Place and Community, designed to make a distinctive contribution to community engagement by demonstrating how organic, co-produced research has profound implications for the future of the discipline and for the creation of the ‘archive’ in the twenty-first century. Finally, diversity and inclusivity are vital to the health of the discipline and to society more broadly. The IHR is committed to creating a welcoming intellectual space for the further development of marginalised or ‘silenced’ histories, and transforming what it understands a ‘historian’ to be. All this results in a more publicly engaged, outward-facing IHR, working with its partners to emphasise the critical importance of history for our understanding of the world around us and of the human experience.

Read more: history.ac.uk

To celebrate this year’s National Writing Day, the Book and Print Initiative at the Institute of English Studies invited Kaoru Akagawa to tell the story of kana shodo, a secret script developed and used by noblewomen to express themselves freely within the constraints of tenth-century Japanese court life. Akagawa, a master of Japanese calligraphy, keeps this script alive through a technique she created to revive the ancient characters.

Photo: Guenter Schneider/Kaoru Akagawa.
ICwS wins grant to study Windrush generation

For many people of Caribbean heritage belonging to the so-called Windrush generation, the Home Office’s ‘hostile environment’ policy created a waking nightmare. The worst affected lost their jobs, homes, liberty, and their very right to live in the UK, the place they had every reason to regard as ‘home’. Was this really due to a lack of paperwork? To what extent did this vulnerability arise from successive UK governments failing to make clear to British subjects of Caribbean heritage exactly what they needed to do to remain safe and secure in Britain? And, above all, why did members of the Windrush generation and their children find themselves so particularly at risk? Is the simple answer, as many scholars and activists would assert, that they were never welcome in a Britain rife with racial prejudice? The Institute of Commonwealth Studies has been awarded a research grant by the University of London’s Convocation Trust to explore these questions. The project, ‘Nationality, Identity and Belonging: An Oral History of the “Windrush Generation” and Their Relationship to the British State, 1948–2018’, will forge collaborations with archives, museums, academic and non-academic experts, and Caribbean heritage community groups; coordinate a ‘day of evidence’; and produce a report in 2020. The ‘day of evidence’ will collect stories from UK residents of Caribbean descent whose parents came to the UK to help rebuild the country in the decades after the Second World War.

The Convocation Trust provides grants for scholarships and research initiatives across the central academic bodies of the University and its member institutions. Many of these grants have been made possible thanks to generous donations from former members of The University of London Convocation.

Read more: sas.ac.uk/about-us/news/voyage-discovery-windrush-generation
RLI plays key role in building research capacity on internal displacement

The work of the School’s Refugee Law Initiative has been boosted by two new grants (a total of £210,000) from the Global Challenges Research Fund to help build research capacity into the growing problem of internal displacement – people made homeless in their own countries. The awards are intended to set up ‘engagement networks’ in which researchers in countries affected by conflict and displacement lead the development of collective research agendas. The aim is to avoid the problem of northern hemisphere researchers being ‘parachuted in’ to address local problems, usually in the southern hemisphere. These are thought to be the first such networks to link ground-breaking research on this development challenge with innovative responses and practices, and with policymakers. The RLI’s director, Professor David Cantor, is a key figure in both projects. ‘We are delighted to be involved in creating networks that can use local understanding and expertise to build capacity to tackle the pernicious problem of internal displacement,’ he says. ‘This is an understudied area of humanitarian concern and one that exacerbates long-term development challenges in affected countries.’

In 2017, more than 5 million people were displaced by conflict in sub-Saharan Africa, and 2.5 million by ‘natural’ disasters. Led by Dr Romola Adeola from Pretoria University, with Professor Cantor as co-investigator, the £150,000 project to create a Global Engagement Network on Internal Displacement in sub-Saharan Africa involves academic researchers and policymakers from a range of African countries with large internally displaced-person populations. They will spend two years working together to find innovative solutions to the region’s issues around development and internal displacement. At the same time, a one-year £60,000 INDCaP Development Award project led by Professor Cantor will begin developing a small interdisciplinary network on displacement, conflict, and protection with regional hubs in Africa, Latin America, and the Middle East.

Read more: sas.ac.uk/projects-and-initiatives/refugee-law-initiative
SAS partners on €3.9 million European digital research and training project

The School of Advanced Study was named one of 16 partners on a €3.9 million European digital research and training project that aims to make sense of the massive digital coverage generated by the intense disruption in Europe over the past decade – including terrorist incidents and the movement of refugees and economic migrants. Two PhD researchers in the School will explore the digital legacies of the London and Rio de Janeiro Olympics and Paralympics as well as national and transnational media coverage of a decade of European parliamentary elections as part of the CLEOPATRA project funded by the Marie Skłodowska-Curie Innovative Training Network. This project, led by the L3S Research Centre at Gottfried Wilhelm Leibniz Universität Hanover, offers a unique interdisciplinary and cross-sectoral research and training programme that will consider ways of analysing and understanding the major events that influence and shape our lives and our societies. It will facilitate advanced cross-lingual processing of textual and visual information related to key contemporary events at scale and develop new methods for efficient and intuitive user access to and interaction with multilingual information. The project will fund a total of 15 PhD studentships across the consortium. The School will lead on the dissemination and community building aspects of the project.

Read more: cleopatra-project.eu

UNIVERSITY OF LONDON PRESS

SAS Publications becomes University of London Press

In late 2019, the School’s publishing unit, SAS Publications, became the University of London Press. The new Press builds on a century of publishing tradition by disseminating distinctive scholarship at the forefront of the humanities. It will continue to be based at the School, facilitating collaborative, inclusive, open access, scholar-led interchange, within and beyond the academy. Manuscripts are referred to the Press by the School’s institutes, with staff carrying out a range of bespoke publishing services, including copyediting, typesetting, proofreading, cover design, print management, e-book creation, sales and distribution, and marketing. The new Press publishes around 20 books a year but maintains a back catalogue of hundreds of books available in a range of formats.

Publishing at the University of London has a long history dating back to the early twentieth century. The original University of London Press was founded in 1910, and later, in 1949, the famous Athlone Press was launched. Athlone Press boasted a remarkable and varied publishing program featuring many notable contemporary thinkers, including art historian Ernst Gombrich, Archbishop of Canterbury Michael Ramsey, historian Sir Stephen Runciman, astrophysicist Cecilia Payne-Gasposchkin, and socialist campaigner G.D.H. Cole. In 1979, Athlone Press fell victim to cutbacks and the name was sold, prompting a backlash in the national media. The trademark has now been reacquired and brought back into use.

Read more: sas.ac.uk/publications
IES researchers launch Ministry of Information digital resource

Researchers at the Institute of English Studies have been giving Britain’s wartime Ministry of Information (MoI) the historical treatment in the very building where it was once housed, Senate House, in London. And on 3 September 2019, the 80th anniversary of the Ministry, they unveiled MoI Digital, a web-based educational resource developed with the co-operation of The National Archives, the Imperial War Museum, and King’s College London. The resource provides free access to two types of WWII social survey – the ‘Home Intelligence Reports’ and ‘Wartime Social Surveys’.

The former, which ran from 1940 to late 1944, were compiled from a wide range of sources and covered reactions to current events alongside changing attitudes towards life in the UK. Meanwhile, the more statistical Wartime Social Surveys were regarded as a form of early market research. Together they give users a unique opportunity to witness the day-to-day experiences of those on the home front during the Second World War, revealing how the MoI assessed the British public’s mood, including its reactions to the Blitz, to the build-up of American soldiers preparing for D-Day, and to D-Day itself.

‘These reports and surveys bring us very close to the lives of our parents and grandparents who lived through, coped with, and triumphed over some of the most difficult times faced by our country in the twentieth century,’ says principal investigator Simon Eliot, professor of the history of the book at the Institute of English Studies.

This research is part of the IES project ‘A Communication History of the Ministry of Information, 1939–1946’. Funded by the Arts and Humanities Research Council, it has already resulted in a host of public lectures and workshops, a London Rare Book School course, and various articles in scholarly journals. A book due out in late 2019 will focus on the international context of the MoI’s work.

Professor Eliot and his team continue to add documents to the new website that illustrate the MoI’s pioneering role in monitoring and supporting the morale of the British people: ‘a tricky business when propaganda was often a dirty word, and when the aim was to save an open society threatened on all sides by closed and authoritarian ones.’

‘MoI Digital will eventually allow thousands of pages of original government documents and scores of contemporary photographs to be shared worldwide,’ says Professor Eliot. ‘It will not only illustrate our research, but also provide a very rich source of primary evidence for anyone interested in the Second World War.’

Read more: moidigital.ac.uk/reports
Warburg neuroscientists create dance movement library

Created in collaboration with students from the Rambert School of Ballet and Contemporary Dance, WADAMO is the first library of dance movements to focus on the difference between emotionally genuine dance movements and those that may be technically correct but not expressive. Led by Warburg academics Dr Julia F Christensen and Professor Manos Tsakiris in collaboration with Anna Lambrechts from City, University of London, WADAMO is part of the Institute’s interdisciplinary Body and Image in Arts and Science (BIAS) project. Launched in 2016 with the support of the Nomis Foundation, BIAS aims to extend our knowledge of the role of brain and biology in the understanding of culture and cultural history.

‘Researchers in psychology and neuroscience are particularly interested in how the body is a vehicle of communication,’ Dr Christensen explains. ‘We talk with our bodies. In dance, we understand each other without words. Dance has always been a star example of emotional body expressivity, across cultures and times. Our brain understands body language really like a language. But for this to be true, the message has to be genuine and authentic.’

To test this insight about perceiving emotion in dance, Dr Christensen and colleagues first worked with a group of performers from the Rambert School who were video-recorded while performing different dance movements in a technically proficient way with or without emotional expressivity. Next, across several experiments, volunteers were asked to rate how expressive they thought each movement was, how beautiful they found each movement, or how much they liked them. Intriguingly, the results showed that even people with no dance experience could correctly identify the genuinely expressive dance videos. Moreover, these genuinely expressive movements were liked more and volunteers found them more beautiful. ‘In a way, genuinely expressive dance movements reach their audience and speak to us all, independently of our expertise, in a way that merely technically correct movements do not,’ Professor Tsakiris noted.

Read more: warburg.sas.ac.uk/research/research-projects/ bias-body-and-image-arts-and-sciences
Want to see what your street was like 300 years ago, or discover the location of ancient remains in places you pass through every day? Layers of London, an Institute of Historical Research project, is making a number of important city maps available online, using an extensive programme of public engagement and crowdsourcing to construct a dynamic website that helps users explore the history of London's 32 boroughs. Contributors can share their knowledge of thousands of local places through photos, audio recordings, films, and written accounts—creating a rich mosaic of information that has never previously been collected in one place.

The website features a number of significant maps. The earliest depicts the City of London in 1270. Others include the London County Council Bomb Damage Map (1939–1945), which details the extent and severity of the destruction caused by German bombs during World War II; the Horwood Map (1799), a building-by-building record of eighteenth-century London; and the Greenwood Map (1828), which reveals the city’s growth in the early nineteenth century.

Most recently, the project has added Charles Booth’s Poverty Map of London, which records a survey of the socio-economic conditions of the city's residents between 1886 and 1903, and John Rocque's ‘Ten miles round’ map (1746), which captures what is today greater London in impressive detail. The project has also launched a range of free resources that help teachers and students research and publish their own local history projects.

The IHR team behind the initiative, which is working with community groups, residents’ associations, local libraries, amateur historians, and arts groups, hopes the site will act as a hub for new and existing heritage projects across the city. Partners include the British Library, Museum of London Archaeology, Historic England, London Metropolitan Archives, The National Archives, London School of Economics, The National Library of Scotland, and Birkbeck, University of London. It is supported by the National Lottery Heritage Fund, the Institute of Historical Research Trust, and the Stavros Niarchos Foundation.

Read more: layersoflondon.org
Training days for historians have national impact

In 2019 the Institute of Historical Research launched its ‘IHR@’ programme—a highly successful new initiative to share the work of the London-based Institute with historians and history librarians across the UK. The first two events in the series, IHR@Sheffield and IHR@Manchester, were held in association with the Centre for Contemporary and Modern History at Sheffield and Manchester’s John Rylands Research Institute, respectively. On each occasion the day-long programme is a partnership between the IHR and historians at universities across the UK. Moving across different regions, IHR@ offers an opportunity for early career historians to come together for informal networking, training, and workshops in critical skills. These include advice on publications, how to mobilise digital technologies for research, and developing research collaborations. Each workshop ends with a research-based event involving specialist researchers from the region: a roundtable on ‘establishing peace’ in Sheffield and a panel discussion on ‘fake news and the historian’ in Manchester. The IHR is currently planning its next round of IHR@ events for 2020 with events to be held in Wales, Scotland, and Northern Ireland.

Read more: history.ac.uk
Catherine Clarke leads new IHR research centre

Catherine Clarke, former professor of English at the University of Southampton, was appointed Chair in the History of People, Place and Community at the Institute of Historical Research. This new research centre will draw on the expertise and interests of the IHR’s staff and its flagship projects within the former Centre for Metropolitan History and the Victoria County History. Its role is to develop research, training, and public engagement activities that demonstrate the scholarly value of the history of people, place, and community. The centre is part of a major transformation at the Institute that will culminate in its 2021 centenary celebrations. The new professorship is critical in the IHR’s plans to create a dynamic and innovative research centre to shape the discipline more broadly and rethink existing methodologies. In collaboration with colleagues at IHR Digital, there will be scope to generate new and unique digital history resources that will support the IHR’s digital publishing and research innovation plans. ‘I’m so excited to take up this new chair, and to join the community of brilliant researchers at the IHR,’ says Professor Clarke, a specialist in medieval literature and culture. ‘Our new Centre for the History of People, Place and Community will be a unique opportunity to shape transformative scholarship in the field, and also to reach out beyond the academy to forge connections and drive transformations in places and communities today.’

Carlo Ginzburg named S T Lee Visiting Professorial Fellow

Carlo Ginzburg, widely recognised as one of the world’s most original and influential historians of early modern Europe, joined the School as an S T Lee Visiting Professorial Fellow last year. He gave a talk on historical method (‘How to navigate an archive: looking for witchcraft trials in the State Archive of Venice and in the ecclesiastical Archive of Udine, a personal experience from the early 1960s’) and presented a conference paper at the Warburg Institute, a public lecture at Birkbeck, and a further talk at the Italian Cultural Institute. Professor Ginzburg is the author of six major works on early modern European social, cultural, and intellectual history, including his most celebrated book, Il formaggio e i vermi (1976; published in English as The Cheese and the Worms, 1980). In this pioneering example of micro-history, he reconstructed from Inquisitorial records the entire world-view of Menocchio, a sixteenth-century miller. Professor Ginzburg is also an influential innovator in historical method. He wrote about the nature of historical evidence in Miti emblemis spie (1986; published in English as Clues, Myths and the Historical Method, 1989) and about the idea of historical proof in History, Rhetoric and Proof (1999). He has also reflected on the nature of his own writing, highlighting in particular the importance of the connections between social anthropology and cultural history. An audio recording of ‘How to navigate an archive’ is available online at bit.ly/2O8VpuA.
IALS senior research fellow receives Italian honour

The Italian government has awarded Norwegian jurist and professor Mads Andenas, senior research fellow in company and commercial law at the Institute of Advanced Legal Studies, the title of Grand Officer of the Order of Merit of the Italian Republic (Grande Ufficiale Ordine al Merito della Repubblica Italiana), Knight Commander. The honour, which promotes him to a higher grade—he was appointed Commendatore in 2008—recognises his contribution to international and comparative law, to European legal culture, and to academic cooperation between Italy and Norway.

