

<b>Institution: University of Sussex</b>
<b>Unit of Assessment: 28</b>
<p><b>1. Unit context and structure, research and impact strategy</b></p> <p><b>Context and Structure</b></p> <p>History at Sussex is <b>collaborative</b> and <b>interdisciplinary</b> by design. We connect with communities and institutions beyond the discipline, while maintaining the intellectual value of historical analysis in its own terms. We unify our different areas of excellence methodologically (through social and cultural history; intellectual history; environmental history and the history of science; and critical digital approaches); through our strategic plan (increasing time depth and global breadth); and through our purpose (to be embedded in, rather than acting on, the community locally, nationally and globally). We <b>make history</b> in partnership with students, across clusters, with other disciplines, and with non-HEI collaborators. We aspire to <b>change history</b> through the impact of our findings, our approaches, and our public voice.</p> <p>We are particularly keen to illuminate overlooked dimensions of the historical process. We have delved into the unexplored dynamics shaping the existence of marginal groups, be they criminals in early modern London, female political thinkers, or children in twentieth-century Britain. We offer nuanced and sociologically rich accounts of how power functions in institutions, and how institutions - including archives - change over time. This includes critical engagement with higher education. We curate sources, as well as working with them, in partnership with other bodies (e.g. Mass-Observation), by creating unique databases (e.g. Global Income Inequality), and through the establishment of new archives (e.g. The Archive of Resistance Testimony).</p> <p>The unit of assessment comprises the Department of History. We have grown by nearly a third since 2014, from 24 members to 31 (30.1FTE), and have increased the proportion of female staff from 29% to 39%. Our strategic aims for REF2014 were to shape fields of study; build collaborative and interdisciplinary research; recruit and foster the careers of high-quality research students; and grow external partnerships. Our progress towards these goals is outlined below. We have kept these objectives under constant review, adapting them to reflect the vision of an expanding department. These modifications are detailed in the strategy section. Since 2014 we have published 27 monographs, 129 articles, 92 chapters, 19 edited collections, 3 datasets and 10 special issues. We have been awarded 46 different grants totalling £2,616,494 in award value, received £1,572,260 through donations and a further £46,577 from internal funding competitions. We have supervised 41 research degrees to completion and have employed 12 postgraduate research assistants.</p> <p>We have invested in three particular areas:</p> <ul style="list-style-type: none"> <li>• Increasing global scope through the appointments Rietzler (US International and Transnational History); Tal (the Yossi Harel Chair in Israel Studies established through a donation of £1m); and Francis (currently working on Empire).</li> <li>• Strengthening early modern history through the appointments of Kounine and Paul.</li> <li>• Creating a new research strand in digital history supported by two lectureships and a Chair (Baker, Hitchcock, and Sharon Webb). Hitchcock and Baker also add to our temporal depth.</li> </ul> <p>We privilege methodological diversity. Some of us pursue investigator-led discovery research within the lone scholar tradition, supported by fellowships and internally funded leave. Alongside this, work in our emerging areas - <b>transnational history, childhood and youth, activism and resistance, emotions and subjectivity</b>, and <b>digital memory and heritage</b> - is rooted in collaboration and operates as a series of substantial programmes. This includes Cook and Clive Webb's work on British views of the US; Robinson and Warne's research into subcultures; and Barron and Siebrecht's project, <i>Parenting and the State in Britain and Europe, c.1870-1950</i> (2017). We have co-authored over 70 publications, often collaborating across career points as seen in pieces by Cofield (a PhD student) and Robinson; Geiringer (a research assistant) and</p>

Baker; and Winterbottom (our British Academy Fellow) and Damodaran. In ensuring fuller support and recognition for collaboration as the emerging scholarly norm, we build on the approaches of staff who innovate in other ways. Rather than seeing a tension between collaboration and lone scholarship, we view them as complementary practices.

The unit started this REF period as the largest department within the School of History, Art History and Philosophy (HAHP). We shaped the intellectual vision and day-to-day practices of HAHP through School Directorships (Davies - Admissions; Barron and Schecter - Student Support; Endersby and Warne - Teaching and Learning; Langhamer and Wolf - Doctoral Students; Langhamer - Research and Enterprise), as Deputy Head of School (Langhamer) and Head of School (Clive Webb). Historians played other key roles including as Research Ethics Officer (Baker, Jünger) and Equalities Officer (Damodaran, Sharon Webb). We have also contributed to the wider University environment: Hitchcock as Director of the Sussex Humanities Lab; Robinson as Director of Research Staff Development; Follett as Deputy Pro-Vice Chancellor for International Strategy; and Damodaran as chair of the BME attainment gap group. We have used these service roles to actively create a research environment in which the unit can flourish, but we also see service - at Sussex, within our discipline, and for the sector - as crucial to the vitality and sustainability of our collective research culture.

The Department ends the REF period in the much larger School of Media, Arts and Humanities (MAH). This is a bottom-up merger, proposed in 2019 by the Schools of HAHP, English, Media, Film and Music and the Centre for Language Studies. Historians have been instrumental in developing its research environment: Langhamer as a Director of Research; Wolf as a Director of Doctoral Students. MAH allows us to collaborate at scale, building on pre-existing partnerships, particularly around cultural, experiential, and digital history. Hitchcock's work with Hendy on 'BBC Connected Histories' shows the potential here, but it is also now easier to work with early modernists in English (e.g. Hadfield and Dimmock), cultural theorists in Media Studies (e.g. Highmore and Lacey), and oral historians (e.g. Jolly). A planned MAH Institute of Research and Social Engagement will provide an enhanced infrastructure for interdisciplinary projects and partnerships.

There have been other major innovations. **The Keep Archive** opened in November 2013 and houses the University's Special Collections, East Sussex Record Office and the Brighton and Hove Local History Collection. The new on-campus **Attenborough Centre for the Creative Arts** (ACCA) provides a public venue for some of the unit's impact and engagement work. The **Sussex Humanities Lab** (SHL) - in which historians played a founding role - is woven through each of our intellectual clusters building new methodological connections that transcend temporality and geography.

Historians at Sussex are clustered along flexible geographic and methodological axes and within interdisciplinary research centres. These report to the Departmental Research Committee (DRC) which leads on strategy and manages resources in partnership with a School Research Committee (SRC). The clusters provide a **collaborative** space for developing ideas in order to facilitate the **shaping of fields** and for growing **external partnerships**. They organise events and come together for the Department-wide research seminar at which our doctoral students regularly present. The latter are also situated within overlapping structures including our clusters and centres, the Sussex Doctoral School, and the Consortium for the Humanities and the Arts South-East (CHASE). CHASE facilitates the recruitment of **high-quality research students**, whilst the Doctoral School **fosters their future career development**.

