

<b>Institution:</b> Swansea University		
<b>Unit of Assessment:</b> 26		
<b>Title of case study:</b> (Re)Discovering Europeans' Visions of Wales: Enriching Welsh Educational and Creative Practices		
<b>Period when the underpinning research was undertaken:</b> 2013 to the present		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b>  Dr Kathryn N. Jones	<b>Role(s) (e.g. job title):</b>  Associate Professor of French and Co-Investigator on AHRC <i>European Travellers to Wales: 1750-2010</i> research project	<b>Period(s) employed by submitting HEI:</b> January 2004 to present
<b>Period when the claimed impact occurred:</b> 2015 to the present		
<b>Is this case study continued from a case study submitted in 2014?</b> No		
<b>1. Summary of the impact</b>  <p>Previous perceptions of Wales as 'unknown' and 'invisible' in European travel writing were transformed by Swansea research which uncovered continental Europeans' views of Wales since 1750. Sharing these findings with new regional, national and international audiences in education, heritage, creative practice and cultural policy led to numerous benefits. These included changes in pedagogical practices, enhanced understandings of European perspectives and refugee artists' representations of Wales, and the creation of new, multilingual literary works on Wales. Jones collaborated with stakeholders to develop digital heritage research tools, educational resources, and creative writing that informed national policy initiatives valuing ethically informed citizenship and cultural diversity.</p>		
<b>2. Underpinning research</b>  <p><b><i>European Travellers to Wales: 1750-2010</i> [ETW]</b> is a <b>collaborative research project</b> by Bangor University (PI Prof Carol Tully), Swansea University (Col Dr Kathryn Jones) and the Centre for Advanced Welsh and Celtic Studies (Col Dr Heather Williams). The major AHRC project (£420,000) investigates the representation of Wales and 'Welshness' in texts by European travellers from 1750 to the present day [R1, R3, R4], deploying Jones's expertise in Breton, French and German culture and history from the late 19th to the 21st century.</p> <p>Working in archives across Europe, the team <b>unearthed a rich corpus</b> of over 500 previously undiscovered accounts of travel to Wales written in 15 languages, and a further 450 guidebooks in French, German and Dutch [R5]. A <b>digital database</b> [R2] maps each journey and users can search for traits including periods, destinations, nationalities, and reasons for travel. This <b>original contribution to Wales Studies</b> makes international perceptions of Wales newly available in select translations. This study of a smaller nation hitherto minoritised within travel writing studies is paradigmatic for investigating the evolving perceptions of less historically 'visible' nations, e.g. Brittany, Catalonia. <i>The Times Higher Education</i> [23/02/2017] commended the <b>innovative approach</b> of using the prism of <b>Modern Languages-based research</b> in the field of <b>Celtic Studies</b>, 'demonstrating how modern languages increasingly help us to understand our own culture'.</p> <p>Our research investigated travellers who found a haven in Wales as a result of socio-political events, revealing that refugees and exiles to Wales from the early 20<sup>th</sup> century tended to leave visual rather than textual traces behind of their host nation [R1]. Thus, artworks by influential</p>		

refugee and exiled artists showing their impressions of the Welsh landscape and people featured prominently in the project's exhibition **EuroVisions of Wales**. Educational booklets, adult learners' and primary school workshops on refugee artists in Wales (led by Jones) were designed to disseminate the research in accessible forms and **raise awareness of the experiences of refugees and exiles past and present in Wales**.

The **co-authored monograph *Hidden Texts, Hidden Nation*** is the first full-length study of European travel writing on Wales [R1], illustrating the interplay between identity and hegemony and the dynamics of intercultural relations and representation: Wales has been discovered, lost, then rediscovered. Jones's research revealed that Wales was only treated on its own terms in European travel writing in the 20<sup>th</sup> century, beginning with French accounts of the 1904-05 religious Revival. She discovered how prevalent 19th-century European perceptions of Wales as a bastion of both Celtic tradition and modern industry re-emerged in more fragmented sensory, physical and consumerist forms at the dawn of the 21<sup>st</sup> century. As Jones's articles in the first-ever **journal special issue** on travel writing and Wales show [R3, R4], diverse approaches to heritage and ethnic tourism result in polarised present-day perspectives and imply a new political awareness of post-devolution Wales.