Gay McDougall receives honorary degree

Gay J McDougall, a leading international human rights activist, scholar, and lawyer, was awarded a Doctor of Laws honoris causa at the School’s 2018 graduation ceremony. Currently vice-chair and member of the UN treaty body that oversees compliance with the International Convention on the Elimination of All Forms of Racial Discrimination and Distinguished Scholar in Residence at Fordham University School of Law in New York, Ms McDougall’s commitment to justice for minority communities is unparalleled. She played a special role in securing the release of thousands of political prisoners in South Africa and Namibia and was appointed to the electoral commission that ran the first democratic elections in South Africa that ended apartheid and installed Nelson Mandela as president. In 2015, the Government of South Africa bestowed on her their national medal of honour for non-citizens, the Order of the Companions of O. R. Tambo, for her extraordinary contributions to ending apartheid. From 2005 to 2011 she was the first UN Independent Expert on Minority Issues. Between 1997 and 2001, while a member of the treaty body on racial discrimination, she negotiated the adoption of ‘General recommendation XXV on the gender dimensions of racial discrimination.’ I am thrilled to receive this honour from the University of London,’ says Ms McDougall, who has an LLM from LSE and whose achievements were celebrated in the University of London’s recent Leading Women campaign.
Promotions announced for SAS academics

Dr David Cantor, director of the Refugee Law Initiative and one of the programme directors of the MA in Refugee Protection and Migration Studies, was named Professor of Refugee Protection and Forced Migration Studies. In 2016, he was appointed senior adviser to the United Nations High Commissioner for Refugees, a post he secured after completing a ground-breaking three-year research project on refugee protection in Latin America. In 2017, Dr Cantor’s ‘Pushing the Boundaries: New Dynamics of Forced Migration and Transnational Responses in Latin America’ research project won the Times Higher Education’s Research Project of the Year: Arts, Humanities and Social Sciences award.

Dr Sue Onslow was appointed to a Readership in the Institute of Commonwealth Studies. A sought-after media commentator and expert on the Commonwealth and its member countries, she was the lead researcher on the Institute’s Oral History of the Commonwealth Project, a unique digital research resource. She has written widely on British foreign policy and decolonisation, and on southern Africa in the Cold War era. Her latest publication is the co-written biography Robert Mugabe (Ohio Short Histories of Africa, 2018).

Dr Sarah Singer was named a senior lecturer in refugee law at the Institute of Commonwealth Studies, where she is also programme director of the MA in Refugee Protection and Forced Migration Studies. It is the first postgraduate distance learning programme of its kind, run by the Refugee Law Initiative and delivered through University of London Worldwide. Dr Singer also teaches the law component of the MA in Understanding and Securing Human Rights at the School’s Human Rights Consortium and is managing editor of the journal International Community Law Review.

Dr Damien Short, co-director of the Human Rights Consortium, was named professor of human rights. He has spent his entire professional career working in this field, both as a scholar and advocate, and has researched and published extensively in the areas of indigenous peoples’ rights, genocide studies, and environmental justice. His latest book is Redefining Genocide: Settler Colonialism, Social Death and Ecocide (Zed Books, 2016).
Dr Ainhoa Montoya was named a senior lecturer in Latin American studies at the Institute of Latin American Studies. An anthropologist interested in post-conflict violence and legal disputes over natural resources, Dr Montoya is currently researching the relationship between the legal and moral as it plays out in environmental politics in Central America. Her research has been funded by the Economic and Social Research Council and the British Academy (Global Challenges Research Fund). Over the next two years, she will assess the ability of legal systems, including courts, to resolve disputes over mining and water resources in Central America.

Dr Elizabeth Savage is now a senior lecturer in book history and communications at the Institute of English Studies, where she is also director of the Printing Colour Project and co-director of the Book and Print Initiative. As an art historian, bibliographer, and printer, she specialises in the history of colour printing in late medieval and early modern Europe. This year she was elected a fellow of the Royal Historical Society. Founded in 1868, the RHS is the premier society of professional historians in the UK. Its fellowships are awarded to those deemed to have made an original contribution to historical scholarship.

Dr Joanne Anderson was appointed a senior lecturer in the history of art at the Warburg Institute. She is convener of the MA in Art History, Curatorship and Renaissance Culture, offered in collaboration with London’s National Gallery. She is a specialist on the imagery of Mary Magdalen, working with paintings, altarpieces, prints, and glass in the long middle ages. She has recently published Moving with the Magdalen: Late Medieval Art and Devotion in the Alps (Bloomsbury Visual Arts, 2019). She also studies twentieth-century exhibition history and is the co-investigator of the AHRC research network, A Vision for Europe: Academic Action and Responsibility, which focuses on the Warburg Institute’s war-time exhibition practices.

Dr Alessandro Scafi was named a senior lecturer in medieval and Renaissance cultural history at the Warburg Institute. He is the convener of the MA in Cultural, Intellectual and Visual History. The author of Mapping Paradise: A History of Heaven on Earth (University of Chicago Press, 2006), Dr Scafi has also written publications intended for a wider readership as well as audio guides for museums, and has contributed to a number of cultural broadcasts, newspapers, and magazines.
Borders and Boundaries

Crossing national and linguistic boundaries

Digital diasporas: fostering interdisciplinary and cross-language networks at the IMLR

Digital technologies are valued for their border-crossing potential, and in particular for making possible the rapid circulation of texts, images, and media across the globe. Yet discourses and research on digital developments often remain bounded within Anglophone cultural and linguistic frameworks. This is reinforced by a focus on top-down technological developments, as well as disciplinary borders that marginalise broader cultural and humanities-based perspectives. Discourses on migration are equally dominated by a focus on technocratic solutions, which neglect the linguistic and cultural concerns of the people involved.

The School of Advanced Study’s role in foregrounding the necessity of humanities-based knowledge in responding to the urgent questions of our time makes it ideally placed to bring to the fore the human concerns and practices that lie behind these major contemporary issues. Through a cross-institute approach to digital humanities research, the School also recognises that the study of digital media and technologies cannot be confined to a single area, but instead requires the pooling of expertise across disciplinary boundaries. Modern linguists, in particular, have an important role to play in highlighting linguistic and cultural knowledge from non-Anglophone contexts. The IMLR’s emphasis on cross-language ways of working demonstrates what can be gained by collaborations between researchers with shared concerns working in and across different national and local contexts.

This cross-languages, interdisciplinary, and humanities-led approach to addressing major contemporary issues was exemplified at the ‘Digital Diasporas: Interdisciplinary Perspectives’ international conference held in June 2019 at the University of Westminster (organised by the IMLR and Digital Humanities as part of the AHRC OWRI ‘Cross-Language Dynamics: Reshaping Community’ project). Speakers—predominantly working and researching outside the UK—introduced the audience to a wide range of examples of migrant communities across the globe using and transforming digital media and technologies for their own creative and strategic purposes.

Those attending the conference heard about the ways that individuals engage across multiple languages and digital platforms to perform identities and share cultural knowledge in a range of migration contexts, including Senegalese-Norwegian families, Polish women in London, and Chinese Italians in Milan. At the same time, speakers addressed the urgent need to ask critical questions about the humans behind the technologies, such as those involved in collating migration data or those who develop apps in humanitarian contexts, given the potentially fatal human consequences of their actions. The public lecture by Roopika Risam, hosted in collaboration with King’s College London, highlighted the vital role that researchers have to play in ensuring their work is oriented towards making a real difference to the communities they should be working with rather than on.

Participants engaged in interdisciplinary discussions with a genuine curiosity and commitment to expanding knowledge and exploring how to develop meaningful ways of working across disciplines to respond to the urgent questions of the age. The conference also included a series of lightning talks to ensure space for more emerging research, while bursaries were awarded to support the participation of early career researchers. The conference thus contributed to building a new research community—cutting across disciplinary, national, and language boundaries—with the potential to bring vital new perspectives to contemporary discussions that will be consolidated through a planned publication. Building such networks and the capacity to speak together across the humanities and social sciences is essential for ensuring linguistic and cultural questions are understood not as marginal concerns, but as central to the real human issues that underlie discussions concerning migration and digital technologies.

Read more: modernlanguages.sas.ac.uk/research-fellowships/cross-language-dynamics-owri-project and sas.ac.uk/projects-and-initiatives/digital-humanities
Collections crossing borders: the German exile archives project

The last few years have seen the project funded by the Martin Miller and Hannah Norbert-Miller Trust to document and promote research into the lives of those who crossed borders to escape fascism in the 1930s grow from strength to strength. The IMLR and its predecessor body, the Institute of Germanic Studies, have collected the papers of German-speaking refugees from Nazi-occupied Europe since the 1950s, and the collections continue to grow, often through the network of contacts with refugees and their descendents established by the Institute's Research Centre for German and Austrian Exile Studies (RCGAES). This year has seen the acquisition of two important new archives: the papers of Annette Eick, a Jewish lesbian poet who fled Berlin for the UK in 1938, and of Ken Knight, a World War II British conscientious objector and later Secretary-Librarian to the Institute, who was a relief worker with the British Red Cross in displaced persons camps in Holland and Germany in 1944–45.

In 2016, the IMLR and Senate House Library signed a Memorandum of Understanding agreeing that the Library would take charge of the management of the IMLR archives. Thus, cataloguing, storing, and providing access to the archives is now overseen by the Library, where the German exile archives complement its collecting strength in migration and cultural memory. The role of academic input remains vital, of course: along with links to potential donors, the academic expertise in the subject provided by the RCGAES enhances understanding of the historical context of the archives, which feeds into the creation of better-quality cataloguing data. The Miller Trust archivist, Dr Clare George, funded since 2012, operates within this triple context of Institute, Research Centre, and Library to catalogue and promote engagement with the archives, tackling both the backlog of uncatalogued collections and new acquisitions.

One such collection in the backlog was the 50-box archive of the Anglo-Austrian Society and Anglo-Austrian Music Society (AAMS) given to the Institute in 2006. Both societies were founded in London by Austrian refugees during World War II, the former by refugees from Nazi-occupied Austria wanting to promote closer contact between British and Austrian democrats; the latter aiming to support Austrian musicians in exile and promote the appreciation of Austrian music in Britain. Both societies had supporters at the highest levels of government and in cultural circles. One fascinating file reveals how Benjamin Britten, an early AAMS supporter, composed a piece especially for AAMS’s hosting of the Vienna Boys’ Choir in 1967. Cataloguing is also underway of the Paul and Charlotte Bondy Archive, given to the Institute in 2017, which records the Bondys’ persecution by the Gestapo in Germany, Paul Bondy’s experiences in internment, and his work with German POWs in the UK and in post-war re-education in US-occupied Germany.

Cataloguing the collections on the Library’s online specialist archive catalogue enables the IMLR to reach audiences far beyond the boundaries of its traditional user base. The past year has seen a steady flow of enquiries and requests to consult material from academic researchers at Vienna, Exeter, Oxford, Loughborough, Cincinnati, and Harvard universities. Interest in the project is understandably particularly strong in Germany, where Dr George gave a presentation on the exile collections at the conference of...
the Gesellschaft für Exilforschung last year. The conference brought together speakers from archives and museums with similar holdings from across the world, leading to some fascinating exchanges about how digitisation can enable researchers to reunite the scattered traces of refugee lives, as well as to an invitation to present another paper at a workshop at the Deutsche Literaturarchiv Marbach this year.

At a more local level, the project reached out to new audiences with a theatre project based on the records of the Laterndl, a London-based Austrian exile theatre. Funded by the Miller Trust and the Austrian Cultural Forum London, the theatre group [Foreign Affairs] improvised a performance piece incorporating Laterndl sketches into a wider story about theatre in exile, which was staged publicly at Senate House in April this year. [Foreign Affairs] developed the piece further with funding from the Being Human festival and the AHRC Open World Research Initiative for a double performance at Hampstead Jazz Club in November 2019.

Read more: london.ac.uk/senate-house-library

Classicists sans frontières

Every four years classical associations from all over the world gather in a great jamboree under the umbrella of FIEC, the Fédération Internationale des associations des Études Classiques. This year it met in London, facilitated by the Institute of Classical Studies.

The fact that FIEC’s name is in French, and that it was founded in 1948, recalls its origins. FIEC was one of a series of organisations sponsored by UNESCO to rebuild scientific and cultural connections across Europe in the aftermath of World War II. Very early in its history it assumed another boundary crossing function as one of the few channels through which classicists on either side of the Iron Curtain could keep in touch. Today the emphasis is more on creating global dialogues. At the London meeting there were delegates from most of the 80 member associations, and speakers from Argentina, Australia, Belgium, Brazil, Bulgaria, Canada, Chile, China, Cyprus, the Czech Republic, Finland, France, Germany, Greece, Hungary, Ireland, Israel, Italy, Japan, Korea, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, Russia, Singapore, Slovenia, Spain, Sweden, Turkey, the UK, the US, and Zimbabwe.

The hosts of a FIEC conference are always local. This year three learned societies, four London colleges, and the University of Roehampton all came together to design and run the programme. Convening this sort of event is at the heart of the Institute of Classical Studies’ national mission. No one department or college could have staged something on this scale.

Classics as a discipline has changed in many ways since 1948. It has become more diverse—there were no all-male panels this year, and every panel included members from more than one country—and its subject range has vastly expanded. Panels dealt with everything from digital classics (a local specialism of the ICS) to the reception of classical literature in the Caribbean, Siberia, and Japan. There were groups comparing Greek and Roman literature with that of ancient China, explorations of ancient sociolinguistics, of Queer Classics, and much, much else. The programme lists nearly 90 panels as well as keynotes, cultural events, exhibitions, and fringe events by groups from the Women’s Classical Caucus to the European Research Council.

Most important of all were the chances to make new connections. The role of big conferences is sometimes questioned today—they are expensive and all those flights have an environmental impact—but a global discipline needs to meet occasionally, and once every four years is not too often. The Institute is glad that in 2019 it was in London.

Read more: ics.sas.ac.uk

The ICS hosted the 2019 meeting of the Fédération Internationale des associations des Études Classiques, attracting speakers from 35 countries.
IALS leads data sharing efforts in Africa

The shift towards open access datasets in research and science is becoming more pronounced, with funders increasingly demanding open access as part of their requirements, such as Plan S of Science Europe to accelerate the realisation of open science by 2020. Indeed, it is broadly accepted that data sharing is now an ethical imperative for research institutions. Despite this global shift, numerous challenges are faced in actualising and governing data sharing across research institutions in the African region. Many of these challenges relate to the key tension (whether perceived or otherwise) between open access and the research promotion activities of academics and research institutions on the one hand, and the push from government and regulators to ensure security and confidentiality of data on the other.

This has led to either overly cautious compliance or even non-compliance with data protection laws and related standards by research institutions. Coupled with a lack of resources to adequately train researchers and research ethic committee members on the interpretation of data protection laws and ethical data sharing (including benefits for communities and participants), this culture of non-compliance may significantly hinder the opportunities of African-based research institutions to develop cutting-edge research and compete for research funding on a global level. More broadly still, there is a critical need to move beyond the privacy and confidentiality paradigm of data processing regulation and to embed those ethical values and principles that have particular importance for the African region, including equity and community engagement.

These themes were explored in detail at an international workshop convened by Dr Nóra Ni Loideain, director of the IALS Information Law and Policy Centre (ILPC), Dr Ciara Staunton (Middlesex University), and Dr Jantina De Vries (University of Cape Town). Funded by a grant from the Wellcome Trust, the workshop was held in Cape Town in February 2019 and included an interdisciplinary expert group of more than 30 representatives from Africa and Europe, including the ILPC’s postdoctoral researcher Dr Rachel Adams. Speakers and participants included academics, regulators, and practitioners from various fields of research, ethics, law, and health.

Two publications have so far resulted from the workshop. First, the participants co-authored an article on data protection legislation governing the use of health-related data and the legality of broad consent in South Africa. Second, a special issue of the Oxford University Press peer-reviewed journal International Data Privacy Law to be published later this year will feature a number of papers presented at the workshop.

While the event canvassed a number of significant challenges relating to the governance of data sharing of genomic and health-related data in South Africa, and Africa more broadly, and identified a number of key findings and actionable next steps, it is clear that further research is required to address the issue on a continental level.

Read more: infolawcentre.blogs.sas.ac.uk
Breaking down barriers to access and participation

Diversity, inclusivity, and decolonising English Studies

One of the strengths of English Studies is its breadth and variety, whether considered historically or geographically or in terms of genre, media, or its relationships with other disciplines in the humanities.