The **British History** cluster excels in research that uses life histories to re-imagine what history from below might encompass. It has a close relationship with The Keep and the Mass-Observation Archive. Since REF2014 there has been a particular emphasis on digital methodologies. Robinson continues to shape historical approaches to the 1980s by broadening the beneficiaries of the online resource, *Observing the 80s*, whilst Hitchcock's collaboration on *The Digital Panopticon* allows users to map the life histories of Old Bailey convicts across more than 50 datasets. This project forms one of the unit's Impact Case Studies. His co-authored book, *London Lives* (2015), embodies both our focus on histories of the marginalised and our

commitment to open access. An electronic edition is freely available via the project website and provides direct links to the evidentiary base.

The collection, presentation, and analysis of life histories – with a focus on French, German and Italian history - is also a key facet of work in **European History**. An Archive of Resistance Testimony was launched by Warne in 2014, and houses interviews with French resistance and Special Operations Executive (SOE) members. A linked 'Lysander Flights' project has developed innovative digital methods to curate and map historical data relating to clandestine SOE missions. The **Sussex Centre for German-Jewish History** (CGJH), directed by Reuveni and Wolf, has also supported archive development by cataloguing and digitizing family papers donated by Jewish émigrés and refugees. The Centre sits within our newly established **Sussex Weidenfeld Institute of Jewish Studies** to which the appointment of a DAAD Professor of European and Jewish History in Autumn 2020 (Steffen), whose specialism is eastern Europe, adds further geographical reach.

We understand **global history** to be an object of study and an inherently interdisciplinary approach. We map global connections, and reconfigure them, by working across regional and disciplinary boundaries. Our **Middle East and North Africa Centre at Sussex** was established by historians in 2014 but now has University-wide membership; Marinelli's leadership role in the **Sussex Asia Centre** draws together the humanities and social sciences. We work *with* communities and institutions as well as *on* them and have tried to add substance to the decolonization project through the repatriation of knowledge. Marinelli has co-produced knowledge about landscape and space with Chinese artists; Baker's collaboration on 'The Making African Connections Digital Archive' (P-I McGregor, Geography) explores decolonial possibilities with local museums; Damodaran's **Centre for World Environmental History** (CWEH) collaborates with activists and non-HEIs in the Global South to democratize environmental history. This work forms the basis of another of the unit's Impact Case Studies.

Our work in **American History** is also geographically expansive and excels in tracing the movement of ideas and people across time and space. We have particular strengths in the history of race and racism. Angelo and Davies have explored different aspects of Black activism in their monographs, *Black Power on the Move* (2021) and *Mainstreaming Black Power* (2017). The latter won the Richard E. Neustadt book prize and was shortlisted for the Gladstone Prize. Another prizewinning book, Cook's *Civil War Memories* (2017), represents a complementary focus on memory, race, and the uses of history, whilst Clive Webb's transnational work on violence and the far right ties this cluster to the others.

Cutting across these broad geographic foci are temporal and methodological groupings from which have developed further collaborations. Sussex has longstanding strengths in **Contemporary History** and our transnational MA supports the development of future scholarship. The most significant development since REF2014, however, has been the strengthening and diversification of our **early modern** cluster to include Kounine's work on emotions - published as *Imagining the Witch* in 2018; Baker's history of the image - *The Business of Satirical Prints in Late-Georgian England* (2017); Hitchcock's collaboration with Shoemaker; and Paul's work on rhetoric, counsel and temporality (culminating in her 2020 monograph *Counsel and Command in Early Modern Thought*). Paul is co-director with McDaniel of the Sussex Centre for Intellectual History (SCIH) and **Intellectual History** offers a further grouping that encompasses topics from the c.16th to the c.21st, including Chinese intellectuals (Marinelli), philanthropy and international thought (Rietzler), Islamic traditions and institutions (Kalmbach) and McDaniel's expertise in eighteenth- and nineteenth-century political thought. The SCIH has forged particular connections with the interdisciplinary Social and Political Thought group, of which Schecter is a key member, leading to new readings of the relationship between political thought and policy and new approaches to public intellectual discourse.

Our clusters and groupings cohere around shared values and goals: to balance the global with the particular while addressing imbalances of knowledge and power; to nurture and respect individual scholarship while facilitating innovative collaboration; and to embrace methodological and theoretical originality while valorising rigour and historiographical significance.

### Research and Impact Strategy

The ambitious strategic aims outlined in REF 2014 have been constantly reviewed in keeping with our commitment to reflexive working practices. Further aims have emerged through ongoing dialogue between a rapidly changing environment and our own values and aspirations. We have worked towards these in the current REF period - as detailed below - and will continue to do so in the years ahead. These are:

1. To continually develop greater thematic and methodological breadth underpinned by a shared set of intellectual and ethical values;
2. To do history on, for, and with the marginalised;
3. To explore how power functions in institutions and states, and to critically inform understandings of, and potential changes to, these institutions and states;
4. To embed a critical and reflexive approach to the discipline of History and its future across all areas of the Department's work;
5. To pursue a 'nose to tail' open research strategy that makes the historical research undertaken by Sussex historians both findable and re-usable;
6. To make impactful history with non-HEI actors and to deliver change through these partnerships in fulfilment of a wider social purpose.

We have developed **thematic and methodological breadth** through our emerging areas of interest. Some of these were developing in 2014 (e.g. transnational history), some represent an expansion into complementary areas (childhood and youth, activism and resistance, digital memory, and heritage), and some the building of critical mass (emotions and subjectivity). The latter offers a useful example of this strategy in practice. In REF2014 only one member of the Department (Langhamer) consistently published in this area. Investment in posts added breadth: Kirby - whose monograph on stress, *Feeling the Strain*, was published in 2019 - brought a social scientific perspective; Francis contributed a political and increasingly global slant. Evolving research agendas such as Evans's interest in emotions and decolonization extended this global perspective. Collaboration within, and across, clusters added new themes including children's emotions (Barron) and war. The latter was developed through a 2014 British Academy conference culminating in *Total War: an Emotional History* (2020) co-edited by Langhamer, Siebrecht and Noakes (Essex), to which Francis also contributed. Kounine's appointment introduced links to the ARC Centre for Excellence for the History of Emotions (Melbourne) and the Centre for the History of Emotions (Berlin). Her British Academy event on 'Subjectivity, Self-Narratives and the History of Emotions' attracted international scholars, including Ute Frevert and William Reddy; its ECR masterclass, conducted by Lyndal Roper, Penny Summerfield, Thomas Dixon and Langhamer, contributed to the sustainability and vitality of the field. In total, seven Sussex historians have published on this theme since 2014, six doctoral students have completed theses in the area, and three students will complete in 2021.

