

## **Emma-Jayne Graham**

### **Education**

- PhD Archaeology, University of Sheffield (2005): *The burial of the urban poor in Italy during the late Republic and early Empire*
- MA European Historical Archaeology, University of Sheffield (2002)
- BA (Hons) Archaeology and Prehistory, University of Sheffield (2000)

**Current position:** Senior Lecturer in Classical Studies, The Open University (2012–present)

### **Previous employment**

- 2005-2006 Fellow, The British School at Rome
- 2006-2007 Field archaeologist/Project officer (post-ex), Archaeological Solutions Ltd
- 2007-2008 Early Career Lecturer in Archaeology, Cardiff University
- 2008-2009 Teaching Fellow, School of Classics, University of St. Andrews
- 2010 Teaching Associate (Archaeology), University of Sheffield
- 2010-2011 Teaching Fellow, School of Classics, University of St. Andrews
- 2011-2012 Teaching Fellow in Roman Archaeology, University of Leicester

### **Teaching**

I have considerable experience of both face-to-face and distance learning. My current teaching at the OU involves the planning, development, writing, production and presentation of large-scale open-entry distance learning modules. I have developed extensive text, audio, video and interactive learning materials and assessment at all levels (first year to MA) on a wide range of topics related to Greek and Roman archaeology and history, as well method and theory. I have acted as Module Team Chair for two modules in production (A340 The Roman Empire and A112 Cultures), taking the lead on the pedagogical design of learning materials, tuition and assessment strategies, and working closely with others as part of a team of academics, academic-related staff, tutors, editors, media developers, librarians and learning designers. I have successfully supervised PhD theses and acted as an External Examiner at both Undergraduate and Postgraduate (MA) level. I have been a Fellow of the HEA since 2009 (SFHEA application currently in progress)

### **Research interests**

Material religion in Roman Italy; votive offerings (especially infant and anatomical votives); sensory archaeologies; assemblage theory; the ancient body; Roman mortuary practices; experiences of ancient disability and impairment.

I co-produce [TheVotivesProject.org](http://TheVotivesProject.org) (with Jessica Hughes) and I am a member of the Steering Committee for The Baron Thyssen Centre for the Study of Ancient Material Religion. I am series editor for the Routledge series *Studies in Ancient Disabilities*.

### **Select recent publications**

- Graham, E-J. 2021. *Reassembling Religion in Roman Italy* (Routledge).
- Graham, E-J. 2020. Hand in hand: Rethinking anatomical votives as material things. In V. Gasparini, et. al. (eds). *Lived Religion in the Ancient Mediterranean World*. De Gruyter, pp. 209–235 (Open Access).
- Graham, E-J. 2020. Mobility impairment: identifying lived experiences in Roman Italy. In C. Laes (ed). *A Cultural History of Disability in Antiquity*. Bloomsbury, pp. 31–45.

Graham, E-J. and Robson, J. 2018. Classics online at the Open University: teaching and learning with interactive resources. In A. Holmes-Henderson, et. al. (eds). *Forward with Classics*. Bloomsbury, pp. 217–229.

Draycott, J. and Graham, E-J. (eds). 2017. *Bodies of Evidence: Ancient Anatomical Votives Past, Present and Future*. (Routledge).

(For details of all publications see my OU webpage <https://fass.open.ac.uk/people/eg4439>)

## **Other**

[\*Hadrian: The Roamin' Emperor\*](#) – an online interactive educational game

## **Statement**

I am an archaeologist by training and, as it would appear from my shelf of ‘interesting’ things collected on various beaches, also by nature. I have a wide range of interests concerning lived experiences and engagements with the material world of early Roman and Roman Italy, especially in relation to material religion and what I tend to think of as the lives of the ‘ordinary’ people of the past, including those who were marginalised by ancient society and who often still are by modern scholarship: the poor, infants, women, the disabled. Indeed, among my most recent activities, I continue to seek to extend and promote ancient disability studies through a new book series dedicated to the topic. This is something which has, in turn, also equipped me with knowledge of much wider issues concerning contemporary Disability Studies and questions of representation, equality and diversity within all aspects of the discipline.

This is something that has been further consolidated during my time working at the Open University. I joined the Department of Classical Studies, initially on a temporary contract, in 2012, after a string of fixed term teaching appointments. OU students often speak about how their experience of studying with us has changed their life, but the OU has changed mine too. At the OU our mission is to be ‘Open to people, places, methods and ideas’, which is something that I now find myself attempting to embody on a daily basis in my professional (and personal) life. If I were elected to the WCC Steering Committee I would seek to bring to the activities of the Committee these values, and my experiences of considering the particular needs of a diverse community of Classical Studies learners, teachers, researchers and enthusiasts, spread across the four nations of the UK and beyond. I have experience of developing online outreach resources that blend informal learning with routes to more formal learning; of integrating diverse perspectives into my teaching practice; of taking the needs of students with caring responsibilities, full- or part-time jobs, mental health conditions, disabilities and sensory or cognitive impairments, or who are studying in prison, into account in everything that I do; of raising awareness of issues surrounding cultural diversity and representation within the Arts and Humanities more broadly (I recently led the production of a year-long multidisciplinary Level 1 module on ‘Cultures’ that tackles exactly these issues from the combined perspective of Classical Studies, Art History, English Literature and Creative Writing); of listening to and acting on feedback from those with competing interests and concerns; and, above all, of teamworking. The latter in particular seems to me to be crucial to ensuring the future of the WCC and its activities.

I suppose I am now considered to be mid-career. I am still figuring out what that actually means, but I am sure that I would like to share the knowledge, experience and enthusiasm for engaging with the ancient world that I have gained thus far in productive ways with those who might find it useful. I am especially keen to help raise the profile of women and Classical archaeology, both within and outside the WCC, including within the wider archaeological community. I know that I also still have a lot to learn from others. For this reason, I am eager to support the activities of WCC in whatever way is most appropriate, but not least by engaging people at all stages of their careers in different types of conversation about how we can best support ongoing work concerning the women and marginalised of antiquity, and the mutual responsibilities that we have to one another as members of a very broadly conceived Classical Studies community.