Reshaping Futures

ARTS & HUMANITIES RESEARCH INSTITUTE
Annual Report 2019–20
What is the Arts & Humanities Research Institute?

The Arts & Humanities Research Institute (AHRI) was established in 2011 to develop, publicise, mobilise and reflect on interdisciplinary research across all subjects in the Faculty of Arts & Humanities at King’s College London.

We have grown considerably since then. From 2018, we shifted our emphasis to support socially engaged research and education activities between arts and humanities academics and communities to address cultural and societal issues and concerns. Today, we bring researchers together to develop projects with civic and cultural organisations. We offer research mentorship, research skills training and expertise for humanities academics and communities to address cultural and societal issues and concerns.

Do you have an idea or want to know more about how you can get involved? Get in touch with us!

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Sign up to our newsletter: eepurl.com/gaxfID

Professor Anna Reading, Director of the Arts & Humanities Research Institute and The REACH Space

With the Covid-19 global pandemic and national lockdowns, 2019–20 was like no other, making the AHRI’s support for interdisciplinary arts and humanities research matter more than ever. Such interdisciplinarity enriches us, guides us, and enables us to explore difficult questions using new paradigms, new methods and new approaches. In these challenging times, the AHRI’s collaborative and socially engaged work with diverse stakeholders connects us, engages us, and transforms us.

The Arts & Humanities Research Institute provides support for a diverse ecology that includes 13 established research centres as well as a growing number of Institute-led research projects that connect external partners with the classics and the creative industries, with modern languages and music, with world literatures and philosophy, with digital humanities and theology; with history and film.

For Covid-19 times, we have reshaped the work of research centres, the Institute and The REACH Space, nimbly pivoting to meet the changing needs of researchers and communities. We have more emphasis on supporting virtual and hybrid events, research-led online teaching, and finding new ways to enable a sense of belonging, new connections and creativity between students, researchers, and civic communities of interest. As a result, the Arts & Humanities Research Institute continues to foster collaborative knowledge-making to help us face the challenges of our age with curiosity and hope. Together, we are finding new ways to mutually understand difficult challenges both big and small.

Professor Marion Thain, Executive Dean for the Faculty of Arts & Humanities

The Arts & Humanities Research Institute has had another very successful year as a hub for interdisciplinary research and as a rich knowledge exchange environment. Highlights include the rapid-response call for projects to support the Black Lives Matter movement, the collaboration on the Being Human Festival, and the further development of The REACH Space.

The committed and innovative work we have seen from colleagues right across the Faculty over the past year is evidence of the enormous potential we hold to make a difference in the contemporary world – through methods that are informed historically, conceptually and creatively.

In one of the most challenging contexts we have known in the university sector, we redouble our efforts to ensure a strong connection between academic quality and the social good.

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Welcome
Our Vision & King’s Vision 2029

By the end of 2029, the AHRI will be the leading interdisciplinary and socially engaged research and education institute for the arts, culture & humanities in the UK and beyond.

In pursuit of this vision, we:

1. Support rich and creative research and learning environments for researchers, students and communities.
2. Spark fresh conversations, ideas and networks between disciplines and external communities to tackle the challenges that society faces.
3. Provide a vibrant research base for a varied ecology of world-leading research centres and themes in the arts, culture and humanities.
4. Grow socially engaged research and education opportunities that generate positive impacts on society, rooted in collaborations of mutual respect and benefit between disciplines and external communities.

Our work is delivered across four activity strands:

1. DEVELOPING
   Activities that enable staff and students across our research centres and the Faculty of Arts & Humanities to enhance their understanding and practice of interdisciplinary and socially engaged research and education.

2. PUBLICISING
   Activities that raise the profile of high quality interdisciplinary and socially engaged research and education taking place across our research centres and the wider Faculty.

3. MOBILISING
   Activities that mobilise a range of creative, diverse and impactful interdisciplinary and socially engaged research and education projects across our research centres and the Faculty.

4. REFLECTING
   Activities that embed reflective practice in interdisciplinary and socially engaged research and education projects conducted by our research centres and the Institute.

King’s Vision 2029

The AHRI actively progresses the College’s Vision 2029 strategy. For example, we:

Educate to inspire and improve. Through one-to-one support, workshops and experiential learning opportunities, we build capacity in students and staff for interdisciplinary and socially engaged research and education.

Research to inform and innovate. Our REACH Space fosters the next generation of innovative, experimental research ideas and projects aimed at tackling the grand challenges society faces.

Serve to shape and transform. We contribute to the College’s Service Learning Network and have developed service opportunities with the charity Migrateful.

A civic university at the heart of London. We broker mutually beneficial, socially engaged research and education relationships and activities with local community organisations.

An international community that serves the world. We host Visiting Fellows from around the world, contribute to the College’s Cultural Competencies project and have relationships with international universities expert in community engagement.

Get Involved

Our work connects researchers and projects in the Arts & Humanities across the Faculty, College and in external communities. There are lots of ways you can seed, grow and share your research and education activities with the AHRI.

Why not:

Apply for one of our small-scale grants. Grants are offered for engaged research and professional development activities.

Come along to, or join online, an event hosted by one of our world-leading research centres. There’s a range of topics to explore and most events are free and open to all.

Contribute to one of our Institute’s diverse research or education projects. Each year, we instigate new projects that span the Faculty and beyond. Why not connect with one of them?

Visit our REACH Space or its online alternative, REACH-XR. Join creative conversations about research and education to generate new ideas for transformative activities for a better world.

Write for our working paper series. Share your own perspectives and experiences of socially engaged research and associated pedagogy.

Explore our range of online support guides. The guides offer top tips and advice on a range of socially engaged research and education activities.

Develop new skills at one of our professional development workshops. Offered through our research centres or the Institute itself, our free workshops include topics such as service learning, collaboration and innovation.

Join us as a Visiting Research Fellow. Affiliated to one of our research centres, you’ll be able to access King’s resources, such as our world-class library services.

Discuss your plans for engagement and impact activities with the Institute team. We’re available to offer advice for grant proposals on socially engaged research and education activities.

Tell us about your socially engaged research and education projects. We’ll help promote what you’re doing and share good practice.
The REACH Space

Following a pilot call for pop-up projects in spring 2019, we launched The REACH (Research and Engagement in the Arts, Culture and Humanities) Space in October 2019. The REACH Space, located in the Surrey Street East Wing Building, is designed to bring together researchers and communities through creative conversations and ideas generation activities. The pilot projects informed our approach to designing the space, with a distinct focus on developing an inclusive and welcoming environment.

During the summer of 2019,

The REACH Space was transformed into a creative and experimental hub for socially engaged research. We installed an arts and crafts area, flexible seating, workspaces, and purchased plants and a range of creative activities. We commissioned two artworks to capture the ethos of the space, one by Daniel Fountain, and one by Colinlavents and Joanna Lawn. We also bought a 55-inch portable screen, which can be used for screenings, workshops and live-streaming.

The REACH Space is home to our Adopt-a-Plant scheme, a wellbeing project for PhD students in the Faculty of Arts & Humanities. The scheme provides opportunities to connect with other postgraduate researchers, share challenges and experiences, and to take part in creative activities associated with plants.

