

PAST PRESENT AND FUTURE

THE PUBLIC VALUE
OF THE HUMANITIES
& SOCIAL SCIENCES

HISTORY
LITERATURE & LANGUAGES
PSYCHOLOGY
ECONOMICS
LAW
MEDIEVAL STUDIES
ARCHAEOLOGY
CLASSICS
GEOGRAPHY
LINGUISTICS
SOCIOLOGY
AFRICAN & ORIENTAL STUDIES
THEOLOGY & RELIGIOUS STUDIES
PHILOSOPHY & ETHICS
HISTORY OF ART & MUSIC
ANTHROPOLOGY
INTERNATIONAL RELATIONS
POLITICAL STUDIES



BRITISH
ACADEMY

CONTENTS

2	Introduction by Sir Adam Roberts
8	Quote, Unquote
10	Strengthening Policy Making
14	Case Study One: Understanding Social Exclusion
16	Generating Economic Impact
20	Case Study Two: Humanities for Business: A Brave New World?
22	Case Study Three: Intellectual Property and Technology Law
24	Tackling Social Issues
28	Case Study Four: War Crimes and the Holocaust
30	Case Study Five: The Multi-cultural Barnsley Project
32	Case Study Six: The Socialisation of Sexually Explicit Imagery
34	Recognising Cultural Value
38	Case Study Seven: Recreating Renaissance Interiors at the V&A
40	Case Study Eight: The “Voices” Partnership
42	Addressing Global Challenges
46	Case Study Nine: Tackling Climate Change
48	Advancing International Understanding
52	Case Study Ten: Bride-Price, Poverty and Domestic Violence
54	The British Academy

INTRODUCTION



This booklet illustrates how research and scholarship in the social sciences and humanities, nurtured and led by Britain's world-class universities, contribute to the cultural, social and economic health, wealth and reputation of the UK. It shows the public value of the country's investment in these subjects.

The humanities explore what it means to be human: the words, ideas, narratives and the art and artefacts that help us make sense of our lives and the world we live in; how we have created it, and are created by it. The social sciences seek to explore, through observation and reflection, the processes that govern the behaviour of individuals and groups. Together, they help us to understand ourselves, our society and our place in the world.

As the UK's national academy for these fields of study, and a major source of funding for them, the British Academy has a particular responsibility to champion the value they deliver, and achieve recognition for it. This booklet provides examples and case studies of how that investment helps maintain the UK's position, in challenging times, as one of the major knowledge-based economies. As its title suggests, there is special importance at such times in understanding and learning from the past, and in rigorously analysing the present, if we are to continue to innovate and build for the future of our society.

The UK has an outstandingly strong research base in the social sciences and humanities. Each day thousands of extraordinarily gifted economists, lawyers, historians, linguists, philosophers, critics, archaeologists, geographers, sociologists, anthropologists and psychologists make important contributions to our shared public life – analysing the human and ethical implications of scientific and medical advances, exploring the social and economic impact of global issues such as climate change or international security, influencing new kinds of business innovation, uncovering new perspectives on our cultural heritage or undertaking reviews and enquiries which often lead to the revising or refocusing of public policy. Their endeavours also extend beyond the immediate needs of the economy, underpinning the culture of open and informed debate essential to any civilized, democratic society.

We have chosen throughout this booklet to use a broad definition of the public value, and the social and cultural benefits, of these areas of expertise and scholarship. Economic impact is only one part – but a very important one – of public value, and it is one that we have not neglected within the narratives that follow.

Indeed, the contribution UK universities make to the overall economy is immense.

The taxpayer now pays less than half the costs of our universities, yet this investment of some £12bn (£23bn in public and private income)

“is transformed into an economic footprint in our society worth almost £60 billion in jobs, exports, innovation and added value.”

This equates to almost 5% of GDP.¹

Although there has been a tendency to see STEM subjects (Science, Technology, Engineering and Maths) as *the* key to the success of universities and to national economic recovery, the humanities and social sciences also play a crucial part. The table overleaf, based on data from the Higher Education Statistical Agency (HESA), provides an illustration of one aspect of this – namely the attractive power of these subjects. It shows something well known – that a majority of UK students choose to study arts, humanities and social science disciplines. But it also shows something less well known, that a large and increasing number of international students come here to study these disciplines, and of course to live – and spend – here in the UK. In 2008/09 a combined total of 222,000 international students from all over the world were studying these subjects here. The HESA figures suggest a rise of over 60% since 2001/02. This is notably higher than the equivalent increase in the number of international students coming to the UK to study ‘sciences and other disciplines’.

¹ Calculation based on UK GDP of £316bn in Q4, 2009. Figures quoted by Lord Mandelson, ‘The Future of Higher Education’, Dearing Lecture, Nottingham University, 11 February 2010. Full text available at: <http://nds.coi.gov.uk/content/detail.aspx?ReleaseID=411156&NewsAreaID=2>

Table showing numbers of Higher Education students in the arts, humanities and social sciences²

	2001/02			2008/09 (and % change since 2001/02)		
	UK	Other EU	Non EU	UK	Other EU	Non EU
Arts, humanities and social sciences ²	836,265	46,430	84,805	1,073,465 (+28%)	70,845 (+53%)	151,185 (+78%)
Sciences and other disciplines ²	693,245	38,365	60,005	829,115 (+20%)	45,300 (+18%)	97,425 (+62%)
Total all subjects	1,529,510	84,795	144,810	1,902,580	116,145	248,610

Teaching and research in the humanities and social sciences has economic value in a wide variety of ways, direct and indirect. For example, it shapes vital ethical, social and legal issues. It also provides an essential underpinning to the cultural sector – the arts, heritage and tourism industries, publishing and broadcasting – and to the knowledge economy in general. Social science research informs and influences legislation, and it contributes to sound management and team-working across industry and public services. More generally, language, religious, cultural and political expertise form a crucial element of Britain's 'soft power' in international diplomacy, cultural relations and trade.

In the last two years there have been three useful reports specifically addressing the contributions of the social sciences and humanities to the national life of the UK.

The first was a British Academy Report, *Punching our Weight*, that looked particularly at the role of social sciences in policy making.³ The second was an Arts and Humanities Research Council (AHRC) survey, *Leading the World*, examining the economic impact of research in the arts and humanities.⁴ The third was an Academy of Social Sciences/Economic and Social Research Council (ESRC) report on *Well-being*, giving examples of social science in action within the UK.⁵ The present publication – the only one of these to cover both the humanities and the social sciences – seeks to supplement and update these earlier reports.

This booklet appears against the background of a disturbingly polarized debate in the UK, in which the rival claims of STEM and non-STEM subjects are treated as necessarily antagonistic. This is an old

² Source: HESA. Figures in the table include both undergraduates and postgraduates, and both full-time and part-time students. All figures have been rounded up or down to the nearest 5. We have excluded from the table students in certain combined programmes which cannot be identified as falling within one of the two disciplinary areas shown in this table: these were more numerous in 2001/02 than in 2008/09. Raw data available at: http://www.hesa.ac.uk/index.php?option=com_datatables&Itemid=121&task=show_category&catdex=3

The first row (AH&SS) includes town and country planning, but not architecture or building related degrees
The second row (S&OD) includes architecture and building related degrees

³ *Punching our Weight: The Humanities and Social Sciences in Public Policy Making*, British Academy, London, 2008. Available at: <http://www.britac.ac.uk/policy/wilson/>

⁴ *Leading the World: The Economic Impact of Arts and Humanities Research*, Arts and Humanities Research Council, Bristol, 2009. Available at: <http://www.ahrc.ac.uk/About/Policy/Documents/leadingtheworld.pdf>

story, often retold. In 2004 the former British Academy President Lord Runciman wrote:

“Too often government statements and official pronouncements refer approvingly to the undoubted contributions made by the natural sciences, engineering and technology to wealth generation, economic prosperity, knowledge transfer, innovation, and the development of new businesses, products and services, while failing to acknowledge the equally important contributions made by the arts, humanities, and social sciences.”⁶

Sadly, that statement remains largely true today; the enormous achievements of non-STEM disciplines are often overlooked – even when these involve, as so often, vital interdisciplinary research spanning the natural and social sciences. These misconceptions are potentially very damaging, especially at a time of diminishing resources. As modern research has become more and more interdisciplinary, and we move increasingly beyond the sterile and outdated notion of a society of ‘two cultures’, the mutual dependencies of ‘hard’ science and the humanities and social sciences have become ever clearer.

However, there are encouraging signs of recognition of the breadth of skills that are required in a modern economy. As David Willetts said last year in the House of Commons, “a dynamic and well-balanced economy needs to draw on the dynamism

and research capacity of university departments in the arts and humanities as well as those in STEM subjects.”⁷

A major new McKinsey report has provided quantitative estimates of this impact: “In developed economies, almost 90 percent of value-added growth comes from services and only 10 percent from goods-producing industries.”⁸ There is no binary divide here: the McKinsey report is explicit that many services do depend on a scientific and industrial base, and may themselves require scientific knowledge. But it is clear, too, that they also require a range of other skills and this is increasingly being recognised by others. A new report from the League of European Research Universities argues:

“It is talent more than technology that society or business needs from universities. Research and the people trained in it inspire many of the ideas, aspirations and actions that contribute to the vitality of society and its capacity for bold creativity in responding to whatever the future might bring.”⁹

There is no simple way of demonstrating the subtle and unexpected ways in which academic disciplines “contribute to the vitality of society”. Research and teaching often has effects in ways which may be captured in narratives as much as in statistics. This booklet provides evidence, mainly in narrative form, of the rigour, precision and flair of work in the humanities

⁵ *Making the Case for the Social Sciences*, no.1, Well-being, Academy of Social Sciences, 2010. Available at: http://www.acss.org.uk/docs/Making%20the%20Case/wellbeing_brochure_view.pdf

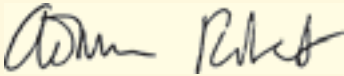
⁶ Foreword to *That Full Complement of Riches*, British Academy, London, 2004

⁷ David Willetts MP, Shadow Secretary for Innovation, Universities and Skills, speaking in the House of Commons, 3 November 2009

⁸ James Manyika et al., *How to Compete and Grow: A Sector Guide to Policy*, McKinsey Global Institute, March 2010, p.28. Available at: <http://www.mckinsey.com/mgi/publications/competitiveness/index.asp>

⁹ ‘Doctoral degrees beyond 2010: Training talented researchers for society’, League of European Research Universities, Leuven, March 2010, summary. Available at: <http://www.leru.org/?bmlkPTQ2>

and social sciences, and how these disciplines constitute an enormous reservoir of public value. It has been written and collated by staff of the Academy, drawing on a variety of published sources and new information, and also contains ten specially commissioned case studies, prepared by Cecile Perles of the University of Essex, to whom the Academy is most grateful. Necessarily, however, this booklet illustrates only a tiny fraction of the countless contributions made by thousands of often under-celebrated researchers and scholars – extraordinary achievements by outstanding, creative minds that help us all to build a better society.



Professor Sir Adam Roberts KCMG
President, British Academy, June 2010





Dominic Grieve MP leading a British Academy Forum on human rights legislation, March 2010

QUOTE, UNQUOTE



“Responsible citizenship requires...the ability to assess historical evidence, to use and think critically about economic principles, to compare differing views of social justice, to speak a foreign language, to appreciate the complexities of the major world religions. A catalogue of facts without the ability to assess them, or to understand how a narrative is assembled from evidence, is almost as bad as ignorance.”

Professor Martha C. Nussbaum FBA,

University of Chicago, article in the Times Literary Supplement, 30 April 2010 (an edited extract from her forthcoming book, *Not For Profit: Why democracy needs the humanities*)

“Science does no more than set the stage, providing and clarifying the choices. Our values and feelings about the society we wish to build, in this wiser world of tomorrow, will then write the play. But whence the values? What shapes them? What guides the subsequent choices? These are hugely difficult, yet utterly fundamental questions. Ultimately the

answers, insofar as there are answers, will illustrate better than anything else just how indivisible is the continuum from the arts, humanities and social sciences through to the biological and physical sciences”

Lord May, former President of the Royal Society, speaking at the centenary dinner of the British Academy, 4 July 2002 (published in *Two Bodies, One Culture*, British Academy, 2002)

“The scientist versus artist debate is still, damagingly I think, with us... A large number of people, like me, want to find some way to enter into the world of knowledge you know and own. And in this country there is a very large minority who take it for granted that the multiverse, the dissolution of the monasteries, the history of the brain, zero, Avicenna and Joseph Conrad belong to the same spectrum.”

