WTMC SERIES

ON TEACHING & LEARNING STS

STS AT WORK:

Perspectives on Labour

WTMC Series on Teaching and Learning STS' 2023-01

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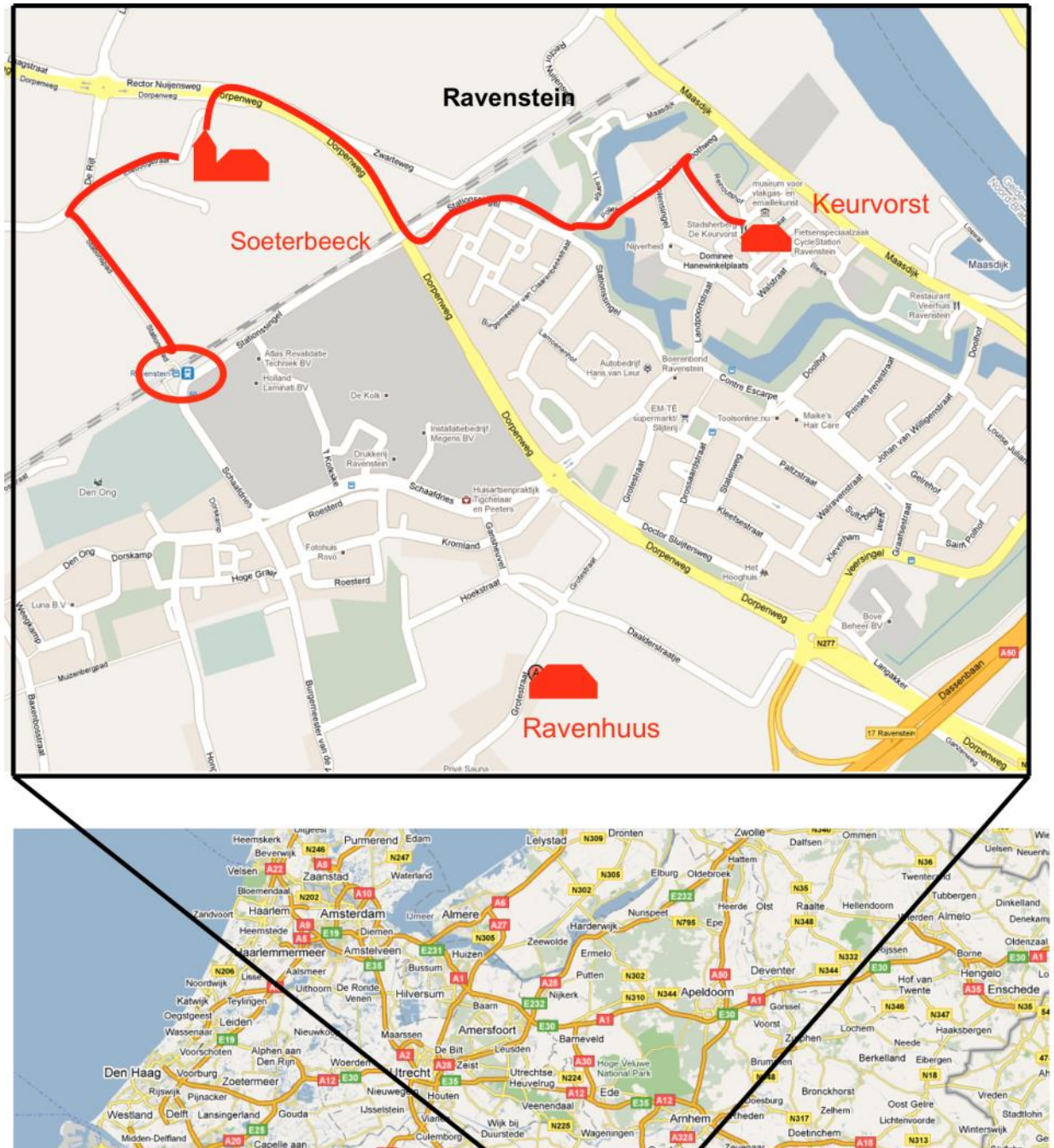
Maps


Ravenstein
Soeterbeeck
Keurvorst
Ravenhuus
Dorpenweg
Maasdijk
Amsterdam
Utrecht
Den Haag
Arnhem
Apeldoorn
Amersfoort
Enschede

Directions

Address

Studiecentrum Soeterbeeck / Study and Conference Centre Soeterbeeck
Elleboogstraat 2
5352 LP Deursen-Dennenburg
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Internet: https://www.ru.nl/soeterbeeck/

By train

Take the local train (‘stoptrein’, NOT the Intercity or fast train) in Nijmegen or 's Hertogenbosch to Ravenstein, leaving every half hour. This takes 15 or 20 minutes, respectively. At the railway station in Ravenstein take the exit at the back of the station, and follow the small footpath (‘Stationspad’); at the end of the path turn right and enter the Soeterbeeck premises through the entrance gate. This is a 10-minute walk. Dutch railway schedules can be found at www.ns.nl.