The REACH Space includes a flexible main space, meeting room, adopt-a-plant hub and three rooms for pop-up research projects.

We ran two funding schemes in the space in 2019/20; Community Conversations (three projects funded) and a Pop-Up Research Fund (four projects funded), and hosted a range of activities including theatre rehearsals, creative workshops and training sessions. Our use of the space was temporarily halted in March 2020 due to Covid-19.

Whilst we may not be able to use the space during 2020/21, we have continued to develop its aims and ethos. Throughout the year we will be running REACH-XR (digital) and REACH-Out (outdoor, hyperlocal) versions of the space, informed by previous activity. Funding calls will be launched in February 2021, along with a new version of the Adopt-a-Plant scheme. We will be utilising the space when possible within Covid-19 guidelines, and post-Covid-19 look forward to hosting creative and experimental engagement activities in person once again.

In the first five months of The REACH Space:

- Approximately 450 people engaged with REACH Space activities
- 20+ activities were hosted by Arts & Humanities departments
- £4,650 provided in grants to Arts & Humanities researchers, across 7 projects
- Approximately 20 departments across King’s participated in REACH Space activities
- 2 artworks were commissioned
- 11 activities in The REACH Space involved external collaborators
- 2 funding calls were delivered

15 PhD students participated in the Adopt-a-Plant Scheme, from 8 Arts & Humanities departments

Approximately 20+ activities were hosted by Arts & Humanities departments

Approximately £4,650 provided in grants to Arts & Humanities researchers, across 7 projects

Approximately 20 departments across King’s participated in REACH Space activities

2 artworks were commissioned

11 activities in The REACH Space involved external collaborators

2 funding calls were delivered
The REACH Space
Pop-Up Projects

Our annual Pop-Up Research Fund aims to foster collaborations led by Arts & Humanities researchers, alongside those from other disciplines and/or community organisations. Through developing internal and external connections, successful projects are asked to generate opportunities for knowledge exchange and for sharing of theory and practice. Successful applicants each receive a budget of £1,000 and are assigned a space in REACH for between one week and three months.

Due to Covid-19, the proposed timelines for the 2019/20 pop-up projects changed, and three of the projects funded will now be part of the 2020/21 REACH-XR programme.

Funded Projects

What does circular design mean for designer makers in the UK?
Dr Lauren England
Working with Designer Julian Needham, and in collaboration with Peter Marigold (Designer and Inventor of Formcard) and Julia Bennett (Head of Research and Policy, Crafts Council UK), this project looked at how designer-makers perceive the circular economy and how they work with circular design to make their practices more ethical and sustainable. This involved discussions with external collaborators, a creative workshop and a collaborative design project, activities that engaged over 50 people.

An underwater sense of place: Bahamas marine locations and cinema memory
Professor Erica Carter, Dr Monique Toppin
Through film screenings, conversations and a workshop, this project aims to share knowledge of the history of Bahamas underwater film, examine its part in fashioning Bahamian senses of place and belonging, and prepare for future projects that will stimulate new conversations on sustainable futures.

The project will continue as part of REACH-XR in 2020/21.

Between lived experience and simulated presence
Clara Sukyoung Jo, Dr Sarah Atkinson, Dr Lucia Valmaggia
This project aims to reduce stigma by encouraging the general public to reconsider preconceived notions of mental health, through interviewing patients and creating a VR prototype to illustrate sensations. The prototype will inform future workshops with King’s College London and South London communities, which will feed into ways of working and versions of the prototype.

The project will continue as part of REACH-XR in 2020/21.

As Happy as God in France
Dr Julia Pascal, Dr Thomas Kampe
This project will focus on research and development for the writing of a new stage play, exploring a meeting between Hannah Arendt, Charlotte Solomon and Eva Daube in the French camp of Gurs in 1940. Students, peers and members of other communities will be invited to observe the process of stagecraft during the development of the play.

The project will continue as part of REACH-XR in 2020/21.

The REACH Space
Community Conversations

Our Community Conversations call is open to Arts & Humanities researchers at any level who want to engage with communities with connected or shared practices, experiences, challenges or interests.

The aim is to instigate conversations around a research problem or theme of mutual interest, with funded activities exploring the potential for communities to co-produce, contribute to or partner with a new research project.

The fund supports new conversations with community partners and extends emerging conversations, rather than supporting activities involving already established partnerships. In 2019/20 we funded three projects.

Funded Projects

London Migrations Workshop Centre for Early Modern Studies
The workshop brought together four King’s researchers and four contemporary artists to explore themes of migratory experiences into and out of London, with the aim of generating new conversations and working relationships. Following an initial discussion, the group used the design of The REACH Space for inspiration for a creative activity. By pairing a researcher and artist together to navigate the space, the group explored the idea of collaboration before imagining future activities based on the conversations. The workshop provoked new ideas, exhibition themes and community-oriented collaborative ideas.

Networking and coordination for PluS Alliance project proposal
Dr Katrin Schreiter
The conversation enabled participants to identify gaps and under-represented areas, along with potential activities to address these. Past and present initiatives were discussed, and the conversation helped to shape a future grant application and ideas for a prototype project in co-operation with galleries, libraries, archives and museums.

Art, Conflict and Remembering: The Murals of the Bogside Artists
Dr Adrienne Dengerink Chaplin, Dr Craig Larkin, Dr Rachel Kerr, The Bogside Artists
The funding contributed to the organisation of an event relating to an exhibition hosted in The Exchange at King’s College London, featuring photographic reproductions of 12 street murals, collectively called The People’s Gallery, and created by the Bogside Artists in Derry/Londonderry. The event, attended by over 200 people, provided an opportunity for conversations between those from different backgrounds and experiences.
The REACH Space

Adopt-a-Plant

The Adopt-a-Plant scheme to promote postgraduate researchers’ wellbeing and community was launched in October 2019, with the AHRI purchasing a range of plants to be housed in The REACH Space.

The scheme was coordinated by Lauren Cantillon, a PhD student in the Department of Culture, Media & Creative Industries. The PhD students met every fortnight to take part in a creative activity (including making clay seed bombs and macramé hanging baskets), to care for the plants and to share their experiences and challenges of PhD life.

Feedback from participants highlighted a significant positive impact on personal wellbeing. Taking time away from research and having the opportunity to connect with other research students in a non-research setting reaped rewards.

The scheme ended earlier than planned due to Covid-19, with group meetings and challenges of PhD life.

Some of the plants from the Adopt-a-Plant project

‘I enjoyed the community, relaxation and safe-space feeling, away from a stressful, hectic, everyday life’
Adopt-a-Plant participant

‘Looking after the plants teaches me to respect life and ordinary things’
Adopt-a-Plant participant

Being Human Festival

In May 2019 the AHRI, in collaboration with Queen Mary University of London, secured a grant from the Being Human Festival. Being Human is the UK’s only national festival of the humanities, and promotes and runs a range of public engagement with research activities in London.