The Institute of English Studies has long made a unique contribution to the promotion and maintenance of research in this changing and dynamic field of literary inquiry. Since September 2018, when Professor Clare A. Lees became its director, the Institute has focused on inclusivity, diversity, and decolonisation as a core, ongoing priority. This priority is by no means unique to English Studies or the IES, of course. The commitment of the School of Advanced Study as well as the University of London to equality and diversity offers policy and practice to guide and support the Institute's work. Dr Elizabeth Savage (IES) and Professor Lees are both members of the Inclusive Academic Practices Working Group, chaired by Mark Harrison, Head of Inclusion for the University. Inclusivity and diversity work against boundaries and borders, whether of academic research, practice, or support.

Under the leadership of Dr Andrew Nash, deputy director, the IES now reviews its provision of modules for the MA in The History of the Book and other short courses to ensure that inclusivity and diversity are embedded in teaching and learning. In 2018–19, as part of its national remit, the IES convened an ad hoc working group on decolonisation whose members are drawn from the English Association (EA) and University English (UE), the two main subject associations for the field, as well as leading academics in the field. Decolonisation and inclusivity are urgent concerns of postgraduates and early career researchers in English, as well as leading academics in the field. The IES also stepped outside its more usual role in promoting higher education research. In 2018, for example, it hosted the annual Young Muslim Writers Awards ceremony, which celebrates the achievements of young creative writers from the Muslim community between the ages of 5 and 16. Sabir Miah, who was awarded Young Muslim Writer of the Year for 2018, later visited the Institute to explore research and writing in English Studies. Clare Lees was one of the judges for the 2019 awards, which the IES again hosted.

The research of IES Fellows is also instructive. To take just one example, William St Clair, FBA, FRSL, and IES Senior Research Fellow, conducts research in art history and history, as well as the history of books, reading, publishing, and literary biography. The impact of St Clair’s research is equally impressive, as Yaa Gyasi’s recent award-winning novel, Homegoing (2016) illustrates. The novel traces the history of slavery from eighteenth-century Africa to present-day North America through the family histories of two sisters, Effia Otcher and Esi Asare. History is the route to historical fiction in this remarkable novel, which does not flinch from scrutinising the effects of indigenous as well as colonial slavery on the descendants of Effia and Esi. In her research for the novel, Gyasi acknowledges St Clair’s account of the British slave trade, The Grand Slave Emporium (2006). St Clair’s history of the Cape Coast Castle, Ghana, as monument to and memory place for the British slave trade in Africa, draws on his research in the National Archives at Kew. The Castle is now a UNESCO World Heritage site visited much more easily than in the eighteenth and nineteenth centuries, but St Clair notes that ‘to appreciate the claim of the Castle on the memory of the entire modern world, the journey must take place in the imagination. There is no other way.’ St Clair took up his own challenge by writing a history of this monument, Gyasi by writing a novel about the possibilities of home for slaves and their descendants. Inspired by Sabir Miah, on the one hand, and by William St Clair on the other, the IES will continue to work to support the reach of English Studies beyond its traditional borders and boundaries.

Read more: ies.sas.ac.uk
Inclusive histories at the IHR

The past year was one in which the absence of diversity within the historical profession became all too apparent. In October 2018 the Royal Historical Society (RHS) published ‘Race, Ethnicity and Equality in UK History,’ a report that identified ‘major obstacles to racial and ethnic diversity and inclusion in UK university History.’

The outcome of an extensive survey, the RHS report drew particular attention to substantial levels of bias and discrimination experienced by historians in UK universities; the attainment lag experienced by black and minority ethnic (BME) History students; and the lack of diversity within UK History curriculums, both at universities and in secondary schools. In the same month as the RHS report’s publication, Olivette Otele was appointed the UK’s first black female history professor. That the announcement was national news spoke volumes.

Diversity and inclusion within History are issues of great concern to the Institute of Historical Research. Over the past year, the IHR has worked with the RHS, the Historical Association, and the Runnymede Trust to disseminate the findings of the RHS report, to highlight the ongoing work of scholars and activists to address disparities and discrimination in academia, and to host conversations, meetings, and events that examine and address the essential work that remains to be done. The promotion of inclusivity and of ‘inclusive histories’ is now a core part of the Institute’s strategy into the early 2020s. This ambition will see the creation of a far more welcoming environment for the intellectual development of marginalised communities of historians and ‘silenced’ histories.

In December 2018 the Institute turned its attention to another key area of the RHS report with a major public engagement event, ”Where do we fit in?” Black and Asian History on the Curriculum’. a public engagement event organised by the IHR, drew more than 400 people to a discussion of how BME British experiences can be taught and understood as British history.
Asian History on the Curriculum', jointly organised with the Runnymede Trust. Since 2010 the Runnymede Trust, in conjunction with the University of Manchester and Cambridge University, has been working with school history teachers and the country’s major history-teaching and research organisations to explore how Britain’s global connections through empire and migration are taught in English schools. This work led to the creation of the award-winning Our Migration Story digital resource for teachers and students (www.ourmigrationstory.org.uk), and has recently inspired parliamentary debate about the importance of curriculum reform.

The event drew an audience of 400 people—the majority first-time visitors to the IHR and the School of Advanced Study—and the event’s popularity underscored the urgency of the topic. Tickets to the event sold out in days, and afterwards video excerpts of the speakers and panel discussion went viral on social media.

The evening saw a wide-ranging discussion of how BME British experiences can be taught and understood as British history. There was much reflection on the limitations of previous classroom teaching, with each of the six panellists, representing a range of ages and backgrounds, recalling a common experience. None had learned much about black British and Asian history until they arrived at university, while current provision in history teaching remains lacking. When debates over identity and diversity are presented, the conversation is too often a back and forth between opposing sides: one that represents the history and memory of empire positively, and one that seeks to explore fully its repercussions. Younger panellists noted that in their school-age education, Asian and black Britons were often treated as producers of ‘culture’ not ‘history,’ and often only present in Britain’s story during the UK’s annual Black History Month held each October.

How, it was asked, do we move beyond entrenched positions to present a fuller, richer picture of Britain’s past? Looking to new forms of school and university education, panellists—including Afua Hirsch, author of the bestselling *Brit(ish): On Race, Identity and Belonging*, and the poet Suhaiymah Manzoor-Khan—emphasised the need to contextualise British history within the history of global migration, and to situate BME histories in a more nuanced discussion of our shared past. In addition to panel and audience discussion, "Where do we fit in?" included contributions from prominent writers and activists, including Hannah Lowe and the Young People’s Laureate for London, Momtaza Mehri.

As the 2018 RHS report makes clear, there’s still much ground to cover. Events like "Where do we fit in?" are first steps in the IHR’s contribution to rethinking how a richer national history is taught and experienced, both in the classroom and the lecture hall. Now central to the Institute’s strategic aims, this work will continue with collaborations, workshops, and training and mentoring initiatives that are being planned with a range of partners across the UK and overseas. In this way the Institute will challenge the boundaries that currently marginalise certain histories, and so seek to transform what, and who, we understand a ‘historian’ to be.

Read more: history.ac.uk
Borders and Boundaries

HRC joins international consortium to secure LGBT+ inclusion in Africa

The School of Advanced Study is one of eight partners in a new and ambitious programme of action and research to counter discrimination and economic inequality against LGBT+ people in five major African cities. Funded by the Department for International Development, the £12 million ‘Strong in diversity, bold on inclusion’ project is a consortium led by Hivos, which also includes the universities of Glasgow and Pretoria, African LGBT+ networks, international NGOs, and a range of organisations working with multinationals. Together they will implement a multi-year programme that will engage with religious, community, and business leaders; politicians; the media; and other social influencers to advance equality and achieve significant shifts in discriminatory attitudes.

Part of the project’s strategy is to convince city leaders and businesses with evidence that exclusion of LGBT+ people has a negative economic impact on society. Dr Corinne Lennox, co-director and senior lecturer in the School’s Human Rights Consortium, is coordinating the multinational research team. ‘We aim to use research to demonstrate the economic consequences of exclusion and to show that respecting human rights can lead to positive change in the overall prospects of cities,’ she says. ‘The research will also support local activists by providing a stronger evidence base for their advocacy with society leaders and through the media.’

Read more: bit.ly/385ms34
Breaking down barriers between research and practice in the humanitarian field

Researchers at the Refugee Law Initiative, Institute of Commonwealth Studies, have embarked on innovative research that seeks to break down barriers between academia and practice in the humanitarian field by exploring how humanitarian actors operate in crisis contexts. Under the auspices of the RECAP project (‘Research capacity building and knowledge generation to support preparedness and response to humanitarian crises and epidemics’), researchers at the RLI have partnered with Save the Children to examine the organisation’s work with migrant, refugee, and displaced children in Colombia.

It is estimated that between five and ten thousand Venezuelan migrants and refugees cross the border into Colombia every day. Colombia has for decades hosted vast numbers of internally displaced persons—currently 7.7 million Colombians are displaced within the country as a result of the internal armed conflict that has persisted for decades. While much of Save the Children Colombia’s work has been focused on supporting displaced Colombians, they have increasingly focused on supporting Venezuelan children and families fleeing the unfolding humanitarian crisis in Venezuela, and the Colombian communities that are hosting them.

The RLI’s Joakim Daun and Bethan Mathias travelled to Colombia in March 2019 to conduct research on how Save the Children Colombia involves children in its activities and planning, and how it provides ways for children to provide feedback on the organisation’s programmes. The RLI’s research is being used by Save the Children Colombia to develop a new country-wide strategy on child participation.

‘It has been an important opportunity for both us and Save the Children’, said Daun, who led the case study. ‘We have the opportunity to learn first-hand how humanitarian organisations work on child participation and accountability in the field, and we hope that our research will feed into practice and therefore generate direct impact on the ground. At the same time, Save the Children benefits from having independent research that can add new perspectives to their work.’

The Refugee Law Initiative’s work with Save the Children forms part of a broader project on humanitarian responses in crisis situations funded by the Global Challenges Research Fund. Led by the London School of Hygiene and Tropical Medicine, the interdisciplinary RECAP project brings together not only practitioner organisations with academics, but also breaks down boundaries between the academic disciplines of health, economics, anthropology, law, sociology, and ethics. The Refugee Law Initiative is leading research on protection and accountability in displacement contexts, working with partner organisations and academic centres across the UK and globally.

Read more: rli.sas.ac.uk/research-projects/recap-project
Academic conferences and schools outreach: an integrated approach in modern languages

Dr Joseph Ford, an early career researcher in French at the IMLR, believes that falling admissions to modern languages (ML) programmes at UK universities and the ongoing threat of closure to some departments make it incumbent on academics to consider their research within the wider teaching landscape. ‘Doing so,’ he says, ‘will help promote Modern Languages as a discipline that offers students the unique opportunity to develop a sense of their own culture at a time when such perspectives have been sorely lacking.’ Here he shares further thoughts on ways to integrate research activities with student outreach and enrichment.

‘While familiar with research-led teaching, many of us are less attuned to what happens in schools and colleges, and the impact our research can have on teachers and students working towards language GCSEs, A-levels, and the International Baccalaureate. Notwithstanding the structural nature of the crisis of falling admissions in modern languages, the threat posed to the survival of the sector is real. It is more important than ever for universities to invest in the people who keep this discipline alive.

‘In May 2019, speakers at the “Environmental and medical perspectives on modern Francophone culture” conference ran a series of post-16 schools engagement workshops at the University of Bristol. Many of the city’s teachers and students attended, providing scholars with an opportunity to reach out to those working in modern foreign languages. Given the recent introduction of translation to the A-level syllabi (students now have to translate short passages of text in the exam), it was decided that translation should feature in each workshop either in its literal sense of moving from one language to another, or in its figurative meaning of “encounter” between unfamiliar cultures.

‘The first session, led by Dr Holly Langstaff (Oxford/Warwick), focused on encountering texts in unfamiliar ways. Participants were asked to consider how the fly in Duras’ Ecrire and Camus’ L’Etranger—one of the set texts popular with exam boards—prompted students to rethink the human–nature encounter in texts that might not ordinarily be conceived as making a commentary on the environment.

‘Split into parallel sessions, the second set of workshops looked at translation, which was used by Dr James Illingworth (Exeter) as a way into Colette’s Le Blé en herbe. This workshop focused on select passages that encouraged teachers and students to consider how the French author’s text interweaves reflections on environmental and gender politics, as well as her literary style. The session introduced students to the notion of ecofeminism and provided several different translation strategies designed to present translation as a pedagogical method that goes beyond a mere rendering of meaning to think more broadly about themes and literary technique.

‘In my own session, I used two different translations of L’Etranger to get participants to think more closely about the use of language in the original text. Aware of the challenges students often face in reading literary texts in the original language, and their tendency, even at university, to read texts in translation, the session modelled what it might mean to bring the translations back into the classroom, using them as tools to encourage comparative analysis. Here, translation was revealed as more than a simple process of rendering one text in another language. Rather, teachers and students reflected on how translation could be deployed as a pedagogical tool to encourage a closer analysis of the original.

‘In the penultimate session of the day, Dr Arthur Rose and Dr Daniel Finch-Race (Bristol) used the film adaptation of Emile Zola’s Germinal (directed by Claude Berri and released in 1993) to encourage participants to consider the relationship between the background and foreground as one that is never predefined or fixed. Coal, and its extraction from the land, is a prominent feature in Zola’s novel and Berri’s film. The image of thick black smoke and the coalmine furnishes the film’s background and contrasts with everyday scenes of miners drinking beer and farmers tending the pastoral landscape. Rereading the film through the lens of our current climate crisis, teachers and students were drawn to the representations of extraction and the smoke that pollutes the otherwise peaceful country landscape. This deep and integrated reading of the backdrop provided students and teachers with a resource for thinking about our current moment of crisis as visible over a long history of the extraction of resources from the earth.'
'In the day’s final session, a student and the faculty engagement officer at the University of Bristol’s School of Modern Languages spoke of the benefits of studying languages. They paid particular attention to the opportunity to study a wide range of modules across different disciplines, the increased employability for language graduates, and the prospect of working and studying abroad.

‘There is, of course, inherent value in studying modern languages and cultures—not least because it allows us to step outside our own (increasingly) narrow notion of ourselves as a nation, to encounter the other, and to look back with a better understanding of, and a critical perspective on, our own culture and society. To continue to declare that English is, and will continue to be, a “global language” is to be ignorant of the history and culture of imperialism that got us into this narrow mind-set in the first place. Britain no longer has a “glorious empire”, English is not “enough”, and studying modern languages and cultures can be part of, but is ultimately about more than meeting the needs of businesses after Brexit. There is a clear need for universities and professional bodies to argue for structural reforms at a policy level and for groups such as the Modern Languages APPG to lobby government directly. But this doesn’t mean there isn’t more we can do within our schools and existing departments.

‘Feedback from conference participants noted that there is very little knowledge about what it actually means to study modern languages at university. The better we integrate our research activities with student outreach and enrichment events, the better we’ll be at spreading this knowledge.’

Read more: modernlanguages.sas.ac.uk
Borders and Boundaries

IMLR and Southwark Council: when public engagement meets community engagement

Within the ‘Translingual Communities’ strand of the AHRC OWRI’s ‘Cross Language Dynamics: Reshaping Community’ project, the Institute of Modern Languages Research in partnership with Southwark Council secured funding to develop a project on community engagement with the Latin American community in South London. This ‘action-research’, led by Dr María Soledad Montáñez, explores new tools, resources, and opportunities for collaboration, participation, and engagement between the Spanish and Portuguese-speaking Latin American organisations in South London, Southwark Council, and the wider community.

The research is based on the understanding that cultures and languages shape identities and ideas of community. Effective community engagement requires the expertise, knowledge, and participation of the community groups working collaboratively with local authorities, researchers, and other relevant stakeholders. Indeed, the significant element of the project is its collaborative and truly multidisciplinary approach, which brings together academia with the public, third, and private sectors.

Taking into account the priority areas in service provision and access identified by the Latin American organisations themselves and drawing on existing research as well as Southwark Council’s strategy, the engagement approach focuses on health and wellbeing, understood from an integrated and multidisciplinary perspective, interlinking health with culture, immigration, and education.