Lord Melvyn Bragg, keynote speech to the British Association Science Communication Conference, Institution of Engineering and Technology, London, 19 May 2008

“Only the English language uses ‘science’ to mean exclusively the natural sciences, or has adopted the 19th-century coinage ‘scientist’, and can speak of ‘the scientific community’. Monbiot is right in deploring the consequent damage to education, not to mention the disastrous and unnatural schism between various fields of knowledge and scholarship all this opens up.”

Professor Robin Milner-Gulland FBA, University of Sussex, letter to The Guardian, 8 April 2010 (responding to an article by George Monbiot)

“There are many more than two cultures... What is remarkable is that we all daily live in multiple cultures of knowledge without remarking on it... Trades, professions, occupations have each their particular store of expertise: plumbers, microbiologists, mothers, anthropologists, chefs, and astronomers have each particular vocabularies for their jobs but share also a wider set of cultural vocabularies: they are (probably) lovers, (perhaps) parents, certainly shoppers, and workers, and unavoidably citizen subjects

whose communal futures are under the stress of national and world events.”

Dame Gillian Beer FBA, University of Cambridge, ‘The Challenges of Interdisciplinarity’, Durham University, 27 April 2006

“Research in cultures, languages, arts, social sciences and humanities subjects should have parity of esteem with that undertaken by teams in STEM subjects. If we are serious about identifying national priorities and making new investments in solving global problems we will need to retain a comprehensive research capacity and make greater effort in trans-disciplinary initiatives. We will struggle to do this if we continue with an environment where there are marked asymmetries in resource allocation”

Professor Paul Wellings, Vice-Chancellor of Lancaster University and President of the 1994 Group, launching a call for a national debate over research investment priorities, House of Commons, 13 March 2009

”

STRENGTHENING POLICY MAKING



In 2004 the British Academy report *That Full Complement of Riches*, produced by an expert committee chaired by Professor Paul Langford FBA, set out the contributions of the arts, humanities and social sciences to the nation's wealth.¹⁰ This booklet draws on that much longer work and provides more recent examples of that wide-ranging value, including ten new case studies.

It is widely acknowledged that the best policy making needs to be informed by high quality, evidence-based research, robustly evaluated and subjected to independent scrutiny. Some of the government's most successful recent initiatives – such as the Sure Start initiative, which aims to help develop young children from all areas and backgrounds – were inspired by just such research in the social sciences.

Case Study One (page 14) looks at the impact that academic research carried out on social exclusion by teams from the London School of Economics had on the Sure Start initiative, which now accounts for more than £1.6bn of government expenditure annually.

There are numerous powerful examples of how major humanities and social science studies in the past few years can have direct impact on aspects of public policy. For example, in public health policy, Professor Sir Michael Marmot FBA, Chair of the World

Health Organisation's Commission on Social Determinants of Health, chaired a study into the links between obesity and cancer, published in 2009, which warned that cancer deaths could double over the next 40 years without significant changes to Western diet and lifestyle. A year later, in February 2010, his major review of Health Inequalities in England set out an evidence-based strategy for government departments to tackle the widening gap between the most and least healthy sectors of the population.¹¹

In education, the 'value added' classifications for assessing the performance of schools, introduced in 2002 and (further modified) in 2005, were developed in response to research led by Professor Harvey Goldstein FBA showing the shortcomings of raw test scores. In moral philosophy, Baroness Mary Warnock and Professor Jonathan Glover have been highly influential in setting policy on reproductive technology. And the organising strategies being put in place to manage Olympic risk were examined in a special workshop at the LSE in June 2009, convened by Dr Will Jennings with the support of the ESRC. Participants from different Government departments and agencies engaged in discussion of the diverse multiple risks associated with the staging of the 2012 London Olympics – from terrorism to extreme weather events, and from a global pandemic to the effects of the

global recession on public finances, ticket sales and sponsorship.¹²

The 2002 Reith Lectures, *A Question of Trust*, given by the philosopher (and later British Academy President) Onora O'Neill, sparked a wide debate on accountability and trust; her criticisms of public sector target setting, performance indicators and certain forms of "transparency" powerfully suggested that the supposed crisis of trust followed logically from the introduction of many of these supposed remedies. This chimed with numerous audiences who recognised it as relevant to their concerns and since then Baroness O'Neill has promoted discussion of more effective forms of accountability, influencing a wide range of professional public sector organisations.

Similarly, the New Deal programme of active labour market policies, introduced by the Blair Government in 1998, was underpinned by the work of three prominent economists, Professors Richard Layard FBA, Stephen Nickell FBA and Richard Jackman, on the causes and cures of unemployment. Their research also influenced the employment policies of other countries, including Holland and Denmark. They challenged the conventional idea of the 1980s that high unemployment was inevitable by developing models that demonstrated two vital points: that a bigger labour force does not of itself increase

¹⁰ *That Full Complement of Riches*, op cit. The title "is a phrase coined by Adam Smith in his *Wealth of Nations* of 1776 to describe the success of certain nations in achieving their full economic and social potential"

¹¹ 'Food, Nutrition, Physical Activity and the Prevention of Cancer: A Global Perspective', February 2009, see: <http://www.dietandcancerreport.org/>. 'Fair Society, Healthy Lives', February 2010, see: <http://www.ucl.ac.uk/gheg/marmotreview>

¹² Will Jennings (2009), 'London 2010: A Risk Based Olympics?' *Risk and Regulation* 18 (Winter): 14-16. <http://www.lse.ac.uk/collections/CARR/pdf/RiskRegulation18Winter2009.pdf>



The Sure Start initiative. By mid-2009 more than 3,000 Sure Start centres had been established across the UK

unemployment (so that unemployment cannot be blamed, for example, on immigration); and that higher productivity does not increase unemployment (so new technology, for example, is not the main problem). Their findings showed the UK was failing to mobilise the unemployed to fill the jobs which were available, and that high inflation resulted from unfilled vacancies. This “mobilisation failure” was in turn traced back to changes in the way unemployed people were treated at benefit offices and job centres.

However, there is good reason to assume that not all government policy automatically draws on high quality research findings. The British Academy report, *Punching our Weight*, chaired by Sir Alan Wilson FBA and launched by then Minister for Science and Innovation Ian Pearson, sought to identify the barriers preventing public policy makers being better informed about the research expertise available from world leading areas of the humanities and social sciences across British universities. The report highlighted enthusiasm on both sides for closer dialogue but also the ways that current practices and structures hinder collaboration. It made a number of practical suggestions about ways of bridging this gap, including work exchanges, strengthening dialogue through the creation of new policy workshops and joint forums, government departments publishing their research

priorities and universities being more prepared to recognise policy work in their promotion criteria. There has since been encouraging progress, especially on the first two objectives.¹³

Partially in response to the report, the British Academy established a new Policy Centre in September 2009 with financial support from the Economic and Social Research Council (ESRC), which will expand in April 2010 with further support from the Arts and Humanities Research Council (AHRC). The Centre is organising a range of policy seminars and public events designed to bring together those with real academic expertise in particular areas of public policy with those in Parliament, Whitehall and the devolved administrations who can bring about policy changes. It is also coordinating the production of expert reviews on a range of important public topics.

The first, *Social Science and Family Policies*, produced by a working party chaired by Professor Sir Michael Rutter FBA, was published in February 2010; a second, *Choosing an Electoral System*, produced by Professors Ron Johnston FBA, Iain McLean FBA and Simon Hix, appeared in March 2010.¹⁴ Both had relevance to hotly debated issues emerging in the 2010 General Election campaign and its aftermath.

¹³ *Punching our Weight: The Humanities and Social Sciences in Public Policy Making*, op cit

¹⁴ These reports can be accessed via: <http://www.britac.ac.uk/policy/policy-family.cfm> and <https://www.britac.ac.uk/policy/choosing-electoral-system.cfm>

Case Study One:

UNDERSTANDING SOCIAL EXCLUSION

Context

- A thorough understanding of the complex pathways towards and away from social exclusion is crucial to the development and implementation of sound public policy in this area.
- One example of good practice involving cooperation across different sectors is the Sure Start programme, which aims to “deliver the best start in life for every child by bringing together early education, childcare, health and family support”.¹⁵ The Department for Children, Schools and Families states in its latest Departmental report that the provision of: “high quality integrated services through Sure Start Children’s Centres is key to improving outcomes for young children, reducing inequalities in outcomes between the most disadvantaged and the rest, and helping to bring an end to child poverty”.¹⁶

Multidisciplinary Approach

- The Centre for the Analysis of Social Exclusion (CASE) is a multi-disciplinary

centre for research, established in 1997 at the London School of Economics, with the aim of exploring the various dimensions of social disadvantage and assessing how public policy impacts on this area.¹⁷

- In 2002 the Centre embarked on a five year programme of research comprising eight inter-related themes, among which *Generational and Life Course Dynamics* played a key role in shaping Sure Start policy.

Findings

- This research programme established strong causal links between adult outcomes on the one hand, such as mental health issues, welfare status and socio-economic status, and on the other, childhood experience of poverty, family disruption and contact with the police. In short, social exclusion has devastating consequences, not only on present day cohorts, but also on the future life opportunities of those born into such backgrounds.¹⁸

¹⁵ Department for Children, Schools and Families, Sure Start Children’s Centres, <http://www.dcsf.gov.uk/everychildmatters/earlyyears/surestart/whatsurestartdoes/>

¹⁶ Department for Children, Schools and Families (2009), *Departmental report 2009* (London, The Stationery Office), p.88, <http://publications.dcsf.gov.uk/eOrderingDownload/DCSF-Annual%20Report%202009-BKMK.PDF>

¹⁷ This case study builds on an earlier study commissioned by the Economic and Social Research Council published in: *Research Councils UK: Study on the economic impact of the Research Councils, Part II: Case Studies*, (2007), pp.167-183, <http://www.rcuk.ac.uk/cmsweb/downloads/rcuk/economicimpact/ei2.pdf>. The original case study can be found at <http://sticerd.lse.ac.uk/case/>

¹⁸ *Ibid*, p.172

How... the Government's Sure Start initiative was rooted in extensive social science research on different kinds of social disadvantage

Impacts

- Findings such as these have played a key role in improving the understanding of factors underlying the dynamic processes responsible for social exclusion. This has been achieved by the systematic codification and dissemination of knowledge gained through the research programme.¹⁹
- In particular, the Social Exclusion Unit (now the Social Exclusion Task Force), operating out of the Cabinet Office, has directly benefited from these findings. Interviewees perceived the research as “very influential” and as having “convinced ministers” of the importance of such issues. The Sure Start programme was widely seen as having embraced the Centre’s findings.²⁰
- Sure Start receives substantial Central Government funding which has risen from approximately £180 million in 1998/99 to over £1.6 billion in 2008/09.²¹ By mid-2009, a total of 3,018 Sure Start Children’s Centres were offering services to almost 2.4 million children and their families, with a target of 3,500 Centres by 2010.²²
- Another indication of the policy’s success can be found in it being given statutory legal basis in the Apprenticeships, Skills, Children and Learning Act in 2009.
- When considering the ways in which specific research impacts on policy making, it is important to keep sight of the many diverse and interlinked factors which can influence policy decisions. For instance, significant improvements have been made to the living standards and the quality of life for families with children, as a result of increases in government expenditure, including Sure Start, family tax credits and the creation of more nursery places. It is within this broader context that one should view the impact of the work of the CASE Centre.

¹⁹ Ibid, p.171

²⁰ Ibid, p.179

²¹ Ibid, p.180

²² Department for Children, Schools and Families (2009), op cit, p.89

GENERATING ECONOMIC IMPACT



The UK faces enormous challenges in maintaining sound public finances, supporting the effective delivery of public services and ensuring sustainable levels of economic well-being in the wake of the global recession. At the same time the country needs to continue to promote British economic prospects in global markets, to play a leading part in worldwide efforts to respond to climate change, and to address and help alleviate world poverty.

In helping the country rise to these challenges, experts in a wide range of social science and humanities disciplines are playing a crucial role. Alongside economists, these include business and management researchers, social policy analysts, philosophers and ethics scholars, and political and international relations specialists. For example, at the forefront of managing and advising on the current financial crisis are leading economists such as Mervyn King FBA (Governor of the Bank of England), Professor Tim Besley FBA (Monetary Policy Committee, 2006-09), and his fellow LSE Professors Willem Buiter FBA and Charles Goodhart FBA, who both gave expert evidence to a parliamentary hearing in January 2009 on the banking crisis.