Across five activities, attendees:

• Created their own hip-hop beats in conjunction with Moroccan rapper Dizzy Dros, learning about the history and culture of hip-hop in North Africa.
• Shared their own experiences and understandings of the concept of home and migration through dance, co-creating a movement piece.
• Produced their own textile art in response to how stories have travelled from East to West, reflecting on how stories are woven into, and shape, our identities and communities.
• Undertook a language treasure trail through King’s College buildings, learning about words both lost and found.
• Watched a performance piece exploring complex themes of freedom of movement versus the politics of exclusion.

Most of the activities took place in community venues such as church halls, dance studios and community centres. Through working with local networks, we engaged with more diverse publics. 59% of attendees were from black and minority ethnic communities and 57% fell into the younger demographic range of 20 to 44-year olds. Crucially, we didn’t ‘preach to the converted’; 44% hadn’t joined activities before university research.

What’s more, attendees appreciated the interactive nature of our activities. Interactivity enabled people to engage with subject matter and to recognise the relevance of research to their everyday lives. 92% of attendees felt they were able to share their views and lived experiences about the topic in hand and 90% were encouraged to learn more about the subjects presented.

Each year, Being Human provides a valuable opportunity to engage with, and learn from, local communities and we look forward to continuing our support for the Festival in the coming years.

Creating hip-hop beats as part of the Being Human Festival

Of our Being Human festival attendees:

59% were from black and minority ethnic communities

44% hadn’t joined activities about university research before

90% were encouraged to learn more about the subjects presented

Of our festival attendees:
In early 2019, the AHRI launched a call to surface and fund a research theme that would strengthen interdisciplinary and socially engaged research across the Faculty and beyond. The call was targeted at Early Career Researchers to develop their academic leadership skills under the mentorship of AHRI Director, Professor Anna Reading.

The Engaging Memory project

The successful project in the call was Engaging Memory led by Dr Jessica Rapson (Senior Lecturer in Cultural & Creative Industries). The project sought to connect memory studies across the arts, humanities, and social sciences with external stakeholders. Dr Rapson mobilised a range of researchers from across the Faculty and wider College to work across four associated sub-themes: memory and arts practice; memory and environmental change; memory and neurodiversity; and memory and museology.

1. Memory and arts practice

This sub-theme explored the vital role that the cultural sector plays in examining histories and broadening futures of culture and memory work. Jessica collaborated with Dr Kate McMillan on a range of activities associated with Kate’s exhibition The Lost Girl, a film-based installation held at the Arcade, King’s College London in January and February 2020. The installation included a wide range of public activities, one of which was an ‘in conversation’ event. The exhibition drew 689 visitors. This sub-theme enabled Kate to continue her arts-based research, investigating the links between memory, the Anthropocene, and women’s knowledge, benefitting both her research and teaching. The emphasis of the exhibition was on knowing through ‘experiencing’ or ‘feeling’ – that the ideas in the installation embedded a long-lasting impact on the audience, and that the idea of creativity engendered an innovative response to interdisciplinary thinking. The aim of this approach was therefore to create impactful research.

2. Memory and environmental change

The second sub-theme explored the connection between memory studies and the environmental humanities, through the development of an oral history archive on memories of weather and sense of place. A wide range of researchers across the Faculty and beyond, interested in the environmental humanities and in gathering people’s experiences and memories of weather through oral history approaches, were involved, including Dr Anna Woodham (CMCI), Dr George Adamson (Geography), Ines Camera Leret (Artist-in-Residence, Geography), Dr Kris de Meyer (Neuroimaging), Jayne Peake (The Exchange) and Research Assistants, Harriet Bews (CMCI alumni), Rory Walsh (Geography).

This sub-theme provided specialist training in oral history for 12 PhD students, led to the production of a report on potential areas of research (including archives) for weather-related projects in south Essex and enabled the project team to produce a successful application for a King’s Together Seed Fund call that was awarded £19,970. The project – Weathering identity. Weather and Memory in England – is ongoing. You can find out more on their website (www.weathermemories.org/about-the-project) or by following them on Twitter @weathermemories.

3. Memory and neurodiversity

The third sub-theme addressed the ways that different kinds of neurological divergence, and its representation within culture, challenge established conceptual frameworks within memory studies. Professor Anna Reading, Dr Anna Khusova and undergraduate student Isobelle Cherry worked on this project sub-theme to develop a bibliographic summary and thematic knowledge base of resources on neurodiversity and memory.

The sub-theme had four key aims: to re-frame memory studies through neurodiverse approaches; to neurodiversify the curriculum; to shape King’s research inclusion practices; and to improve AHRI research and teaching spaces for neurodiverse students.

The successes of this sub-theme were many. Firstly, students were provided with research opportunities. Anna Khusova, a King’s English Literature graduate, developed skills and expertise in new areas, contributing to the development of a knowledge base of articles, books and examples of memoirs by autistic people. Secondly, the sub-theme work led to educational content that was incorporated into online offerings for the Neurodiversity and Memory module as part of the new BA in Media, Culture & Creative Industries. Thirdly, it helped inform neurodiversifying of The REACH Space, ensuring the space became inclusive and sensory sensitive. Finally, the sub-theme led to a range of writing and presentation opportunities for Professor Reading including Unshamed Memory: Women Remembering Neurodiversity, delivered to the Gender and Agency Network, University of Vienna.

4. Memory and queer museology

This fourth sub-theme investigated the connections between memory, activism and social justice. Co-led by Dr Red Chadgey and Dr Serena Iervolino (both CMCI), and with research support from Mikel Herran Subinas (University of Leicester), this sub-theme involved data analysis from the Queer Museology project, which was part of the 2018/19 REACH Space Pop-Up Fund.

For QueerMuseology, an LGBTQ+ young artists’ takeover of The REACH Space and a stakeholder workshop were organised. The workshop brought together academics and museum professionals to discuss and define what a queer museum could be. The project generated a rich variety of data including artworks, interviews, a stakeholder workshop and Twitter engagement that Mikel then analysed.

Commenting on his participation in the project, Mikel wrote:

“As a researcher interested in how heritage and cultural spaces can shape present communities and educate in a diverse and inclusive history, I was excited to participate in a project that has so much potential in the creation of new, truly inclusive spaces. And as it gave space to voices that experience the faults in the current system, it provided me with new insights into how these may affect a museum-going experience.

Pedagogically, the knowledge and insights developed through this pilot study have been used to support MA dissertation supervision around queer museums and activist museums alongside academic writing in the area of trans representation.”
Equality, Diversity and Inclusion

We are committed to embedding equality, diversity and inclusion in all aspects of the AHRI, and this is at the forefront of our decision-making processes, working practices and engagement activities. We will continue to review our practices and implement fair, inclusive and open ways of working.

We have worked with teams across King’s College London to embed inclusive recruitment practices in our paid roles for postgraduate researchers. By working with the College’s Equality, Diversity & Inclusion and Internships teams, we have implemented fair and transparent recruitment procedures.

The AHRI team have provided support for the Faculty’s Black Lives Matter Collaborative Research Rapid Response call. Six rapid response grants were awarded to researchers from across the Faculty, who are engaging with Black Lives Matter and forms of anti-Asian racism.