Because creativity plays such a vital role in transformative and effective community engagement in cross-cultural contexts, alternative and complementary solutions to more traditional ways of engagement have been developed. From storytelling and the making of books to workshops on leadership and mental health for young people, to the implementation of a cross-sector, multilingual and multicultural network, the project explores the

Since April 2018, the IMLR has been working with Latin American community organisations and groups in South London to develop programmes designed to improve service access and provision, civic engagement, and participation.
effectiveness of community-specific forms of engagement that recognises the significance of linguistic and cultural concerns in community formation and civic participation.

Since April 2018, Dr Montáñez has been working closely with the most well-established Latin American community organisations and groups in South London to develop a series of creative engagement programmes and activities to improve service access and provision, civic engagement, and participation. This includes Young Latin American Women and Girls Leading Change, a workshop delivered with the Latin American Women’s Rights Service and co-facilitated by Dr Naomi Wells (OWRI/IMLR). It also includes the Cartoneras Creative Engagement project with the Indoamerican Refugee and Migrant Organisation, co-facilitated with artist Cruz María Vallespír in collaboration with the AHRC-funded ‘Cartonera Publishing’ project led by Dr Lucy Bell (University of Surrey), Dr Alex Flynn (University of Durham), Patrick O’Hare (University of Cambridge), the British Library, and the Migration Museum.

Within this multi-layered approach to community and public engagement, Dr Montáñez has also organised a celebration of indigenous languages in Latin America to coincide with the International Year of Indigenous Languages, co-organised by Comunidad Rimanakuy, a Quechua-speaking voluntary group in London, supported by the Consulate of Peru and ILAS. In partnership with Teléfono de la Esperanza (Telephone of Hope), the project also supported the Brixton Reel Film Festival 2018, a pioneering mental health and wellbeing project set up to engage with hard-to-reach, socially excluded, and often lower-income black, Asian, and minority ethnic communities. OWRI/IMLR has also funded the first London Spanish Book and Zine Fair, which brought an outstanding array of talks, presentations, and creative workshops to Southwark.

To ensure the sustainability and legacy of the project, a cross-sector, inter-organisational, and multilingual network has been established in partnership with Community Southwark to support the work of the Latin American charities in South London for years to come.

Read more: modernlanguages.sas.ac.uk
Bridging disciplinary boundaries

Pioneering an ‘experience-experiment’ approach to the study of the senses

Collaboration plays a large part in the research carried out at the Institute of Philosophy. For many years, its Centre for the Study of the Senses has been pioneering significant interactions between philosophers, psychologists, and neuroscientists to explore the way senses work and how they give us knowledge of the world around us, and of ourselves. Through this research we have come to understand how multisensory our experience is and how the workings of one sense can shape the workings of another. What we hear can affect what we feel, what we feel can affect what we see, and what we smell can affect what we feel. Artists, chefs, filmmakers, and perfumers have gravitated towards the Institute’s work, often learning about it through high-profile public engagement events or through media coverage of those events. Many of these creative practitioners are now partners helping develop ideas for further sensory research and bringing a wider range of activities to engage new audiences. In this way, the Institute’s work not only crosses traditional discipline boundaries, it also crosses sectors and creates impact beyond academia. This has led to the establishment of CREATE: Centre for Experimental Aesthetics, Technology and Engineering.

To cross these boundaries requires a view of public engagement as more than a means of disseminating research: it is a tool that generates public interest, crowdsources ideas for future work, and provides data about the ways in which people respond to their sensory environments. As a platform for productive, research-oriented engagement, the Institute is a pioneer of a new movement that creates experiments that are also experiences, where participants can learn something about themselves or about an artwork while providing...
information that contributes to science. To put on these ‘experience-experiment’ occasions, the Institute’s researchers have teamed up with a number of museums and galleries, which provide ideal spaces for such encounters. Gallery settings allow researchers to test lab-based results in a controlled space in the real world. Museums attract visitors who are curious, attentive, and willing to participate.

For three years in a row, as part of the Tate Exchange programme, Professor Ophelia Deroy has put together a weekend of activities at Tate Modern where visitors of all ages, nationalities, and backgrounds can interact with the Institute’s researchers and its network of partners to try short sensory experiments designed to provide interesting experiences. Over the years, these activities have developed into a series of innovative installations and displays that engage with the work of artists and move between low- and high-tech. This year the experiments used chairs on wheels, chocolate, and a simple tray with a cup as well as large video projections, tablets, and virtual reality displays. Activities could be done by individuals or groups, enabling families and friends to explore on their own or stay together, and inviting visitors to meet new people. The programme included a new version of the Little Sun project, planned in collaboration with Studio Olafur Eliasson and inspired by scientific hypotheses about the benefits of synchronised movement. Through a series of experiments, participants explored how specific movements or sensory inputs can make us feel or think differently about ourselves, others, and the space around us. These experiments provide a playful and productive way to extend new knowledge and are at the core of a new research project funded by the Carlsberg Foundation and led by Professor Andreas Roepstorff of Aarhus University, who was a Leverhulme Visiting Professor at the Institute this year. He will be joined by the artist Olafur Eliasson, whose retrospective exhibition ‘Real Life’ recently drew crowds to the Tate Modern. Members of CREATE will contribute to this project, called ‘Experience, Experiment and Reflection,’ along with partners from Ludwig Maximilian University and Professor Manos Tsikiris of the Warburg Institute.

Through the work of the Centre for the Study of the Senses and CREATE, the Institute of Philosophy has gained a strong reputation for facilitating significant interactions between art and science in a museum setting. This expertise has led across international boundaries to a new partnership with the Getty Center in Los Angeles. With colleagues in the Getty Conservation Institute, the Getty Research Institute, and the Getty Museum, Institute of Philosophy researchers are exploring new sensory-based ways for visitors to engage with the collection. They have staged sensory experience-experiments at the Getty’s College Night and are now part of a longer-term project to transform some of the gallery spaces. As philosophers, the Institute’s staff play an important knowledge-brokering role, connecting curators and conservators with artists and scientists to cross borders and boundaries between disciplines and sectors, extending the impact of research and the wider public’s involvement in it to better understand everyday perceptual experiences.

Read more: philosophy.sas.ac.uk
Beyond boundaries in local and regional history: the IHR’s Centre for the History of People, Place and Community

Parish, hundred, county, borough, city … localised and regional histories are grounded on a series of boundaries. So how can the IHR’s new Centre for the History of People, Place and Community work across and beyond boundaries and borders? Launched in 2019, and led by Professor Catherine Clarke, the Centre is introducing innovative and imaginative initiatives to make new connections, explore creative possibilities, and open up new ways of doing local history.

The new Centre brings together the Institute’s long-standing expertise in urban and metropolitan history and local and regional history. At its heart, the new Centre is interdisciplinary and outward-looking, linking academics, heritage professionals, community groups, creative practitioners, and all those interested in places and their stories. The Centre is also committed to breaking down the boundaries between ‘producers’ and ‘users’ of research, whether that’s through the co-created digital histories of the innovative Layers of London project, or the new Massive Open Online Course (MOOC) in development, which will build a virtual community of practitioners and interested individuals around the theme of ‘People, Places, Stories’.

But how to work across boundaries in the ways we conceptualise local history itself? Rows of handsome red cloth-bound Victoria County History volumes, arrayed on library shelves, will be a familiar sight to most UK historians. Structured by parish, hundred, and county, the Victoria County History (VCH) is one of the world’s longest continuing research projects, still working to complete its encyclopaedic history of England’s counties. Celebrating its 120th anniversary year in 2019, this seems a good moment to honour its immense achievements and the commitment
of so many individual contributors—but also to explore new and joined-up ways of doing local history in the future.

Through its research strategy, the Centre is exploring features, devices, and stories that have the power to animate alternative geographies and to connect localities and histories in new ways. Currently, staff in the Centre, together with partners beyond, are scoping a project about the River Thames: exploring the places and histories of the river from source to sea, and connecting communities from its pastoral upriver to the metropolis and estuary. The logic of the river compels us to work across regional boundaries and rural and urban landscapes and invites us to approach disciplinarity in fluid ways, drawing together history, literary and cultural studies, heritage and environmental studies.

As a way into thinking about the River Thames, the Centre organised a special event for IHR staff in March 2019: a ‘mudlark’ in the Institute’s Wohl Library. Inspired by the mudlarkers who dig for hidden treasures in the mud and ooze of the Thames foreshore, colleagues were challenged to scour the Wohl Library collections—without the aid of catalogues—for intriguing Thames-related materials: promising fragments and starting-points, forgotten stories, the flotsam and jetsam of a rich and sometimes surprising archive. Professor Clarke and Dr Matt Shaw, the IHR Librarian, shared some reflections on this endeavour, and its resulting exhibition, in an IHR blog post (‘Getting Muddy: The IHR Wohl Library Mudlark’). It was a fun afternoon for everyone involved, but also a deliberate muddying of the boundaries between work and play; a way of experimenting with the edges of scholarly practice and how we can do history differently when we are open to adventure and the accidental. Across the activities of the Centre, modes of playful, creative research are drawing together varied kinds of historians in new ways, from the engaging, hands-on community events run by Layers of London, the Institute’s digital mapping project, to the Centre’s seminar programme, which combines cutting-edge research papers with creative and interactive workshops.

Working across these boundaries has particular resonance for the Victoria County History: a project always sited at the intersection between professional academic history and the hugely expert ‘amateurs’, local contributors and volunteers who together keep the project alive. The VCH has always been a public history project—even, in many ways, a crowd-sourced history project—even if those terms weren’t in the vocabulary of its nineteenth-century founders.

In 2019, to celebrate the VCH’s special anniversary, Centre staff took inspiration from the iconic VCH ‘Red Books’ to send every active county in England a specially customised VCH ‘Red Box’. In partnership with the Being Human festival, the Centre invited each county to fill their box with objects that tell their story in quirky, imaginative, and surprising ways, reaching out to local people and groups to help them come up with ideas and items. Again, the Red Boxes project is about inviting playful approaches to regional and local history, engaging with new participants, and blurring the boundaries between scholarship and creativity.

Together with its many collaborators and partners across the UK, all at the Centre are looking forward to identifying further opportunities to think beyond the boundaries of local and regional histories, and to develop new projects.

Read more: history.ac.uk/research/centre-history-people-place-and-community

Left: A Victoria County History Red Box. To celebrate the 120th anniversary of the VCH, counties across England were asked to fill a Red Box with objects representing their unique history. Above: A Kathak jewellery set from the Red Box of VCH Middlesex (from Southall Broadway).
IES researcher integrates translation studies with book history

As a Marie Curie Postdoctoral Fellow at the Institute of English Studies, Dr Michelle Milan’s research examines the production of English-language translated texts in nineteenth-century Britain and Ireland through the interdisciplinary lens of book history and translation history. Drawing on publishers’ archives, the project, ‘Book History and Translation History: Copyright, Wages, Censorship, and the (Proto-)Professionalisation of Translators in Nineteenth-Century Britain and Ireland,’ is providing new insights into the working conditions and social circumstances of translators in the nineteenth century. It is making translation less peripheral to book history and developing innovative new models for investigating translation history. The research exploits the synergies between these two disciplines by combining Dr Milan’s background in translation studies with the expertise and resources available at IES and SAS in the field of book history. Dr Milan is also able to draw on the expertise of her academic mentor, Dr Andrew Nash, reader in book history, deputy director of the IES, and director of the London Rare Books School. Her project will contribute to a better understanding of the wider socio-historical conditions surrounding the production, circulation, and reception of translations. No less importantly, it will challenge current thinking about translators and shed light on a largely hidden area of authorship.

Due to the emphasis of the Marie Skłodowska-Curie Actions programme on research excellence, training, public engagement, and cross-institute and cross-sector collaboration, her fellowship enables Dr Milan to contribute to, and benefit from, the expertise available at other SAS institutes, principally the IMLR and the IHR. She is also receiving valuable advice from academic staff in Digital Humanities on the creation of an online and open-access prosopographical database of translators. She has received training in key transferable professional skills, including academic event planning and the use of social media for research. She plans to collaborate with IMLR on a poetry translation event that features a translation workshop and panel discussion in Holborn Public Library, and in January will deliver her first lecture on translation issues in book history as part of the MA in the History of the Book. In keeping with the Marie Skłodowska-Curie Action programme’s mission of promoting and facilitating public engagement and partnership between universities and non-academic organisations, Dr Milan is also preparing a display at Senate House Library on censorship and obscenity during the late-Victorian period. This will enable her to collaborate with academics, library staff, and community partners.

‘Dr Milan’s project will contribute to a better understanding of the wider socio-historical conditions surrounding the production, circulation, and reception of translations. No less importantly, it will challenge current thinking about translators and shed light on a largely hidden area of authorship’

Marie Skłodowska-Curie Actions is an EU-funded programme that encourages transnational mobility and cross-border collaboration. Thanks to this scheme, Dr Milan has a unique opportunity to carry out her research in the UK (her primary country of residence is Ireland). Her work at IES proves that cross-border research mobility is invaluable to knowledge transfer and to fruitful collaboration between researchers, academics, and communities on all sides of the ‘borders.’

Read more: ies.sas.ac.uk
New approaches to 1918: historical research and the creative arts

On a chilly evening in November 2018, a packed Chancellor’s Hall rose to its feet to sing the suffragette anthem, 'March of the Women'. The rendition of this famous hymn to democracy brought to a close Songs of Suffrage, an evening celebrating music and literature written by British women suffrage campaigners active in the opening decades of the twentieth century.

The concert, which was jointly organised by the Institute of Historical Research and Senate House Library, was devised and performed by members of the Berkeley Ensemble, with readings by the BBC Radio 3 broadcaster and historian Dr Kate Kennedy. The concert took place almost exactly 100 years after the first general election in which eight million newly enfranchised women and a further six million working-class men were able to vote for the first time.

Two months before Songs of Suffrage, the same venue in Senate House hosted another historically themed centenary concert, also co-organised by the IHR. On this occasion the anniversary was of the First World War, with a concert exploring the relationship between the poet Wilfred Owen, killed in action just one week before Armistice Day in November 1918, and his mother Susan.

Readings from Wilfred and Susan’s correspondence, performed by the actor Justina Kehinde, were interwoven with a specially commissioned violin score composed and performed by Clare Connors. The concert brought to a close ‘Motherhood, Loss and the First World War,’ a two-day conference that combined traditional panel discussions with community-led workshops, exhibitions, and music on the theme of maternal loss in armed conflicts. Hosted by the IHR, the conference was a collaboration with Big Ideas and the London Centre for Public History and Heritage.

For both concerts, organisers drew on the School’s mission to bring together the past and the present in innovative and insightful ways, blending research and creativity. In her readings for Songs of Suffrage, Kate Kennedy selected letters and journal entries by the three women composers whose music featured at the event: Ethel Smyth (1858–1944), the most celebrated of the trio and creator of ‘March of the Women’, the chamber musician Rebecca Clarke (1886–1979), and the now little-known Dorothy Howell (1898–1982), whose ‘Quartet Movement’ was performed by the Berkeley Ensemble. All three women had been prominent suffrage campaigners in the 1910s, with Smyth serving time in Holloway Prison for her militant activities.

Research undertaken before the concert uncovered the fact that Howell’s ‘Quartet’ had previously been performed only once before: at London’s Wigmore Hall in 1919, before the violin part of the score was lost. In early 2018 the original manuscript of the complete work was traced to the personal archive of Dorothy’s niece and nephew. They generously lent the Institute the hand-written score, which was then transcribed and performed last year for only the second time. To hear Howell’s music once again, on the centenary of the vote and of its composition, was an extraordinary experience—as was Clare Connors’ contemporary musical tribute to Wilfred Owen and all the mothers who grieved during the Great War.

Both concerts created opportunities for new research into the history and context of their musical elements. But equally valuable, and moving, was the ability of creative performance to make us reflect in new ways on the momentous events of 1918.

Read more: history.ac.uk
Only connect? Using network analysis to study Roman athletic festivals

This year the Institute of Classical Studies was fortunate to welcome a British Academy Visiting Fellow from the Netherlands. (Another has just arrived from Egypt to help with digital projects in papyrology, but that is another story.)