By road

Motorway A50 Arnhem - 's Hertogenbosch (= coming from Arnhem): take the exit Ravenstein (nr.17); at the roundabout turn left, next roundabout straight on, next roundabout turn left (de Rijt), and again left after 100 m (Elleboogstraat), enter the Soeterbeeck premises through the entrance gate.

Motorway A 50 's-Hertogenbosch - Arnhem (= coming from 's-Hertogenbosch). Take exit Ravenstein (nr.17); at T -junction, turn left, and again left at the traffic lights; first roundabout straight on, and again straight at second roundabout; next roundabout turn left at the crossing (De Rijt), and again left after 100 m (Elleboogstraat); enter the Soeterbeeck premises through the entrance gate.

Introduction to the workshop

Welcome to the workshop. It starts here. Before the actual workshop begins, read through this Programme to make sure you know what you are supposed to do in advance. You need to prepare for assignments, as well as read all the literature – best not to leave these until the last minute. Preparing for the workshop will take about one week of full-time work. There are not many gaps in the programme, so it is important that you do the reading before you arrive. Make notes of any questions you may have or anything you do not understand – that will remind you to raise them during the workshop. Read through the detailed programme as well so that you know in good time what you need to prepare, write and think about. Pay special attention to the activities, as these require extra preparation. Discussants have been assigned for the presentations that some of you will be giving. The names are listed in the Programme – do check to see if you need to be prepared for that. We have tried to include people as discussants who have not done that task recently, and who do not work in the same university as the presenter. Some of you may have to think hard about what you can say – it's good practice.

Each of you will get something different out of this workshop, depending on where you are in your own research and on what exactly you are studying. As a more informal part of the preparation, it is worthwhile to spend time thinking about what it is you want to learn and how you would be able to achieve that. Of course you should also be prepared to be surprised, to learn something unexpected and then afterwards reflect on how that relates to your own development as a scholar.

The WTMC Spring workshop engages with issues related to work. In one way or another, STS often does engage with different forms of work, e.g. when studying technology in workplace settings or when scrutinizing laboratory environments or international collaborations. Yet, as a unit of analysis, labour relations often stay implicit in STS scholarship. With this workshop, we want to bring together different strands of scholarship that draw attention to the labour dimension of science and technology, and also use this occasion to reflect on the labour involved in our own (institutional) practices as WTMC researchers. Each day of the workshop will consider a different angle, starting with the exploration of different approaches through which STS can study transformations of the nature of work, moving on to studying specific historical and contemporary interventions in the workplace, and finally focussing our attention on a reflection process on the workplace relations of the academic environment.

On day 1, our speakers Koen Beumer (Utrecht) and Darian Meacham (Maastricht), as well as our core reading session, introduce us to a wide range of different perspectives – from economic to philosophical – that STS scholars can draw upon to make sense of the ways in which our understanding and experience of 'work' is (or is not) being transformed with the introduction of new technologies.

On day 2, with the help of Guus Dix (Twente) and Rida Qadri (Google Research) we turn the spotlight on specific interventions into workplace relations and power relations, looking at the past as well as the future. While Rida Qadri will shift the analytical focus to digital platform works in non-

western urban spaces, Guus Dix will examine how STS has studied labour interventions in the past and which role STS (as intervention) can play in the future.

On day 3, we pay more systematic attention to the working environment in which we all operate: academia. Our speaker Stefan de Jong (Rotterdam) draws our attention to the contributions of professional staff to the research process; and we also invite you on a reflective walk to discuss with others how you experience the work culture of the academic research environment.

Our programme has built in some reflective moments, small group discussions as well as moments to pause and rest, to make sure that the workshop can act as a space to discuss and exchange experiences about your own working environment.

As usual, we have tried to connect a particular theme to a wide range of angles and topics. We are confident that you will find many opportunities to link the workshop to your own research interests and that this workshop will serve you in your future teaching and research activities.

We hope you will enjoy preparing for this workshop and look forward to meeting you (again) in April 2023!

Alexandra and Andreas, also on behalf of the speakers.