In October 2020 we recruited a postgraduate researcher, Sam Cater, to undertake diversity and inclusion related research on our research centres. Her work will inform a wider Centre Diversity Review examining our centres’ diversities in terms of identities, intellectual and disciplinary fields and noting and addressing any structural inequalities.

Sustainability

In early 2020, the AHRI participated in the university’s Green Impact scheme and was awarded a sustainability Bronze Award, focusing on areas including communication, energy, and health and wellbeing. The scheme provided an opportunity for the team to reflect on their environmental impact and how to implement more sustainable practices.

As part of the scheme, we promoted sustainable activity, dedicating specific areas of our communications to sustainability.

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Introducing our research centres

A significant part of the AHRI's remit is to support the work of our 13 interdisciplinary research centres within the Faculty of Arts & Humanities. Each year, we recruit and manage a cohort of postgraduate research students as Centre Administrators who are integral to supporting the interdisciplinary and socially engaged research and education activities of their centres.

Centres serve as points of connection and generative thinking across the Faculty, with members coming from different departments, disciplines and levels of seniority. Alongside Centre Administrators, the Institute team provides support to develop new ideas like Queer@King’s Activist-in-Residence scheme, and to promote work more widely. We aim for our centres to experiment, innovate and collaborate and to offer engaging programmes of both on- and off-line events that are predominantly free and open to all.

The Camões Centre
Portuguese Language & Culture
Centre Director: Dr Alexandra Lourenco Dias

The Camões Centre organises interdisciplinary symposia involving Portuguese, Brazilian and African Lusophone cultures. Through fostering an interdisciplinary approach, the centre mediates protocols with Portuguese universities, promotes the exchange of professors and students and builds links with Portuguese organisations, educational institutions, and the cultural sector.

This collaborative spirit provides the teaching staff and the students of King’s, and other interested parties, the means to deepen their knowledge in the fields of language, culture, history, politics and Portuguese society by participating in academic and cultural activities within these fields.

The Camões Centre aims to contribute to a growing interest in the Portuguese language and to the university’s broader internationalisation strategy, whilst also acting as a focal point of Portuguese-related activities across a range of academic disciplines at university level in the UK.

Events and highlights from the year:

In early 2020, the centre organised a series of workshops, titled Language teaching from the perspective of non-native teachers, which engaged students interested in pursuing a career in teaching modern languages, with the support of experienced teachers.

The centre also collaborates with the Lambeth Portuguese Speaking Community Wellbeing Partnership, a network of local groups and community members who work together to improve the health of the Portuguese-speaking community in Lambeth. In February 2020, the centre organised a networking event, titled Health inequalities within the Portuguese speaking community in London. The meeting gathered stakeholders from outside the NHS (including patients and family members, voluntary and community sector organisations and local businesses).
Centre for Digital Culture (CDC)

Centre Director: Dr Paolo Gerbaudo

CDC is an interdisciplinary centre promoting research and debate on digital culture: the new social practices, world views, values, social interactions, organisational and institutional forms that are emerging at the time of the Internet, smartphones and social media. The centre pursues this mission by organising public events, academic symposia and workshops, and facilitating and coordinating research projects.

‘The Centre for Digital Culture is at the forefront of debates about our digital future, its opportunities, and dangers’

Dr Paolo Gerbaudo

Events and highlights from the year:

In 2019 the centre organised Did you give permission? Technical Objects of Personal Data in the Mobile Ecosystem. The event explored ground zero of datafication by examining the permissions and trackers embedded in the applications that make our mobile ecosystems the primary site for our data life. Dr Jennifer Pybus and Dr Ruben Bin presented their innovative research which opens the generative technical objects of datafication for critical investigation.

In February, the CDC hosted a talk titled Ethical Tech: Bias, Algorithms and Social Justice. Chaired by Dr Zeena Feldman, with contributions from Dr Shauna Concanon and Dr Clara Crivellaro, the talk explored how algorithms, artificial intelligence, and data-driven platforms raise new ethical issues and highlight new forms of social injustice. During her talk, Shauna drew on critical and feminist theoretical perspectives to investigate ethical and societal implications of artificially intelligent language-related technologies. Clara discussed ways in which we can open up possibilities and proactively begin to create the conditions for technologies to support social innovation and social justice aspirations and goals.

Response to Covid-19:

In response to Covid-19, the CDC organised an online webinar, with Anastasia Kavada, Winnie Wong, Marisa Von Bulow and Mengying Li. Titled Digital Activism in Times of Pandemic, the webinar discussed how people have found new ways to organise and mobilise amidst lockdowns and social distancing measures.

This year, the centre’s annual Digital Culture conference, Memes: the Cultural Logic of Late Capitalism, welcomed a panel of international scholars who explored how populist right movements use and engage with memes. Panelists also revealed new research about the impact of memes during Covid-19. 730 people joined the event online.

Memes: The Cultural Logic of Late Capitalism Annual Digital Conference

‘This year, the centre explored some of the pressing issues facing researchers and writers today, particularly critical race studies and urban migration’

Dr Emily Butterworth

Centre for Early Modern Studies (CEMS)

Centre Directors: Dr Anna Linton and Dr Emily Butterworth

CEMS promotes research of the early modern period, here understood in its broadest sense as roughly 1400–1700AD. With members across departments, languages, and disciplines, the centre facilitates collaborative research projects and supports innovative graduate study in the field.

Events and highlights from the year:

With attendees and participants from across the career spectrum, CEMS played host to the launch of Hannah Murphy’s new monograph: A New Order of Medicine. Charting the professional contours of Galenic medicine in Reformation Nuremberg, the event considered contingent social structures, the construction of bodies of medical knowledge, and the shape of popular understanding of civic rights and public space. In not only its archival anecdotes, but personal reflections upon the writing process, the event offered a salutary reminder of the collaborations integral to research.

This year CEMS focused on exploiting some of the pressing issues facing researchers and writers today, particularly critical race studies and urban migration, through collaborations such as the Renaissance Skin project. This focus prompted CEMS to begin the year with a roundtable on Early Modern Europe, led by Carmen Fracchia and Herman Bennett, that explored the question of ‘Race before Race’.

CEMS also established the Beginner’s Guide series. The series involved talks on race and the environment in early modern contexts and collaborative research ideas, explored ‘texts that travel’, ‘a multilingual city’, and the ‘movement through a city space’. CEMS played host to the launch of The REACH Guide, led by Carmen Fracchia and Herman Bennett and other CEMS members. The workshop considered the varying and variant precursors, contemporary xenophobia, and persecution of Huguenot migrants. The afternoon’s key discussion points, namely, shaping future exhibition themes and collaborative research ideas, explored the ‘movement through a city space’.

CEMS also hosted the London Migrations Workshop in The REACH Space. The workshop highlighted many of the pervasive interests at the heart of the centre’s research. Bringing together four contemporary artists and four academic researchers, including members of the university’s postgraduate research community, the workshop’s subject was the varying and variant migratory experiences into (and out of) England’s capital city. Designed as part of a wider collaborative process, the afternoon event set in motion a series of interdisciplinary conversations and established new working relationships to develop over the months and years to come. Topics included Anglo-Germanic precursors, contemporary xenophobia, and persecution of Huguenot migrants. The afternoon’s key discussion points, namely, shaping future exhibition themes and collaborative research ideas, explored ‘texts that travel’, ‘a multilingual city’, and the ‘movement through a city space’.