Professor Onno van Nijf was based at Royal Holloway University of London and in the School of Advanced Study and was here for six months working on his new research project, which uses network analysis to study the athletic festivals of the Roman Empire.

Athletics contests were older than cities in the ancient world. Homer described races and other competitions at the funerals of heroes. In Classical Greece the great festivals at Olympia, Delphi, and other centres were key places for the wealthy aristocrats of different cities to meet, and inspired extraordinary poetry and art. During the centuries that followed, the number of festivals mushroomed, eventually extending from southern France to Syria. Cities built great stadia to host them, professional athletes toured the circuit, and cities sent sacred embassies to each other’s festivals. The main evidence for this is thousands of inscriptions commemorating victories, many of them collected in volumes held in the Combined Classics Library in Senate House. Each text is eloquent on its own but they are difficult to put together. Professor Van Nijf’s project, Connecting the Greeks, uses mathematical tools developed for network analysis to study the shape of the phenomenon and how it developed.

The British Academy scheme is intended to foster collaboration. Professor Van Nijf’s visit certainly did that. He attended training sessions in network tools in Oxford and consulted with Dr Gabriel Bodard and his colleagues in ICS Digital, including Dr Valeria Vitale, a co-investigator on the Pelagios Commons Project, one of the best established digital cartography consortia. Professor Van Nijf ran a workshop for the Institute’s fellows and gave the prestigious Dabis Lecture at Royal Holloway. He also delivered a keynote lecture at a conference at St Andrews; visited a Royal Holloway project, Connected Clerics, which uses similar tools to examine clerical mobility in late antiquity; and talked with a Warwick-based group investigating the archaeology and art of ancient festivals. These techniques are so new there is as yet no rule book and few conventions. Working together is all the more vital.

Travelling ambassadors and athletes (and clerics) held the ancient world together. Studying those ancient movements requires researchers, too, to be mobile. The Institute of Classical Studies is always ready to welcome visiting scholars who want to make connections.

Read more: ics.sas.ac.uk

Roman period bronze copy of Myron’s Discus thrower.
New IMLR seminar series engages with digital culture, media, and technologies

The IMLR joined with King’s College London in May 2019 to launch a new seminar series intended to raise the visibility of modern languages research and teaching that engages with digital culture, media, and technologies.

The Digital Modern Languages seminar series is supported by the IMLR’s ‘Cross-language dynamics: reshaping community’ and KCL’s ‘Language acts and worldmaking’ projects funded by the Arts and Humanities Research Council. It will encourage existing collaborations and provide new opportunities to share knowledge, experiences, and good practice.

Recent analyses and reports highlight the urgent need to incorporate digital technology into future modern languages research and teaching.

The series, convened by Dr Naomi Wells (IMLR) and Paul Spence (KCL), opened with a discussion of the contributions of modern linguists to digital research. Subsequent seminars will focus on a range of pioneering digital projects from across different languages and areas of study, including the Endangered Languages Archive, the Quipu transmedia and documentary project, language learning in schools, and the KITAB (Knowledge, Information Technology, and the Arabic Book) project.

Read more: digitalmodernlanguages.wordpress.com

A new seminar series run by IMLR and King’s College London shares information on innovative digital projects from across different languages and areas of study, including the Endangered Languages Archive (ELAR) based at SOAS University of London. The ELAR is a digital repository that preserves and publishes endangered language documentation materials from around the world. Its materials are digital and freely available. Shown here is Oluwakayonde Komolafe, a future depositor of endangered language materials to ELAR, during a training session hosted by the Endangered Languages Documentation Programme this summer.
Negotiated geographies: human–animal interactions in South America

Dr Diogo de Carvalho Cabral (ILAS) is an environmental historical geographer interested in the relations between native ecosystems, especially forest and savannah, and modern Brazilian society. He studies the role of literacy in the sixteenth-century Portuguese colonisation of Brazilian Atlantic forests, landscape change, and the geography of agricultural production in the late twentieth century. Here he describes a recent research project, funded by the British Academy’s Newton International Fellowship scheme, that explores leaf-cutting ant agency and nineteenth-century state-building.

‘Leafcutter ants are neotropical-endemic social insects that feed on underground fungus gardens produced with plant material harvested from wild and cultivated species. Human-led deforestation benefits leafcutters in three major ways. First, by eliminating tree canopies, it creates sunnier, drier, litter-free environments that most leafcutter species enjoy. Second, by destroying the habitats of their predators, especially birds, anteaters, lizards, and frogs, it allows leafcutters to lead a much less precarious life. Third, by introducing environmental boundaries into a previously continuous landscape, it permits the ants to enjoy access to a wider range of habitat. Whether facing roads, crops, pastures, dwellings, or other facilities, the trees at the border of newly formed forest remnants experience harsher regimes of sunlight, temperature, and wind, as well as new interactions with the fauna. Over time, such ‘edge effects’ lead to the replacement of mature forest species—emergent trees bearing larger seeds or fleshier fruits, with supra-annual flowering, and pollinated by specialised biotic vectors—with pioneer bushes and grasses that are especially alluring to leafcutters. The ants are also generally fond of defoliating the crops that humans grow on slashed-and-burned tracts; in nineteenth-century Brazil, several such cultivated species were domesticated versions of wild pioneers, such as sugarcane and cassava.'
Pioneer landholdings were quite literally clearings opened amidst dense forest. As more people came in, the clearings multiplied, always accompanied by side roads. Thus, a previously continuous forest area gradually shrunk into increasingly smaller and isolated remnant patches. As the settlement matured and forest cover became scarcer, people tended to preserve the remaining stocks on marginal lands, setting them aside as timber and fuelwood providers. In rural small-holding communities and urban fringes, such forest reserves typically bordered modest crops, orchards, and gardens, forming land mosaics that leafcutters fully exploited, unencumbered by any sense of respect for property boundaries. Even in municipal seats, urban land properties often had large backyards, sometimes occupying the full width of the block, with their gardens and orchards constantly being harassed by ants based in neighbouring properties. Responsive to changing resource availability, the trunk trails through which worker ants transport plant material sometimes extend more than 250 metres away from the nest, covering areas often as large as 20 hectares. Such a reach would allow worker ants to forage in two or three different landholdings, with their nest, however, firmly located in just one of them.

By transgressing property boundaries, leafcutters helped to shape modern notions of public authority and service. Complaints about leafcutters based at neighbouring properties are common in the meeting minutes of São Paulo’s city council in the 1830s. The farmers could leave an ant nest at the edge of their estates in peace, if it disturbed their neighbour’s garden only. In 1806, in Mariana, Minas Gerais, an innkeeper filed for the destruction of a nest located on the neighbouring property, whose worker ants had been attacking her orchard. The neighbour in question was unwilling to cooperate, perhaps to hurt the claimant’s business. Records of supposed bad faith also exist for the end of the century in São José dos Campos, in the Paraíba Valley. Among the ant-related complaints in a local newspaper in the 1880s, one addressed to municipal councilmen and signed by ‘the neighbours victimised by the ants,’ read: ‘Existing in the pasture of Mr Bino Miguel [...] several anthills; and the said gentleman, aiming to do evil to his neighbours, refuses to kill them, even grumbling when the inspector gives correction in his dominions; we ask the council members to make that gentleman understand that the law applies to all.’ Sometimes, however, simple neglect was the cause of anguish. In March 1864, residents at Engenho Novo, a semi-rural suburb of Rio de Janeiro, complained in the Jornal do Commercio that ‘the great ant nests’ located on some deceased people’s properties were making nearby orchards and plantations ‘disappear overnight’, and called for parish inspectors to ‘use their authority to put an end to such a scourge.’

Thus, instead of passively conducing to human-built, neatly controlled environments, forest clearing in nineteenth-century Brazil prompted rescaled patterns of native defoliation, which in turn posed new challenges to human political communities. Responding to circumstances triggered by human deforestation, leafcutters expanded their populations, thereby changing the conditions of cohabitation. Their enhanced herbivory gave rise to damage and conflicts within the human communities, which in turn called for public actions. New practices were implemented, most notably the municipal inspectors’ legal duties concerning the surveying of ant nests within both common areas and private properties – a development with the potential to reverberate on the local circuits of political power.

Read more: ilas.sas.ac.uk
LAGLOBAL: researching early modern knowledge production in Latin America

The LAGLOBAL project, which concluded successfully this year, was funded by the Leverhulme Trust International Research Network, with Professor Mark Thurner of ILAS serving as principal investigator. The primary objective of LAGLOBAL is to contribute decisively to the ‘mainstreaming’ of the relatively unknown and seriously undervalued history of interdisciplinary or ‘border-crossing’ knowledge production in Latin America, thereby closing the gap between specialist Area Studies scholarship and the History of Science at large, particularly as it is practised and taught in the UK.

Outside small circles of specialists, it is not widely known that Latin America has pioneered in many areas of knowledge that have been key to the making of the modern world. For example, the modern concept and act of decolonisation was invented in Peru, not France, as many scholars have long supposed. Long before the invention of decolonisation, Latin America was a pioneer in natural history, historiography, archaeology, and related fields. One tragic consequence of this forgetting is that Latin American scholars and students often look abroad for insights and knowledge in the very fields in which they were once pioneers or serious contributors. In addition, the ‘informants’ or local contributors to the making of that modern knowledge—indigenous, Afro-South American, mestizo, creole, pardo, and other interstitial groups—are frequently rendered invisible in textbook histories of science.

LAGLOBAL has advanced its research agenda via four transnational working groups and seven partner institutions, which have held workshops focused on the ‘border-crossing’ areas of history and anthropology, collecting and display, nature and medicine, and theory and critique. Between 2016 and 2019, LAGLOBAL workshops were held in London, Madrid, Rio de Janeiro, Quito, and Seville-Cadiz. The workshops were very exciting and quite successful, attracting the commitment of an impressive array of scholars and world-leading partner institutions whose work and activities is otherwise rarely shared or coordinated.

Collectively, the workshops yielded a wealth of cutting-edge research on the early emergence, circulation, evolution, and tangible manifestations of the ‘mother’ field of early modern knowledge, often called ‘natural history’ or ‘natural philosophy.’ LAGLOBAL examined and debated in fine detail natural history’s modern disciplinary siblings and offspring, both within and beyond the Latin American region, including history proper, art history, cosmography, and...
geography, anthropology, archaeology, medicine, chemistry, botany, zoology, mineralogy, museology, and related fields. This research has confirmed the pivotal role of Latin America in the global making of modern, interdisciplinary ways of knowing the world.

Latin America’s pioneering, ‘border-crossing’ knowledge heritage is particularly strong in natural history and philosophy, anthropology, archaeology, historiography, and politics. The examples of the ‘hummingbird chamber’ and the bodily ‘piece of the Indies’ (pieza de indias), recently brought to light by LAGLOBAL researchers are illustrative of this heritage. The natural history of the hummingbird was misread by European naturalists for several centuries, in part because one of the founders of the field failed to understand codified and translated Nahua sources on the life-cycle of the bird, which reveal a more precise knowledge. In addition, Nahua metaphorical uses of the life cycle of the hummingbird were employed to explain historical events, and these were misinterpreted by missionaries, sometimes with dire results. We now understand that the Nahuas were pioneers in both areas. A darker story of bodily knowledge heritage is encapsulated in the term ‘piece of the Indies’ (used in Spanish, Portuguese, French, Dutch, and, later, English). This was clearly the most widely used measure of the human body in early modern times. It was based on the ‘palmeo’ or ‘patting’ examination of the ‘defects’ of a slave’s body and came to be standardised by Iberian and Ibero-American slave traders worldwide as seven ‘cuartas,’ the ideal height of a slave. This colonial Renaissance knowledge heritage pioneered in global Iberian trade circuits may be usefully juxtaposed, for example, with Leonardo da Vinci’s well-known L’Uomo Vitruviano (1490). A third notable example of Latin American knowledge heritage is the Quadro del Peru (1799), a painted tableau of natural historical and anthropological knowledge that summarises within a single frame the unheralded achievements of the Peruvian enlightenment. Thanks to LAGLOBAL research, this unique ‘wall museum’ will now reclaim its rightful place in history.

**Latin America’s pioneering, ‘border-crossing’ knowledge heritage is particularly strong in natural history and philosophy, anthropology, archaeology, historiography, and politics.**

LAGLOBAL research will be published in the *Routledge Handbook of Global Latin American Studies*, edited by Mark Thurner and Jorge Cañizares-Esguerra, and in *New World Objects of Knowledge: A Cabinet of Curiosity for a Global Age*, edited by Mark Thurner.

Read more: laglobal.blogs.sas.ac.uk
Love letters across borders: Victoria and Albert

The IMLR joined forces with the German Academic Exchange Service (DAAD) for the sixth year running to host a writing competition for all learners and lovers of the German language. The 2019 theme, ‘Love Letters across Borders’, coincided with celebrations in Germany and the UK of the 200th birthdays of Queen Victoria and her husband, Albert. Appropriately, the competition was launched on Valentine’s Day to commemorate a love that blossomed across national boundaries, cultures, and languages. Victoria and Albert met in May 1836, were engaged in October 1839, and were married in February 1840. During the years before Albert moved to Windsor Castle, many letters crossed the Channel, from Britain to Saxony and back. Some were written in English, but from the day of their engagement until the Prince’s untimely death in 1861, the royal couple most often corresponded in German, the language Victoria had learned from her mother as a little girl.

The competition offered participants the opportunity to put themselves in the shoes of Victoria or Albert (or both) and write their own version of the royals’ love letters. Would they focus on the cultural differences between the pair? Pit the studious, cultured, but socially less adept Albert against the charming English teenager Victoria, who loved dancing and playing with her dog Dash? Would they make Albert share his thoughts with Victoria about moving to Britain? Or imagine Victoria telling Albert about her English life?

Fifty-seven competitors of all ages and learning levels took on the challenge and handed in their version of a love-letter exchange between the royal couple in the form of
Two entries were submitted in the ‘Mother Tongue’ category and nine in the ‘Students and Other’ category, while the number of entries in the ‘Secondary School’ category was particularly high at 26. The winners and runners-up were celebrated with a prize-giving and reception sumptuously hosted by the German Embassy. Guest of honour Daisy Goodwin—historian, novelist, and writer of the ITV drama series *Victoria*—discussed the challenges of providing a voice for the royal couple and of bringing their story to the screen with the IMLR’s Godela Weiss-Sussex.

The highlight of the evening was the exuberant creativity and astonishingly sensitive handling of the German language displayed in the readings of the winning entries. Some letters imagined the first flush of the couple’s love after their first meeting, others were set later in their relationship, and a surprising number, written in the voice of the aging and widowed Victoria, reflected on a long and happy marriage. Some were love letters in the truest sense: expressing the couple’s feelings and their longing to see each other again, but many addressed managing differences in outlook and expectation, from how to handle the demands of public life to tussles over bedtime habits. Some used well-researched historical detail while others brought the couple’s story up to date in the form of a smartphone text exchange. Several participants complemented their texts with graphic art and comic strips.

The two most accomplished texts, joint winners of the ‘Students and Others’ category, stunned the audience with their sophisticated use of language. Lorin Bozkurt of King’s College London read her beautifully poetic, rhythmic, and rhyming love poem to Victoria, and Lidija Beric of Cambridge University presented a short drama in verse, using voices that started separately then merged, expressing the lovers’ closeness. Such creativity and proficiency would have been cause for celebration in any case, but these sophisticated responses in German, a foreign language for most competitors (and even for native German speakers a language not used for everyday encounters) is very special indeed. The joy of learning and expressing oneself in a foreign language demonstrated by the winners of the competition was palpable and contagious: they will be ambassadors for new generations of learners.

The competition’s success is due in no small measure to the longstanding and close cooperation between the Institute and its European and British partner organisations: the DAAD, the German Embassy, the Goethe Institute London, the Embassy of Switzerland, the Austrian Cultural Forum, the British Library, and the Royal Collection Trust.
Being Human, crossing borders

Not all borders and boundaries are based on geography. All those who work in higher education will be aware that they are part of something bigger—a world of ideas that tends to overflow the boundaries of institutions, cities, nations.