Our commitment to **doing history of, for, and with the marginalized** is evident across all clusters, whether in Robinson's work on fangirls or Jünger's study of Jewish responses to Nazi persecution. Sussex historians have also explored **how power functions in institutions and states** in order to critically inform understandings of them. Kalmbach's work exemplifies one aspect of this: *Islamic Knowledge and the Making of Modern Egypt* (2020) explores the importance of Arabic and Islamic knowledge to notions of authority, belonging, and authenticity within a modernizing Muslim-majority community. Wolf's examination of Nazi population policy and Siebrecht's study of colonial concentration camps add further dimensions. Tal explains the forces that moulded US strategic arms policy during the Cold War whilst Burman's research on evidence-based foreign policy offers an embedded perspective, emerging directly from his secondment to the UK Foreign and Commonwealth Office.

Our developing expertise in pedagogically-led research encourages **a critical and reflexive approach to the discipline of History across all areas of the Department's work**. Rietzler's work on the interwar 'history wars' is a good example, as is Francis's study of the ghosts of Great War historiography. Robinson and Warne's research on studying 1960s history in a 1960s university, and on teaching subcultural theory, add different dimensions, as does their 'DIY Digital' collaboration with students to create digital toolkits. Baker and Sharon Webb were awarded the RHS Innovation in Teaching Prize in 2019 for their achievements in teaching critical



digital skills. Baker's AHRC and British Academy projects on the history of knowledge organisation scrutinise the markers of academic authority - documents, archives, and catalogues - while his MSCA-funded work with Ries explored the use of digital forensics for analysing born-digital sources.

We pursue a 'nose to tail' **open research strategy** to make our research both findable and re-usable. We encourage the posting of research data in a publicly available format with a Creative Commons License - CC-BY-0 or CC-BY-NC-ND. Hitchcock's digital projects make historical materials available for direct download and re-use. The data generated are also available for re-purposing via dedicated APIs. We have addressed the intellectual challenges of Open Access through Sharon Webb's community archiving projects, Robinson's reflections on *Observing the 80s*, and Baker's foundational role in the Library Carpentry programme and the Programming Historian Project. Our cross-cluster collaborations draw together digital history preservation and community involvement, with the aim of using OA data, research, and publications to repatriate history. We are committed to going beyond the REF's Open Access mandate to build openness and engagement into all of our work. We believe OA is central to the intellectual health of the Department; its impact and engagement with a wider community; and its contribution to both scholarship and civil society. Our new location within MAH which hosts REFRAME - an open access digital platform for the dissemination of scholarship - further strengthens our OA capacity.

A commitment to impact and public engagement runs through our activities, reflecting our sense that history has a **wider social purpose**. Damodaran and Hitchcock's Impact Case Studies exemplify this approach. Our third Case Study develops out of Endersby's research on the life sciences, including his prizewinning book, *Orchid: a Cultural History* (2016) and his on-going collaboration with the Royal Botanic Gardens, Kew. Our strategy is to engage, and be engaged with, diverse publics in partnership with cultural organisations with the aim of extending access to historical source material and findings. This agenda is strikingly evident in Evans's co-curatorship of the acclaimed 'Paris-Londres Music Migrations, 1962-1989' exhibition at the Musée National de l'Histoire de l'Immigration (2019-20), which used an immersive musical and visual approach to explore the relationship between migration, music, anti-racism and political activism. Our impact strategy facilitates new ways of unlocking cultural assets, preserving collections, and working with practitioners to locate their work within broader historical conversations.

### Vitality and Sustainability for the Future

Our commitment to critical digital methodologies and structures for supporting digital research proved invaluable during the pandemic: online mentoring, seminars and book launches sustained our research community; an online Festival of Doctoral Research and a student-led seminar series provided additional support for our PGRs. We also worked with Mass-Observation to record life during the pandemic: Langhamer presented early findings in the 2020 IHR Historical Research Lecture - 'Writing Histories of 2020'. We continue to monitor the impact of Covid-19, especially in relation to EDI, using our research planning mechanisms to support individuals and their projects. We maintain an unwavering commitment to the 40:40:20 work model and to the importance of internally funded research leave.

Over the next seven years the unit will pursue the aims outlined above, with the additional, and urgent, objective of diversifying our faculty base through the equalities-driven hiring strategy addressed in section two below. We believe that *who* does history is as important as *what* is researched and *how* it is done. We will further enhance our sustainability by adding to our temporal and geographical range through the appointment of early career researchers. Our new location in MAH will help us respond in a more timely and agile manner to emerging social challenges and bring opportunities to work with new partners.

MAH provides a new infrastructure for research mentoring (designed to promote EDI) and a peer review college for supporting publications and funding applications. The new Institute of Research and Social Engagement will build capacity in knowledge exchange, develop MAH's ethos of civic engagement, foster doctoral research and nurture an interdisciplinary culture, connecting Sussex researchers to scholars from across the globe. As a result, we will be better

equipped to address the priorities outlined in the 2019 AHRC delivery plan. We will harness cross-school research capacity to find **Interdisciplinary** solutions to **Contemporary Challenges** such as Environmental Change, Inequality, Migration, the transformation of Work and the Digital Economy. We will work across the **arts and sciences** through continued investment in digital humanities, environmental humanities, and the history of science. We will work to **unlock cultural assets**, most notably historical sources and archives, through our collaborations with external partners and the creation and provision of scholarly resources (data, outputs, and educational resources). And we will have enhanced capacity to develop **transferable skills** in our researchers and PGRs, to progress action on **equality, diversity, and inclusion**, and to embed engagement with **publics and public policy** within our research practices.