Practical Notes

To do before the Workshop

Allow about two weeks for preparation of this workshop. The compulsory literature consists of roughly 250 pages. At 8 pages per hour, this takes about 32 hours. We expect you to spend about 8 more hours to prepare the exercises, and read part of the recommended literature as you wish. This amounts to 40 hours in all, which is the standard amount of preparation time for a workshop. In preparation, proceed as follows:

- Read the detailed programme and pay special attention to the activities so that you know in advance what you need to prepare and think about.
- Read all literature before you arrive. There is no time to read during the workshop. Make notes about what you don't understand, questions you would like to ask, things you want to discuss.
- Prepare two versions of your CV, and print out 3 copies of each of them (see 2.2 in programme below)
- Check the programme to see if you are a discussant for one of the PhD presentations. Look at the sections "PhD presentation guidelines' and "Feedback on presentations", which contains guidelines for presenters, discussants and all others!

What to bring with you

- Your material for this workshop: 3 printed copies of two versions of your CV. Please note that it is NOT possible to print at Soeterbeeck).
- Debit card or credit card. In the evenings, after the formal programme, there are informal drinks, which you have to pay on Friday upon check out. This also goes in case you desire to have more than one drink during dinner. Cash is not accepted.
- **Earplugs:** we reside in an old convent, so corridors and doors may be noisy at night.
- Running addicts: bring your **running gear**.
- To get moving during breaks: bring footballs, badminton gear, Frisbees etc. Soeterbeeck provides a ping-pong-table, bats & balls, and (usually) some bicycles.
- Check the weather forecast and if needed, bring **rainproof clothes & footwear**.

Attendance/cancellation

- *The workshop is residential*: you are expected to check in at Soeterbeeck on Monday morning and check out on Wednesday afternoon. On most days, the programme continues into the evening.

- In order to receive credit for attending the workshop, *you are required to be present throughout the entire event*. Only calamities are taken as liable to depart from this rule. If this creates problems, then please contact the coordinators beforehand and as soon as possible.
- If, for any reason, you are unable to attend the workshop, please inform the WTMC Office (wtmc@utwente.nl) **as soon as you can**. If notice of cancellation is received more than 10 days prior to the start of the workshop, you will receive a refund for all of the fees, minus €100 to cover the costs of administration and course materials. In the case of cancellations received less than 10 days before the start of the workshop, fees and any other costs that have been incurred by WTMC will not be refunded.

Original Programme

Monday, 24 April: STS & Transformations of Work		
10.30 – 11.00		Coffee & arrival
11.00 – 12.00	1.1	Introductions
12.00 – 13:30		Lunch and settling in
13.30 – 15.00	1.2	Koen Beumer, *Labour and technology: exploring the labour implications of gene editing in agriculture*
15.00 – 15.30		Break
15.30 – 17:00	1.3.	Darian Meacham, *Phenomenology of work*
17:00-17:30		Break
17:30-19:00		Dinner
19:00 – 20:30	1.4.	Core reading
Tuesday, 25 April: Interventions in the Workplace		
9.00 – 9.15		What kept you awake?
9.15 – 10.45	2.1	PhD Presentations (1)
10.45 – 11.15		Break
11.15 – 12.45	2.2	Skills: *Writing a CV and making your skills explicit*
12.45 – 14.00		Lunch
14.00 – 15.30	2.3	Guus Dix, *Surround and induce: (resisting) incentives at work*
15.30 – 16.00		Break
16.00 – 17.30	2.4	Rida Qari (online), *Researching Technological Futures in the Global South*
17.30 – 19.00		Dinner, followed by free evening

Wednesday, 26 April: Labour Relations in Academia		
9.00 – 9.15		What kept you awake?
9.15 – 10.45	3.1	PhD presentations (2)
10.45 – 11.15		Break
11.15 – 12.45	3.2	Stefan de Jong, *Invisible forces: the contribution of professional staff to academic knowledge development*
12.45 – 13.45		Lunch
13.45 – 15.15	3.3.	Reflective walk: *academic work cultures*
15:15 – 16.00	3.4	Farewells & group photo