This series will be carried over into the next academic year.
Centre for Enlightenment Studies at King’s (CESK)

Centre Directors: Professor Adam Sutcliffe, Dr Sanja Perovic and Dr Rowan Boyson

CESK aims to both consolidate and improve the profile of existing 18th century research strengths across the Faculty of Arts & Humanities, by drawing on a range of expertise in the fields of literature, cultural and intellectual history, music, languages and philosophy. The centre is strongly connected to its interdisciplinary and highly innovative Eighteenth Century Studies MA. This connection is evident in CESK’s encouragement and involvement of MA students in the coordination of intellectual activities and the cross-fertilisation of teaching collaboration on this course.

Events and highlights from the year:
In the spring term, Dr Jessica Patterson and Dr Ian Stewart organised an Intellectual History Series, supported by CESK, that was mostly hosted at King’s. Speakers were invited to deliver research papers, with a focus on eighteenth century intellectual history. Topics ranged from the rise of popular unbelief in Scotland, to the concealment of women in eighteenth century British conceptions of Asian despotism.

Response to Covid-19:
In the wake of the Covid-19 crisis, the CESK Centre Administrator assisted Professor Adam Sutcliffe, from the Department of History, with the Outreach Schools Support Project. This project aimed to make university-level learning available to sixth-form students studying at home.

‘Despite having to curtail much of our activity for this year because of the Covid-19 pandemic, CESK has continued to provide a vibrant forum for bringing together researchers at King’s interested in the long eighteenth century, and for promoting interdisciplinary perspectives and exchanges’
Professor Adam Sutcliffe

Centre for Hellenic Studies (CHS)

Centre Director: Professor Gonda Van Steen, Koraes Chair of Modern Greek and Byzantine History, Language and Literature

The Centre for Hellenic Studies at King’s College London is a unique grouping of scholars and learners with interests and expertise covering more than three millennia of the diachronic spectrum of Hellenism, from Aegean prehistory and archaeology to the history, language, literature, and culture of Greece, Cyprus, and today’s worldwide Greek diaspora and migration.

Events and highlights from the year:
This year, CHS co-organised, with the Anglo-Hellenic League and the Society for Modern Greek Studies, the Greek Poets in Translation: Ganas and Ritsos event. Led by Joshua Barley, this event discussed the process of translating the intricate poetry of Michalis Ganas. Taking individual poems as a starting point, Barley focused on the challenges presented by Ganas’ formally complex poetry. During the event, the translation of traditional Greek meter and form more broadly, particularly the folk song, to which Ganas is deeply indebted, was considered. The event explored various approaches (theoretical, historical, and practical points of view) to these issues and gave a personal account of Barley’s ‘imperfect’ solutions. Also discussed was the practical relationship of translator to poet, grounded in Barley’s first-hand experience of translating Ganas (with David Connolly) and issuing the collection A Greek Ballad (Yale University Press), the first book-length publication of Ganas in English. Following this, Dr John Kittmer (recently awarded a PhD in Modern Greek literature from King’s) introduced and examined the work of Nikos Stangos, who published two books of his translations of the poetry of Yannis Ritsos in the early 1970s. Kittmer considered the working relationship between Stangos and Ritsos, as it emerges from their unpublished correspondence, and examined the translations themselves, looking at principles of selection and practices of translation. Since neither Stangos nor Ritsos was a native English speaker, Kittmer focused on the particular challenges posed by translating from one’s native tongue into a language that is not one’s own.

In late January 2020, the centre also co-organised two panel discussions on Migration and Diaspora, with the British School in Athens. Migration and Diaspora were looked at from contemporary as well as diachronic perspectives. The events were well attended and brought out excellent threads of discussion with audience members.

‘This spring and summer have been times of ‘social distancing’, but what a misnomer that term is. We are adhering to the new rules of physical distancing but also keeping our audience intellectually engaged and socially close. We are working together while apart from one another, and together we remain committed to building strong community ties’
Professor Gonda Van Steen
**Language Acts & Worldmaking**

**Centre Director:** Professor Catherine Boyle

Language Acts & Worldmaking is a flagship project funded by the Arts and Humanities Research Council (AHRC) Open World Research Initiative, which aims to regenerate and transform modern language learning by foregrounding language’s power to shape how we live and make our worlds.

Public engagement has continued to be a major part of our endeavour and included the second Burrio event with Latinx artists from Elephant and Castle, public talks and school workshops on the Kalila wa-Dinna and its European translations, workshops on translation from Quechua through Spanish, and engagement with Borrando por la memoria (textiles for memory).

**Events and highlights from the year:**

The centre led the Worldmaking Fair, a four-month series of talks, conferences, and creative and activist events, between May and September 2019. As part of this series, Worldmaking Live showcased the immense contribution made to languages research through the projects funded by the centre’s Small Grant Scheme, which has become a model for other funders.

The type of relationships the centre creates were well evidenced in the powerful workshop, Against the National Grain: Maktosho and the Arabic-Hebrew Bi-national and Bilingual Team Translation Model, in January 2020. This workshop celebrated our work with languages teachers through the publication of Negotiating Identity for Modern Language Teachers (ed. Matilde Gallardo, 2019).

**Response to Covid-19:**

In response to Covid-19, the centre won a King’s Rapid Response grant for the project Worldmaking in the Time of Covid-19 and has worked with one postdoctoral student and with 20 students to understand the narratives of Covid-19 in 12 languages. Despite the pandemic, all researchers in the centre have been as active as possible in attending and organising international conferences. This commitment has resulted in publications that will become available in the coming months: Al-Andalus in Motion (Scott and Vakil); New Worlds for Old Words (Pountain and Wislocka Breit).

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Events and highlights from the year:
In early November, Vittorio Montemaggi’s talk Re-thinking Dante’s Idea of Salvation, discussed the dimensions of Dante’s poem Commedia, often not considered. Montemaggi suggested that Dante’s idea of salvation might have been more open-ended and self-critical than usually recognised.

In late November, the centre held a talk titled Disfigurement in Medieval Thought: The Birth of Prejudice by Patricia Skinner, which investigated living with disfigurement in the later middle ages c.1200–1500. The paper specifically explored the change in ‘disfigurement’ as a concept, from its usual meaning to represent the deformity of an institution, such as the Church, to its utilisation to reference the individual human body and, specifically, the face.

As part of the Late Antique & Byzantine Seminar Series (Sprigg), Dr Elisabeth R. O’Connell’s talk Care for the Poor in Late Antique Europe, explored why individuals gave to the saint, the mechanics of giving, and how they ensured their future commemoration.

Response to Covid-19:
In response to Covid-19, future events for 2020/21 will address the theme of ‘Contagion’.

Events and highlights from the year:

The centre also added 43 Strands by 24 different contributors and increased its social media presence as part of the Strandlines project.

