**Social Responsibility in the Curriculum competition**

**2012 - 13 winners**

## Caroline Bithnell - Arts Management

This project is attached to the level 2 module Arts Management which, with its strong orientation towards employability, is a key component of the undergraduate Music curriculum. I am using the award to fund visits by guest practitioners who will deliver presentations/workshops and to support a one-day conference featuring, among others, Manchester alumni now active in arts development work. Individual speakers will have expertise in working with refugees, people with long-term illness, or others at risk of exclusion. Presenters will be asked to reflect on how their work helps promote social inclusion, cultural diversity, and health and wellbeing, as well as contributing more broadly to the creative economy. Students will gain insights into how the skills acquired as part of their degree, together with their passion for music, may be used to support social wellbeing and promote creativity.

## Stuart Campbell– Conflict Zones and Reconstruction

Archaeology has an often under-appreciated role in regions of conflict. This can result in destruction either as a by-product of violence or through looting targeted at sites and museums. However, archaeology also has a role in the aftermath of conflict, whether acting as a focus for new identity building or the development of tourism. Conflict also breaks down systems of heritage management and archaeological training, leaving sites and monuments particularly vulnerable to further damage during periods of social and economic reconstruction. This project aims to encourage a deeper understanding of the socio‐political role of archaeology, and the social responsibility of archaeologists, addressing global issues of conflict and re‐building, curation and value of cultural heritage, and links between heritage and identity in volatile social contexts. There is a particular focus on events in the Middle East during the last decade.  
  
This initiative is being delivered through components on two level 3 courses (ARGY30011: Issues and Controversies in Ancient History and Archaeology; ARGY30502: Theory and Practice in Archaeology), which are core courses for our two largest degree programmes. Students will be involved in debate with regional specialists, participate in a fieldtrip to the British Museum to look at the role of Mesopotamia antiquities in the construction and reflection of heritage as well as working with a Blackboard resource that draws particularly on contemporary media accounts of the impact of the 2003 Iraq war on archaeology in Iraq.

## Jo Deakin – Youth Justice and Juvenile Delinquency

Using a variety of methods this project encourages students to 1) connect with agencies and organisations that manage and care for young people at risk of offending and at various stages of the youth justice process (from early intervention to support post imprisonment)  and 2) engage with the local communities and individuals using these services. Specifically, the project provides opportunities for students to: meet and work with agencies, organisations and individuals engaging with young people; visit a youth intervention project; and design and present a unique intervention to support young people leaving prison. It is hoped that the lasting impact of these engagement activities will be to produce graduates who exercise social leadership and for whom social responsibility is second nature.

## Polly Low and Peter Liddel - Literacy through Latin

In 2013/14, students from [Classics and Ancient History](http://www.manchester.ac.uk/classics) will teach Latin to Year 8 pupils at [Canon Slade School](http://www.canon-slade.bolton.sch.uk/) in Bolton.  This is the second year of our collaboration with the [Iris Project](http://irisproject.org.uk/), an educational charity which aims to introduce the languages and culture of the ancient world to UK state schools.  The project is driven by the belief that the opportunity to encounter Classical languages, literature, histories and art should be made available to all, regardless of background.  Our students are participating in the 'Literacy through Latin' project, which aims to help 'low ability' pupils develop an understanding of language and grammar more generally by engagement with Latin.