Professor Besley also convened meetings of leading economists under the auspices of the British Academy Forum which led to two high-profile letters being sent to Her Majesty

The Queen in July 2009 and February 2010. The first addressed the question she raised when opening a new building at the LSE, namely “why didn’t anyone notice?” the credit crunch coming; the second proposed that she ask her Government to provide her with regular horizon scanning reports on the movements of financial markets and credit levels, to try to reduce the risk of a similar crisis recurring.²³

Treasury thinking on how labour markets work in relation to global competition has been importantly influenced by the work of two leading UK economists, Professor Stephen Machin FBA, and Professor John Van Reenan (LSE), whose research showed that this competition is not a significant driver of lower wages for the unskilled, but rather that labour moves towards higher skills, both within and between industries.²⁴

With the development of the global knowledge economy, humanities and social science research provides essential information and analysis for developing public and educational policies that can enable UK citizens to meet their full potential – identifying key skills shortages and areas where the economy needs people to learn new ones, and helping to guide the continuous re-skilling of the workforce through the work of sociologists like Professor Duncan Gallie FBA.

On behalf of the British Academy, the LSE Public Policy Group interviewed representatives from private sector employers to ask what they thought humanities and social science research had to offer. The encouragingly positive response included the following answers:

- analysing the performance and productivity of business
- providing ideas and inspiration that can lead to new products, processes and methods of working
- enhancing the ability of business to anticipate emerging trends and better understand potential risks
- gaining a competitive edge through better understanding of the ways in which political and social reactions impact on business projects
- improving the effectiveness of business networks, links to relevant stakeholders and communities; and building and maintaining good relationships with customers
- providing key skills for employers and employees.²⁵

As this list demonstrates, whereas the dominant global industries of the past focused on manufacturing industry, corporations today are increasingly active in the fields of communications, information, entertainment, leisure, science and technology. The White Paper produced by Tony Blair’s incoming government, *Our*

²³ Copies of both letters can be found on the British Academy’s website at: http://www.britac.ac.uk/medialibrary/financial_horizon-scanning.cfm

²⁴ S Machin and J Van Reenan, *Changes in Wage Inequality*, Centre for Economic Performance, 2007. Available at: <http://cep.lse.ac.uk/pubs/download/special/cepsp18.pdf>

²⁵ The full report, *Maximizing the social, policy and economic impacts of research in the humanities and social sciences*, is available at: www.britac.ac.uk/policy/wilson/lse-report/index.cfm



Northern Rock collapse, September 2007. Customers wait in line to remove their savings (Peter Macdiarmid/Getty Images)

Competitive Future, defined the knowledge driven economy as:

“one in which the generation and exploitation of knowledge has come to play the predominant part in the creation of wealth. It is not simply about pushing back the frontiers of knowledge: it is also about the more effective use and exploitation of **all types of knowledge in all manner of economic activity.**”²⁶

As Professor Ken Peattie has said:

“Sustainable competitive advantage is very rarely generated from technological excellence alone. Today, in markets which many people might assume to be dominated by technological issues, including cars, home computers and mobile phones, it is actually ‘soft and subjective’ factors like design, branding or customer service that are ultimately crucial in delivering and sustaining competitive advantage. These factors are very strongly rooted in the arts, humanities and social sciences.”²⁷

A new survey of business interactions with different academic sector disciplines conducted by Professor Alan Hughes supports this thesis. Interactions with arts and humanities disciplines featured in 12.5% of all responses – higher than areas such as biology, chemistry, veterinary sciences, architecture, building, planning and urban design and health sciences.²⁸

Case Study Two (page 20) explores the ways in which a knowledge transfer initiative at University College London is linking businesses with humanities research in innovative new ways.

The generation of intellectual property, notably but not exclusively copyright, is a major contribution of the humanities and social sciences. It is fundamental to many activities at the heart of British economic life, such as education, media, tourism, leisure, and the manufacturing, production and service industries which support them. The value of intellectual property in these sectors depends upon their ability to generate new ideas rather than to manufacture commodities – and these are the fastest growing sectors of the global and the UK economy.

*Managing and understanding the ever growing complexity of intellectual property issues is at the heart of **Case Study Three** (page 22), which summarises the impact of Edinburgh University’s Centre for Research in Intellectual Property and Technology Law (SCRIPT).*

²⁶ *Our Competitive Future, building the knowledge driven economy*, Department for Trade and Industry, 1998 (emphasis in bold in the original)

²⁷ Professor Ken Peattie, Director of ESRC Research Centre for Business Relationships, Accountability, Sustainability and Society (BRASS) at Cardiff University. Quoted in *That Full Complement of Riches*, p.14

²⁸ Hughes, A and Kitson, M (2010) *Connecting with the Ivory Tower: Business Perspectives on Knowledge Exchange in the UK*, Centre for Business Research, University of Cambridge (forthcoming)

Case Study Two:

HUMANITIES FOR BUSINESS: A BRAVE NEW WORLD?

Context

- Businesses, financial organisations and the public sector constantly have to adapt to short term economic fluctuations. However, the unprecedented pressures brought about by the recent financial crisis have intensified the widespread demand among the business community and beyond for advice on rapid and efficient means of response.

Multidisciplinary Approach

- The Humanities for Business programme aims to provide a fresh approach to knowledge transfer in order to meet the growing appetite for new ways to address commercial and organisational challenges.
- The programme is coordinated by Dr Berry Chevasco and was established in 2009 within the Arts and Humanities Faculty of University College London (UCL).²⁹
- It has fostered interaction between public and private sector business and

an extensive range of UCL academics, including participants representing such disciplines as philosophy, language and literature, history and fine arts. Although still in its infancy, the programme has already engendered interest among large organisations such as Unilever and the London NHS.

- Through a series of seminars and lectures tailored to meet the particular needs of participating organisations, Humanities for Business offers modules such as 'Hard Times for these Times: cultural views of industrialisation from Dickens to Zola', 'Machiavelli here and now: an exploration of political and entrepreneurial success', 'The wisdom of crowds: Rousseau's impact on modern marketing', and 'Inspirational leadership: ethics and deception in Shakespeare's Henry V'.

Impacts

- The organisational flexibility required of businesses in today's ever-changing environment often necessitates a

²⁹ Case study prepared with the help of Dr Berry Chevasco, coordinator of the programme. See also: UCL, *Learning from Ovid: Humanities for Business lecture*, 6/05/09 at <http://www.ucl.ac.uk/news/news-articles/0905/09050604> and *Humanities for Business: Pioneering in a 'Brave New World'* at: <http://www.ucl.ac.uk/intercultural-interaction/case-studies-library/HfB>

How... humanities scholarship at UCL is providing fresh new approaches to meeting business challenges faced by both commercial and public sector organisations

departure from conventional outlooks. Where traditional corporate change manuals can be rather rigid, humanities can provide an innovative overview of business challenges, together with wide-ranging approaches towards problem-solving.

- Distinguished senior business figures have shown their support for this unique innovation. For instance, George Greener, former CEO of Mars Confectionery Inc and current Chairman of the London NHS, writes: "I have led privately owned and quoted companies and public sector organisations for more than half of my working life. Rarely have technical problems been the rate-limiting step to progress. Invariably it has been about the nature of people: how well they have learned to understand and appreciate each other and being prepared to cooperate for the greater good, exacerbated by the remorseless advance of globalisation. Faculties of Arts, Humanities and Social Sciences are a rich and largely

untapped resource for helping the world of business to address this and therefore make the kind of progress we would all like to see."³⁰

- These benefits are also increasingly being recognized in other disciplines, including medicine. As neuroscientist Professor Mike Spyer explains: "There is compelling evidence that humanities can advance the care of patients providing insight into the nature of the environment and communication that advance the healing process. Specific examples are in the organisation of wards that deal with adolescent cancer patients. Here the structure is to empower the patients to control their own environment – enrichment is not a passive process but an active engagement in design and management."³⁰

³⁰ Quotes from business and public sector users supplied by Dr Chevasco

Case Study Three:

INTELLECTUAL PROPERTY AND TECHNOLOGY LAW³¹

Context

- Changes being brought about by new and emerging technologies are creating a range of major new challenges for innovation, regulation, privacy and trust. For instance, the rapid increase in personal data collection and usage has been facilitated by technological advances, but has raised complex ethical and legal issues. How should law and society respond?

Multidisciplinary Approach

- The Centre for Research in Intellectual Property and Technology Law at the University of Edinburgh (SCRIPT) was established in 2002 with a £2.5m sponsorship, over 10 years, from the Arts and Humanities Research Council.
- Research at the Centre covers the wide and complex inter-relationship between law, technologies, commerce and society. Through direct collaborations across different disciplines, it reaches widely beyond academia to policy makers, the private sector and range of public bodies – working with

organisations such as the British Library, the Creative Commons movement, NHS Scotland and the Scottish Government.

Current Research

- As propagated by the Centre itself, the overarching question is “how best can law be deployed in rising to new scientific, cultural and technological challenges?”
- 11 research projects – grouped into two core themes of *Regulation and Trust* and *Openness and Secrecy* – are currently being undertaken.
- The Foresight Fora (academic think tanks) consist of “subject-specific expert clusters, dedicated to horizon-scanning in their field and seeking natural collaborations and funding to respond to new challenges for law and policy as they emerge”. These Fora cover Intellectual Property, Information Technology and Health Law and Policy.

Impacts

- Through its wide-ranging and interdisciplinary activities, SCRIPT has proven to be a crucial vehicle for influencing laws and regulation in areas as disparate as e-commerce, biotechnology and medical ethics.
- Its work centres on engagement in real-world problems, which is then disseminated, contributing to the evidence-base necessary for public

³¹ Case Study prepared with the help of Professor Graeme Laurie, Director of the Centre for Research in Intellectual Property and Technology Law. This case study builds on an earlier study by the Arts and Humanities Research Council (hereafter referred to as AHRC case study) available at: <http://www.ahrc.ac.uk/FundedResearch/CaseStudies/Pages/ipt.aspx>

How... legal experts are tackling the dilemmas which new technologies are creating in crucial areas of regulation, trust and privacy

policy formulation. The Centre also generates a significant social impact at home and abroad through its involvement in debates surrounding fundamental issues related to core rights and values affected by technological advances.

- SCRIPT also frequently works with national and international government bodies. Examples include its contributions to the UK Intellectual Property Office's consultation on *Taking Forward the Gowers Review of Intellectual Property*, and proposed changes to Copyright Exceptions; participating in amending the European Commission's Green Paper on *Copyright in the Knowledge Economy*; and a project with the Argentinian Government exploring the regulation of biotechnologies, especially stem cells, in developing countries.³²
- The net economic impact generated by SCRIPT's consultancy and research from 2002 to 2005 was estimated at £300,000 by PricewaterhouseCoopers (PwC) as part of a case study evaluation by AHRC. PwC further predicted the economic impact of the Centre between 2002 and 2031 at £8.6-£11.3m.³³
- UK Biobank is a £64 million project seeking to collect blood samples and health information from 500,000 people.³⁴ Its work raises a number of ethical and legal questions, which are explored and guided by its Ethics and Governance Council, chaired by the Director of SCRIPT, Professor Graeme Laurie. The Council's extensive guidance has provided an invaluable source of advice for Biobank, who have consistently acted on its recommendations. For instance, the original Ethics and Governance Framework (EGF) provided participants with a "no further use" withdrawal option, which guaranteed destruction of samples. However, it came to light that due to complex IT back-up and audit systems it was not possible to destroy *all* data. Following the Council's recommendations the EGF was revised to include clear statements to this effect.³⁵

³² AHRC case study, op cit

³³ Ibid

³⁴ Ibid

³⁵ Ethics and Governance Council (2007), *UK Biobank Ethics and Governance Framework*, Version 3.0, p.9, <http://www.ukbiobank.ac.uk/docs/EGFlatestJan20082.pdf>

TACKLING SOCIAL ISSUES



Many social science and humanities disciplines contribute to addressing issues of justice, crime and citizenship, together with allied research into areas such as terrorism, drug use and the impact of migration. These disciplines include religious studies, sociology, criminology, economics, psychology, philosophy and communications studies. The Home Office and Justice Ministry, draw significantly on such areas of expertise in order to inform the development of policies to improve policing and public safety, to understand the divide between public perceptions of rising crime and actual falling crime statistics, to identify the factors that lead to violent extremism and radicalization, and to assess the impact of different sentencing strategies.