Jones's closing chapter to the monograph also draws on **new travelogues on Wales** that she commissioned from exiled authors from Turkey (Meltem Arıkan) and former Yugoslavia (Edin Suljic), and international writers visiting Wales from Germany (Jörg Bernig) and France (world-renowned writer Marie Darrieussecq) [C8]. These representations show that despite the greater visibility and accessibility of Wales, paradoxically it also remains peripheral: The Romantic evocation of Wales as a spiritual haven finds a counterpart in the 21st century, with the recurring portrayal of an ex-centric/eccentric place of refuge and respite. Contemporary Wales still serves as a cultural-political role model for Brittany, demonstrating the possibility for travellers from smaller nations to circumvent the centre in their accounts of travel to minoritized nations and cultures.

### 3. References to the research

The underpinning research is based on peer-reviewed funding, a peer-reviewed co-authored monograph, a substantial database and peer-reviewed journal articles. *Studies in Travel Writing* and *Translation Studies* are both double blind peer-reviewed international journals, published by Routledge / Taylor & Francis.

[R1] Kathryn N. Jones, Carol Tully and Heather Williams, ***Hidden Texts, Hidden Nation: (Re)Discoveries of Wales in French and German Travel Writing since 1750*** (Liverpool: Liverpool University Press, 2020).

[R2] **Project database** (<http://etw.bangor.ac.uk/about-database>). A statistical overview identifies trends including the temporal distribution of accounts; travel destinations by country of origin, language, gender; most visited cities, towns, locations, sites and buildings.

"**Travel Writing and Wales**," special issue, ed. Kathryn N. Jones, Carol Tully and Heather Williams, ***Studies in Travel Writing***, 18.2 (2014).

[R3] Introduction, 101-106, <https://doi.org/10.1080/13645145.2014.908503>

[R4] Kathryn N. Jones, 'Locating Pays de Galles in the Twenty-First Century: Dynamic Model or Forgotten World?', 187-198. <http://dx.doi.org/10.1080/13645145.2014.908504>.

[R5] Anna-Lou Dijkstra [AHRC-funded ETW PhD, supervised by Jones, Swansea University]: "Marginalizing and Exoticizing Wales: Shifting Representations in **Translated Guidebooks**," in "Translating Wales," special issue, *Translation Studies*, (Oct 2015), 198-211, <http://dx.doi.org/10.1080/14781700.2015.1090910>.

Who grant was awarded to	The grant title	Sponsor	Period of the grant (dates)	Value of the grant
Bangor University [PI], Swansea University [Col], CAWCS [COI]	European Travellers to Wales: 1750-2010	AHRC	June 2013 – September 2017	Total GBP 419,686
				[GBP 94,116 awarded to Swansea University]

#### 4. Details of the impact

##### Enhancing awareness, understanding and educational practices

**Educational beneficiaries** encompass primary school pupils and teachers, a pioneering Welsh-government secondary schools' network and adult learners. Swansea's outreach work led to **increased awareness**, understanding and **changed educational practices**. These new resources and perspectives inform **national policy initiatives** valuing ethically informed citizenship and cultural diversity, and have **changed understandings** of Wales's relationship with Europe and the experiences of refugees and exiles. Our research also has **global reach**: beneficiaries of our database [R2] span **6 continents and 70 countries**, and international HEIs have adopted it as a research tool (e.g. a Leipzig University postgraduate course on 'Wales in Travel Writing') [C1].