Adjusted Programme

Monday, 24 April: STS & Transformations of Work		
10.30 – 11.00		Coffee & arrival
11.00 – 12.00	1.1	Introductions
12.00 – 13:30		Lunch and settling in
13.30 – 15.00	1.2	Koen Beumer, *Labour and technology: exploring the labour implications of gene editing in agriculture*
15.00 – 15.30		Break
15.30 – 17:00	1.3.	Darian Meacham, *Phenomenology of work*
17:00-17:30		Break
17:30-19:00		Dinner
19:00 – 20:30	1.4.	Core reading
Tuesday, 25 April: Interventions in the Workplace		
9.00 – 9.15		What kept you awake?
9.15 – 10.45	2.1	PhD Presentations (1)
10.45 – 11.15		Break
11.15 – 12.45	**2.3**	Guus Dix, *Surround and induce: (resisting) incentives at work*
12.45 – 14.00		Lunch
14.00 – 15.30	**2.2**	Skills: *Writing a CV and making your skills explicit*
15.30 – 16.00		Break
16.00 – 17.30	**3.3**	Reflective walk: *academic work cultures*
17.30 – 19.00		Dinner, followed by free evening
Wednesday, 26 April: Labour Relations in Academia		
9.00 – 9.15		What kept you awake?

9.15 – 10.45	3.1	PhD presentations (2)
10.45 – 11.15		Break
11.15 – 12.45	3.2	Stefan de Jong, *Invisible forces: the contribution of professional staff to academic knowledge development*
12.45 – 13.45		Lunch
13.45 – 15.15	**2.4**	Rida Qari (online Q&A), *Researching Technological Futures in the Global South*
15:15 – 16.00	3.4	Farewells & group photo

Detailed overview

Monday, 24 April: STS and Transformations of Work

1.1 Opening and introduction

As usual, we will start the workshop with a round of introductions, asking you to briefly explain who you are, where you work, and what your research is about. Also, we will briefly discuss what each of us hopes or expects to get out of this workshop.

1.2 Koen Beumer, Labour and technology: exploring the labour implications of gene editing in agriculture

How can STS help to make sense of the labour implications of new technologies? STS research on labour predominantly focuses on revealing previously invisible types of work that are needed for the construction of facts and technologies (like care or maintenance), and on the way facts and technologies can change the nature of work (like taxi driving after Uber). Less attention has been paid to the broader societal and academic debate about the impact of technologies on employment. In this talk, I would like to flesh out what STS has to offer to this debate by exploring the potential labour implications of crop gene editing.

Readings:

- Autor, David H. (2015). Why Are There Still So Many Jobs? The History and Future of Workplace Automation. *Journal of Economic Perspectives*, 29 (3): 3-30. DOI: 10.1257/jep.29.3.3
- Beumer, K. & de Roij, S. (2023). Inclusive innovation in crop gene editing for smallholder farmers: Status and approaches. *Elementa: Science of the Anthropocene* 11 (1): 00089. doi: https://doi.org/10.1525/elementa.2022.00089

1.3 Darian Meacham, Phenomenology of Work

In 1953 the French phenomenologist Claude Lefort wrote a programmatic essay for the journal of the *Socialisme ou barbarie* group that he co-edited with Cornelius Castoriadis. The essay indicates a shift towards a kind of phenomenological sociology that marked the group's project in the early to

mid 1950s. In this talk, we will discuss if Lefort's programme for studying the experience of the working classes is still relevant today, and what is the political background against which the question of the experience of work is pitched today.

Readings:

- C. Lefort, "L'expérience prolétarienne" in *Socialisme ou barbarie*, N°. 11, 1952, p. 10. Available (in translation) at: https://libcom.org/article/proletarian-experience
- M. Lind, "The new class war" in *American Affairs Journal, v1 n.2, 2017* https://americanaffairsjournal.org/2017/05/new-class-war/

1.4 Core reading

In this core reading session, we will discuss two texts that turn their attention to the science system as a labour process, albeit in different time periods and with different focus points.

First, we will read an excerpt from *Little Science, Big Science* by Derek de Solla Price. Published in 1963, the text's ambition of turning 'the tools of science on science itself' went on to lay important foundations for the development of STS, and in particular for scientometric traditions. By describing a transition process from 'little science' to 'big science', Derek de Solla Price sketches out longer-term developments in scientific production that concern the scale of the scientific enterprise (and with it, the composition of the workforce of 20th century society) as well as the conditions under which scientific knowledge is created, and thus, scientific labour is performed.

Secondly, we will read a much more recent article (2017) by the German sociologist Grit Laudel, in which she zooms in on a particular aspect of the academic labour market: she raises the question of the conditions under which academics in early career phases (working in different national career systems) can develop (or struggle to do so) profiles as independent researchers.

Make sure to read both texts carefully in advance of the workshop, and keep track of your notes and questions while you do so. Here are a few questions you might want to consider while reading them, but please do also take note of additional questions that you want to raise:

- What perspectives and approaches do the two texts open up for studying the science system as a labour market? How do these perspectives complement each other, and/or conflict in the ways in which they make sense of the academic work process?
- How do the realities described in the two texts resonate with your own experiences of working within the system of academic labour?