*An instance of the way research of this kind can often give policy makers the long-term background and context to a policy problem, and enable them to learn from historical precedents over time, is provided by **Case Study Four** (page 28), which illustrates the impact of the work of historian Professor David Cesarani of Royal Holloway, University of London, a specialist in the legacy of the Holocaust, who helped the War Crimes Bill reach the statute book.*

Examples of how rigorous, evidence-based research projects can inform social policy (all recently funded by the British Academy) include an evaluation of children with

Professor David Nutt, one of the panellists in a British Academy/Medical Research Council public discussion of addiction, and the issues it raises across UK society, January 2010

Attention-Deficit Hyperactivity Disorder; a study of links between childhood bullying and mental health problems; research into drink-spiking and drug-facilitated sexual assault among female students, which found that the involvement of drugs such as rohypnol in “date rape” was largely unproven (a story extensively covered in the *Daily Mail* and other papers)³⁶; and an influential study of the failed history of prostitution control strategies, and how they have relied on outdated concepts, carried out by Professor Julia Laite.³⁷

Datasets of longitudinal research also provide a vital element of much social science research. They offer sufficient depth and density of data to enable evidence to be drawn, and properly informed judgements made, on the impact of educational, health or welfare or other social changes, based on people’s observed and documented behaviour over substantial periods of time. Examples include the British Household Panel Survey (BHPS), conducted by the Institute for Social and Economic Research at the University of Essex, and the English Longitudinal Study of Ageing, developed by researchers based at University College London. These datasets made possible important new research into social care, which was cited by the House of Commons Health Committee in a recent report on the subject.³⁸ In a different context, the BHPS has helped to broaden and redefine the

objectives of the policy agenda on well-being into a “credible object of policy concern”.³⁹

In September 2008 the setting up of a new independent National Equality Panel of independent academics was announced by Harriet Harman, then Minister for Women and Equality, to be chaired by Professor John Hills FBA. Its brief was to investigate how people’s life chances are affected by gender, race, disability, age and other important aspects of inequality such as geography, income and class, and how all these elements inter-relate. The Minister said at that time:

“To advance equality through our public policy, we need clarity of evidence and focus on gaps in society and how they have changed over the past ten years. The robust evidence base that the panel will produce will help us properly target measures to address persisting equality gaps.”

The Panel, which also included Academy Fellows Professor Ruth Lister and Professor Stephen Machin, produced their major report in February 2010. It concluded that, in several key areas, inequalities had in fact grown and were wider now than they had been 40 years earlier.⁴⁰ Professor Lister’s research and discussions with Government have also influenced both the last Conservative and Labour administrations to seek ways of ensuring that tax credits are paid directly to the main caring parent – most typically the mother – rather than

³⁶ See for example ‘Are date rape spiked drinks an urban myth?’, *Daily Mail*, 6 November 2009

³⁷ ‘Paying the price again: prostitution policy in historical perspective’, Julia Laite, 2006. Available as a History and Policy case study at: <http://www.historyandpolicy.org/papers/policy-paper-46.html>

³⁸ House of Commons, Health Committee, ‘Social Care’, Third report of Session 2009-10, 12/03/2010, Vol.1, HC 22-1, p.100, para.356, and Vol.2, HC22-II, pp.EV172-EV178, <http://www.publications.parliament.uk/pa/cm200910/cmselect/cmhealth/22/2202.htm>

³⁹ ‘In Praise of Panel Surveys’, edited by Richard Berthoud and Jonathan Burton, September 2008, pp.12-13 and p.23, <http://www.iser.essex.ac.uk/files/in-praise-of-panel-surveys.pdf>

⁴⁰ ‘An Anatomy of Economic Inequality in the UK’, February 2010, available via the Government Equalities Office website at: http://www.equalities.gov.uk/national_equality_panel/publications.aspx

through the pay packet of the family's main wage earner.⁴¹

Another important contribution to research on social inequality, by Professor John Goldthorpe FBA and colleagues, has shown that, contrary to common assumptions, there is no evidence of a trend to higher levels of social mobility and greater openness of opportunities in British society.

Elsewhere, Professor Anthony Heath FBA, who has led major research on the unequal opportunities ethnic minority males face in labour markets, is now part of the research team (with David Sanders and Stephen Fisher) awarded £1.2m for a major new ESRC-funded study of voting patterns amongst Britain's ethnic minorities. This forms part of the *British Election Study* series, which was originated in 1963 by David Butler and Donald Stokes, and now constitutes the longest academic series of nationally representative probability sample surveys in the country. Its broad aim is to explore the changing determinants of electoral behaviour throughout contemporary Britain, with the surveys taking place immediately after every general election since 1964.

Case Study Five (page 30) examines the issues faced by newly arrived immigrants and refugees in South Yorkshire and the impact of Leeds University researchers in

helping Barnsley Borough Council and voluntary agencies tackle the practical challenges involved.

A three-year enquiry into factors affecting the well-being of children and young people in the UK, chaired by Professor Lord Richard Layard FBA for the Children's Society and published in February 2009, concluded that millions are damaged by adults' and parents' aggressive pursuit of personal success. The report, *A Good Childhood*, blamed many of their problems on a belief "that the prime duty of the individual is to make the most of their own life, rather than contribute to the good of others" and found that this "excessive individualism" was the cause of high rates of family break-up, unhealthy competition in schools and acceptance of income inequality that left millions of children living in poverty.⁴²

A year later, a group of leading social scientists chaired by Sir Michael Rutter FBA, produced the first major report from the new British Academy Policy Centre, on family policies. It provides an authoritative account of social science research on crucial changes in family form and structure, in the UK and internationally, and analyses their policy implications, in order "to shed light rather than heat on an already hot topic."⁴³

⁴¹ Case study included in *Making The Case For The Social Sciences*, op cit, p.16

⁴² Report available at:

http://www.childrenssociety.org.uk/all_about_us/how_we_do_it/the_good_childhood_inquiry/1818.html

⁴³ *Social Science and Family Policies*, op cit, p.3

⁴⁴ The University of Warwick economist Professor Andrew Oswald gave a presentation to this seminar. See www.andrewoswald.com

⁴⁵ David Cameron, interviewed for the BBC Two series *The Happiness Formula*, broadcast in May 2006. See http://news.bbc.co.uk/1/hi/programmes/happiness_formula/4809828.stm

⁴⁶ The full report can be downloaded from: <http://www.stiglitz-sen-fitoussi.fr/en/index.htm>

*A different aspect of childhood – concerns over their premature exposure to inappropriate sexual materials, either through mainstream advertising or ready access to pornography – is the subject of **Case Study Six** (page 32). Following initial British Academy-funded research by Dr Katherine Sarikakis, a major report on *The Sexualisation of Young People* was commissioned by the Home Office, which received widespread press coverage on its publication in February 2010.*

As social and economic research involving economics, psychology, political science, geography, criminology and public and mental health studies has increasingly demonstrated, greater wealth does not necessarily translate into greater happiness. As a result, politicians and policy makers have focused their energies on ways of improving quality of life. In 2002 the Prime Minister’s Strategy Unit convened a “life satisfaction” seminar in Whitehall to discuss the implications of a “happiness policy”.⁴⁴ Since then the Treasury has made specific reference to quality of life in its stated aims, alongside growth and economic prosperity. It is an issue which is clearly rising up the political agenda, in Britain and other countries; in 2006, David Cameron MP told the BBC:

“When politicians are looking at issues they should be saying to themselves ‘how are we going to try and make sure that we don’t just

make people better off but we make people happier, we make communities more stable, we make society more cohesive’.”⁴⁵

And in France, in 2008, President Nicolas Sarkozy, commissioned leading economists, including Lord Stern FBA, Professor Joseph Stiglitz FBA and Professor Amartya Sen FBA, to develop alternative measures of progress to GDP that would better reflect people’s well-being and France’s famed “quality of life”.⁴⁶ Such examples clearly highlight the role that high quality, evidence-based UK social science research can play in helping define governmental strategies for addressing fundamental social challenges.



Shami Chakrabarti, director of Liberty, taking part in the British Academy Forum on human rights legislation, March 2010

Case Study Four:

WAR CRIMES AND THE HOLOCAUST⁴⁷

Context

- Remembering and raising awareness among present and future generations about the crimes against humanity committed during World War II is a challenge to policy makers and society as a whole. But it raises numerous, complex and sensitive issues; in the words of Professor David Cesarani, “How to define genocide?”, “How to stress the universal implications of genocide while respecting the particularities of each separate atrocity?”, or “How to involve and be sensitive to survivors of genocide?”

Approach

- Professor Cesarani, from Royal Holloway, University of London, has been involved in public policy surrounding such questions since 1986.
- He was first approached by Greville Janner MP, to investigate whether war criminals or Nazi collaborators could have entered the UK in the aftermath of WWII. His initial report to the All Party Parliamentary War Crime Group

confirmed that suspects had indeed transited or entered the UK. He was then invited to assemble and lead a research team which produced a report (1988) that in turn prompted an official government inquiry. This aspect of his research culminated in his first book, *Justice Delayed*.⁴⁸

- His continuing research into the Holocaust, notably his 2004 biography of Adolf Eichmann, has since led to further frequent interaction with policy makers in the UK and overseas.

Impacts

- Professor Cesarani’s academic research has proven key to shaping and implementing public policy in this field.
- The Government’s War Crimes Inquiry ultimately led to the introduction of the War Crimes Bill, enabling the prosecution of alleged war criminals. It proved very controversial, and met fierce opposition in the Lords before eventually reaching the statute book in 1991. During these debates, Professor Cesarani willingly adopted an advocacy role, frequently

⁴⁷ Case Study prepared with the help of Professor David Cesarani

⁴⁸ David Cesarani (1992), *Justice Delayed: How Britain Became a refuge to Nazi War Criminals* (London, William Heinemann Ltd.)

How... a leading historian specialising in the Holocaust has consistently influenced government policy on war crimes issues

speaking in the media in support of the Bill and thereby playing an important part in securing its passage.

- In 1995 he was invited to join the advisory board of the Imperial War Museum's Holocaust exhibition, designed to show "man's inhumanity to man".⁴⁹ The exhibition opened in 2000, displaying a wide range of photographs, documents, newspapers, artefacts, posters and films telling "the story of the Nazis' persecution of the Jews and other groups".⁵⁰ It has received hundreds of thousands of visitors.
- At the invitation of the Foreign and Commonwealth Office Professor Cesarani attended a series of international conferences on post-Holocaust era issues, including the International Task Force for Intergovernmental Cooperation on Holocaust Education, Remembrance and Research in Stockholm in 2000, attended by representatives from 44 governments, which concluded with a unanimously signed declaration for the establishment of an annual Holocaust

Memorial Day (HMD) on 27 January.

The Home Office then convened an advisory group – joined by Professor Cesarani – to address the complex questions relating to its establishment in the UK.

- Since 2005, the HMD Trust, of which Professor Cesarani is a member, has been responsible for "commemorating and remembering the victims of the Holocaust", promoting "a public sentiment in favour of the exercise and protection of those fundamental human rights which constitute freedom from genocide" and "racial and religious harmony".⁵¹ The Trust "urges everyone in the UK to pause and reflect on what can happen when racism, prejudice and exclusionary behaviour are left unchecked".⁵²
- In 2006, Professor Cesarani gave written and verbal evidence to the Parliamentary Committee against Anti-Semitism at its opening session. His detailed knowledge provided valuable insight for the Committee and the final report cites his views extensively.⁵³

⁴⁹ Suzanne Bardgett (1998), 'The Genesis and Development of the Imperial War Museum Holocaust Exhibition Project', *Journal of Holocaust Education*, vol. 7(3), 28-37

⁵⁰ Imperial War Museum London, The Holocaust Exhibition, <http://london.iwm.org.uk/server/show/ConWebDoc.1454>

⁵¹ Holocaust Memorial Day Trust, <http://www.hmd.org.uk/>

⁵² Ibid

⁵³ All Party Parliamentary group Against Anti-Semitism (2006), *Report of the All-Party Parliamentary Inquiry into Anti-Semitism in the UK* (London, The Stationery Office)

Case Study Five:

THE MULTI-CULTURAL BARNSELEY PROJECT⁵⁴

Context

- Successive recent EU enlargements from Central and Eastern European countries, coupled with longer term global migration patterns, continue to have a considerable impact on UK labour markets, public services and communities in which the new populations settle.