## 2. People

### Staffing Strategy

The unit expanded during the present REF period in line with our aim of increasing global scope, temporal depth, and expertise in digital history. Our recruitment strategy prioritised appointments at lecturer level (Baker, Kirby, Kounine, Paul, Rietzler, Sharon Webb) while strengthening research leadership through three professorial appointments (Francis, Hitchcock, Tal). We have employed two other lecturers on fixed-term teaching and research contracts (Milewski, US history; Serra, economic and global history) and three others through our relationship with the DAAD (Siegal, Wuenschmann, and from 2017, Jünger - all in German history). We have hosted six postdoctoral fellowships: Gilbert, author of *A Shadow on Our Hearts* (2018); Gao Hao, now Senior Lecturer at Exeter; Kirby; Ries, now Lecturer at University of Texas; Waters, now Lecturer at Queen Mary University of London (QMUL); and Winterbottom, author of *Hybrid Knowledge in the Early East India Company World* (2016). We have been home to 12 research staff (Banks, Briones, Butterworth, Critchell, Falcini, Geiringer, Holmes, Hoeat-Maxted, Reynolds, Searle, Sharples, Teuteberg) and a number of teaching fellows who are fully integrated into the scholarly environment.

The process of intellectual renewal and career progression has seen some departures. Iliffe's appointment as Professor of the History of Science at Oxford encouraged us to re-think our History of Science cluster, and Endersby moved into the British history group. The departure of Schneider and Gazeley to the London School of Economics (LSE) drew a line under our economic history cluster, though its focus on inequality continues to animate the Department's research. The impact of other departures has been amply mitigated by new appointments: Francis bolstered the British history cluster following Cragoe's departure to become a Pro Vice-Chancellor at Lincoln; the transition of Angelo and Davies from fixed term to permanent faculty has strengthened American history after the loss of Roll to Mississippi.

### Staff Development and Support

Our staffing strategy is designed to nurture all faculty – but particularly early career faculty – through clear processes, targeted mentoring, and the fair allocation of resource. Support is offered at Department, School and University level, with accountability, including EDI accountability, maintained through committees at each level. We are particularly attentive to the challenges of moving beyond PhD research, and have put mentoring in place to support the development of 'the second project', as well as the preparation of first monographs. Three of our REF2014 ECRs have published their doctoral books in this REF cycle; new appointments, Kounine and Paul, have also completed books. Norris - also an ECR at REF2014 - received mentoring from our digital historians to develop his second project into a successful AHRC Leadership Fellowship application.

We remain mindful of the particular needs of early career researchers. All new appointments have a reduced teaching load and ECRs are mentored on career development, publications, grant capture, knowledge exchange and PhD supervision (via supervisory teams). We recognise that peer-to-peer mentoring can be as transformative as more hierarchical models, and have supported the development of a monthly ECR writing group which workshops in-progress book

chapters and articles. Nine members of the Department are trained mentors and a professional coach has also helped colleagues facing particular intellectual and personal challenges.

Mentoring around promotions has been notably successful. In total nine of those who were lecturers in 2014, and three appointed since, are now Senior Lecturers; seven of the Senior Lecturers and Readers have become Professors. Where possible we have moved fixed term appointees onto permanent contracts (Angelo, Davies, Baker and Sharon Webb) and teaching and scholarship appointees onto teaching and research contracts (Kirby).

Our research is conducted according to the University's *Code of Practice for Research* (2019) and a robust ethical review process. All history faculty maintain a five-year Personal Research Plan. The School Director of Research and Knowledge Exchange (DRKE), the Head of Department, and each member of faculty meet yearly to discuss the plan and map support. Our leave scheme is responsive to the needs of faculty at different career points and offers space for thinking as well as for publications, grants, and impact. Peer review of applications occurs in the DRC according to published criteria. The SRC ensures that processes have been followed, conducts an equalities audit of awards, and receives post-leave reports. Since 2014, 36% of History leaves have been awarded to women and 64% to men, broadly reflecting the gender make-up of the Department over time. Between 10-15% of the Department are on internally-funded leave at any given time. Kounine, Norris, and Warne also benefitted from a SHL scheme of partial teaching buy-out and support in digital methodologies. Faculty are guaranteed at least one research day per week in term time to help maintain research activity between sabbaticals and to ensure that the 40:40:20 contractual split is meaningful. Research support of up to £500 per year has been available to all faculty including those on fixed term contracts; this increased to £800 for 2020-21. We return 10% of the indirect costs of FEC grants to the investigator's incentive fund. Funding for knowledge exchange activities comes from the School HEIF allocation (£24,000 in HAHP; £120,000 in MAH).

Research planning is supported by University resources framed around identifying, developing, producing, and submitting research grant applications; delivering projects; and publicising findings. The Research and Enterprise Services (RES) team supports project development and awards. A Research Development Officer (Bowyer) holds a weekly surgery in the School and works closely with the DRKE on strategy, funding, and process. We support applications from the moment of identifying a potential opportunity to a 'sprint' in the final stages. The University's Impact Officer (Blackadder) provides strategic guidance on knowledge exchange. The School's Media Relations Manager (Allen) advises on how to work with different publics. We also employ a consultant (Lee) to support partnership-building and to map and evidence our impact activity. She has worked closely with our case study authors who are allocated dedicated time for this activity. Such practical support has enabled History to deepen its partnerships with external institutions and communities, including marginalised and hard-to-reach groups.

We support the research careers of all staff, regardless of their contractual status, through appraisal, mentoring, and access to RES. Research staff and their PIs are supported by the Office for Research Development and Sussex is aligned with the Concord to Support the Career Development of Researchers (it recently had its HR Excellence in Research Award renewed). We have a 'before – during – and after' approach to career support for research staff, including post-doctoral researchers. This includes annual appraisal, support to help transition to the next stage of a career and end of contract 'exit' interviews. A number of our former teaching fellows and research staff now have permanent T&R posts including Edwards (Lecturer in British History at Winchester), Searle (Principal Lecturer in History at Brighton) and Thomlinson (Associate Professor in History at Reading).

### Research Students

There are 33 current PhD students in the Department, researching a range of topics from the debtors' sanctuary of Southwark Mint to the emotional dynamics of lesbian community-building. Much of their work echoes the Department's concern with the histories of marginalized groups. We also supervise interdisciplinary projects in line with our collaborative agenda. 37 students have completed PhDs in history and in American history since 1<sup>st</sup> August 2013; 9 students registered in other departments were co-supervised to completion by historians (Education,

Media and Film, International Relations, Anthropology, Philosophy and Sociology) and 4 students completed MPhils. 15 of our students have been funded through the collaborative AHRC consortia CHASE, which gained AHRC DTP status in 2013. Other doctoral scholarships awarded to historians include the Chancellor's International Scholarships, the Asa Briggs Fellowship, and the Aldred Bader, Morris and Bessie Emanuel, and Clemens Nathan Scholarships. We actively encourage, and mentor, applicants from groups that are currently underrepresented within the community of historians.