During the workshop, you will discuss the texts in groups of four.

Tuesday, 25 April: Interventions in the Workplace

2.1 PhD presentations

1. Presenter: Hugo Peeters, Discussant: Masha Denisova
2. Presenter: Jenske Bal, Discussant: Maud Oostindie
3. Presenter: Anastasia Stoli, Discussant: Efe Cengiz

Important: See the guidelines for presenters and discussants at the end of this reader.

2.2 Writing a CV and making your skills explicit

In preparation for this session, we ask you to prepare two different versions of your own CV:

- A 'traditional', chronologically oriented CV, in which you list your different qualifications and experiences in (reverse) chronological order. You probably have some version of this type of CV already, so use this opportunity to bring it up-to-date.
- A 'skills-based' CV, which uses transferrable skills that you have developed in the course of your career as the organising principle to structure your CV, and which lists specific examples that demonstrate how you have acquired and developed those skills. (You can find examples of such a CV on the career advice pages of the universities of Newcastle and Leeds). This type of CV is sometimes recommended for applicants who are undertaking a substantial career change, but they can also be an excellent device to help you articulate your profile in a different way to prospective employers, even if you end up not actually submitting a CV in this format. Since you have acquired a great number of skills in the course of your PhD project (and before), you can be selective here, focusing on skills that you consider particularly relevant for the kinds of careers that you would consider going into, or simply ones you are particularly proud of.

Before the workshop, **print out 3 copies of both versions of your CV**. During the workshop, you will discuss them in groups of 3-4, providing each other feedback on how you can more effectively pitch your profile to prospective employers. Hopefully, the discussion (and seeing the examples

prepared by the others) will allow you to see some additional transferrable skills that you have developed but hadn't been aware of before; you can add those to your CV at the end of the session.

2.3 Guus Dix, Surround and induce: (resisting) incentives at work

Incentives have found their way into the language with which we understand ourselves and have permeated the instruments we use to govern others. First making their appearance in a context of industrial management, they are now pivotal to the justification of bonuses in finance; pop up in editorial comments, policy documents, self-help books and presidential addresses; and bind lay explanations of human motivation to technical debates in economics and psychology. In this session, I will critically explore the political and intellectual trajectory of 'the incentive' as explanatory term and technique of power as part of my book *Surround and induce: A* genealogy of the incentive (under contract with *Princeton University Press*). And I would like to explore with you whether we should abide by academic incentives in an age of climate and ecological crisis.

Readings:

- Guus Dix (2020) Incentivization: From the current proliferation to the (re)problematization of incentives, Economy and Society, 49:4, 642-663, DOI: 10.1080/03085147.2020.1774256
- Abby J. Kinchy (2020) STS Currents against the "Anti-Science" Tide. *Engaging Science, Technology, and Society* 6, 76-80 DOI:10.17351/ests2020.305
- Capstick, S., Thierry, A., Cox, E. *et al.* Civil disobedience by scientists helps press for urgent climate action. *Nat. Clim. Chang.* **12**, 773–774 (2022). https://doi.org/10.1038/s41558-022-01461-y
- Gardner CJ, Thierry A, Rowlandson W and Steinberger JK (2021) From Publications to Public Actions: The Role of Universities in Facilitating Academic Advocacy and Activism in the Climate and Ecological Emergency. Front. Sustain. 2:679019. doi: 10.3389/frsus.2021.679019

2.4 Rida Qadri, Researching Technological Futures in the Global South

Note: this session will be held as an online Q&A on Wednesday!

By drawing upon research on digital platform workers in Jakarta and other areas in the Global South, this presentation examines different ways of researching technological futures. Central to the presentation are a number of questions: how can we conceptualize and research counter-views of actors, in particular digital platform workers, located in non western urban spaces? How is local resistance organized? How does local resistance (e.g. collectivization) reshape digital forms of labour organization on a local, regional and global scale? Taken together this presentation adds a new geographical layer to recent research on 'labour' and reflects upon methodological and societal consequences.