In such an interconnected world, however, it is easy to overlook the boundaries that still exist. It’s easy to underestimate, ignore, or misunderstand the dividing lines that separate those who are inside our networked research community and those who are not. It is not just a question of buildings and thresholds. It is a question of communities of ideas, senses of belonging, familiar and unfamiliar thoughts, ideas, and interests.

These are issues that go to the heart of the Being Human festival of the humanities. Established in 2014, the festival was conceived as a way of breaking down boundaries of many sorts. On one level, the festival was designed to encourage people within the scholarly community to collaborate more—thinking beyond their immediate subject community, for example, and thinking of themselves as part of a wider ‘humanities’ community. On another level the festival was conceived to challenge the boundaries that separate the amazing work that happens within the world of humanities research and those who, for various reasons, are outside that world.

Amazingly, the festival has been running now for over five years. Since 2014 it has worked with hundreds of universities, libraries, archives, and museums across the UK, from the British Museum to Orkney Library, the National Archives to Northampton’s National Leather Museum—and many others, large and small. It has also worked with around 600 individual researchers every year, providing funding, support, and infrastructure to help people take what are often their first steps into the world of public engagement.
Through the festival, the SAS Public Engagement team guide people through the challenges of organising events off campus, working with artists and performers, working with community groups and, perhaps most importantly of all, translating deeply held research passions into activities that connect to the everyday lives and interests of people outside the academy.

What does a typical Being Human event look like? Judging by the 2018 festival programme they could look like anything from storytelling events (in Spanish) with the El Salvadorian community in Seven Sisters Market to feminist circus performances in Sheffield. They might be magic lantern shows in Scotland or immersive theatre performances in Swansea. At their core, however, they all help connect people to humanities research happening nearby in ways that are meaningful (and often surprising) to them.

In 2018 the festival crossed a significant frontier, working with the University of Melbourne and Princeton University to stage connected international programmes for the first time. It discovered a good deal in doing so, both about different ideas around public engagement in different university systems and, more importantly, around commons ideas and common challenges. In Melbourne, for example, it found academics already working with researchers and communities in Coventry on uncovering shared histories of forced migration and penal transportation. For the festival, this resulted in what can best be described as a research-driven intercontinental sea shanty singalong.

In some ways, it feels like the Being Human festival is really only just starting to understand the challenge it set in 2014 and the gauntlet thrown down for the humanities research community. The festival has bridged many boundaries but also discovered much more about the divides that remain. The festival has explored the gulf that can exist between town and gown in places where world-class research institutions sit uneasily in areas of high deprivation. It has explored just how difficult it can be to adjust academic habits when working with non-specialists. It has demonstrated how challenging it can be to organise activities that genuinely connect to the interests and enthusiasms of people not already engaged, and how rewarding it can be when this works.

We are living in a world in which the construction of new borders, and the burning of previously useful connecting bridges, is not unusual. Five years of the Being Human festival, however, has demonstrated that real change and progress is possible and, crucially, that there are real gains to be made by working across the divides. The need to do so grows greater every day, at all levels of society. The festival is looking forward to going further, and pushing harder, over the next five years.

Read more: beinghumanfestival.org
IALS Transformation Project builds for the future

Work began in the autumn of 2018 to transform the Institute of Advanced Legal Studies’ iconic building at 17 Russell Square. This is progressing well and is both on budget and on time for completion in 2020. IALS and its library remain open and in full operation, continuing its high level of services and programme of events for its many users.

The IALS Transformation Project seeks to meet the changing needs of the building’s users and will replace the services infrastructure of the entire building with new heating, cooling, ventilation, cabling, and Wi-Fi. The IALS Library will be completely refurbished and redesigned. A new library entrance on the second floor looks out over Russell Square. The improved amenities include 50 additional desks to accommodate students in the University’s postgraduate law programmes, two group study rooms, a group training room, a reference advice room, a fully equipped special needs room, private study carrels, new desk and chair furniture, better control of heating and cooling, secondary glazing to reduce outside traffic noise, additional self-issue laptops, a new book security system, and improved IT services. The academic and administrative spaces on the fifth floor are also being redesigned and refurbished to meet the future needs of academic and administrative staff, fellows, and researchers. The entrance of the building will be enhanced with a new external lift providing improved accessibility.

In early 2018 the University of London approved £11.5 million in funding towards the project. Burwell Architects was appointed, and Overbury PLC was named as the main building contractor. By January 2019, Overbury had successfully completed the refurbishment of the library’s fourth floor reading room and by July 2019 had refurbished the third floor reading room. It recently completed the new entrance; the academic, administrative, and research offices on the fifth floor are expected to be completed by March 2020. Necessary improvements to the building’s ageing plant equipment and services infrastructure are being undertaken in parallel with this work. Additional funding of £2 million for the project is currently being sought through a fundraising campaign led by the University’s Development Office. This will be used primarily to refurbish the library’s lower floors and archives room.

Throughout the IALS Transformation Project, the building, seminar rooms, lecture theatre, and main reading rooms of the library have been able to remain open. All library collections remain on-site and e-resources continue to be available to researchers. Research training sessions are offered in the building and law library staff are available for assistance and consultation. Temporary arrangements are in place for the Issue and Enquiry Desk.

Read more: ials.sas.ac.uk/about/ials-transformation-project
The Warburg Institute: a library exiled

The Warburg Institute was established in Hamburg as the privately funded library of Aby Warburg (1866–1929), the scholarly scion of one of Central Europe’s great banking families. It attracted Germany’s greatest scholars when it was created and has continued to influence academics, curators, and artists across the globe. However, when the Nazis rose to power in 1933, there was a pressing need to evacuate the books and many of the scholars and personnel of the Warburg Institute from its then home at the Kulturwissenschaftliche Bibliothek Warburg (KBW) in Hamburg. Thanks to the support of the Warburg family, Samuel Courtauld, and others, the Institute was relocated to London: it is the only academic institution saved from Nazi Germany to survive intact in Britain. It was the very definition of a library in exile.

The Warburg Institute became a permanent part of the University of London in 1944 and is one of nine research institutes that make up the University’s School of Advanced Study. Now settled in the heart of Bloomsbury, the heritage of this illustrious institution continues to define its work and values.

Artist and author Edmund de Waal spoke at the Warburg Institute on the intertwined fate of books and people and the need for artistic and historical projects to help us understand them.
The history of the Institute coupled with its impact on the art world proves a tantalising draw for artists across the globe, particularly those who have keenly felt the impact of conflict and displacement. This was evident at the Warburg Institute in March 2019 as Edmund de Waal, artist and author, gave a talk on libraries and exile. The evening was themed upon the intertwined fate of books and people and the need for artistic and historical projects to help us understand them. The talk offered a personal account of the movement of exiled books and authors, previewing de Waal’s exhibition, ‘psalm’, at the Venice Biennale.

Much of de Waal’s work is centred on the impact of social and political boundaries, particularly what’s lost and what’s gained in the movement of family legacies through turbulent times: his best-seller The Hare with Amber Eyes was a story of tracking family heirlooms through generations to safer lands. Reverence for the Warburg Institute is due to the recognition of how it has provided a way for collections, scholars, and cultures to survive such conflicts.

The evening was also an opportunity for the extended Warburg family to launch the Warburg Family Circle. This initiative aims to provide a central place for members of the Warburg family to congregate with each other, celebrate their shared lineage, and commemorate family history.

The evening in London was followed by an exclusive event at the Venice Biennale for more than 100 supporters to see de Waal’s exhibition psalm, which begins in the Ghetto. This is where, in 1516, Venice’s Jewish population was forced into one small area of the city, barricaded in by physical walls and abstract boundaries—the original example of a ‘ghetto’. The exhibition displayed artworks expressing a history of displacement and loss. As the artist explained, ‘it is about exile—what it means to have to move to another country, to speak another language’.

The exhibition finished at the Ateneo Veneto with a stunning Library of Exile containing more than 2,000 books written by people forced to flee across borders and exiled from their homes. It concluded with a list of the lost and erased libraries from Nineveh and Alexandria and the recent destruction of Timbuktu, Aleppo, and Mosul. But for the generosity of its early supporters and the sanctuary provided by the University of London, the Warburg Institute would have surely joined this list.

The events with Edmund de Waal were a chance to raise the profile of the Warburg Institute by illustrating to guests the cultural and historical importance of this institution. The Warburg is a place that transmits ideas and images from society down through generations and across cultures. In the current political landscape of rising nationalism and tightening borders, such places, dedicated to cultural memory, are as essential as ever.

The Institute is steeped in the rich heritage of the displaced scholars and collections that are sheltered there. The mission to provide a safe haven for endangered people and materials continues to be an integral part of the Institute’s values. It is one of the pillars on which its architectural redevelopment project, the Warburg Renaissance, is built, and will ensure that the Institute continues to have spaces that offer a safe haven for scholars and collections endangered by political border dispute and exile.

Read more: warburg.sas.ac.uk
The ICwS celebrates 70 years of leadership in Commonwealth Studies

2019 marked the Institute of Commonwealth Study’s 70th anniversary and the launch of a year-long series of events reflecting on the Institute’s past and current contributions to its specialist communities in the academic, public policy, and activist worlds.

The Institute’s founding in 1949, just two years after the independence of India, coincided with the London Declaration, which marks—according to some—the foundation of the modern Commonwealth of Nations. ICwS’s initial purpose was to provide insight, analysis, and scholarship on the post-imperial world emerging after the Second World War – but its mission has expanded to include a strong strand of support for human rights across the Commonwealth, as well as providing reflection and critique on the Commonwealth as an organisation.

In addition to inviting reflection, commemoration, and celebration of what has gone before, in this anniversary year the Institute of Commonwealth Studies brought together its stakeholder community to shed light on the workings of the Commonwealth and its members, contribute to dialogue around it, and make an impact on policy and practice, building on a strong reputation.

A key event in this year of celebration took place in March 2019. The workshop on ‘ICwS and Human Rights’, supported by the John Coffin Fund, provided an opportunity to reflect on the Institute’s long history of contributing to the support for, and securing of, human rights around the world. A particularly notable example of these efforts is ICwS’s long-standing contributions to the anti-apartheid struggle in South Africa, which formed the lynchpin of many Institute activities. Given the importance of the anti-apartheid movement to the Institute, it was a pleasure to have Professor Shula Marks, director of the Institute between 1983 and 1993, and Judge Albie Sachs speak at this event (pictured right). It was while Professor Marks was in post that Sachs, already a well-known anti-apartheid campaigner, was hosted by the Institute following an attempt on his life in 1988. It was at the Institute that he worked on a draft for South Africa’s post-apartheid Bill of Rights. The Institute was honoured to receive from Judge Sachs a copy of the Bill of Rights that originated in the work he started at the Institute; it now hangs in the ICwS offices.

In keeping with ICwS’s mission to act as a critical friend of the Commonwealth, offering a space where alternative views on the organisation and its successes and failures can be considered, the Institute hosted a panel discussion, ‘Is the Commonwealth Really 70?’, where three eminent scholars of the Commonwealth—including ICwS Director Professor Philip Murphy—questioned whether the London Declaration marks continuity or change, and whether other, more significant, developments can be said to actually mark the establishment of the modern Commonwealth as we know it.

Looking ahead to the next 70 years of scholarship, analysis, and impact, the ICwS will increasingly focus attention on the histories of Commonwealth immigrants and their descendants in the UK. The so-called ‘Windrush scandal’ of the hounding and in some cases deportation of people of Caribbean origin who entered Britain legally and had the right to remain has shown beyond doubt that the Commonwealth and its legacies are all around us and must be grappled with. To encourage exploration of the experiences of members of the Windrush generation, the Institute held a workshop to provide people with training in oral history techniques to enable them to interview family members and capture memories of ‘home from home’. Going forward, the Institute is delighted to have secured funding for the project “Nationality, Identity and Belonging: An Oral History of the "Windrush Generation" and Their Relationship to the British State, 1948–2018”, which will bring together archives, museums, Caribbean heritage community groups, and experts within and outside the academic sector to collect evidence on how, and why, the ‘Windrush scandal’ was allowed to happen. It is hoped that this project will strengthen the Institute’s reputation for policy-relevant research that asks difficult questions and demands urgent action.

Read more: commonwealth.sas.ac.uk
E.H. Gombrich Lectures focus on Portugal’s global trading empire

A great deal is known about the vast trading networks that Portugal forged in the late fifteenth and early sixteenth centuries and about the varieties of exotic goods that entered Lisbon from the ‘new world’. However, less is known about the ways this global empire shaped diverse social, cultural, and economic spheres in Renaissance Italy, when these goods were exported by Portuguese traders and crossed boundaries within Europe. This subject was the focus of the 2019 series of the E.H. Gombrich Lectures at the Warburg Institute, given by Professor K J P Lowe of Queen Mary University of London. The lectures, named for one of the Institute’s best-known scholars and former directors, are generously funded by Princeton University Press, which not only sponsors the lectures but also arranges for their publication in the Press’s E.H. Gombrich series. Titles to date include How the Classics Made Shakespeare by Jonathan Bate (2019) and Weeping for Dido: The Classics in the Medieval Classroom by Marjory Currie Woods (2019).

Focusing on three specific moments of exchange between Lisbon, Florence, and Rome, Professor Lowe explored problematic issues concerning both the individual histories and specific possessors of ‘new’ items in Renaissance Europe. She drew startling images of the long-term effects of the loss of the provenance of people and things that occurred in the course of trade and questioned some of the most fundamental understandings of ownership, agency, and collection in the early modern world.

Each lecture took as its starting point an individual archive or document: the lectures were a masterclass in methodology and detective scholarship. Starting with people as commodities, she discussed the lives of slaves and their children in mid-fifteenth-century Florence. In an often moving lecture, she traced a particular slave couple and their owner to reveal the snippets we can know about a slave’s personality and to speculate on the agency slaves had to alter the lives of their children by relinquishing
them to the Florentine Foundling Hospital. Turning to a mid-sixteenth-century account book recording the purchases of Bastiano Campana, an agent of Cosimo I de’ Medici in Lisbon, Professor Lowe raised questions about the depth of understanding any Italian courtier or his master could have about the origin of the goods on offer in Portugal. Noting the variety of objects purchased and the acquisition history of one of the only items on the list still traceable—the African oliphants in the collection of the Palazzo Pitti—she drew attention to the distinct lack of provenance information recorded in Campana’s account book describing the purchases, asserting that people ask questions from a fundamental base of knowledge and thus that lists are only as good as the list-maker’s knowledge allows. Moreover, she argued that acquisitions were necessarily random, based on what was on offer. Accordingly, she questioned the nature of the purchases as contributing to a Medici ‘collection’, underlining the fact that the purchases were made without an organising or acquiring principle. The final lecture focused on a corpus of letters and news reports (avvisi) written from Lisbon and sent to Rome at the end of the sixteenth century. Professor Lowe highlighted what was considered newsworthy or interesting on the global stage a century after the earliest ‘new’ goods were first offered for exchange. The documents made it clear that while only very specific non-European acquisitions were considered desirable in Italy, there remained little Italian interest in their provenance. The lecture brought to life the attitudes and behaviours adopted by those residing in what had become a globally mixed population.

Over the course of the lectures, Professor Lowe presented unpublished sources to examine the relationship between empires, acquisition, and, crucially, levels of knowledge in Renaissance Portugal and Italy. Making clear the wealth of archival material still to be uncovered on this subject, she showed how and suggested why globally sourced goods were problematic from the moment of their entry into Europe. She emphasised that questions of who chose these objects, on what basis they were acquired, what made them attractive, and what effects they had on the population remain central issues for understanding not only Renaissance cultural life but also the place of these objects in European collections today.

Read more: warburg.sas.ac.uk

A bezoar stone, the global object par excellence in the late sixteenth century, believed to be both medicinal and talismanic. This one is encircled with gold filigree and topped with a ring, enabling it to be worn. Vienna, Kunsthistorisches Museum.
In 2019 the T S Eliot International Summer School held its 11th annual programme at Senate House, organised by the Institute of English Studies. It was meant to be a transitional year, with new executive and deputy directors in place and new administrative assistants running the show. Expectations for enrolment were modest. Instead, it attracted a record number of students from more than a dozen countries. Most of those received full-tuition bursaries, the result of generous contributions by individual donors and the T S Eliot Foundation totaling nearly £30,000.