Approach

- The interdisciplinary Centre for Employment Relations, Innovation and Change (CERIC) at Leeds University Business School has been engaged in a knowledge transfer project with the Asylum Team from Barnsley Borough Council on the social and economic experiences of migrants, asylum seekers and refugees (together termed “new arrivals”).⁵⁵
- ‘Investing in a Multi-Cultural Barnsley’ (IMCB) was funded by HM Treasury and the Cabinet Office between 2005 and 2008.
- As part of the project, CERIC researchers Chris Forde and Robert

MacKenzie conducted semi-structured interviews and focus groups with new arrivals, community support groups, local employers and other stakeholders, designed to develop an understanding of new arrivals’ experiences in Barnsley, in terms of housing, health, education and training, and (where applicable) work. In addition, the researchers developed an original questionnaire to generate data on the population of new arrivals in Barnsley.

Impacts

- The IMCB project evaluation report concludes that it: “has aided refugees, asylum seekers and migrant workers in Barnsley in their quest to become full and equal citizens within the community”. This innovative partnership was deemed “extremely successful” and “has met all milestones set, delivered on time and on budget and exceeded initial expectations”.⁵⁶ Feedback has also indicated that the project has “played a useful role in tackling isolation, ghettoisation, exploitation, misunderstandings and conflict”.⁵⁷
- The Audit Commission identified the Council and University’s partnership as an example of best practice, in terms of the methods used to access new arrivals, and the information gathered on their experiences in Barnsley.⁵⁸

⁵⁴ Case study prepared with the help of Dr Chris Forde and Dr Robert MacKenzie. See also University of Leeds’ *Impact Review* (Summer 2008), Issue 3, pp.34-35

⁵⁵ *Ibid*, p.34

⁵⁶ HM Treasury (2008), ‘Investing in a Multi-Cultural Barnsley project, Invest to Save Budget - 428/7’, *Project Evaluation Report*, p.22

⁵⁷ *Ibid*, p.6

⁵⁸ Audit Commission (2007), *Good Practice and Case Studies*, ‘Barnsley Borough Council: Investing in a Multi-cultural Barnsley’, <http://www.audit-commission.gov.uk/localgov/goodpractice/sustainablecommunities/pages/barnsleynationaldataemployersurveys.aspx>

How... Leeds University researchers successfully contributed to local government strategies to strengthen support for new migrants and refugees

- The research data fed into the IMCB project at various phases, helping with the achievement of each of the three project objectives.
- A New Arrivals Handbook was created in the first year of the project and 6000 copies printed in a number of languages were distributed free of charge. The handbook provides a wide range of information and advice about local services in Barnsley, and it incorporates some of the interview and focus group findings about the needs of new arrivals. An impact questionnaire has found that 95% of users found the handbook useful, as have many different voluntary and statutory agencies.⁵⁹
- A multilingual website was also created with similar aims and currently averages 400 hits per week, with 82% of site users reporting that they had found “all of what they needed” there.⁶⁰ As well as providing information for new arrivals, the website contains a comprehensive guide on services relating to employment, education, housing and benefits, and a copy of the findings from the University’s research. The website has also had considerable impact on many public officials, with its translated links considered especially valuable.
- The Report produced by Dr MacKenzie and Dr Forde, *The Social and Economic Experiences of Asylum Seekers, Migrant Workers, Refugees and Overstayers*,⁶¹ has provided a detailed evidence base to inform the development of an Integration Strategy, the third objective of the IMCB project. For example, the research highlighted a mismatch between the skills of migrant workers and their current employment – reflecting widespread underutilisation of migrant workers’ skills. It also highlighted the difficulties migrants working long hours experienced in accessing public services, a problem not shared to the same extent by asylum seekers. Such findings have contributed to Barnsley’s wider Community Cohesion Strategy, which aims to take into account all equality and diversity strands.⁶²

⁵⁹ HM Treasury (2008), op cit, p.12

⁶⁰ Ibid, p.13

⁶¹ Chris Forde and Robert MacKenzie (2007), *The Social and Economic Experiences of Asylum Seekers, Migrant Workers, Refugees and Overstayers* (Leeds University Business School: Centre for Employment Relations, Innovation and Change) available at:

http://lubswww2.leeds.ac.uk/CERIC/fileadmin/user_upload/Documents/ceric_Migrant_workers_report.pdf

⁶² HM Treasury (2008), op cit, p.16

Case Study Six:

THE SOCIALISATION OF SEXUALLY EXPLICIT IMAGERY⁶³

Context

- Media and popular culture are commonly assumed to be becoming increasingly sexualised, while the porn and sex industries are becoming more mainstream. As a recent report states “with proliferation comes normalisation”.⁶⁴ Technologies are “challenging our assumptions about ‘choice’, ‘privacy’ and ‘freedom’”,⁶⁵ particularly among young people, whose development and socialisation takes place within this context.
- Until recently the research and policy implications of this new phenomenon had not been systematically evaluated by the academic community, either nationally or internationally.

Approach

- The project *Socialisation of the Global Sexually Explicit Imagery: Challenges to Regulation and Research*, funded by the British Academy, brought together academics and policy makers from Australia, Austria, Canada, Egypt, Greece, India, Jordan, Romania, Serbia,

Sweden, the UK and USA.

- This led to the organisation of two international conferences in Greece and the UK. The former was funded by the Hellenic Audio-visual Institute at the National Kapodistrian University of Athens; the latter was supported by the Institute of Communications Studies and the Centre for Canadian Studies at the University of Leeds, and Intellect Publishers.
- These conferences served as a platform for the formulation of research agendas relating to existing and emerging regulatory frameworks and challenges worldwide.
- They recognised that policy intervention in this area is highly complex, and that national governments “face extreme difficulties in applying appropriate measures for the safeguarding of those concerned in the global porn industrial complex, not least based on the difficulty to maintain a balance between and among human rights, managing technological, economic and other challenges and reconsidering the conditions under which liberty, choice and agency can be maintained and exercised by vulnerable publics.”⁶⁶

Impacts

- Both conferences benefited from international media coverage including

⁶³ Case study prepared with the help of Dr Katharine Sarikakis

⁶⁴ Linda Papadopoulos (2010), *Sexualisation of Young People Review*, p.7

⁶⁵ Institute of Communication Studies, Leeds University, Porn Cultures: Regulation, Political Economy and Technology Conference 15-16/06/09

⁶⁶ <http://sgsei.wordpress.com/pcpn-aims-and-principles/>

How... the creation of an international network of researchers is raising the importance of policy measures to address the impact of sexual imagery on young people

interviews and reports in Agence France-Presse, Hellenic Radio, Greek Television 1, Vatican Radio and the BBC. It was noteworthy that the press positively engaged and promoted interest in the complex debates surrounding these sensitive issues. For example, *Kathimerini*, a prestigious Greek national newspaper, quoted Dr Katharine Sarikakis, the Principal Investigator of the project: “new technologies intensify the processes of production and consumption, changing the porn industry. [...] Our moral boundaries are pushed either towards fundamentalism or absolute relativism. In both cases, what escapes us, is the human being.”⁶⁷

- Policy makers and civil society also participated in these events, such as the British Board for Film Classification, European Women’s Lobby, Australian Women’s Forum, Streetwise Project Newcastle, and Backlash.
- PCPN has drawn the attention of policy makers, media, the public and emerging scholars to these issues.
- An independent review into the *Sexualisation of Young People*⁶⁸ was commissioned by the Home Office as part of its strategy *Together We Can End Violence Against Women and Girls* (VAWG), which has been allocated over £13m of funding to help support victims of sexual and domestic violence. Dr Sarikakis gave evidence to this review, which was published in February 2010 to widespread media attention, and Steven McDermott, assistant to the network, was employed as a research assistant to the review team. The report highlighted how sexualisation of children and young people “prematurely places them at risk of a variety of harms”.⁶⁹ The then Home Secretary Alan Johnson welcomed the review and stated the Government were “committed to a number of recommendations in this report”.⁷⁰ Endorsement of such findings by a national government constitutes a major step forward in the light of the difficulties relating to policy intervention recognised by PCPN.

⁶⁷ *Kathimerini*, 28/09/08

⁶⁸ Dr Linda Papadopoulos, *Sexualisation of Young People Review*, 26/02/10, <http://www.homeoffice.gov.uk/documents/Sexualisation-of-young-people2835.pdf?view=Binary>

⁶⁹ *Ibid*, p.14

⁷⁰ Home Office Press Release, 26/02/10

RECOGNISING CULTURAL VALUE



Britain's creative and cultural industries are one of its most dynamic and successful sectors, contributing billions of pounds directly into the economy and acting as a crucial magnet in drawing millions of people from all over the world to visit, study or live in this country. These industries are now the UK's fastest growing sector and Unesco estimates show the UK to be the world's biggest single exporter of "cultural goods". The UK's £3bn publishing industry is the most developed in the world, with over 100,000 new book titles published each year – almost half of them (academic and non-academic) within the arts, humanities and social sciences. Exports alone account for over £1.1bn in 2008 – up 24% by volume and 26% by value since 2004 – and learned journal publishers in the UK estimate that 90% of their turnover is derived from export sales.⁷¹ And it was not a celebrity, a politician or a scientist who was named "Briton of the Year" by *The Times* last year but Neil MacGregor FBA, Director of the British Museum, Britain's single biggest tourist attraction.

Research and teaching in the humanities and arts contribute hugely and variously to this full spectrum of cultural and creative activities, including art exhibitions, concerts, theatrical performances, festivals and literary productions, and across the broadcasting, film, advertising and publishing sectors.

Liverpool – European Capital of Culture, 2008. The city's economy received a £753m boost during the year, according to new research

Television and radio broadcasting, especially on the BBC, would be massively impoverished without the huge contribution made by the UK's leading humanities scholars, with their unrivalled cultural, historical and literary expertise and understanding – from major series such as Radio 4's remarkable *History of the World in 100 Objects* (curated by Neil MacGregor) or Professor Diarmaid MacCulloch FBA's *History of Christianity* (2009) to week-in, week-out involvement in series such as *Start The Week*, *In Our Time*, *Nightwaves* and *Analysis*.

Similarly, broadcast coverage of the recent election and subsequent protracted negotiations drew heavily on contributions from modern historians and constitutional experts such as Professors Peter Hennessy FBA and Vernon Bogdanor FBA. In addition, electoral systems specialists, Professors Ron Johnston FBA, Iain McLean FBA and Simon Hix all featured heavily in press and broadcast media coverage of the options available to the UK if changes were to be made to the UK Parliament's traditional 'first past the post' system. In the same vein, humanities and social science specialists are vital to the whole culture of reviewing, in the press, periodicals and other media, including the *Times Literary Supplement*, *London Review of Books* and the *New York Review of Books* – the world's most respected literary periodicals.

The full economic value of the arts and humanities – and its rising importance within the overall economy – has only begun to be properly recognised in recent years. The latest survey by the Department for Culture, Media and Sport, in 2009, reports the following data for the creative industries – defined as those industries “which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property”:

- They accounted for 6.4 per cent of Gross Added Value (GVA) in 2006
- They grew by an average of 4% per annum between 1997 and 2006. This compares to an average of 3% for the whole economy over this period
- They exported services totalling £16 billion in 2006. This equates to 4.3% of all goods and services exported
- They accounted, in the summer quarter of 2007, for almost 2 million jobs (up from 1.6m in 1997). This comprised over 1.1 million jobs in the creative industries themselves and over 800,000 further creative jobs within businesses outside these industries.⁷²

Culture is therefore increasingly recognised as a major engine of economic development – witness how the reputation of North East England has been transformed by investment in major new cultural facilities such as The Baltic and The Sage and public

⁷¹ Figures from Publishers Association, Office for National Statistics and UK Trade and Investment. See: www.ukpublishing.org.uk and https://www.uktradeinvest.gov.uk/ukti/fileDownload/UkTI_UK_Publishing_Creative_Industries_export_guide.pdf?cid=442537

⁷² Figures taken from the DCMS Creative Industries Economic Estimates Statistical Bulletin, January 2009. See: http://www.culture.gov.uk/images/research/Creative_Industries_Economic_Estimates_Jan_09.pdf

art like Antony Gormley's iconic *Angel of the North*. As the European Capital of Culture in 2008, Liverpool saw almost 10 million people visit the city, accordingly to newly published research led by Dr Beatriz Garcia of the University of Liverpool – a rise of 34% over the previous year – and generated a £753 million boost to the region's economy in the course of the year.⁷³ The report also helped update the general opinion of Liverpool, as a place with a rich and vibrant cultural life reaching far beyond the dated stereotypical associations with Sixties pop music and football.

