

*Transfer to Haldane Room*

## **Going Through the Motions: Everyday Biomechanics**

Stacy Hackner  
Institute of Archaeology

After sitting in lectures, it's always good to get our muscles moving. But how exactly do our bones and muscles move us? What impacts do the movements of our daily lives have on our bodies, and how are these different from the movements of professional athletes, ancient hunters, or astronauts? We'll explore the truth behind people's arguments that they physically can't do certain movements and, on the other hand, whether some people are just born to run (or dance, or swim). We'll do some yoga-inspired stretching to get thinking about how our muscles and bones react to activity and, in turn, how our activity is impacted by our bones.

## **Drinks & Nibbles Reception in the Haldane Room**

The UCL Student Engagers are a group of postgraduate researchers working with UCL Museums & Collections to develop innovative and experimental engagement strategies. Our aim is to broaden public awareness of current research by sharing our knowledge with museum audiences, making connections between our own areas of expertise and UCL collections.

### **Keep in touch!**

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Cover image: Simon Ravenet the Elder (1706-84), *Anatomical Study of a Skeleton with its Left Arm Raised Walking to the Left*

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[www.ucl.ac.uk/museums/uclart](http://www.ucl.ac.uk/museums/uclart)



## **Movement: Interdisciplinary Perspectives**

UCL Researchers in Museums

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UCL Art Museum

## Introductory Remarks

### **Walking or *Mind-Walking*: reflections on movement & experience**

Felicity Winkley  
Institute of Archaeology

'To walk is to journey in the mind as much as on the land: it is a deeply meditative practice. And to read is to journey on the page as much as in the mind' (Ingold 2010)

Sitting in the UCL Art Museum, inspired by selected prints from the collection, contemporary anthropological theory, and the works of the Romantic poets, we will think about walking, that most fundamental of movements which in turn enables us to move through the world. We will explore the links between movement and perception, imagining and knowing. How many thousands of movements do we make every day without even thinking about it? The way we perceive and experience being in the world determines how we act and how we move, but what are the cognitive processes at work behind it all? Is there indeed any difference at all between walking in 'real-life' landscapes and walking - through vistas provided by music or artwork - in the imagination?

**Objects:** **Antonie Waterloo, 'A Traveller Near a Wood'**  
**Vladimir Polunin, 'Travellers'**  
**John Landseer, 'Alpine Mastiffs Extricating an Overwhelmed Traveller from the Snow'**

### **Five Days Later: The rapid progression of pandemic disease**

Sarah Savage  
History of Medicine

Even though modern medicine has improved our knowledge of infectious diseases and dramatically decreased the number of devastating outbreaks over the past fifty years, epidemics remain a very real global threat. Improved diet, sanitation, better living conditions and vaccinations have all contributed to seemingly healthier societies in the Western world. However, how safe are we from the next global pandemic that could kill billions?

*Movement* is a cornerstone in the study of epidemics and pandemics, whether a researcher is examining the movement of a pathogen between peoples or the movement of an illness throughout an individual's body.

With the use of specimens from the UCL Pathology Collection showcasing the devastating effects infectious diseases have on the human body, we will track the course of two epidemic forms of infectious disease, pandemic influenza and epidemic encephalitis, as they quickly move through a victim's body and lead to an agonising death. From internal haemorrhaging, liver and kidney failure, bleeding from the eyes, sepsis, and seizures to radical personality and mental changes, prepare to follow a timeline of a pandemic's rapid movement over a five day period. In the end would you survive, recover, or die?

**Objects: Pathology collection photographs**

*Transfer to Bloomsbury Studio*

### **Blockages in the System: health research in postwar Britain**

Ruth Blackburn & Kevin Guyan  
Primary Care & Population Health  
Modern History

All aboard! Take a historical trip on a London Red Bus as we embark on a journey along two very different lines of research. Our first stop explores Jerry Morris's landmark 1949 study of the health of bus conductors and drivers, which investigated the positive effects of physical activity at work in combating the risk of heart disease. The route continues by examining Morris's motivations for undertaking the study and its public health recommendations. We position these findings within the broader context of postwar Britain and confidence in the uses of 'expert' knowledge to plan a new and rational society. Our next stop re-unites some intriguing 'lost property' from the UCL Collections with its academic owners to draw parallels between Morris's work and experimental approaches from other points in history. Finally, we reach our terminus where we reflect upon the relevance of the Bus Men study for researchers working today.

**Object: Francis Galton's counting gloves, used to gather data for his beauty map of Britain**