We work with new PGRs to create supervisory teams that best suit them and their project. Many of our students receive dual supervision on a 50:50 basis; where a second supervisor provides a more advisory role the relationship is 90:10. Supervisors and students meet at least monthly and formally agree meeting records and next steps after each supervision. We timetable key tasks such as a skills audit, extended research outline, and expectations questionnaire to clarify roles and responsibilities. Our Postgraduate Convener monitors progress, and an annual review interview provides an opportunity for discussion beyond the supervisory team. Here any supervisory issues can be confidentially addressed, and students gain practice in presenting their research to new audiences. The School Director of Doctoral Studies ensures that departmental provisions are consistent with university standards. In addition, the Doctoral School trains both supervisors and students.

We fund conference attendance, archive visits and events organization for all our PGRs. CHASE students have access to additional funds of £200 per year for research support and up to £1,000 for training and development. Our students have benefited from further bursaries, e.g. the Santander mobility fund to support collaborative work in the United States and Portugal. CHASE locates our students within an interdisciplinary and cross-institutional landscape that extends to East Anglia, Essex, Kent, the Open University, The Courtauld Institute of Arts, Goldsmiths, Birkbeck, and the School of Oriental and African Studies (SOAS) and they benefit from cross-institution training programmes. We have co-created workshops (e.g. 'Languages of the Global: Women and International Political Thought' in 2005), and conferences (e.g. 'Historicising Selfhood' in 2018). The bi-annual Encounters conference brings all CHASE students together, providing guidance on publishing and discussions around mental health and well-being, as well as sessions on student research. Cohort building is key and this function quickly pivoted online as the pandemic hit. A monthly e-bulletin ensures that CHASE students feel connected to the consortium and to each other.

We have developed mechanisms that integrate all our doctoral researchers within the broader academic community and encourage them to present and publish as they research. We run specialist workshops such as SCIH's masterclass with Professor Bela Kapossy (Lausanne) and the CJGH's biennial Max and Hilde Kochmann Summer School for PhD students in European-Jewish history and culture. Our students have contributed to the HAHP annual doctoral conference, where there is a strong faculty presence, as well as the University's Festival of Doctoral Research held at the ACCA. Doctoral research at Sussex has continued to be both visible and celebrated during the pandemic.

PGRs receive extensive support to develop professional skills. CHASE students can undertake placements as part of their training - Flood worked with Newhaven Town Council and Museum to produce a community history of the First World War. They are also trained and employed as academic mentors to our undergraduates and as research mentors to second-year students on our Junior Research Associate Scheme (JRA). The latter funds a summer of research training for those who hope to pursue postgraduate study. Teacher training is provided through the Doctoral School's 'Starting to Teach' programme, through close mentoring by faculty, and through a new MAH Lecturer Training Programme that teaches discipline-based and broader skills through workshops and shadowing.

The University employs a dedicated careers and employability officer for PGRs, the Sussex Research Hive in the library offers bespoke space and training, and Sussex is the host institution for the Vitae South East Hub, which provides further professional advice. We encourage our students to engage with discipline-specific initiatives, for example by hosting a History Lab Plus event in 2014. The move into MAH has built further capacity in PGR training and support, helping us to respond to a changing job market and the challenges of working in a Covid-19



landscape. In spring 2020 our doctoral students benefitted from cross-disciplinary forums on remote teaching pedagogy and digital research skills.

We seek to foster self-organisation: PGRs are themselves well positioned to identify their own needs and interests and respond to them proactively; this also strengthens cohort identity. We support self-organised reading groups and set up a Slack workspace to enable better communication. Postgraduate organised events have included 'History as Feminist Practice' (2015), 'Doing Subcultures' (2016), and 'Childhood and Youth' (2017). PGRs also work through the SHL which hosted a postgraduate conference on 'AI and the Humanities' in 2018 and a 'Feminist Approaches to Computational Technology Network' workshop in 2019. We also help our PGRs build international networks to enhance the reach of their work, for example through our close links with the Universities of Porto and Malmo.

History PGRs publish both individually and collaboratively and, supported by our press office, disseminate their work beyond the academy through journalism and television work (e.g. Strimpel) and radio (e.g. Cofield). Since the last REF many of our former doctoral researchers have published their first monographs. These include Woolfson's *Holocaust Legacy in Post-Soviet Lithuania* (2014); Ferreira Campos' *An Oral History of the Portuguese Colonial War* (2017); Geiringer's *The Pope and the Pill* (2020); and Neale's *Photographing Crime Scenes in Twentieth-Century London* (2020). Neale's trajectory demonstrates the interdisciplinary nature of Sussex's early career culture. An MA in Contemporary History was followed by a PhD in History (co-supervised by a historian and a geographer) and then a Research Fellow position in Historical Criminology. Neale currently holds a Leverhulme Trust Early Career Fellowship in the Sociology Department to research the institutional memory of hanging and mercy at the Home Office.

### **Equality, Diversity, and Inclusion**

As a unit that values work on, for, and with the marginalised we have an absolute commitment to EDI, and to mobilising our intellectual commitment for our practices within and beyond the Department. Our open research strategy is explicitly framed around access. We are committed to the University goals of equality, diversity, accessibility and flexibility as outlined in the 2018 *Inclusive Sussex* strategy and supported by Staff Networks for BAME Staff, LGBT+ Staff, Trans and non-binary Staff, and for those who have a disability. We have endeavoured to implement the recommendations of the Royal Historical Society reports on gender equality (2015 & 2018) and on race, ethnicity, and equality (2018) and we welcome the recent report on LGBT+ equality. This does not mean that we always get things right and our progress towards being a truly inclusive department is not as well developed as it should be. While we have acted to address historic gender imbalances in recruitment, workload, and promotions, our progress on race equality is less impressive, particularly in terms of recruitment. Only 9.7% of our unit's staff self-declare as BME. A key aspect of our staffing policy is to further diversify both our faculty base and our community of doctoral students through active intervention in recruitment practices. The appointment of a MAH-wide Director for Race Equality and two Deputy Directors for Race Equality (one staff-focused and one student-focused) provide focused support here as does the University's work towards a Race Equality Charter award.