The research project co-created two **bilingual activity e-books** for Key Stages 2 and 3 on '**Refugees to Wales**' with the National Library of Wales's Education unit [C2]. Published on Hwb (Welsh Government Digital Learning e-platform) since November 2015, they have been viewed (an above average) more than 1300 times to date. The resources are recommended for school use by the Welsh Government working group on Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum [C2].

The e-books formed the basis of workshops with 284 Year 3-6 primary school pupils in Welsh and English in Swansea, Llanelli, Brecon and Carmarthen led by Jones and Dr Aled Rees (Swansea University). The workshops **increased awareness and enhanced understanding** about the experiences of refugees in Wales past and present. 'I learned that people come to Wales from all over the world because of Wars' [Year 3 pupil]; 'The workshop and materials fit perfectly with the core purpose of the new Welsh curriculum of **Ethical, Informed Citizens** ready to be citizens of Wales and the world' [Year 6 teacher]. The workshops on refugee artists **enriched beneficiaries' cultural lives** and impacted on teaching practice. Pupils wrote on luggage tags to reflect on refugee experiences and appreciated 'experimenting with a new style in drawing' [Year 6 pupil] and learning 'art does not have to be perfect' [Year 5 pupil] by creating drawings in the style of Polish Jewish refugee painter Josef Herman [examples below and C3]. 'I am going to **change my practice** and allow the children to experiment further with different resources. In philosophy sessions we will look at and compare photographs and artists' pictures/paintings' [Year 5 Teacher].



Pupils' responses to  
Josef Herman's  
*Two Miners* (1960)

Teachers at the June 2019 Welsh-government SEREN [<https://gov.wales/seren-network>] network workshop where Jones was invited to present emphasised the value of our multilingual educational materials and digital tools for independent learning in the **New Curriculum for Wales** areas of Languages, Literacy and Communication and the Humanities. 'It's incredibly valuable in enhancing pupils' understanding of their locality [...] and how outsiders might perceive us'; 'perfect for ticking the boxes of the Donaldson Review's "Four Purposes" [ambitious capable learners; healthy, confident individuals; enterprising, creative contributors; ethical, informed citizens]. It's wonderful that we can benefit from such extensive and fascinating research' [Year 7-13 English teacher] [C3]. Teachers also identified 'further opportunities for partnership working [with ETW] as our project work in the Humanities begins to embed' [Deputy Headteacher] [C3].

Jones also developed a third sector partnership with the community-based organization **Swansea City of Sanctuary** to develop an adult learners' public workshop during the UK-wide *Being Human* Festival of the Humanities in 2017. This workshop brought together asylum seekers and local learners and created new mutual understandings. Attendees appreciated the 'personal approach, getting to know individuals' and sharing their experiences of home and belonging in Swansea [C4]. Regional and national press coverage provided a broader platform for engagement between asylum seekers and the wider public [C4].

### Heritage beneficiaries

Our research on travel texts and visual art benefited **museums and galleries** by generating new display content in the interactive **EuroVisions of Wales** exhibition with public talks and workshops [C5] which toured Ceredigion Museum, Swansea Museum and Bangor's Storiell Gallery [11/07/15 – 2/07/16]. 'Swansea Museum found participation in the project very beneficial, both in terms of audience development and broadening our knowledge about the collections we and other museums and archives hold'. 'The exhibition helped Swansea Museum to deliver our business plan objectives for 2015 / 2016, in particular to maintain high quality exhibitions and an events programme'. 'Events such as prominent art historian Peter Lord's public talk on Heinz Koppel were particularly effective in raising the profile of the museum and providing a rich visitor experience' [C5]. The exhibition also gave our heritage beneficiaries 'a **new framework** to exhibit additional travel-related items from our own collections' [C5]. 'When I heard about the exhibition, I was glad to have the chance to contribute some of the family's private documents to a new exhibit on my mother, which raised awareness of her contribution as a refugee to Wales' (son of German-Jewish refugee and Egyptologist, Swansea Museum's Keeper of Archaeology for 25 years) [C5]. 14,615 visitors viewed the exhibition at Swansea Museum [C6], and their responses demonstrate its socio-cultural benefit of **enhancing public understanding** of Wales's relationship with Europe, e.g. 'A wonderful, inspiring exhibition – so interesting to see how we've been seen through European eyes, and how European culture has enriched our own' [C6]. This timely research on Welsh-European relations is of significant interest in Wales [e.g. Jones's interview about the exhibition for *The Arts Show*, BBC Radio Wales [06/01/2016]; and more widely across the UK [BBC News online article 'What Euro Visitors have Thought of Wales in Past 260 Years'] [C7].