Response to Covid-19:
Like others, the centre had to respond quickly to the crisis. A virtual version of the Alfred Cohen exhibition was created with partner organisation the Ben Uri Gallery and Museum. CLWR has been supporting the King’s Culture team in promoting the digital version. Using the centre’s social media and newsletter channels, CLWR has shared: images of Cohen’s artwork, Max Saunders’ video tour of the exhibition in Bush House, a virtual narrated tour and discussion of Cohen’s work, and links to the new website. The centre hopes the physical exhibition will be able to reopen in early 2021. The planned Life Writing in Translation conference has been postponed until May 2021.
London Shakespeare Centre (LSC)

Centre Director: Professor Gordon McMullan

The London Shakespeare Centre is devoted to research, learning, and teaching in Shakespeare and early modern drama and in early modern literary studies as a whole. The centre has particular strengths in Shakespearean textual studies, reception studies, performance studies, global Shakespeare, poetry and poetic form and early modern women’s writing.

The centre builds on its external partnerships, notably those with Shakespeare’s Globe and The British Library, and with the various cultural organisations that formed the Shakespeare400 consortium to celebrate the Shakespeare Quartercentenary in 2016. Whilst the centre’s work most readily reaches the audience both locally and globally.

Events and highlights from the year:

This year, centres highlights include: the King’s Gollancz Lecture being given by the incomparable Marjorie Garber from Harvard University; the biennial Postgraduate Shakespeare Conference, being impeccably organized by a team of PhD students; the running of the centre’s annual Shakespeare workshop for A-level teachers; and the creation of a series of PhD student-led sessions introducing MA students to the thrills and challenges of a PhD.

The centre currently plays host to three major grant projects: Wartime Shakespeare (Leverhulme; PI Professor Sonia Massai), Shakespeare in the Royal Collections (AHRC; PI Professor Gordon McMullan) and Engendering the Stage (Leverhulme; Co-I Professor Lucy Munro).

LSC also ran the Shakespeare MOOC (massive, open, online course), originally created in 2016 with Shakespeare’s Globe and The British Library, which has so far reached 19,000 people across 120 countries, engaging a socially diverse audience both locally and globally.

The quotation at the head of this piece ‘I can’t even begin to tell you how it has changed me, apart from saying that my thoughts and understanding have undergone a sea change’ Participant, Shakespeare MOOC

Response to Covid-19:

Covid-19 has meant the cancellation of a number of the centre’s plans. However, LSC was fortunate that our year was relatively front-loaded, so that key events, notably the Postgraduate Conference and King’s Gollancz Lecture, took place before the pandemic began to take its toll.

We have put the brakes temporarily on the next phase of our partnership with Shakespeare’s Globe – but they will be back, and so will we!

‘Our centre aims to explore, interrogate, dismantle and reinvent the notion of the ‘modern’”

Professor Lara Feigel

Centre for Modern Literature & Culture (CMLC)

Centre Directors: Professor Lara Feigel and Dr Benedict Schofield

Modern art has always been fixated on the ‘new’. What did this newness entail for the Modernist movements of the early 1900s? And what does it mean now, a century later? We think that the questions of modernism and modernity need to be at the heart of intellectual culture today and so our centre aims to explore, interrogate, dismantle and reinvent the notion of the modern.

Events and highlights from the year:

This year, the centre has organised events ranging from large-scale conferences to tailored creative workshops as we examine these issues with different audiences. Events included a conference on the ‘Idea of Europe’, which in conjunction with the European Research Council and Grants, probed the changing political landscape found today; a workshop with philosopher Srecko Horvat on the question of ‘Why – and what? – Europe is worth fighting for?; a one-day symposium on the theme of Modernism and ‘collapse’, borne out of a collaboration with the University of Birmingham; and a series of experimental arts workshops for sixth-formers, led by previous winners of the Ivan Juritz Prize.

Hosting the Ivan Juritz Prize, an annual award for postgraduate artists studying at institutions throughout Europe, is at the heart of CMLC’s activities. Winners are selected in three categories – Text, Sound, and Visual Arts – and receive £1,000 and a two-week artist residency at Cove Park, Scotland. Their entries are given a public performance at a prize-giving ceremony and published in the journal Textual Practice. The prize financially supports and showcases the work of emerging artists, as well as fostering collaboration between the winners to produce new works of art during the Cove Park residency.

Response to Covid-19:

The Covid-19 pandemic made hosting the 2020 Ivan Juritz Prize particularly challenging. However, CMLC thought that it was important the award went ahead because the things that it provides, namely financial support for artists and collaboration across borders, are needed now more than ever. The centre therefore converted the prize-giving to a virtual ceremony hosted via Zoom. CMLC looks forward to finding new ways to collaborate with artists across digital platforms in the year to come.

Ivan Juritz Prize

The Beyond Enemy Lines project. A workshop on history, literature and activism led by Srecko Horvat

A CMLC creative workshop

Shakespeare’s Globe Theatre

Marjorie Garber

‘I can’t even begin to tell you how it has changed me, apart from saying that my thoughts and understanding have undergone a sea change’ Participant, Shakespeare MOOC

ARTS & HUMANITIES RESEARCH INSTITUTE ANNUAL REPORT 2019-20
Centre for Philosophy & Visual Arts (CPVA)

Centre Directors: Dr Sacha Golob and Dr Vanessa Brassey

The Centre for Philosophy & Visual Arts has now completed a second year as an AHRI Centre, leading a new series of collaborations between artists, curators, and philosophers. This year our highlights were public facing events, focusing on the ethical and political challenges facing the arts at present.

Events and highlights from the year:

In the autumn, CPVA collaborated from the year:

Visual Arts has now completed The Centre for Philosophy &
Centre Directors: Dr Sacha Golob and Dr Vanessa Brassey

our archive and the moral responsibilities of talks addressing its major Gauguin exhibition, which opened the day before lockdown.

At a research level, this work has fed a focus on portraiture and interviews with artists and curators working in that area: most recently, the centre published a debate on the Philosophy of Portraits with National Portrait Gallery curator, Lucy Dahlem. The centre’s feature quote by Vanessa Brassey, Co-Director of the CPVA, speaks to this fascination with portraiture.

Response to Covid-19:

Covid-19 poses an existential threat to many arts institutions and one of the centre’s aims is to see how access to visual art could best be maintained under social distancing. Sacha Golob, Centre Director, is currently working with the National Gallery on a new artificial reality app, allowing full quality projection of key works, accompanied by art historical and philosophical commentary, within viewers’ homes. It launches soon with content from the National Gallery’s major Titian show and the troubling links between his life and his art. The winter and spring saw the centre working alongside the Photographers’ Gallery on three panel discussions examining the institution’s archive and the moral responsibilities of the photographer today.

‘Our fascination with faces is primitive, our mediated relationship to faces – via portraits and selfies – is now ubiquitous. Yet despite portraits being literally everywhere, contemporary aesthetics has until recently overlooked the genre… CPVA has now developed the resources to pioneer discussions that will bridge that gap’

Dr Vanessa Brassey

Queer@King’s (Q@K)

Centre Director: Dr Sebastian Matzner

Queer@King’s is the university’s Centre for Research and Teaching in Gender and Sexuality Studies. We are an inclusive, non-hierarchical, multivocal collective that provides a supportive and stimulating environment for interdisciplinary queer work, both within and beyond the academy. Our aim is to be an institutionalised irritant to our home institution as well as an ally, advocate, amplifier, and collaborator for queer activism, art, and community work in Greater London and beyond.