The UK's heritage industry employs a high proportion of humanities graduates in subjects such as art history, archaeology, geography, history, and planning, generating important economic and social benefits including vital links with education – seen as central to the mission of today's museums and galleries. School pupils are the section of the population (37%) most likely to attend a museum or gallery, and 29% of them believe that a museum is “the best place to learn out of school”.⁷⁴ The British Academy's support to the Council for British Archaeology enables it to organise the annual UK-wide Festival of British Archaeology – a unique, high-profile event launched each year by the Culture Minister. In 2009 it incorporated 650 events which were attended by over 160,000 people. Public interest in archaeology remains very

high (as shown in the crowds queuing up to view the Staffordshire Hoard in Birmingham, for example) and the CBA brings together and showcases the work of all parts of the sector to emphasise their public benefits.

Case Study Seven (page 38) illustrates the way in which high quality humanities research has impacted on curatorial practice and the design of exhibitions in museums and galleries, and how central this work can be to creating innovative new exhibitions.

All of these areas of our shared culture not only enrich the lives of our society, at all ages and levels, but also generate a host of important, economically significant consumer products. A MORI survey in 2000 found that 76% of people thought their lives were richer for having the opportunity to visit or view the historic environment, and 88% believed that it was important in creating jobs and boosting the economy.⁷⁵ A National Trust study into the impact of its work in the South West region alone concluded that 21 million visitors spent £4.6 billion a year and created 225,000 jobs in the regional economy. History and archaeology have a particular role in helping to spread the economic spending potential of tourism, and diluting its potentially detrimental impacts, by attracting tourists from the cities to the countryside.

⁷³ 'Creating an Impact: Liverpool's experience as European Capital of Culture' University of Liverpool, 2010. Available at: <http://www.liv.ac.uk/impacts08/>

⁷⁴ Visitors to Museums and Galleries in the UK, MORI for RESOURCE, 2001

⁷⁵ *Power of Place*, English Heritage, 2000

⁷⁶ Quoted in BBC press release, November 2005, see:

http://www.bbc.co.uk/pressoffice/pressreleases/stories/2005/11_november/21/voices.shtml

The languages and dialects of the UK are vital part of identifying “who we are”. Major contributions to studying the literary and cultural expression of ethnic or national identity have been developed in centres of excellence such as the Centre for Scottish Literature in Aberdeen, the Centre for Welsh Writing in English in Swansea, or the Seamus Heaney Centre for Poetry in Belfast.

Case Study Eight (page 40) details a partnership between the University of Leeds, the BBC and the British Library which has created the largest recorded archive of different dialects and speech patterns ever assembled, providing a wealth of raw material for researchers both now and for future generations. Professor David Crystal FBA has described the Voices archive of recordings as “the most significant popular survey of regional English ever undertaken in Britain.”⁷⁶

In the field of literature, the MA in Creative Writing at the University of East Anglia is a classic example of academic enterprise generating economic products. Established in order to enable aspiring writers to learn and develop their craft, it rapidly led the way for other institutions to develop similar courses. Early students included Ian McEwan and Kazuo Ishiguro, each of whom subsequently won both the Whitbread Prize for Fiction and the Booker Prize.

Over the last decade, the pivotal economic importance of the creative, cultural and media industries – and the role that arts, humanities and social research plays in fuelling and sustaining them – has been recognised by the European Commission, the World Bank, and national and local governments. Their importance is likely to increase as changing social trends result in heightened demand for leisure activities.



The Staffordshire Hoard on display in Birmingham Museum and Art Gallery, November 2009 (Birmingham Post)

Case Study Seven:

RECREATING RENAISSANCE INTERIORS AT THE V&A ⁷⁷

Context

- The Renaissance forms an important part of our cultural and intellectual European heritage. A major three-month exhibition, hosted at the Victoria and Albert Museum (V&A) in 2006/07, sought to recreate for the first time “the domestic interior’s central role in the flourishing of Italian art and culture”.⁷⁸ By placing paintings, furnishings and family possessions from the urban *palazzi* and houses of Veneto and Tuscany within their original contexts, *At Home in Renaissance Italy (AHIRI)* challenged the traditional separation between the ‘fine’ and ‘decorative’ arts and revealed the key role played by domestic culture during the Renaissance. This exhibition fed into several of the displays of the permanent Medieval and Renaissance Galleries at the V&A, which opened at the end of 2009.

Multidisciplinary Approach

- *AHIRI* established a new model of research-led exhibition, driven by an international group of university and

museum-based scholars ranging from medieval archaeology and Islamic studies to the histories of food, music, furniture and science. The research process brought together over 180 academics through a collaboration between the V&A, the Royal College of Art and Royal Holloway, supported by the Getty Foundation and the AHRC Centre for Study of the Domestic Interior.⁷⁹ Dr Marta Ajmar-Wollheim, lead scholar on the project, was responsible for the original research proposal, and co-curating the exhibition with Dr Flora Dennis.

- Similarly, extensive consultation with a range of international academics, curators and educators was carried out during the seven-year development of the permanent Medieval & Renaissance Galleries, which cover European art and culture from 300-1600. The academics included Professor Lisa Jardine and Professor Evelyn Welch (Queen Mary) and Dr Donald Cooper (Warwick).⁸⁰
- A further innovation in the new Galleries, led by Dr Aaron Williamon from the Royal College of Music, aims to “reconnect the V&A’s collections with performances of music that share their rich and distinctive pasts”.⁸¹

Impacts

- An impact assessment conducted by Annabel Jackson Associates showed

⁷⁷ Case Study prepared with the help of Professor Evelyn Welch and Dr Marta Ajmar-Wollheim and Peta Motture. It builds on a previous case study by the Arts and Humanities Research Council (hereafter referred to as AHRC case study): http://www.ahrc.ac.uk/Documents/AHRC_Renaissance_Italy.pdf It also draws on a pilot impact case study prepared for HEFCE by Queen Mary, University of London

⁷⁸ Victoria and Albert Museum: http://www.vam.ac.uk/vastatic/microsites/1487_renaissance/introduction.html

⁷⁹ AHRC case study, p.4

⁸⁰ Materials drawn on included Evelyn Welch, *Shopping in the Renaissance: Consumer Cultures in Italy 1400-1600* (New Haven, Yale University Press, 2005) and Lisa Jardine, *Worldly Goods: A New History of the Renaissance* (London, W.W Norton & Company, Ltd., 1998)

⁸¹ “The Listening Gallery: Integrating Music with Exhibitions and Gallery Displays, Medieval to Baroque”, an AHRC Knowledge Transfer Fellowship led by Dr Aaron Williamon, <http://www.ahrc.ac.uk/FundedResearch/Pages/ResearchDetail.aspx?id=137697>

How... new models have been developed for creating highly successful research-led exhibitions at the Victoria and Albert Museum

that *At Home in Renaissance Italy* fed into the new £32m Medieval & Renaissance Galleries in three respects: the content, the layout and the elements of interpretation.⁸² For instance, the innovative displays of the Italian Renaissance home, which “presented rooms as object-filled spaces... bringing the period to life”,⁸³ influenced aspects of the Renaissance interior displays in the Galleries, such as the placement of objects appropriate to their original context.

- The publication associated with the exhibition⁸⁴ proved popular with both scholars and the general public, and was shortlisted for both the Art Newspaper/AXA Art Exhibition Catalogue Award and the Art Book Award.
- An extensive publication programme has also been produced for the Galleries, including seven new books and a special issue of *Renaissance Studies*.⁸⁵
- Both the exhibition and new Galleries attracted considerable press coverage. *AHIRI* was described by Anna Somers Cocks as ‘The most important exhibition

on the Renaissance since before the Second World War’, and the opening of the new Galleries was described by the leading art critic, Andrew Graham-Dixon, as “an event of tremendous significance, not just for Britain but for the world”.⁸⁶

- A sample of the 70,970 visitors to *AHIRI*, interviewed to gauge how they benefited from their visit, revealed that the exhibition had made a direct contribution to their “life-long learning”, “deepened social identity”, “strengthened social cohesion” and “stimulated creativity”.⁸⁷
- Evaluation of the visitor perspective of the Medieval & Renaissance Galleries is currently under way. Informal responses to the content and presentation have been overwhelmingly positive.
- The economic benefits of *AHIRI* were estimated at £2.85 million on the London economy and £1.33 million on the UK economy.⁸⁸ Whilst it is still too early to ascertain the economic impact of the new Galleries, they have had an estimated 359,900 visits in the period December 2009 - March 2010.

⁸² Annabel Jackson Associates, *At Home in Renaissance Italy* Exhibition Impact Case Study: Final Report to the AHRC, 2007, p.14

⁸³ Victoria and Albert Museum: http://www.vam.ac.uk/vastatic/microsites/1487_renaissance/introduction.html

⁸⁴ Marta Ajmar-Wollheim & Flora Dennis eds., *At Home in Renaissance Italy* (V&A Publications, 2006)

⁸⁵ Peta Motture and Michelle O'Malley eds., ‘Re-thinking Renaissance Objects: Design, Function and Meaning’, *Renaissance Studies*, Feb. 2010, Vol.24(1)

⁸⁶ Andrew Graham-Dixon, “The V&A’s new Medieval and Renaissance Galleries”, *The Sunday Telegraph Reviews* 2004-2009, 29/11/09, <http://www.andrewgrahamdixon.com/archive/readArticle/617>. 17

⁸⁷ AHRC case study, p.3

⁸⁸ *Ibid*

Case Study Eight:

THE “VOICES” PARTNERSHIP⁸⁹

Context

- Words, accents and dialects reveal much about our national and community identities. Not surprisingly, most of us have strong opinions on such topics, and relish the opportunity to challenge lazy stereotypes and generally accepted views. This fascination with the relationship between language and “who we are” is what the *Voices* partnership between the BBC and a team at the University of Leeds have sought to harness.

Multidisciplinary Approach

- In 2004 the BBC approached Professor Clive Upton, a leading dialectologist, and pronunciation consultant for the *Oxford English Dictionary*, with a view to conducting a project on language across different regions of the UK. This initiative followed more than half a century of English dialect study at his department at the University of Leeds on the one hand, and highly popular BBC series

such as *Word of Mouth*, *The Story of English* and *The Routes of English* on the other.

- A specific interviewing method, based upon word association and developed by Upton’s former PhD student Carmen Llamas, was adapted and tailored to the BBC’s requirements. This resulted in the development of a ‘spidergram’ detailing the different words and phrases targeted.
- Professor Upton subsequently undertook the training of local BBC journalists from across the UK to administer the newly developed interview techniques.
- Fifty-one journalists and researchers were dispatched throughout the UK to interview people regarding specific word usage in context across different regions. A website was also designed to enable the public to input material directly, producing over 8,500 on-line contributions of data. In total, 84,000 users provided data to the project, including 1,201 recorded speakers in 302 interviews – a total of 700 hours of recording.

Impacts

- The BBC *Voices* Project was supported by a total of 10 hours of TV and 200 hours of radio broadcast including a series of seven Radio 4 programmes

⁸⁹ Case study prepared with the help of Professor Clive Upton, University of Leeds. See also University of Leeds’ *Impact Review* (Winter 2007), Issue 2, pp.33-35

How... the BBC, Leeds University and the British Library joined forces to create a vast new archive of regional accents and dialects

called *Word4Word*, being broadcast at peak listening times.

- In September 2005, the BBC ran *Voices Week* during which it broadcast a series of local programmes based on the recordings across the entirety of its local and regional radio and TV networks. These programmes “captured the public’s imagination, far exceeding expectations”.⁹⁰
- A further 111 newspaper articles reached a 43.7 million readership.
- The distinguishing feature of this project is the ongoing feedback process between the BBC, Leeds University, and the British Library, where all recordings have been deposited in the British Library Sound Archive. As Professor Upton explains, “it was always the BBC’s aim that the *Voices* project would provide a starting point for further study of language in the UK”.⁹¹
- In 2007, the AHRC awarded a University of Leeds team £367,000 in order to analyse and interpret the on-line data collected by the BBC. This

project is being conducted by researchers from the School of English and the Department of Linguistic and Phonetics. Despite the magnitude of this undertaking, the project is expected to be completed by December 2010, when the research outcomes will be fed back to the BBC.