‘Eliot’s poetry is experiencing an unparalleled renaissance,’ says Executive Director Anthony Cuda. ‘We feel immensely fortunate to have patrons who are willing to support that resurgence for a global audience. There is no better time or place to study his work than every July at the University of London.’

More than 70 students and a team of 15 internationally renowned writers and scholars convened in London for nine days of readings, lectures, and special events focused on the Nobel Prize winner who was named, not long ago, Britain’s most beloved poet. Since its founding over a decade ago, the Summer School has hosted lectures and readings by Seamus Heaney, Paul Muldoon, Tom Stoppard, Carol Ann Duffy, and many more.

Students arrived at Senate House for the inaugural lecture by the poet Sean O’Brien (The Drowned Book, Europa), followed by a drinks reception sponsored by the Eliot Foundation. On the following day, they travelled together to Little Gidding, a village and chapel in Cambridgeshire, to hear lectures and a reading of Eliot’s poem ‘Little Gidding’ by Booker-Prize-winning novelist Ali Smith.

In the week that followed, participants enjoyed 11 lectures featuring state-of-the-field research by the world’s most prominent scholars of T S Eliot. They attended small-group seminars in the afternoons. They were treated to a private screening of a film of the acclaimed Four Quartets ballet by Pam Tanowitz (called ‘the greatest creation of dance theatre so far this century’ by The New York Times). And they attended an invitation-only reading and book-signing by Toby Faber, the grandson of the publishing mastermind with whom Eliot worked for most of his life.
On Friday evening, Mark Storey and his wife, Carey Karmel, both longtime students and patrons of the Summer School, hosted a private gala reception in the reading room of the London Library, where students mingled with poets, scholars, and writers before listening to an electrifying reading by the winner of the 2019 T S Eliot Prize, Hannah Sullivan.

On the next day, they travelled by coach to Burnt Norton, a charming and mysterious seventeenth-century manor house in the Cotswolds that Eliot visited by chance and which inspired his poem of the same name. There, they wandered the gardens and grounds of the estate and heard a lecture by Eliot’s biographer, Robert Crawford. The week concluded with the Unreal City Walking Tour, in which students visited sites featured in Eliot’s masterpiece The Waste Land.

Throughout the week, students searched through London on the Macavity the Mystery Cat Scavenger Hunt, tracking down local haunts and former residences of literary figures associated with Eliot: the home of W B Yeats, the theatre where Eliot first saw Igor Stravinsky’s Rite of Spring, and the humble flat in which Eliot and his first wife lived during their first years together.

The inaugural address for the 2020 Summer School will be given by the novelist Ian McEwan. Throughout the week, students will hear from scholars from Cambridge and Oxford, the University of Virginia, and the United States Military Academy. Poet and Oxford professor Hannah Sullivan will join the School again to lead a creative writing workshop. As always, students will have the option to join outings to the Globe Theatre, the National Gallery, and other cultural gems around the city.

One topic especially will be on everyone’s minds: in January 2020, after decades of restriction, Princeton’s Firestone Library will unseal the private letters (more than a thousand) between Eliot and the great love of his life, Emily Hale. They are among the best known sealed archives in the world—at least one novel has been written about them—and their opening is already an internet and media phenomenon. The 2020 Summer School will feature a discussion of this topic by acclaimed biographer and memoirist Lyndall Gordon, who has long studied the poet’s relationship with Hale.

The Summer School has become the premier venue for the study of Eliot and modernism, attracting students from nearly 40 nations since its inception, a testament to the worldwide resurgence of Eliot studies and the rising level of public interest in his life and work.

Read more: ies.sas.ac.uk/study-training/study-weeks/ts-eliot-international-summer-school
A Royal Literary Fund fellow reflects on her year at SAS

The Royal Literary Fund (RLF) was founded in 1790 to offer aid to writers in financial distress. Its beneficiaries have included Samuel Taylor Coleridge, Mervyn Peake, and Dylan Thomas. One of the Fund’s major donors was A. A. Milne, who left the rights to Winnie the Pooh to the RLF in his will. Since 2001, the Fund has used part of this income to encourage writers to use their talents for social good. One of these education programmes is a fellowship scheme in which writers are placed in universities to help students develop their essay writing skills through one-on-one sessions.

Approximately 70 higher education institutions currently host an RLF Fellow. There has been an RLF Fellowship at the School of Advanced Study since 2016. For the last two years, this has been the writer Lucy Moore. She says:

‘This is the third year, and my second, of the Royal Literary Fund Fellowship at the School of Advanced Study. I began the year addressing new students in late September. I did this last year, too, but without much idea of what either they or I could expect in our sessions; this year I think I communicated it better and noted that several people came to see me, right through the year, on the basis of having remembered that initial introduction.

‘During the year, I gave 75 tutorials to 40 students, over half of whom were doing research degrees. Well over half were mature students over 30. Just over half came for one session, and the rest varied between two and six over the year. Three students last year came for more than six sessions. In 2017–18 I saw 36 students in 80 sessions.

‘This year it has been harder generally to characterise the students I saw. I had more native English speakers than last year, 55% as opposed to 31%. Having not expected any law students on the grounds that ‘legal’ English is sui generis, I found I had six this year, double last year, though all except one were non-native English speakers. There were markedly more history students from the IHR, including my first Garden History students.

‘Working virtually was in greater demand. One student with whom I worked closely last year continued her sessions from her fieldwork placement in Poland. Two others requested that we work long-distance and in both cases it worked quite well with a mixture of email and Whatsapp. The concern is that you might end up just copy-editing a chapter of their work and scanning it back to them—and there are students who would like this service!—but in these cases I felt the desire for advice on how to improve was genuine and was pleased to be able to help in this way.’

‘The students I have seen have impressed me once again with their passion for their work and their desire to improve it. It has been a real privilege to try and help them achieve their aims.’

‘Two case studies provide illustrations of the effectiveness of the RLF provision.

‘Student A, a native English speaker, came for one session as she embarked on her doctoral thesis, feeling overwhelmed by the task ahead and seeking help with organisation of material and time. She said that she was intimidated by the scale of the work required of her. I rhapsodised about index cards for organising research. We also discussed techniques for demystifying the process: analysing what needed doing first before writing anything, spending enough time between research and writing to prepare and organise her thoughts, breaking the word count down into paragraphs inside sections inside chapters like Russian dolls. She left upbeat, cheerful, and reassured.'
‘Student B, working in her second language, came for three sessions over two terms. She is working on her doctoral thesis and her discipline requires quite technical, theoretical, self-referential academic language. Her writing difficulties derive (in the main) from translating into English her original long, complex sentences and passive verb structure. In this first session, we read her work aloud and just tried to work out what she actually wanted to say when we got entangled in overlong, overcomplicated sentences. In the second session, a few months later, I was impressed to see that although Student B still wanted help fine-tuning her English, she was getting better at spotting mistakes. Her third and final session, a couple of weeks later, saw Student B and I again discussing ways to make her English clearer and simpler but also talking, for the first time, about content and context—how to give the general reader enough background information, for example, and giving facts and ideas a proper narrative flow. It was exciting to see her grow in confidence over the sessions and develop her editorial thinking from the technical to the thematic.

‘Overall it has been a positive and productive year. As far as I can tell, the SAS Fellowship is not one of the busier placements, but the students I have seen have impressed me once again with their passion for their work and their desire to improve it. It has been a real privilege to try and help them achieve their aims.’

Read more: rlf.org.uk/education/rlf-fellowshipscheme
Selection of staff publications in 2018–19

Books and edited collections

*Moving with the Magdalen: Late Medieval Art and Devotion in the Alps*
Joanne W. Anderson
Bloomsbury Visual Arts, 2019

*Continental Philosophy of Religion*
Elizabeth Burns
Cambridge University Press, 2018

*The Polyphonic Machine: Capitalism, Political Violence, and Resistance in Contemporary Argentine Literature*
Niall H.D. Geraghty
University of Pittsburgh Press, 2019

*What’s the Point of Knowledge? A Function-First Epistemology*
Michael Hannon
Oxford University Press, 2019

*Italian Futurism and the Machine*
Katia Pizzi
Manchester University Press, 2019

*Representation in Cognitive Science*
Nicholas Shea
Oxford University Press, 2018

*The Cambridge History of the Book in Britain, Vol. 7: The Twentieth Century and Beyond*
Andrew Nash, ed (with Claire Squires and Ian Willison), and author of chapters on reading and ownership, authorship, and literature
Cambridge University Press, 2019

*Wandern und Plaudern mit Fontane: Literarische Begegnungen mit der Mark-Brandenburg heute*
Godea Weiss-Sussex, ed (with Gisela Holfter)
Quintus Verlag, 2019

Representative journal articles and book chapters

David Cantor, ‘Cooperation on Refugees in Latin America and the Caribbean: The “Cartagena Process” and South-South Approaches’ in E. Fiddian-Qasmiyah and P. Daley (eds), *Routledge Handbook of South-South Relations* (Routledge, 2018)

Jo Fox, ‘Confronting Lord Haw-Haw: Rumor and Britain’s Wartime Anti-Lies Bureau’, *Journal of Modern History* 91.3 (March 2019)

Christopher Ohge, ‘Melville Incomplete’, *American Literary History* 31.1 (Spring 2019)


viewed as spaces of deprivation, violence, and dangerous alterity, the urban margins were later romanticised as spaces of opportunity and popular empowerment. Instead, this volume analyses the production of new art forms, political organisations, and subjectivities emerging from the urban margins in Latin America, neither condemning nor idealising the effects they produce. To account for the complex nature of contemporary urban marginality, the volume draws on research from a wide spectrum of disciplines, ranging from cultural and urban studies to architecture and sociology. Thus the collection analyses how these different conceptions of marginal spaces work together and contribute to the imagined and material reality of the wider city.

Institute of Modern Languages Research

Urban Microcosms 1789–1940
Edited by Margit Dirscherl and Astrid Köhler
2019
978-0-85457-266-3 (paperback)

Urban microcosms are small-scale communal spaces that are integral to, or integrated into, city life. Some, such as railway stations or department stores, are typically located in city centres. Others, such as parks, are less quintessentially metropolitan, while harbours or beaches are often located on the peripheries of cities or outside them altogether. All are part of a network of nodes establishing connections in and beyond the city. Together, they shape and inflect the infrastructure of modern life. By introducing the concept of urban microcosm into social, cultural, and literary studies, this interdisciplinary volume challenges the widely held assumption that city life is evenly spread across its spaces. Sixteen case studies focus on selected urban microcosms from across Europe between 1789 and 1940, and examine the external appearance, representation, histories, and internal rules of these organisational structures and facilities. In so doing, they contribute to an understanding of modernity, and of the impact of the dynamics of urban life on human experience and intersubjectivity.

Institute of Latin American Studies

Creative Spaces: Urban Culture and Marginality in Latin America
Edited by Niall H.D. Geraghty and Adriana Laura Massidda
2019
978-1-908857-48-4 (paperback)
978-1-908857-69-9 (open access)

Creative Spaces: Urban Culture and Marginality is an interdisciplinary exploration of the different ways in which marginal urban spaces have become privileged locations for creativity in Latin America. The essays within the collection reassess dominant theoretical notions of ‘marginality’ in the region and argue that, in contemporary society, it invariably allows for (if not leads to) the production of the new. While Latin American cities have, since their foundation, always included marginal spaces (due, for example, to the segregation of indigenous groups), the massive expansion of informal housing constructed on occupied land in the second half of the twentieth century have brought them into the collective imaginary like never before. Originally...
Institute of Historical Research

Gender in Medieval Places, Spaces and Thresholds
Edited by Victoria Blud, Diane Heath and Einat Klafter
2019
978-1-909646-84-1 (hardback)
978-1-909646-85-8 (open access)

This collection addresses the concept of gender in the middle ages through the study of place and space, exploring how gender and space may be mutually constructive and how individuals and communities make and are made by the places and spaces they inhabit. From womb to tomb, how are we defined and confined by gender and by space? Interrogating the thresholds between sacred and secular, public and private, enclosure and exposure, domestic and political, movement and stasis, the essays in this interdisciplinary collection draw on current research and contemporary theory to suggest new destinations for future study.

The Victoria History of Middlesex: St Clement Danes, 1660–1900
Edited by Francis Boorman
2018
978-1-909646-79-7 (paperback)

St Clement Danes, now the central RAF church in the Strand, is at the heart of the capital, sandwiched between ‘theatreland’ and legal London, and connecting the dual historic centres of Westminster and the City. This book reveals the vibrant cultural, economic, political, and religious life of the parish from the Restoration to its abolition in 1900. This period was one of rapid urban transformation in the parish, as the large aristocratic riverside houses of the seventeenth century gave way to a bustling centre of commerce and culture in the eighteenth. The slums that developed in the nineteenth century were then swept away by the grand constructions of the Royal Courts of Justice and the Victoria Embankment, followed by the new thoroughfares of Aldwych and Kingsway, which are still the major landmarks in the area. Characterised by its contrasts, St Clement Danes was home to a mix of rich and poor residents, including lawyers, artisans, servants, and prostitutes. The history of this fascinating area introduces a cast of characters ranging from the Twinings tea-trading family to the rowdy theatre-going butchers of Clare Market and from the famous Samuel Johnson to the infamous pornographers of Holywell Street. This book also unpicks the complicated structure of local government in the parish, and provides detailed accounts of the parish schools and charities.

Institute of Classical Studies

The Afterlife of Plutarch
Edited by John North and Peter Mack
2018
978-1-905670-66-6 (paperback)

Plutarch’s writings have had a varied reception history from when he was writing in the second century BCE down to today. This volume starts from what may be a translation into the Syriac dialect of a lost Plutarch essay, continues with a tribute from a leading scholar of the later Byzantine period, and follows the centuries of sustained enthusiasm from the Renaissance to the eighteenth century. This period started once a translation into Latin had become available, and ended when scholars in the nineteenth century lowered Plutarch’s reputation as historian, biographer, philosopher, and stylist. By the end of the century, he came to symbolise in the eyes of Tolstoy precisely what history should not be. Both the causes of the decline and the later recovery of interest raise important new questions about how Plutarch should be assessed in the twenty-first century. This book is the latest result of a series of conferences run jointly by the ICS and the Warburg Institute.

Institute of Advanced Legal Studies

Women and the Law
Susan Atkins and Brenda Hoggett
2018
978-1-911507-10-9 (paperback)
978-1-911507-12-3 (open access)

Women and the Law is a pioneering study of the way in which the law has treated women – at work, in the family, in matters of sexuality and fertility, and in public life. It was first published in 1984 by Susan Atkins and Brenda Hoggett, who were then university teachers. The authors examine the origins of British law’s attitude to women, trace the development of the law and ways in which it reflects the influence of economic, social, and political forces and the dominance of men. They illustrate the tendency, despite formal equality, for deep-rooted problems of encoded gender inequality to remain. Since 1984 the authors have achieved distinguished careers in law and public service. This 2018 Open Access edition provides a timely opportunity to revisit their groundbreaking analysis and reflect on how much has changed—and how much has stayed the same.
Selection of books produced by SAS Publications in 2018–19

Institute of Commonwealth Studies

Envisioning Global LGBT Human Rights: (Neo)colonialism, Neoliberalism, Resistance and Hope
Edited by Nancy Nicol, Adrian Jjuuko, Richard Lusimbo, Nick Mulé, Susan Ursel, Amar Wahab and Phyllis Waugh
2018
978-0-9931102-3-8 (paperback)
978-0-9931102-8-3 (open access)

Envisioning Global LGBT Human Rights: (Neo)colonialism, Neoliberalism, Resistance and Hope is an outcome of a five-year international collaboration among partners who share a common legacy of British colonial laws that criminalise same-sex intimacy and gender identity/expression. The project sought to facilitate learning from each other and to create outcomes that would advance knowledge and social justice. The project was unique, combining research and writing with participatory documentary filmmaking. This visionary politics infuses the pages of the anthology. The chapters are bursting with invaluable first-hand insights from leading activists at the forefront of some of the most fiercely fought battlegrounds of contemporary sexual politics in India, the Caribbean, and Africa. Authors from Canada, Botswana, and Kenya examine key turning points in the advancement of sexual orientation and gender identity issues at the United Nations and provide critical insights on LGBT asylum in Canada. Authors also speak to a need to reorient and decolonise queer studies, and turn a critical gaze northwards from the Global South. It is a book for activists and academics in a range of disciplines from postcolonial and sexualities studies to filmmaking, as well as for policymakers and practitioners committed to envisioning, and working for, a better future.