Readings:

- Qadri, R., & D'Ignazio, C. (2022). Seeing like a driver: How workers repair, resist, and reinforce the platform's algorithmic visions. *Big Data & Society*, 9(2). https://doi.org/10.1177/20539517221133780
- Qadri, R., & Raval, N. (2021). Mutual Aid Stations. *Logic,* 13. https://logicmag.io/distribution/mutual-aid-stations/

Wednesday, 26 April: Labour Relations in Academia

3.1 PhD Presentations

1. Presenter: Nada Akrouh, Discussant: Candida Sánchez Burmester
2. Presenter: Wisse van Engelen, Discussant: Monica Vasile
3. Presenter: Martijn van der Meer, Discussant: Nina Schwarzbach

3.2 Stefan de Jong, Invisible forces: the contribution of professional staff to academic knowledge development

Only half of a university's workforce are academics. The other half typically we do not see in front of lecture rooms; included in author lists of publications; or on television explaining current affairs. They are invisible forces. In this session we dive deeper into this workforce. Who are they? Where do they come from? What do they do? And (how) do they contribute to academic knowledge development?

Readings:

- de Jong, S & del Junco, C. (forthcoming). A novel definition of professional staff. Accepted for publication in Kerridge, S., S. poli and M. Yang-Yoshihara (eds.). *The Emerald Handbook of Research Management and Administration around the World*. Emerald Publishing Group: Bingley.
- Whitchurch, C. (2015). The Rise of Third Space Professionals: Paradoxes and Dilemmas. In: U. Teichler, W.K. Cummings (eds.), *Forming, Recruiting and Managing the Academic Profession*, The Changing Academy – The Changing Academic Profession in International Comparative Perspective 14, DOI 10.1007/978-3-319-16080-1_5
- Beime, K.S., Englund, H. and Gerdin, J. (2021). Giving the invisible hand a helping hand: How 'Grants Offices' work to nourish neoliberal researchers. *British Educational Research Journal*, 47: 1-22. https://doi.org/10.1002/berj.3697

3.3 Reflective walk: academic work cultures

This reflective walk will give us an opportunity to reflect upon a] what we have heard and discussed during the workshop and b] issues of equity and power imbalance in our own working environments. See for instance the recent KNAW report about Social Safety in Dutch Academia, or to the institutional responses from organizations like EASST and the German STSing association to recent discussions about abuses of power in STS. We think that spaces like WTMC are important not only for training and the circulation of knowledge, concepts, methods, and ideas, but are also a good opportunity to seek formal as well as informal exchange about 'best practices' and 'worst practices'.

About the speakers

Koen Beumer is Koen Beumer is an assistant professor in Science, Technology and Society at the Copernicus Institute of Sustainable Development, Utrecht University. He does research on the relation between technological innovation and inequality and is especially interested in food and agriculture. He holds a PhD from Maastricht University and previously worked at the Dutch Advisory Council for Science and Technology Policy (AWTI), Maastricht University, the University of Amsterdam, and the University of Groningen. He is also a member of the Utrecht Young Academy and of the education committee of WTMC.

Darian Meacham is Associate Professor of Philosophy at Maastricht University and Principal Investigator for Ethics and Responsible Innovation at the BISS Institute. He studied at McGill University in Montreal, Canada (BA) and University of Leuven, Belgium (MA, PhD). His main teaching and research interests are in political philosophy, phenomenology, philosophy of technology, and bioethics. He also researches the political, ethical and anthropological issues raised by new technologies, as well as questions surrounding the concept of Europe and post-national political institutions. He works on several European Union Horizon research projects, including: GuestXR | STRONG-AYA | CircularCityChallenge. You can find him on Twitter and Mastodon.

Guus Dix is Guus Dix is Assistant Professor at KiTeS (University of Twente) and climate activist for Extinction Rebellion and Scientist Rebellion. As an STS scholar, he works on power, policymaking and scientific knowledge production. Extending upon his previous research, he develops a new line of research on the rise of societal impact in science with a particular focus on social and technological solutions to stop global warming.

Rida Qadri is a Research Scientist at Google where she studies AI technologies in the Global South. She is currently researching possibilities of generative AI pipelines that are inclusive of global cultures and respect the situated expertise and knowledge of local communities. She is passionate about bringing in community-centered methods and humanistic ways of knowing into AI research. Her past research has examined mobility platform and gig work algorithms in Jakarta, looking at the failures and frictions of these technologies in a non-western context. She completed her PhD in Computational Urban Science and Masters in Urban Studies from MIT.

Dr. **Stefan de Jong** is an assistant professor in the Department of Public Administration and Sociology of Erasmus University Rotterdam. His research interests include the management of universities and societal impact of academic research. Stefan recently concluded a Marie Sklodowska-Curie fellowship at the Department of Sociology of the University of Chicago. In this fellowship he studied professional staff of universities. Stefan has

published in journals such as Public Understanding of Science, Research Policy, Research Evaluation, and Science and Public Policy. He regularly hosts impact workshops for academics in the Netherlands and abroad. Between obtaining his doctorate from Leiden University and his first post-doc position at the University of Manchester, Stefan was a member of professional staff himself, working as a grant- and impact adviser at Leiden University.