Events and highlights from the year:

This year, the centre welcomed our first-ever Activists-in-Residence: ParaPride, who work towards the full inclusion of differently-abled queer people. Together, the centre and ParaPride held a creative competition on the theme ‘Dis-Labelled: Inclusion in Society’ and made LGBT history with ParaPride’s Stratford Circus Arts Centre takeover for the largest disabled, queer performance review ever produced in the UK. Clara Bradbury-Rance joined the online seminar ParaPride: Our Stories, discussing physical disabilities and LGBTQ+ intersectionality. In LGBT History month, the centre welcomed talks by Devdutt Pattanaik, Queer Thoughts in Indic Mythology, and the Sapphic Singers performed Rioghnach Sacs’ Lesbian Hymns in the College Chapel. Another highlight of Queer@King’s goes to Church with…, a series exploring queerness and religion, run jointly with the Chaplaincy, was a performance-talk by drag queen superstar Virgin Xtravaganzah in the Chapel. Words fail; you just had to be there...

Response to Covid-19:

Pride 2020 was unlike any other. The lockdown’s particular toll on vulnerable LGBTQ+ people confined to hostile environments only strengthened the centre’s resolve to sustain queer folks by keeping access to experiencing queer community open. Queer@King’s ran two online series during Pride season: Daniel Luther, co-founder of the ‘Queer’ Asia collective, suggested donations going directly to LGBTQ+ Asian community organisations. Katrin Schindel and Maryanne Saunders hosted Queer@King’s online with… Queer Artists on their Work, showcasing and supporting the work of queer creatives, with live British Sign Language interpretation.

‘Looking back at our activities in 2019/20, I am humbled by the enormous energy, passion, and commitment of PhD researchers and fixed term early career researcher colleagues who make Queer@King’s such a vibrant community—and devasted by the College’s decision to exclude them from its job protection efforts. Solidarity knows no contractual differences’

Dr Sebastian Matzner
Centres’ responses to Covid-19

The Covid-19 pandemic and resulting lockdowns presented an undoubted challenge to the AHRI’s research centres’ engagement strategies and initiatives, with over 30 in-person events cancelled at the outset of the pandemic. With campus closed and staff working from home, centres responded by developing creative online methods of engagement that targeted new and existing publics.

Centres delivered a programme of virtual events, rapidly developing new skills and collaborations with teams across the College and with external partners. The Centre for Digital Culture moved their annual conference online, attracting 730 attendees. To celebrate Pride 2020, Queen’s King’s developed a series of online interviews and discussions with queer artists and focused on producing accessible virtual events. The Centre for the Humanities & Health transformed a traditional book club into a virtual offering, utilising new platforms to engage with diverse audiences.

The Centre for Hellenic Studies developed their social media presence, using #HellenicFridays to share podcasts, recipes and theatre livestreams connected to their research activities. This resulted in 10,000 Twitter impressions in July 2020, compared with 264 in July 2019.

Some of our research centres, such as the Centre for Philosophy & Visual Arts, London Shakespeare Centre, Centre for Modern Literature & Culture, and the Centre for Life Writing Research, used the time to develop relationships with organisations including museums, life writing centres, artists and schools. Alongside the Centre for the Humanities & Health, the Centre for Life Writing Research collaborated with King’s Cultural Community to contribute to King’s Reflecting Together. This project developed a time capsule and archive of creative work that reflects the struggles and strength of community during this unprecedented period.

Research-led teaching initiatives were also developed during the pandemic, with the Centre for Early Modern Studies and the Centre for Enlightenment Studies devising plans for their upcoming education activities. The London Shakespeare Centre also developed Shakespeare: Context and Stagecraft, a free online course with FutureLearn.

AHRI research centres used the pandemic as a time to reflect and connect, to be creative and thoughtful. In addition, the Institute team developed new projects in response to Covid-19, as detailed in the following pages.

Institute responses to Covid-19: Breaking Bread

Impacts arising from the first national UK lockdown in 2020 were many and varied. At an early stage of the lockdown, the AHRI learnt of the struggles of a London-based charity, Migrateful. Migrateful supports asylum seekers, refugees and vulnerable migrants on their journey to employment, independence and integration into the community by offering cookery classes where migrant chefs share their native cuisine, culture and stories. The hope through doing this is to enhance knowledge and understanding of migration and intercultural understanding.

Due to lockdown, Migrateful had to cancel 60 cookery classes and subsequently needed to raise £40,000 to survive. In response, the AHRI mobilised support through developing a Service project, Breaking Bread, aimed also at helping overcome lockdown isolation for staff working at home. The Institute supported Migrateful chefs from Pakistan, Syria, Lebanon and Sri Lanka to deliver four online cookery classes across May that staff could join for free, alongside making their own donations if they so wished.

Each Migratable chef led participants through two authentic recipes, stopping frequently to answer questions, share anecdotes and to provide feedback on participants’ dishes. The Institute also employed artists to observe each class and to create an artwork based on what they had experienced. Two pieces of video art, a poem and a watercolour painting resulted.

‘To be taught recipes which were important to the chef and to hear her stories of food and life in Syria and in London during the cooking class – it made it more than just about food, but about experience, memories and building connection’

Breaking Bread participant

To celebrate Pride 2020, Queen’s King’s produced the Breaking Bread exhibition, sharing the stories of seven Migrateful chefs and the artwork they created. With the remit to make an original artwork, this project led to the development of another project – Kneading Knowledge. Across 2020/21, this project will run further online cookery classes with Migrateful, with the remit to co-produce a migration-related research funding proposal, building on learning from the lived experiences of Migrateful chefs.

‘This was a lovely way to come together through food, even though we were apart. It made my week!’

Breaking Bread participant

Academics specialising in migration led participant discussions about migration and belonging during the pandemic.

48 King’s staff took part in the classes, with the project contributing over £4,000 to Migrateful’s overall target. Breaking Bread led to the development of another project – Kneading Knowledge. Across 2020/21, this project will run further online cookery classes with Migrateful, with the remit to co-produce a migration-related research funding proposal, building on learning from the lived experiences of Migrateful chefs.
Institute responses to Covid-19: Online public engagement

From the early stages of the Covid-19 pandemic, we sought to re-think our usual practices and considered creative ways of working, learning and connecting online with different communities beyond academia.

We commissioned a piece of rapid research to explore digital technologies as engagement tools for arts & humanities researchers, investigating the opportunities and challenges of delivering public engagement projects in virtual environments.

The research was conceived as a piece of action research, actively engaging participants in examination of existing online public engagement projects. Following reflections on several case studies, recommendations were designed to shape current and future practices and from which other arts & humanities researchers could learn. Three case studies were explored from across the Institute’s work – an online conference delivered by our Centre for Digital Culture, a series of online workshops as part of the Crafting a Circular Economy project funded through The REFACH Space, and a Faculty-wide digital project that incorporated several online engagement activities designed to engage and deliver alternative cultural experiences in the time of Covid-19.