Institute of Latin American Studies

Shaping Migration between Europe and Latin America: New Perspectives and Challenges
Edited by Ana Margheritis
2018
978-1-908857-45-3 (paperback)

With its focus on Latin America and Europe, two world regions historically linked by human mobility and cultural exchange, this insightful interdisciplinary examination of their changing international migration patterns demonstrates how they are now responding to significant new demographic and migration trends. The volume examines strategies pursued by state and non-state actors to address the political and policy implications of mobility, and asks to what extent cross-regional migration is effectively managed today and how that management could be improved. Its chapters provide an integrated and comparative view of the links between the two regions and highlight the formal and informal interstices through which migration journeys are negotiated and shaped.

Senate House Library

Radical Collections: Re-examining the Roots of Collections, Practices and Information Professions
Edited by Jordan Landes and Richard Espley
2018
978-1-913002-00-8 (paperback)
978-1-913002-01-5 (open access)

Do archivists ‘curate’ history? And to what extent are our librarians the gatekeepers of knowledge? Libraries and archives have a long and rich history of compiling ‘radical collections’—from Klanwatch Project in the United States to the R. D. Laing Archive in Glasgow—but a re-examination of the information professions and all aspects of managing those collections is long overdue. This book is the result of a critical conference held at Senate House Library in 2017. The conference provided a space to debate the issues and ethics of collection development, management, and promotion. This book brings together some key papers from those proceedings. It shines a light on pressing topical issues within library and information services (LIS) – to encompass selection, appraisal and accession, through to organisation and classification, and including promotion and use. Will libraries survive as victims of neoliberal marketisation? Do we have a responsibility to collect and document ‘white hate’ in the era of Trump? And how can a predominantly white (96.7%) LIS workforce effectively collect and tell POC histories?
Alumni

Rita Yates, Warburg Institute, MA ’18, PhD researcher

After completing her MA in Art History, Curatorship and Renaissance Culture last year, Rita Yates secured one of the world’s most sought-after training posts: the Marlay Curatorial Internship at the Fitzwilliam Museum, Cambridge University. We caught up with Rita to ask what she learned during her internship, her experience of studying at the Warburg, and her newest role: PhD student.

Can you tell us a bit about your internship at the Fitzwilliam?
While working in the Paintings, Drawings and Prints department, I had the opportunity to contribute to all aspects of the department’s work, from research to display. Each day was structured differently. While the focus of my role was to advance research on botanical objects by lesser-known artists who are part of the Broughton Bequest, I worked on a variety of exciting tasks: I could be involved in project and exhibition meetings, updating object files, gaining an insight into conservation projects, or visiting neighbouring institutions such as the Hamilton Kerr Institute and the University Herbarium.

What was the most valuable thing you learned during your internship?
The process that an object undergoes from the moment it is acquired to its mounting and display is a complex one and the successful display of these objects depends on active collaboration between curators, technicians, and conservators. As an aspiring curator, I gained many insights by observing the instalment of an exceptional collection of artworks for an exhibition opening at the time, ‘Collecting and Giving: Highlights from the Sir Ivor and Lady Batchelor Bequest’.

What was your favourite part of the internship?
Besides being immersed in a wonderfully diverse collection each day, I particularly enjoyed selecting drawings to be put on display in the Dutch gallery cases. I gained a comprehensive understanding of the practical challenges a curator might encounter when considering material for public view. This included adhering to a particular theme, considering the feasibility of the object for exhibition, and writing object labels.

Did your experience at the Warburg Institute help equip you for the role?
The MA certainly equipped me with a good knowledge of the intellectual and practical aspects of curatorship, particularly the curatorial modules offered in conjunction with the National Gallery. ‘Curating at the National Gallery’ and ‘Curating Renaissance Art and Exhibitions’ are unique optional modules, as they are tailored to developing academic study alongside curatorial practice.

What did you enjoy most about studying at the Warburg Institute?
In addition to the remarkable research facilities at the Institute, I studied alongside an inspiring cohort of students, many of whom remain close friends.

What was the most valuable thing you learned during your MA?
The importance of clarity and focus in an argument. While this was something I initially struggled with, clear feedback and ongoing tutorials with professors throughout the year helped me to develop a refined approach to my research topics. This is an important skill that I continue to apply to all written work.

What would you say to someone considering doing an MA in Art History at the Warburg?
This MA is unparalleled in the way it allows a student to adopt an exploratory approach. Unlike other programmes, you are not bound by the study of a specific period or
discipline. The Institute is dedicated to the interaction of ideas, images, and society, which is reflected in all its programmes. Languages, art history modules, and seminars at the National Gallery are all interconnected to ensure you are prepared to pursue cross-disciplinary research.

How would you rate the level of support you received from academic staff?

During my MA dissertation research, I was very fortunate to work with Dr Deirdre Jackson, who not only offered her support during my application to the Fitzwilliam Museum but also helped me prepare my PhD applications. Support is ongoing, whether you are a current student or a graduate. There continue to be many opportunities for exchange with staff and students, both on a formal and informal basis where you can seek advice about any aspect of your research.

Did you receive any funding or awards towards your fees at the Warburg Institute?

I was very fortunate to be a recipient of the Peltz Award, which waive the cost of tuition fees for the duration of my MA. Without such an award, I may not have been able to accept my place at the Institute. Certainly, I would have needed to work alongside the programme.

Would you recommend the Warburg Institute as a place of study and why?

Absolutely. While considering postgraduate options for myself, I aspired to be among and taught by those whose own Renaissance specialisms were informed by cross-disciplinary study. In this respect, amongst many others, the MA course is exceptional. Students are encouraged to pursue original research while utilising the excellent resources at the Institute, or to venture further out to neighbouring archives and museums to build confidence in consulting primary source material.

What advice would you give to graduating students?

Be proactive and confident in taking your next steps. Start thinking about what you might like to pursue after completing the course as early as possible. Not only will this help you to tailor your experience on the programme towards your end goal, but it will give you time to consider the study and employment options that are currently available. Students pursue a variety of different paths, from further study to academic and curatorial roles to object research or even publishing. Whichever path you commit to, the MA programmes at the Warburg Institute will prepare you well.

Any future plans?

I have now begun my PhD project, which seeks to open new lines of enquiry into the dissemination of iconological plague representations motivated by the Great Plague of Marseille (1720–22) and its impact on French Romanticist art (c. 1800–50). Upon completion, I hope to pursue roles similar to the one I held at the Fitzwilliam Museum in order to continue developing my curatorial skills. I may consider postdoctoral training programmes and traineeships like those offered by the National Gallery, the British Museum, and Dulwich Picture Gallery.

What made you want to conduct your PhD research at the Warburg Institute?

Once you have studied at the Warburg Institute, it is inevitable that you will return. The research facilities, events programme, staff, students, and readers all contribute to the making of a wonderfully engaging atmosphere.”
Philanthropic support for the School of Advanced Study

Warburg Renaissance: transforming the Warburg Institute

The Warburg Institute is embarking on a £14.5 million architectural transformation of its home in Bloomsbury. As part of this project, the Institute has launched a major capital fundraising campaign, seeking to raise £5 million from philanthropic sources to add to the £9.5 million investment by the University of London.

By creating a more open and accessible building, the Warburg Institute will be able to welcome and educate a wider audience.

The Warburg Renaissance project envisions a complete renovation of the Institute’s much-loved but long-neglected building, designed—like most of the University’s Bloomsbury estate—by Charles Holden, best known for his work on nearby Senate House and dozens of stations across the London Underground. The project provides the opportunity to renew the Institute’s founding mission and apply it to contemporary cultural, political, and social understanding. It will bring Aby Warburg’s ambitious vision to life and fill in Holden’s never-completed courtyard, enhancing the Institute’s academic resources, teaching facilities, and public offerings, and creating new facilities for special collections, exhibitions, and events. By creating a more open and accessible building, the Institute will be able to welcome and educate a wider audience.

A new public space will revive the Institute’s early emphasis on display, nearly double the size of the lecture theatre, and introduce a new digital laboratory in expansive, double-height spaces on the ground floor. A teaching suite with enlarged seminar rooms and improved group study areas will help the Institute meet its ambitious targets for growing its postgraduate programmes and student community. The Library will be expanded to allow for at least 20 years of growth, along with refurbished stacks and improved climate control. In addition, the Archive and Photographic Collection will be relocated into new, purpose-designed spaces, alongside bespoke labs for conservation and imaging.

Thanks to its growing community of generous supporters, the Institute raised £1.65 million by the end of the 2018–19 financial year (£2.3 million at the end of the 2019 calendar year) against the £5 million fundraising target. The Hermann Reemtsma Stiftung provided a significant first step for the campaign with a lead donation of £1 million in March 2019. This was followed by a gift of £200,000 from the American Friends of the Warburg Institute, a membership group of U.S.-based supporters and alumni who support the strategic aims of the Warburg and promote the Institute in North America. Most recently, the Wolfson Foundation committed a grant of £450,000, the second largest grant in the Arts & Humanities category of the Foundation’s biannual funding round.

The Institute will intensify efforts to secure the support needed to deliver this ambitious programme by working with the University’s Development Office and the Warburg Charitable Trust, an independent charity devoted to the advancement of the Institute.

To learn more about the Warburg Renaissance project, visit warburg.sas.ac.uk/warburg-renaissance
Above: Renderings of the new spaces envisioned by the Warburg Renaissance project.
Philanthropic support for the School of Advanced Study

Access to Justice: donations support historical study of arbitration

Thanks to the generosity of donors from the international legal community, the Institute of Advanced Legal Studies recently completed a research project exploring how the practice of arbitration changed to meet new demands in the eighteenth century.

The project forms part of the Institute’s strategy to ensure the preservation and dissemination of English legal history and to improve understanding of access to justice. It builds on IALS Senior Associate Research Fellow Derek Roebuck’s landmark study of the history of arbitration from the ancient world to seventeenth-century England by extending that study to the eighteenth century, a critical period in the creation of contemporary arbitration practices, the civil justice system, and modern attitudes to legal justice.

Philanthropic donations to this Access to Justice project, which totalled £57,000, enabled the Institute to employ a researcher to explore how different forms of dispute resolution developed in the modern world. Dr Francis Calvert Boorman, a social historian, started in this position in September 2018 and presented his research findings at a series of seminars and conferences during 2019.

The project resulted in the publication of English Arbitration and Mediation in the Long Eighteenth Century (HOLO Books, 2019), written by Professor Roebuck, Dr Boorman, and Dr Rhiannon Markless. The book draws on court records, law reports, newspapers, and memoirs to consider how contentious issues were settled in a variety of arenas and in all strata of English society. The practices of mediation and arbitration across various sectors of eighteenth-century England are explored, including public and private services in areas as diverse as business, sport, and religion. The book concludes with a discussion of the increasing involvement of legal professionals in arbitration.

Learn more: talkinghumanities.blogs.sas.ac.uk/2019/06/04/access-to-justice-project-reveals-new-details-of-arbitration-in-the-18th-century

Donations to the Access to Justice project have enabled pioneering research on the history of arbitration in England.
University of London undertakes its first calling campaign

Members of the Friends of Senate House Library and the Society for Advanced Legal Studies (SALS) were among those contacted as part of the University’s first-ever telephone fundraising campaign. In March 2019, current and former University of London students made phone calls to alumni and friends of the University, asking them to support its strategic fundraising priorities with a donation.

For many of the student callers, this activity provided a valuable opportunity to build communication and negotiation skills, as well as a chance to find out more about the connections that members of the Friends of Senate House Library and SALS have with the University. The team received positive feedback from these groups and from alumni, who were delighted to reconnect with the University and proud to share their life and career achievements.

A number of those contacted were subsequently inspired to support the University, student scholarships, Senate House Library, or the IALS Transformation Project, with many choosing to make a regular gift each month. Members of SALS also provided valuable feedback on the Society’s events and publications, and more than a dozen indicated they were willing to mentor students. The Friends of Senate House Library gained eleven new members from the campaign. In total, the team raised £20,665, with 66 alumni and friends becoming new donors to the University.

To learn more about making a gift to the School of Advanced Study, visit london.ac.uk/support
SAS: by the numbers

Digital resources and information platforms
All SAS projects have either a web presence or an online database capturing data acquired throughout the project’s lifecycle. In 2018–19, the School hosted 41 blogs, 47 social media sites, 14 databases, and 40 informational websites, 30 of these in partnership with external organisations. Project databases attracted 75.5m page views while active research project websites received 2.4m page views.

Number of digital resources and information platforms 220
Number of visits made to digital resources and information platforms 29.4 million
Number of page views 105.3 million
Number of unique users 15.2 million
Number of downloads 770,000

Events
The School organised and contributed to more than 2,000 events in 2018–19. Two thirds were multidisciplinary in subject matter. A significant proportion (44%) were collaborative, with an average of 1.3 collaborators per event: 59% of event collaborators were from the higher education sector. Nearly 70% of the School’s events had a public engagement component.

Number of research dissemination events, including library events 2,070
Number of speakers and participants: (UK: 54,439; rest of world: 10,351) 64,790
Number of event video/audio podcast views and downloads 247,256

Publications
Number of print and online publications produced by the School and its members 347
Number of print and digital journals published, many of which are open access 8
Number of e-journal page views 1.7 million
E-repository downloads 373,835

Research training
Number of research training events 178
Number of participants (UK: 6,564; rest of world: 391) 6,955
Research training digital platform page views 265,883

Libraries
Number of registered readers (UK: 13,073; rest of world: 2,875) 15,948
Number of visits 154,444
Number of volumes in stock 982,270
Number of volumes acquired 9,441

Staff and fellows

| Number of staff | 262 |
| Number of visiting research fellows (average stay: 6 months) | 124 |
| Total number of research fellows and associates | 965 |

Students

<table>
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<th>Full-/part-time and writing-up</th>
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</thead>
<tbody>
<tr>
<td>Postgraduate taught*</td>
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<tr>
<td>Postgraduate research</td>
</tr>
<tr>
<td>Total number of students</td>
</tr>
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</table>

* Excludes enrollment in distance learning programmes administered by University of London Worldwide.
## Financial summary

<table>
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<th></th>
<th>2018–19 £’000</th>
<th>2017–18 £’000</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td></td>
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<tr>
<td>Funding council grants</td>
<td>8,593</td>
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<tr>
<td>Academic fees (tuition fees)</td>
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<tr>
<td>Research grants and contracts</td>
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<tr>
<td>Other operating income*</td>
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<td>5,721</td>
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<tr>
<td>University of London contribution**</td>
<td>4,858</td>
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<td>Endowment income and interest</td>
<td>612</td>
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<tr>
<td><strong>Total income</strong></td>
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<td><strong>Expenditure</strong></td>
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<td>Staff costs</td>
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<tr>
<td>Other operating expenses†</td>
<td>912</td>
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<td>Professional fees</td>
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<td>Administration expenditure</td>
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<td>Internal charges (space, finance, HR, IT)</td>
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<td>24,424</td>
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<td><strong>Balance</strong></td>
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<td>1,240</td>
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### Note to the accounts

* Other operating income includes internal income, commercial income, subs from colleges, donations, and other grants.
** University of London contribution includes investment, salary offset, restoration of reserves, and Warburg monies.
† Other operating expenses includes cost of sales, agency and seconded staff costs, catering, estates costs, and payments to collaborators.
Acknowledgements

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Philip Murphy

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On the front cover
Detail from “The Maps Descriptive of London Poverty”, from Charles Booth’s Inquiry into the Life and Labour of the People in London (1886–1903). An early example of social cartography, the map provides invaluable insights into the social composition of late-Victorian London. Each street is coloured to indicate the income and social class of its inhabitants. This map was added to the IHR’s Layers of London website in 2019 (layersoflondon.org).