About the co-ordinators

Alexandra Supper is an assistant professor at the Faculty of Arts and Social Sciences, Maastricht University. Her research interests include the role of role of sensory skills in scientific practice, the construction of scientific authority and the dynamics of (inter)disciplinary communities. She serves as (associate) editor of the journals *Science and Technology Studies* and *Journal of Sonic Studies.* Alexandra holds an MA degree in sociology from the University of Vienna (2007) and a PhD in science and technology studies, which includes WTMC training, from Maastricht University (2012).

Andreas Weber is an assistant professor in the research group of Knowledge, Transformation and Society (KiTeS). Most of his research and teaching examines the relationship between science, technology and society from a long-term and global perspective. Andreas has a special interest in the history of natural history and chemistry in insular Southeast Asia and Europe. This includes research into how computational can be used to increase access to biodiversity heritage collections gathered in former colonial areas. Andreas holds an MA degree (2005) and a PhD from Leiden University (2012). In 2015-2016, Andreas was a John C. Haas fellow of the Science History Institute in Philadelphia.

List of Participants

First name	Surname	University/Organisation	Department	What is the topic of your research (5 lines)?
Monica	Vasile	Maastricht University	History	My current project looks at the history of reintroductions of endangered species, and I am part of the research group 'Moving Animals: A history of Science, Media and Policy in the 20th century' since March 2020. I research three case-studies: the Przewalski's horse, the Vancouver Island marmots, and the takahe rail native to New Zealand. My approach aims to integrate animals' biographies with a history of science and conservation.
Georgiana	Kotsou	Maastricht University	History	My research investigates international chemistry conferences during the course of the 20th century. The “conference” is analysed as its own phenomenon and an important form of sociability and conference culture is understood as an active component in knowledge production and community formation.
Olga	Temina	Maastricht University	Health, Ethics, and Society	My research focuses on practices that lead to construction of access to medicines for patients with oncological and rare diagnosis in Russia. I pay special attention to role that patient organizations play in this process and their political epistemic projects. Theoretically my research is drawing from the STS literature and informality studies.
Jill	van der Kamp	Radboud University	Institute for Science in Society	While early screening via home-based digital testing is seen as a promising emerging medical technology for prevention, early detection and treatment of chronic diseases, research showed that it is not self-evident that citizens are participating in digital screening tests. Within the transdisciplinary project Check@Home, a screening programme for cardiovascular disease, chronic kidney disease and diabetes, I will investigate the attitudes, needs, (ethical) concerns and real-life experiences among citizens, including socioeconomically disadvantaged groups, with regard to the whole screening process.
Joost	Kuijper	University of Twente	Technology, Policy & Society (TPS)	Regional smart specialization
Irene	Niet	TU/e	IE&IS	Governance of AI in the energy transition
Candida	Sánchez Burmester	Maastricht University	History Department	I use historical and ethnographic methods to study how certain claims in the nanobio community have emerged, circulated and have (not) been challenged at conferences

				and laboratories. I'm currently tracing connection points between nanobiology and toxicology, a link which has been largely ignored by both nano-scientists and historians of science. My PhD is part of the project 'NanoBubbles: how, when and why does science fail to correct itself'.
Stefan	Gaillard	Radboud University	Institute for Science in Society	My PhD research is imbedded in the larger European project NanoBubbles, which focuses on error, correction, and overpromising in science. My own research focuses on how to identify overpromising within the field of nanobiology. To answer my research question I first conceptualize what exactly overpromising entails. Subsequently, I will look into historical examples of (over)promising and how relevant actors debate these promises. To do this, I develop new ways of identifying (over)promises. Finally, I investigate how overpromises are corrected and how these corrections can be used to identify the related overpromises.
Nina	Schwarzbach	University of Groningen	Behavioral and Social Sciences	Scientist-practitioner gap in psychotherapy
Masha	Denisova	Maastricht University	Health, Ethics and Society	My research concerns the interrelation between private healthcare organisations and evidence-based medicine in Russia. I deploy the ethnographic approach to explore 1) how private spaces enable new care practices in the context of hostile environment and 2) how these spaces are equipped not to drown in the ambiguous healthcare infrastructure
Marije	Miedema	Rijksuniversiteit Groningen	Media and Journalism Studies / Campus Fryslan	Exploring the engagement with the personal digital archive through a practice-based socio-technological approach. Critically examining the creation, storage, and infrastructure of current digital memory practices in terms of legacy and sustainability through ethnographic fieldwork, provocative design and co-creation. Formulating a set of hoped-for solutions to rethink the future of a commonly governed personal digital archive.
Iris	Schuitemaker	Utrecht University	Sustainable Development	This PhD project investigates the societal implications of Climate Smart Agriculture (CSA) interventions that use biotechnology. I will specifically focus on one particular case of CSA: the introduction of a new rice variety in the Cauvery river basin, India. The objective is to understand how we can transition to CSA in a just way.
Jenske	Bal	Liege University & University of Amsterdam	Spiral Research Center & UvA Anthropology	My research is about practices of selection and reproduction of cattle in the Netherlands, for which I focus on the conservation of biodiversity. My fieldwork is with geneticists, conservationists, breeders, breed organisations and farmers.