### Inspiring creative practices

The project has benefited **creative industries** and **political debate** in Wales and beyond through inspiring and commissioning new travel writing, and working with external non-profit organisations. Partnering with **Wales PEN Cymru**, an international association which promotes literature and defends the freedom of expression of writers worldwide, Jones commissioned four exilic/visiting travelogues for the multilingual ebook ***Perthyn i Gymru / Belonging to Wales*** [C8]. The collection fosters dialogue about Wales as a destination/home for travellers and refugees today. It 'fits perfectly with Wales PEN Cymru's values of inclusion, diversity and equality', and through this collaboration 'we were able to achieve one of the organisation's main aims – to support exiled writers' [C8]. Distributed and discussed at the 2019 Hay Festival event 'Freedom Writers: Censorship in Turkey and Exile in Wales', it has enjoyed positive reader responses at a time when Europeans' sense of belonging in the UK has been widely undermined by Brexit, e.g. described on Twitter as 'my dream book' by a Frenchwoman resident in Wales.

'The European Travellers to Wales project inspired the *Belonging to Wales* series' in the *Welsh Agenda* magazine of the independent think tank **Institute of Welsh Affairs**, which 'provides platforms for debate' and 'attracts more than 50,000 unique visitors every year' [C9]. Republishing our commissioned travelogues in this **new major series** 'inform[ed] the shape of future contributions from European nationals', set 'a template for other essayistic exploratory writing', 'further[ed] our own networks among exiled communities', and 'inspired in turn a new strand of online content "People and Places"'. 'The early success of the "People and Places" strand has attracted sponsorship from Coastal Housing, and we aim to use this new partnership to fund further contributions from diverse, marginalised writers who would otherwise not have access to making their voices, opinions and stories heard in a high-profile magazine' [C9]. Our research has thereby given a platform to underrepresented and marginalised voices, which in turn help others, including young people, to think and act more confidently as creative, ethically informed citizens.

### 5. Sources to corroborate the impact

#### Educational resources

[C1] Use of ETW database and website: international user statistics, Leipzig University student questionnaires.

[C2] National Library of Wales co-creation of educational e-resources testimonial and their use on Hwb [quantitative data]; Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group interim report [19.11.2020].

[C3] Primary school workshops on 'Refugee Artists in Wales': teacher and pupil questionnaires and pupils' creative responses; SEREN workshop teacher questionnaires [qualitative evidence].

[C4] Being Human festival workshop: workshop participant questionnaire responses, regional and national press coverage, and testimonial blog by Swansea City of Sanctuary <https://swansea.cityofsanctuary.org/2017/11/24/being-human-festival>

#### EuroVisions of Wales Exhibition

[C5] Co-creation and hosting of exhibition: original documents and testimonial from family of Ms X testimonials from Swansea Museum and Ceredigion Museum.

[C6] Visitor and public talk figures and visitor responses for exhibition at Swansea.

[C7] BBC News online article <https://www.bbc.co.uk/news/uk-wales-33572385>.

#### Creative responses

[C8] 'Perthyn i Gymru / Belonging to Wales' ebook: <http://walespencymru.org/belonging-to-wales-perthyn-i-gymru/> and Wales PEN Cymru letter of support.

[C9] *The Welsh Agenda* series 'Belonging to Wales' <https://www.iwa.wales/agenda/tag/belonging-to-wales/> and letter of support from the editor.