Historians have played key roles within the School and the University to advance EDI. The HAHP EDI Officer sat on the Senior Management Team and the University's Equalities and Diversity Forum. The position was held by Damodaran (2014-2018) and by Sharon Webb (2018-20). The HAHP EDI Officer linked University initiatives and School/ Department initiatives; promoted enhanced diversity training (an online module is mandatory for all); and provided a safe first point of call for individuals in need of advice or with reporting concerns. They also convened the School Equality and Diversity Committee which developed EDI-focused strategy, coordinated faculty participation in the annual Black and LGBT+ history months, and organised regular themed events for students and staff. The EDI committee led work on decolonizing the curriculum, developed policy on the teaching of material containing racist language, and explored best practice for extending recruitment. It liaised with the Staff Wellbeing Action Group to collate broader issues for action by the Department and School. Sharon Webb now leads the MAH EDI group and represents EDI issues on the MAH Research Committee.

One area that has seen concerted and successful action in the Department is gender equality. We have addressed this through transparency, representation, recruitment, promotion, and audit. Addressing gendered work inequalities through transparency in teaching allocation was relatively easy; we also developed a clear policy on research grant teaching buy-out to end private deal-making. We consistently draw attention to the invisible labour that can be unevenly spread across departments, translating an intellectual commitment to analysing emotional labour into the Department's working practices. A lack of female representation within departmental management was remedied by Langhamer's tenure as Head of Department (2013-16) and Robinson's as Head of Department (Research) from 2018 to 2020. Both received mentoring before beginning these roles. Women constitute 50% of our new hires, 50% of the Senior Lecturers and 39% of the unit. Whilst in 2014 there were no women above the rank of Senior Lecturer in the Department, we now have 3 women professors. One is a first-generation scholar; one is registered disabled; and one is a woman of colour.

Some of these successes stem directly from a 2014 HAHF EDI audit of teaching and administration loads, procedures for appointment and promotion, and the status of fixed-term and part-time staff. The School submitted its Athena SWAN documentation in November 2020. The submission was led by male historians, first Davies and later Endersby, and this prevented gender initiatives simply adding to women's workloads.

Line Managers work with occupational health guidelines to support the additional needs of staff and doctoral students with disabilities, ensuring that reasonable adjustments facilitate an inclusive workplace and study space. The University aspires to become a Disability Confident Leader focusing its digital strategy toward greater accessibility. The Department manages workloads according to family friendly policies set out in the *Flexible Sussex Handbook*. 11 members of the Department are currently timetabled to teach in 'family friendly' hours. We welcome part-time working and studying patterns; two members have reduced their contracts (to 0.6 and 0.5) in this REF period and seven of our doctoral students study part-time. We have a clear process for intermission and extensions for our students. We try to support colleague's caring responsibilities, bereavements, and ill health through the humane application of policy – including staged return – and a network of pastoral care. We have recently introduced a policy to limit email to working hours. We would like to do more. Building on the RHS gender equality report we are developing a MAH policy that offers research leave as standard following maternity leave (at present we offer a teaching reduction) and makes a returning carers scheme available to all.

Our REF processes adhere to the Sussex University *REF2021: Code of Practice* which ensures fair and transparent REF preparation and the *Sussex Code of Practice for Research Assessment* which understands all quality assessments in relation to their context of production. We have prepared for REF in the spirit of the San Francisco Declaration on Research Assessment and resist pressure to publish prematurely. We remind ourselves that 4\* work is often built upon 2\* or 3\* work. Historians played key roles in University-wide preparation: Damodaran and Langhamer sat on the University REF2021 Strategy Group and contributed to the University-wide equalities assessment of the impact of REF. The Unit of Assessment Lead (Robinson, then Langhamer) received full EDI training delivered by Advance HE. Publications were assessed by internal and external assessors. Faculty discussed REF criteria with the School DRKE, received feedback on their work, and offered their own assessment of its quality. They could, and did, request additional assessments where the feedback seemed unfair or misinformed. The scoring of work was confidential to the author, the UoA Lead, the DRKE and the University REF team, with the contextual nature of judgements emphasised throughout. The final output submission was EDI audited and this identified no significant bias on the basis of reported protected characteristics.

### 3. Income, infrastructure, and facilities

#### Income

In REF 2014 we recorded external research income of £2,055,049; here we report an income of £2,616,494 - an increase of 27%. Our externally funded activities are diverse in approach and scale, and they reflect the different career stages of our faculty. British Academy Rising Star

Awards supported the career development of two recent appointments (Kounine and Sharon Webb) whilst Leverhulme Major Research Fellowships were awarded to Burman ('The US and the Emerging Powers: transitions to a new order') and Clive Webb ('Mob Violence against Foreign Nationals in the United States, 1850-1950').

Some of our projects are hugely ambitious multi-partner undertakings that aim to create transformative resources and methodologies. Hitchcock was Co-I on 'The Digital Panopticon: The Global Impact of London Punishments, 1780-1925' which ran from 2013-2018 and received £1,396,847 from the AHRC; he also works with Hendy (P-I, Media) on the 'BBC Connected Histories' AHRC project which has an overall funded value of £787,310. Barron collaborates with Tom Wright (P-I, English) on the £750,000 AHRC funded 'Speaking Citizens' project, which partners with educators and politicians to show how citizenship can be taught through talk and dialogue. One of our largest projects reflects an on-going focus on inequality. Gazeley's ESRC funded 'Global Income Inequality Project' ran from 2014-2018, built on expertise developed in the 'British Living Standards Project', and used a vast cache of household expenditure surveys to calculate global income inequality between 1890 and 1960. A dataset consisting of inequality measures for 46 nation states and a global bibliography of all known household expenditure surveys covering the period was deposited in the UK Data Archive: 10.5255/UKDA-SN-853185.

The experience of hosting major grants has helped us to develop the skills and infrastructure to ensure the success of other projects. We have been funded by a range of bodies including the British Academy, British Council, ESRC, EU, SSHRC and other foundations and charities. Awards are distributed across faculty, reflecting our aim of pursuing **thematic and methodological breadth** and supporting all faculty - particularly early and mid-career scholars - in their research endeavours. Many have a digital component in line with our **open research strategy** and a number reflect our commitment to making history with a **wider social purpose**. We have also benefitted from internal funding aimed at growing projects (£46,577); from the strategic investment of £3.25 million in the Sussex Humanities Lab (which brought History two lectureships); and from targeted use of the JRA Scheme. Donations totalling £1,572,260 have supported studentships and outreach activities, as well as the Yossi Harel Chair.

Our awards have helped us realise our collaborative research strategy. Damodaran's AHRC project on 'The Botanical and Meteorological History of the Indian Ocean, 1500-1900' drew together organizations in the UK and India to repatriate knowledge. Funding from the Social Sciences and Humanities Research Council, Canada, allowed her to interrogate historical data with global partners to enhance understanding of environmental crises. The AHRC funded project 'Small Bills and Petty Finance' used a partnership with volunteer researchers to explore the potential of co-created digital history. Evans used his Leverhulme Trust Fellowship to deliver the 'Paris-Londres' exhibition as well as a related special issue and catalogue. An award from the Rothschild Foundation created the 'Sussex German-Jewish Archive' at The Keep, whilst funding from the Gerry Holdsworth Trust supported a partnership with Tangmere Military Aviation Museum.