The project identified multiple opportunities arising from online public engagement, such as:

- Widening the engagement and reach of our centres’ work, reaching more diverse international audiences including people from the Global South as well as people who might be excluded from face-to-face conferences due to childcare, caring or health needs. For example, 730 people from countries such as Brazil, Russia, India and USA, among others, joined the Centre for Digital Culture’s conference, a number far beyond the usual 300.

- Sharing outputs and evidencing impacts through digital technologies. For example, data visualisations produced through online platforms such as Padlet or Miro can be used to provide evidence-based arguments when evaluating the impact of an event.

- Cost savings, through reduced catering, travelling and accommodation expenses.

- Enhancing skillsets of benefit to research or teaching careers. For example, researchers noted that the digital tools they used for engagement could equally be translated to their teaching practices, making these practices more inclusive and interactive.

Key findings from the research were captured in a working paper, Public engagement in the digital environment: opportunities and challenges for Arts & Humanities researchers, that was then circulated around a range of internal and external networks to share learning more widely.

Challenges were also identified, including:

- Skills gaps, with many researchers having to quickly learn by doing. This highlighted the need for future support and training about online research methods and engagement activities.

- Challenges from using digital tools. These involved not just technical challenges but also challenges from human-computer interactions (e.g. participants learning new kinds of digital etiquette, suffering from video call fatigue, reduced concentration levels online etc.).

This call looked to fund online professional development opportunities that fell under one of two categories:

1. Communicating research in digital environments (opportunities for researchers to learn skills to produce digital content to raise their visibility and that of their research online – e.g. through podcasts or vlogging).

   The series included:
   - Go Engage: planning and delivering events
   - Go Virtual: planning and delivering online events
   - Go Green: designing sustainable events
   - Go Evaluate: designing evaluation methods for events
   - Go Film: creating video content for research or research-led teaching events

2. Conducting socially engaged research or education in digital environments (opportunities for researchers to learn about tools/develop skills for online socially engaged research or education – e.g. coproduction techniques online).

   The call provided bursaries totalling £3,600. Nine researchers spanning seven departments in the Faculty of Arts & Humanities benefited from online training. Topics such as podcasting, social media marketing, digital video editing and more were funded. Each awardee will produce a guide for other researchers sharing top tips from their training.

The Covid-19 pandemic causes us to confront how best to conduct socially engaged research and education online. In a small way, our GoGuides and bursary call have supported a range of researchers to develop new tools, techniques and skillsets that will enable them to adapt and enhance their research and teaching to digital environments.

Institute responses to Covid-19: Professional development support

Covid-19 necessitated both professional services and Faculty staff to adapt quickly to online ways of working for education, research and engagement. From an academic or professional skills perspective, there’s been an advantage in having to adapt quickly to online ways of working’

Arts & Humanities researcher

I am learning how to use different platforms – so there is an upskilling process going on for myself. From an academic or professional skills perspective, there’s been an advantage in having to adapt quickly to online ways of working’

Arts & Humanities researcher

Go Engage Guide

Supporting Black Lives Matter

In addition, in part to support researchers to effect change and to learn by doing, we co-developed a funding call for collaborative projects engaging with Black Lives Matter and forms of anti-Asian racism linked to the global pandemic. Six awards were made to scholars from across the Faculty engaging with anti-racism work through creative, innovative and engaged research: 50 Faces of King’s, Embracing Africana Philosophy, Tackling the Systemic Invisibility of Asia in CMCI Education, Obsidian Foundation, Writers’ Retreat, Racism as a Virus and Abolitionist Curriculum. Outcomes of these six projects will become evident during the 2020/21 academic year.
Key achievements in 2019–20
Between September 2019 and August 2020:

- Over 65 funders and contributors to AHRI activities
- Approximately 395k Twitter impressions
- 4,756 people attended AHRI-supported events
- £18,000+ provided to Faculty projects through various funding schemes
- £41,000 provided to research centres for their engagement activities
- 94 events supported across the Faculty
- 1 Sustainability Bronze Award

Governance, funders & contributors

Governance values
AHRI governance is guided by our core values of academic excellence, professional integrity, transparent working, intellectual freedom, critical independence, equality, diversity and inclusivity. The overall work of the AHRI is framed through King’s ethics and principles in action and ultimately the Rule of Law. The AHRI invests in day-to-day practices of community, kindness, and sustainability.

Governance structures and committees
The AHRI’s work is overseen by the Faculty Research & Impact Team, the Arts & Humanities Faculty Committees for Research, Impact and Innovation, chaired by the Vice Dean for Research, as well as the Faculty Board and Executive, chaired by the Dean of the Faculty.

Each AHRI research centre has its own Director and Advisory Board, with termly meetings, and reports to the AHRI Director. Meetings of the AHRI and all Centre Directors are held termly and chaired by the AHRI Director. Any member of the Faculty is welcome to attend.

The AHRI and The REACH Space have a Steering Group that meets annually in May of each year and that includes 2–4 external advisors. Present advisors are Ms Charlotte Jones, Executive Director of the Independent Theatre Council and Baroness Shami Chakrabarti.

Funders
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- A.G. Leventis Foundation
- AHRC Open World Research Initiative
- Cove Park
- European Research Council
- Future Leaders Fellowship for Martina Zimmermann
- Global Health and Social Medicine
- Institute of English Studies
- IoPPN
- Jamie Rumble Memorial Fund
- Jennifer Juritz
- King’s College London
- King’s Together Seed Fund
- Language Acts and Worldmaking (AHRC funded)
- Late Nicholas and Matti Egon
- Le Centre national de la recherche scientifique
- Mr. Constantis Candounas
- Professor David Ricks
- Renaissance Skin project (Welcome funded)
- Roderick Beaton
- Shakespeare 400
- Shakespeare’s Globe
- Stavros Niarchos Foundation Cultural Center
- The British Library
- The Estate of Francis Bacon
- The Rumble Fund
- UKRI

Contributors
- Argentine Association of Translators and Interpreters
- Bea Webster
- Cardboard Citizens
- Centre for Modernist Cultures, University of Birmingham
- Claire Qualmann
diem25
- Global Voices Theatre
- Grants
- Hackney Learning Trust
- Hannah Murphy
- International Research Network in the Medical Humanities
- comité scientifique
- Jess Chanhau
- Language Acts and Worldmaking’s Small Grants holders
- Lavenham Trust
- Arts and Humanities Research Council
- Linguistics in MFL project
- Maktab
- Marie Skłodowska-Curie Programme
- Migrateful
- Migration Museum
- National Autonomous University of Mexico
- Omnibus Theatre
- Out of the Wings
- ParaPride
- Patricia Cronin
- P21 Gallery
- Queen Mary University of London
- ‘Queer’ Asia
- Routes into Languages London
- SOAS
- Tate Modern
- The National Gallery
- The Open University
- The Photographers’ Gallery
- University of Buenos Aires
- University of Paris
- University of Westminster
- Virgin Xtravaganza, aka Drew Caiden
- VehmeLit: Legal Cultures and Literary Trials in the Age of Goethe
- Wellcome Trust
- Write Inspired