- One of the aims of this project is to create a lexicon of modern regional vocabulary, which is expected to sustain and stimulate further public interest in usage, accents and dialects across the UK. Another is to investigate the ways in which language variation is regarded and discussed within and between communities.
- In a cross-institutional endeavour, Professor Upton has also been instrumental, with staff of the British Library, in obtaining a grant of £225,000 from the Leverhulme Trust for a further project to analyse the sound recordings deriving from *Voices*. This project is being carried out at the British Library, where it will run until early 2012.

⁹⁰ University of Leeds (2007), op cit, p.34

⁹¹ Ibid



ADDRESSING GLOBAL CHALLENGES

The most critical challenges facing society today, both in the UK and worldwide, require a multi-faceted approach, drawing on a range of inputs from experts in all disciplines. As the Council for Science and Technology's report, *Imagination and Understanding: a report on the arts and humanities in relation to science and technology*, said:

"Science and technology policy, like all other public policy, is about the future of society. The greatest challenges for UK society — globalization, inclusion (or the development of a society in which all individuals are or can be included in the process of reflecting on, participating in, and evaluating change), and the impact of science on society — are all ones in which the arts and humanities and science and technology need each other, and are needed in public discussion."⁹²

Climate change is, arguably, the single biggest global challenge the world faces, demanding an understanding of the scientific evidence, the socio-economic effects and their interaction. Climate change requires changes to our domestic ways of life yet it also requires action at the global level. It poses a series of challenges about how to develop appropriate and workable responses at every level from the household to international institutions – in other words, how to address the issue politically.

Leading UK social scientists have played a major role both in analysing this knowledge

Dried up riverbed near Zhengzhou, Henan province, 2009. The area, which produces more than 80% of China's winter wheat, experienced its worst drought in 50 years (Reuters/China Daily)

and broadening public debate about the challenges it presents, the world with, as it has become increasingly apparent that environmental sustainability cannot be achieved without addressing deep-rooted socio-economic patterns. The seminal *Stern Review on the Economics of Climate Change*,⁹³ chaired by the economist Lord Nicholas Stern FBA, has had a worldwide impact in increasing the awareness of governments, business corporations and the public of the scale of the economic and social threats posed by climate change, and the measures required to mitigate them. As his report argued, the way we live in the next thirty years – how we invest, use energy, organize transport and treat forests – will determine whether or not the huge risks climate change poses to the natural world, the economy and our everyday lives become a reality.

Case Study Nine (page 46) summarises some of the widespread impacts in influencing national and international attitudes that Lord Stern's report has had since its publication in 2006.

From an international perspective, the Stern Review has created an appetite for regional analysis of the socio-economic impacts of climate change. In response to this growing interest, the Foreign and Commonwealth Office has launched a Prosperity Campaign, engaging diplomats in most G20 countries in

the dissemination of the Regional Economics of Climate Change Studies and enhancing engagement between developed and developing countries, and between governments and civil society. They have also provided crucial information to international policy makers and negotiators.⁹⁴

Major structural changes have occurred in the global economy in the past twenty years. Looking beyond the current banking crises at areas such as shifting trading patterns, the rise of new sources of economic growth, advances in technology and new power flows to China, India and other emerging economies has been a key focus for economists and other social scientists. The accelerated pace of activity and the complexity of interactions brings with it new risks. For example, by 2020 around 80% of fuels used in the UK are likely to come from overseas. In this regard, new actors such as oil investors, Asian central banks, hedge funds and private equity firms – responsible for \$8.4 trillion in assets at the end of 2006 (predicted to reach \$20.7 trillion by 2012) – present a complex mixture of benefits (increased liquidity, diversification opportunities) and untested risks (asset price bubbles, lax lending). These issues also link directly to the challenge of finding new and greener sources of energy supply.⁹⁵

Some experts such as Sir Crispin Tickell have powerfully argued the urgent case for an

⁹² Council for Science and Technology, 2001. See <http://www.cst.gov.uk/reports/#Imagination>

⁹³ Nicholas Stern (2006), *Stern Review: The Economics of Climate Change* (Cambridge, CUP)

⁹⁴ Ruth Rajavejjabhisal, Climate Change and Energy Group, Foreign and Commonwealth Office, 'Regional Economics of Climate Change Studies'

⁹⁵ Figures drawn from *Long-Term Opportunities and Challenges for the UK: Analysis for the 2007 CSR*, HM Treasury, 2006

inter-Governmental approach to energy issues, most recently in a lecture series sponsored by the British Academy, the Science Museum and the Mile End Group of Queen Mary, University of London. In it he argued that it was impossible to overestimate the scale of the challenge:

“To make sense of the scale and character of the whole impact we are making at the moment, on the surface of the Earth and on all living creatures, we have to reckon not only with climate change, but with such issues as: the multiplication of our own species; the degradation of soils; the consumption of resources; the accumulation of waste that people don’t know how to deal with; the pollution of water, both fresh water and salt water; how we generate energy and how we use it; [and] the destruction of bio-diversity, which is perhaps the least understood of these various problems.”⁹⁶

With the Royal Society, the British Academy also supported a major conference on *Water and Society* (in 2009) and a further conference examining the crucial concept of *Global Tipping Points*, led by Professor Tim O’Riordan FBA, will take place in 2010/11.

A third of the world’s population lives in arid lands. The archaeologists Professor Graeme Barker FBA, Professor David Mattingly FBA and Professor David Gilbertson from Western Washington University have recently completed a major archaeological and landscape survey in Southern Jordan which has significantly added to our

understanding of desertification processes – illustrating how climate change and/or human actions affected a desert environment, and when and why it did or did not recover.⁹⁷

A related AHRC-funded multi-disciplinary project in Borneo, begun in 2007 and addressing similar long-term interactions between foragers and farmers in rainforest, is proving of particular interest to policy makers and local communities alike, because demonstrating provable links with past populations and “traditional native rights” to land is the main reason for protecting communities and their lands from logging.⁹⁸ The longer term impacts of this work, which is also supported by the Association of South East Asian Studies UK, include the development of UK capacity in devising strategies for public engagement that may be carried forward in work in other fields associated with the human dimensions of environmental security.

Geographical, archaeological and anthropological research makes a vital contribution to addressing these kinds of global challenges. For example, researchers from the British Association for South Asian Studies (BASAS) have been examining issues related to water management and sustainable development in West Bengal. The Bengal delta is the world’s biggest and most active. The rivers shift their courses

⁹⁶ Lecture text reproduced in *The British Academy Review*, issue 13, available at: http://www.britac.ac.uk/medialibrary/tickell_green_politics.cfm

⁹⁷ Barker, Gilbertson and Mattingly (ed.), *Archaeology and Desertification: The Wadi Faynan Landscape Survey, Southern Jordan*, Wadi Faynan Series vol. 2, Levant Supplementary Series 6, Council for British Research in the Levant in Association with Oxbow Books, 2008

⁹⁸ Details of this research (also led by Professor Graeme Barker) can be found at: <http://www.ahrc.ac.uk/FundedResearch/Pages/ResearchDetail.aspx?id=127976>

⁹⁹ Details of this research can be found on the BASAS website; for instance, see: <http://www.basas.org.uk/conference02/basasc02.html>

¹⁰⁰ See for example, M. Lahr, R. Foley, D. J. Mattingly and C. Le Quesne (RPS), *Block 131, Jarma, Fazzan: Archaeological Mitigation of seismic acquisition 2006-08*, report submitted to OXY Libya LLC, July 2009

frequently, and the area is prone to major flooding, most recently and catastrophically in 2000. It is one of the most densely settled areas on earth, still mostly rural and extremely poor and the greatest single area of absolute poverty on earth, with more poor people than in the whole of Africa. The construction of roads, railways and urban embankments has exacerbated these flood problems by blocking lines of drainage, and by spasmodic collapse at unpredictable places. Researchers from BASAS have therefore been exploring alternative policies that would enable the Bengal people to live

with, and respond better to the fluctuating water levels. Such work could prove priceless.⁹⁹

Long term research relationships and collaborations with overseas partners can also bring economic benefits. For example, British research in archaeology and environmental impact supported by the Society for Libyan Studies has recently facilitated the contacts and goodwill necessary to generate more than £1 million of commercial contract work in Libya for UK companies.¹⁰⁰



A collapsing road in the Bengal Delta (photo: Professor Graham Chapman)

Case Study Nine:

TACKLING CLIMATE CHANGE

Context

- The dangers of climate change were first brought to the attention of policy makers and the public by scientists, but it is an economist who produced the most comprehensive review on the future impacts of this phenomenon.¹⁰¹ The message is clear: transitions from high-carbon to low-carbon economies are urgent.

Approach

- Professor Nicholas Stern's initial work focused on the problems of world poverty as Chief Economist and Senior Vice-President of the World Bank, before he became Head of the Government Economic Service.
- In 2005, he was appointed by the then Chancellor of the Exchequer, Gordon Brown, to lead a major review into the economics of climate change.¹⁰²
- In 2007, he was appointed to the House of Lords from where, as a cross-bench peer, Lord Stern of Brentford, his influence has continued to grow.

Impacts

- The *Stern Review*, which demonstrates the benefits to be gained from close collaboration at home and overseas between economists, scientists, policy makers, businesses and NGOs, was published in October 2006, attracting global media attention. As well as providing a serious warning by spelling out "a bleak vision of a future gripped by violent storms, rising sea-levels, crippling droughts and economic chaos unless urgent action is taken",¹⁰³ the review offered a comprehensive cost/benefit analysis of the existing range of options available to governments around the world, and stressed the urgent need for further international cooperation.¹⁰⁴ This landmark review, supported by the ESRC, was praised for making plain "that we can cut emissions radically at a cost to the economy far less than the economic and human welfare costs which climate change could impose".¹⁰⁵
- Since the publication of the review, the Stern Team has taken part in many international conferences to raise awareness of the scale of the challenge. For example, the Team organised the US Symposium held in Washington DC in March 2009, which was the first event "of this magnitude held on Capitol Hill and with bi-partisan support".¹⁰⁶ Lord Stern chaired several sessions

¹⁰¹ Office of Climate Change, 'Stern Team', 27/11/07, <http://www.occ.gov.uk/activities/stern.htm>

¹⁰² HM Treasury, 'Background to Stern Review on the Economics of Climate Change', http://webarchive.nationalarchives.gov.uk/+http://www.hm-treasury.gov.uk/independent_reviews/stern_review_economics_climate_change/sternreview_backgroundtoreview.cfm

¹⁰³ Graeme Wilson, 'Doomsday vision of global warming: droughts, floods and economic chaos', *Daily Telegraph*, 31/10/06

¹⁰⁴ Nicholas Stern (2006), *Stern Review: The Economics of Climate Change* (Cambridge, CUP)

¹⁰⁵ Adair Turner, Former Director of UK Confederation of British Industry and Economic Advisor to the Sustainable Development Commission, Editorial Review

¹⁰⁶ Office of Climate Change, 'The Stern Team', <http://www.occ.gov.uk/activities/stern.htm>

How... the Stern Review led governments and policy makers to recognise the multiple social, economic and human costs of failing to tackle climate change effectively

along with other distinguished speakers including Tony Blair, Connie Hedegaard, Danish minister for climate and energy, and Energy Secretary Ed Miliband.