Our externally funded projects reflect our commitment to studying **marginalized groups** and our determination to work with **non-HEI actors** and communities to extend access to historical research. Rietzler's partnership with Patricia Owens (P-I, International Relations, Oxford) on the Leverhulme funded 'Women and the History of International Thought Project' has written women back into the history of International Relations. Sharon Webb's BA project on 'Identity, Representation and Preservation in Community Digital Archives and Collections' explored the implications of community-driven approaches to heritage and digital archiving for long-term sustainability. Its central problematic reflects our wider social purpose commitment: how to support community archives and ensure their long-term survival without removing agency? Norris's AHRC Leadership Fellowship on 'Merchants and Miracles: global circulations and the making of modern Bethlehem' documents the transformation of Bethlehem in the nineteenth and twentieth centuries as a result of its residents' global circulations. In partnership with Leila Sansour, an acclaimed Bethlehem film maker, the project has created an OA digital archive – Planet Bethlehem – that presents Bethlehem's global story to public audiences. The project also benefitted from the contributions of four JRAs: our research environment facilitates the participation of the whole academic community and this includes our undergraduate students

**Infrastructure and Facilities**

The unit has also benefitted from the University's investment in new facilities and infrastructure. **The Keep Archive** is a £19m collaboration between the University, East Sussex County Council and Brighton and Hove City Council that facilitates research by housing all three organizations' archives in one location. This allows us to work with researchers outside of traditional HEI. It houses the Mass-Observation Archive and Project, the Archive of Resistance Testimony, and the German-Jewish Studies Archive, amongst other local collections, and constitutes an outstanding research facility. We publish on its collections (Baker and Geiringer, Barron, Cook and Webb, Kirby, Langhamer, Robinson); we work with its archivists (Langhamer, Reuveni, Warne, Sharon Webb); we deliver its public talks (Kirby, Langhamer, Robinson and Wolf); and it hosts some of our project activities (Falcini and Hitchcock).

History is a key partner in the **Sussex Humanities Lab**: Baker and Sharon Webb are core team members; Hitchcock is the current director; Kounine, Norris and Warne are also SHL members; and Langhamer sits on the steering committee. Established in 2015 and now in its second phase of funding, it provides both a state of the art physical space and an intellectual infrastructure for connecting those working on digital technology and computational culture across the humanities, social sciences, and STEM. It offers a dynamic environment for developing grant applications from which both the 'Lysander Flights' and 'Global Bethlehem' projects benefitted, the latter through an intensive 'bid sprint.' SHL also advises on data management plans and offers technical overview as well as extending the intellectual implications of related projects. It helped Norris to interrogate important issues around copyright, ethics, and archiving standards, whilst the 'BBC Connected History' project has explored the implications of the digital cataloguing of oral history interviews.

The **Attenborough Centre for the Creative Arts (ACCA)** is a new performance and exhibition hub emerging out of a £7.2 million refurbishment of the disused Gardner Arts Centre. It has five studios, a 350-seat auditorium, and offers opportunities for public facing activities. Its 'pay what you can afford' scheme enhances accessibility. Since its completion in 2016 we have used it for large-scale conferences and open events, as well as research-related workshops and performances. ACCA has hosted events organised by the Resistance Studies Network including *Reggae at 50* in which a rare screening of Horace Ové's 1971 documentary *Reggae* (1971) was followed by an afternoon of music and discussion. We also collaborate with the ACCA Cinema Club and its podcasts, presenting and introducing films such as *Babylon* (Evans), *Theatre of War* (Robinson) and *The Lives of Others* (Wolf).

In 2019 investment from Sussex University and the Austrian and German governments established **The Sussex Weidenfeld Institute of Jewish Studies** which tackles contemporary issues through the lens of Jewish experience. Led by Reuveni, it aims to be an agent of societal change, exploring issues such as the rise of religious intolerance, racism, and nationalism through research (including a visiting fellowship programme and PhD scholarships), education and outreach. It has already attracted donations of over £450,000 from a range of additional donors including the Weidenfeld family, and Bader Philanthropies.

**4. Collaboration and contribution to the research base, economy, and society**

Sussex historians seek to mould and sustain the research base through our scholarly interventions, our roles as journal editors, reviewers, board members and trustees, and through our international partnerships. We work collaboratively with the Public/Third Sector and with other organisations (including making digital connections with local creative industries), in order to meet our objective of making history that effects real change and has a **wider social purpose**. Our work critically engages with what collaboration can and might mean to historians and collaboration is embedded in our working practices – Robinson is Professor of Collaborative History. There are a series of overlapping spheres of collaboration within the Department, within HAHP (and now MAH), within the University, with non-HEIs and with scholars in our own fields and in other disciplines.

Our work has shaped fields including environmental history, the history of emotions, and German-Jewish studies. We have created new archival resources (e.g. the Archive of Resistance Testimony), and have transformed historical practices through, for example, our



digital scholarship and partnerships. We have been awarded prizes for our monographs (Cook, Davies, Endersby, Reuveni), our articles (Clive Webb, Winterbottom, and for Selway, the *Labour History Review* PGR Essay Prize), and our collaborations with documentary filmmakers (Robinson). We have edited journals such as *Contemporary British History* (Robinson) and sit on the editorial boards of 11 others. We edit monograph series' that represent our interventions in the field, such as *Popular Culture and Subcultures* (Robinson), and *Critical Theory and Critical History* (Schechter). We work with publications that extend audiences for history such as *History Today* (Evans).

We advise grant-awarding bodies, sit on peer review colleges and have reviewed applications for 10 funding organisations. We are advisory board members of projects supported by the ESRC, AHRC and H2020 and have sat on the advisory councils of the British Society for Islamic Studies, the IHR Durham, the Max Planck Institute, Berlin and the Scientific Committee of the Luxembourg Centre for Contemporary and Digital History. We act as Trustees and advisers to archives and libraries including Mass-Observation, the British Library, the Association of European Research Libraries, and the Museum of London. We have led disciplinary organisations including the Syrian Studies Association and have organised the annual conferences of others (the British Society for Middle Eastern Studies in 2014; the British Association of American Studies in 2019). We have examined PhDs across the globe – from Harvard to Sydney, Tel Aviv to Durban. This work reflects both our outward-facing perspective and our commitment to sustaining the discipline through service and collaboration.