- Now Chair of the LSE's Grantham Research Institute on Climate Change and the Environment, Lord Stern keynoted an International Investor Forum on Climate Change in September 2009. The Forum culminated with the issuing of "a major policy statement calling for a strong and binding international treaty that will reduce pollution and catalyze massive global investment in low-carbon technologies".¹⁰⁷ The statement was signed by 181 investors, collectively managing more than \$13 trillion in assets.
- In the run-up to the United Nations Copenhagen Conference, in December 2009, Lord Stern's latest book, *A Blueprint for a Safer Planet*,¹⁰⁸ heightened public and media interest in the impacts of climate change. In October, he organised a symposium in association with the All-Party Parliamentary Climate Change Group,¹⁰⁹

and later issued a policy brief, *Deciding Our Future in Copenhagen: will the world rise to the challenge of climate change?*¹¹⁰ Commenting on the outcome of the conference, Lord Stern expressed disappointment at the failure to "succeed in producing a political agreement that has been signed by all countries", but stressed that the progresses made "on the road to Copenhagen and the summit itself [...] represent an important breakthrough". Looking ahead, he reaffirmed the need for further internationally coordinated efforts "to find a path forward from Copenhagen towards a treaty on climate change."¹¹¹

- In 2009, Lord Stern was awarded the Blue Planet Prize for his "outstanding achievements" that have helped to "solve global environmental problems". He was praised for offering governments around the world "his clear-cut equity-based philosophy on global warming, making a significant impact on their commitments".¹¹²

¹⁰⁷ Investor Network on Climate Risk, 'Largest Group Ever of World Investors Calls for Strong Global Climate Change Treaty', 16/09/09, <http://www.ceres.org/Page.aspx?pid=1127>

¹⁰⁸ Nicholas Stern (2009), *A Blueprint for a Safer Planet: How to Manage Climate Change and Create a New Era of Progress and Prosperity*, (The Bodley Head Ltd)

¹⁰⁹ A summary of the presentations at the symposium is available at: <http://www2.lse.ac.uk/GranthamInstitute/events/pastevents2009.aspx>

¹¹⁰ Available at: <http://www2.lse.ac.uk/publicEvents/events/2009/20090824t1229z001.aspx>

¹¹¹ LSE, *Media Releases*, 'Statement from Nicholas Stern on Copenhagen', 16/12/09

¹¹² The Asahi Glass Foundation, Blue Planet Prize, <http://www.af-info.or.jp/en/blueplanet/list.html>

ADVANCING INTERNATIONAL UNDERSTANDING



The humanities and social sciences have always had a strikingly international dimension. It was the English philosopher, economist and jurist Jeremy Bentham (1748–1832) who invented the very word ‘international’. British scholars have contributed powerfully to an understanding of foreign societies. They have also advanced key initiatives in foreign and security policy, and played key roles in national and international bodies – as these examples, involving Fellows of the British Academy illustrate:

- The academic historian Charles Webster played a central role in the negotiations leading to the adoption of the United Nations Charter in 1945.
- The distinguished International Relations specialist Hedley Bull helped to develop the whole concept of arms control, including in the area of nuclear weapons proliferation, with his book on *The Control of the Arms Race* (1961).
- The eminent international lawyer, Dame Rosalyn Higgins, was a Judge of the International Court of Justice from 1995–2009, and President, 2006–09.
- The specialist on matters relating to war and international security, Sir Lawrence Freedman, author of many works including the official history of the 1982 Falklands War, is a member of the Iraq Inquiry established in 2009.

Dr Dalia Mogahed delivering a public lecture “Who Speaks For Islam?” as part of a British Academy /HEFCE conference on Islamic Studies across Europe, March 2010. An advisor to President Obama, she spoke about a Gallup survey comprehensively analysing the views of one million Muslims across the world

Changes of direction in UK foreign policies have at times been very directly shaped and influenced by the specialist knowledge and understanding of expert academics in politics and international relations. For instance, during the 1980s the Russian specialist Professor Archie Brown FBA was among those who played an important part in helping the Thatcher government reappraise its policy towards the Soviet Union and Eastern Europe. The late Sir Anthony Parsons said that the Chequers seminar held in 1983, at which academics advocated engagement at all levels with the Soviet and East European Communist states – from dissidents to general secretaries – “changed British foreign policy”. Thatcher first heard of Gorbachev, as the most reform-minded member of the Politburo, from Professor Brown at that time and subsequently invited him to the UK, *before* he became Soviet leader. The Thatcher-Gorbachev relationship proved important because the British Prime Minister was uniquely placed to persuade President Reagan that this was a different kind of Communist leader, one with whom (as she said) you could “do business”.¹¹³

The work of academics in contributing to international understanding is in more demand than ever in the inter-connected world of the twenty-first century. Research in political science, international relations, anthropology, history, religious studies,

economics, psychology, philosophy, languages and law are all able to contribute to the two vital goals of promoting better insight into other societies and cultures, and fostering policies based on evidence. Many academics within these disciplines have expertise and perspectives of real interest and value to politicians, ministers and senior civil servants – not just within the UK but also internationally.

Terrorism is one issue confronting international society on which there has been significant academic input. It involves intellectually complex and politically fraught questions of how to describe and define the challenge that is faced, and how best to respond to it. Perhaps the most notable academic contribution to debates on terrorism has been to emphasise the importance of understanding the subject historically: identifying the characteristic underlying belief systems of terrorist movements, exploring the extent to which legal frameworks can be reconciled with counter-terrorist action, and, above all, developing a sophisticated understanding of how terrorist campaigns actually end. Fellows of the British Academy have made significant contributions on these matters. One excellent work embodying some of the best research in the field is by the historian of the IRA, Professor Richard English FBA, in his new book *Terrorism: How to Respond*.¹¹⁴

¹¹³ Margaret Thatcher (1993), *The Downing Street Years*, London, HarperCollins, pp.451-3

¹¹⁴ Oxford University Press, 2009



We have already noted some of the ways in which the humanities and social sciences have contributed to the understanding of global challenges, but there are many other contemporary issues where significant contributions have been made, including:

- The role of religions in public life in the UK and internationally. The British Academy hosted a notably successful international conference in March 2010 on one key aspect of this matter: Islamic studies in Europe. It addressed particularly the importance of avoiding stereotypes, both of Islam as a faith and of the opinions of Muslims in different countries.
- Advice to DFID and the FCO, for example in relation to development policies, election practices and cultural identity issues in various African countries, facilitated by the British Academy-sponsored British Institute in Eastern Africa.
- The reconstruction of war-torn and post-dictatorial societies. This is above all an area in which decisions about whether and how to get involved need to be based on understanding of a country's language, culture and history – and where Britain's universities have a range of expertise that has often (but by no means always) been called upon by government.
- The special character of the European Union as more than an association of

Ronald Reagan and Mikhail Gorbachev during their famous walk in Red Square which symbolised a new Soviet-US relationship, May 1988

states and less than a super-state. An understanding of this is essential to a wide range of decision-makers in government, business and law. The work of Professor Helen Wallace FBA has been particularly influential on this.

Inter-cultural understanding has perhaps never been more important than amidst the multiple international tensions evident in today's world. The Archbishop of Canterbury, Dr Rowan Williams FBA, gave a lecture at University College London in May 2010, exploring the impact that refugee and émigré intellectuals and academics have had on Britain. He emphasised the important role played by humanities and social science scholars in enriching and sustaining “argumentative democracy”; and the need for “a robust intellectual life, supported by a university culture which is not simply harnessed to productivity and problem-solving.” He conveyed a powerful sense of the positive value of different cultural influences: “the presence of the ‘stranger’ is a gift rather than a threat... because the stranger helps us see who we are – hopefully, not as an ‘us’ over against a ‘them’, but as an ‘us’ always in the process of formation.”¹¹⁵

British Academy research projects into other international issues currently being funded include studies of NATO transformation and new networks of European military expertise, the fate of resettled Jewish children in

Britain and elsewhere after the Second World War, and population transfer and migration patterns in 20th-century Europe.

*Another, a research study of the connections between the widespread cultural practice of ‘bride-price’ in Uganda and other African countries, and issues such as poverty and domestic violence forms **Case Study Ten** (page 52).*

Underlying much international research, not just in these spheres, but across the humanities, the social sciences and other science disciplines, is the ability to use languages other than English, to engage with research and scholarship in other languages and also to know the languages and understand the cultural traditions of communities in different parts of the world. Language skills are also a vital driver of trade, of diplomacy and other areas of ‘soft power’ and influence. The steep decline across the UK in modern language learning – in schools, by undergraduates and across the research community – is therefore a real and growing concern. The British Academy's 2009 report, *Language Matters*, drew attention to this crisis and to the threat it poses to the continued viability of some university language departments. It has been influential in raising the level of debate, including whether the Government's decision to drop compulsory modern language study at GCSE is a significant factor in this decline.¹¹⁶

¹¹⁵ *Enriching the Arguments*, lecture given to University College London and the Council for Refugee Academics (CARA), 12 May 2010

¹¹⁶ *Language Matters*, British Academy policy report, June 2009, see: <http://www.britac.ac.uk/policy/language-matters/index.cfm>

Case Study Ten:

BRIDE-PRICE, POVERTY AND DOMESTIC VIOLENCE¹¹⁷

Context

- 'Bride-price' is a long-established cultural practice in many African countries where material items or monies are paid by the groom in exchange for the bride. Prior to this project in Uganda, no research had been undertaken on the possible inter-relations between this practice and poverty, domestic violence and HIV infection.

Multidisciplinary Approach

- These questions are inherently multidisciplinary in nature, requiring participation and collaboration with local people. The research and fieldwork was therefore conducted by means of an international collaboration between non-academic and academic partners, using community-based researchers and involving MIFUMI, a Ugandan non-governmental women's rights agency, together with two UK research teams, the Violence Against Women Research Group (University of Bristol) and the

Centre for the Study of Safety and Well-being (University of Warwick).

- This project, led by Dr Ravi Thiara and Professor Gill Hague, was conducted with the support of the British Academy.

Findings

- Because bride-price is so deeply engrained in Ugandan culture, researchers need to produce clear evidence of any negative consequences before any reform measures could begin to be espoused. Three trends or outcomes were, however, clearly identified in the research.
- Domestic violence, although recognised to be part of a much broader social problem, was found to be exacerbated by bride-price practice, due to the way it reinforces women being perceived as commodities.
- Similarly, links with HIV infection were also established, due to the inability of women and their families to refund the bride-price and to separate, in the event of husbands becoming infected.

¹¹⁷ Case study prepared with help of Dr Ravi Thiara and Professor Gill Hague

How... academic fieldwork in Uganda, run in partnership with local agencies, has helped to start addressing possible reforms to the practice of 'bride-price'

- The impoverishment of young couples resulting from a substantial bride-price being paid to older community members (brides' parents) was a further trend evidenced by the research.

Impacts

- These findings provided a catalyst to engage in an integrated process of gradual reform:
 - At the national level, a Constitutional Petition on Bride-Price, seeking to amend parts of the Ugandan Constitution, is currently before the Court, with concurrent media coverage contributing to raising public awareness.
 - At the local level, two round-table events held in Tororo and Kampala have enabled the formation of partnerships between key representatives of the local council, the police, cultural leaders, religious leaders, and other stake-holders. The aim is to oversee the implementation of the new Tororo District Bridal Gift Ordinance, new legislation making bride-price non-refundable.
 - Other strategies for action identified by the research team have given rise to a training programme for conducting grassroots community sensitisation work. MIFUMI has also devised a national strategy with this aim, including radio broadcasts, village meetings and the production and distribution of leaflets.
 - While acknowledging this to be a long-term process, the research team are hoping their findings and recommendations will continue to act as a catalyst for reform, not only across Uganda, but also in other parts of Africa.
-

THE BRITISH ACADEMY



Sir Nicholas Stern FBA (now Lord Stern), launching his seminal review of *The Economics of Climate Change* with Chancellor Gordon Brown, October 2006

The UK has a world-class research base sustained through Government support for universities and other institutions, together with private funding, grants from industry and other sources. The British Academy has a significant role in sustaining that excellence – supporting and rewarding outstanding research, providing grants and fellowships at different career stages and electing outstanding practitioners across 18 disciplines to its prestigious Fellowship.

The Academy published a Strategic Framework in 2008 to guide its work over the five year period to 2013. It identifies key challenges and goals, and defines specific priorities. It endorses the necessity of change at a time when no organisation can stand still, while seeking to maintain all of the traditional strengths that have served the Academy so well for more than a century.

The Framework identifies four fundamental purposes for the Academy:

- As a *Fellowship* composed of over 800 distinguished scholars, it takes a lead in representing the humanities and social sciences, facilitating international collaboration, providing an independent and authoritative source of advice, and contributing to public policy and debate.
- As a *learned society*, it fosters and promotes the full range of work that makes up the humanities and social sciences, including a growing range of



inter- and multi-disciplinary work with other areas of research and scholarship.

- As a *funding body*, in receipt of Government grant, it delivers some £22m p.a. of vital support for humanities and social science research at more than 100 UK universities, enables UK researchers to work with scholars and resources in other countries, sustains a British research presence in various parts of the world and helps attract overseas scholars to the UK.
- As a *national forum* for the humanities and social sciences, it supports a range of publications, public lectures, panel discussions and British Academy Forums which aim to stimulate curiosity, to inspire and develop future generations of scholars, and encourage appreciation among the public and policy makers of the social, economic and cultural value of these disciplines.



For further information about the British Academy, please visit our website at www.britac.ac.uk



THE BRITISH ACADEMY

10-11 Carlton House Terrace
London SW1Y 5AH
Telephone: +44 (0)20 7969 5200
Fax: +44 (0)20 7969 5300
Web: www.britac.ac.uk

Registered Charity: Number 233176