We see collaboration as a way of generating something more valuable than the sum of its parts. We collaborate with formal and informal archives and archivists - from The National Archive to local community projects - co-producing knowledge and building expertise. We host scholars through our visiting researcher scheme and practitioners through our research associate scheme. We research and publish with academics from other universities and disciplines including sociologists, educationalists, economists, geographers, and colleagues in Media and Film, International Relations, and Engineering and Design. We also publish with research data managers, archivists, curators, music technologists, musicians, and documentary makers. We work in networks that specifically valorise collaboration: the 'Subcultures, Popular Music and Social Change' network has shared authorship of all its publications.

We collaborate globally, as well as locally, actively promoting equality, diversity, and inclusion through our partnership-building. Norris's 2019 symposium on Digital Arab Diasporas welcomed scholars from Syria, Palestine, Lebanon, Somalia, France, Canada, and the US; our 'Academia and Activism' network works together with communities to promote the cause of indigenous peoples and to highlight issues of human rights and social justice. We recognise the importance of supporting those working in the digital technology, science, arts, and creative sectors, particularly in the context of Covid-19. Over the REF period we have partnered with 30 different national and international organisations including museums, archives, and scientific bodies.

Our history is founded on challenging convention: we hope to transform both our own practice and that of our partners through recognising the value of shared expertise. We believe that we offer something distinctive – social entrepreneurship, social conscience, and a different perspective. In line with the *Sussex2025 Strategic Framework* we endeavour to create real-world impact by working outside of the academy to **make history** in new ways.

We **make queer history** by developing queer approaches to public history, seen in Sharon Webb's 'Queer Archiving' project and Robinson's role as historical consultant on the prizewinning film *Queerama* (Asquith, 2017). The Department has strong links with the community project 'Queer in Brighton': Robinson advised on their oral history collection and collaborated on an anthology; Webb helped to develop this into an ongoing community history club, connecting with Brighton's Digital Festival and Brighton Fringe Festival. Her partnership with a computational artist on the *Queer Codebreakers* exhibition (2019-20) used interactive installation art to engage people with the Queer in Brighton archive.

We **make resistant history** through public debates, theatre performances, film showings and community engagement. We have intervened in public discourse by collaborating with Black Lives Matter activists (the 2018 Scholar-Activism in the 21<sup>st</sup> century Network); through

Robinson's work with Vivienne Westwood on the 'Intellectuals Unite' project; and in partnership with Brighton and Hove Council and the Secret WW2 Learning Network to erect Blue Plaques to mark the lives of SOE operatives. Our Resistance Network co-convened the cultural programme for the 'Paris-Londres' exhibition, including a new performance of Asian Dub Foundation's ciné-concert, *The Battle of Algiers*. Our 2015 'Resistance Season' included a Brighton Fringe Festival performance of *Partisans* by Compagnie des Barriques and a Festival 'in-conversation' with Sussex emerita Rod Kedward and author Caroline Moorehead. We partner with Brighton's festivals to organise, host, and speak at events, and this roots us in our local context.

As evidenced by two of our impact case studies, we work closely with a number of public audiences and heritage organisations to **make environmental history**. Endersby's recent Gresham lectures have attracted over 8,000 views on You Tube; Damodaran's work with libraries, museums and archives has facilitated the repatriation of vital botanic collections. When we **make history with museums** we offer more than contextual knowledge or commentary; our research informs the very shape of what emerges. Robinson's contribution to 'Bergerac's Island: Jersey in the 80s' (2017-18) helped find ways to think beyond chronology: the exhibit was ultimately built around emotions and was seen by 56,000 people.

We actively participate in curriculum design by **making history with teachers**. The National Archive hosts teaching resources on 'The Dawn of Affluence' developed with teachers at the end of the ESRC-funded 'British Living Standards Project.' Our annual Holocaust Memorial Day event attracts school children from across the south east; in 2019 we worked with colleagues in the School of Education to design a linked GCSE History day. Our widening participation programmes on Mass-Observation, the local experience of the First World War and Special Operations during the Second World War, have supported learning for students in years 8, 10 and 12 as well as shaping their future choices. Teacher conferences have further developed our relationship with local schools and provided professional development for staff. Our connection with teacher training extends internationally, embracing the digital potential of shared open learning. Baker's work with the prizewinning *Programming Historian* open-access, multi-lingual journal is changing the practice of history on a global scale by publishing peer-reviewed tutorials written by historians for historians. It has a huge audience, in South America and parts of Asia as well as across Europe. It attracted 1.5 million users in 2020.

Nationally we work with public cultures and media practitioners to **make history popular**. Our 'Trump Watch' podcast brought academics, students, and journalists together to discuss the presidency. We have a disproportionate media presence for our size and are regularly interviewed in the local and national press. Over the REF period, listeners to Radio 4 have heard Damodaran talking about Allan Octavian Hume, Cook discussing President Ulysses S Grant with Melvyn Bragg and Langhamer explaining the vicissitudes of post-war housing. Robinson is a regular contributor to Radio 4's 'Making History' programme; Hitchcock appeared on the 'Joy of Data' in 2016 (BBC4) and Paul discussed the nature of political counsel in Channel 5's 'History Repeating?' (2020). Our media profile extends to appearances in documentaries in the US (Follett and Hitchcock) and our work has been reported on by, amongst others, the *New Delhi Times*, the *Washington Post*, and the Ma'an News Agency.

We also work with documentary makers to develop and produce broadcasts. Endersby was the historical consultant for a 25-part series on *Plants: from Roots to Riches* for Radio 4 in 2016; Gazeley's research on household budgets underpinned the Wall to Wall/BBC series' *Back in Time for the Weekend* (2016) and *Back in Time For Tea* (2018); Langhamer was consulted on, and appeared in, the two-part BBC documentary, *Princess Margaret: the Rebel Royal* (2018); and Robinson worked with filmmaker Daisy Asquith on Channel 4's *Crazy About One Direction* (August 2013). Paul was one of 10 AHRC/BBC New Generation Thinkers in 2017 chosen to develop new history programming.

Through our collaborative approaches to making history, we seek to **change history**. We do this through our impact as historians and public intellectuals, consultant advisers, and community activists. Our ethos of public engagement, our expansive sense of research culture, and our commitment to active collaboration underpins our work beyond the University. This in turn has had a transformative impact on our own scholarship and on our research practices.