Hugo	Peeters	EUR	Erasmus School for Health Policy & Management	My research investigates the epistemologies, normativities and practices through which the early onset of human life is constituted as an object of preventative intervention.
Michiel	Bron	Maastricht University	History	Currently, I am conducting a PhD research at Maastricht University in the project "Managing Scarcity and Sustainability" with Professor Cyrus Mody and dr. Vincent Lagendijk. My research focuses on the historical development of nuclear energy and the influence of oil industry actors on this development. As part of this research I am looking at the development of early nuclear research and geosciences.
Martijn	van der Meer	Erasmus University Rotterdam / Erasmus MC	History / Medical Ethics, Philosophy and History of Medicine	I investigate how collective action towards the health of young children reached scale in the Netherlands troughout the twentieth century. I focus on how weighing babies, immunising infants, and psychomotoric assessment of children of pre-school age became collective practices, and what this tells us about the changing social fabric of Dutch society and the place of preventive medicine therein.
Florian	Helfrich	University of Twente	Department of Technology, Policy and Society - KiTeS section	Investigating the governance of socio-technical transformations, examining changing power relations in the context of novel local renewable energy infrastructures. I will analyse how the technical construction and implementation of such infrastructures develops with relation to the network of stakeholders in the energy sector. For this, I provide a typology of transition pathways for local energy communities, empirically studying energy providers, governing institutions and citizens.
Anastasia	Stoli	Maastricht University	Department of Health, Ethics & Society	My research focuses on the ways public participation is produced in the practices employed by DIY technology developers to create medicines globally and outside state-regulated spaces. The goal of this subproject is to gain an understanding of how informal and formal means interact and are configured in the process of such bottom-up initiatives.
Maud	Oostindie	Maastricht University	Philosophy	I investigate informal communication, disagreement and conflict in online settings like social media networks and news comment sections. I am specifically interested in conflict mediation and moderation by both humans and AI agents. My main case study is communication around sustainability. My main method of research is digital

				ethnography. I am affiliated with the DeLab project: https://delab.uni-goettingen.de/index.php/en/.
Marta	Sienkiewicz	Leiden University	Centre for Science and Technology Studies (CWTS)	I study evaluative situations and new tools used in research assessment, particularly those which aim to implement 'Recognition & Rewards' ('Erkennen en Waarderen') and broaden what is visible and valuable in academic assessments. I aim to understand how the dominant valuation regime of excellence is being modified and with what effects.
Lea	Lösch	Vrije Universiteit Amsterdam	Athena Institute	My PhD research centers around innovating the inclusion of citizens', patient's and health professionals' values and experience-based knowledge in vaccination guidelines by using automated text analysis methods. In this context, I am more generally interested in questions of knowledge production, valuation, marginalisation and integration of certain types of knowledge.
Carla	Greubel	Utrecht University	Copernicus Institute of Sustainable Development	In my dissertation, I study enactments of 'good ageing' in and across three different but interrelated contexts: (1) the European ageing and innovation policy discourse, (2) two digital innovation projects for health and ageing (GATEKEEPER and VinclesBCN) and (3) the everyday lives of older citizens participating in these projects in Italy, the UK and Spain. Drawing on empirical ethics of care, in particular, I investigate how among different ideas about and practices of living a 'good' ageing life, some come to (temporarily) matter more while others are marginalised.
Jasper	van Dijk	TU Eindhoven	Technology, Innovation & Society (TIS)	Organising knowledge and learning for the regional energy transition
Wisse	Van Engelen	University of Twente	Behavioural, management and social sciences	My research looks at foot-and-mouth disease (FMD) in northern Botswana through a multispecies lens. It studies how this disease has been framed, manipulated and managed by different actors; how current biosecurity measures impact human-animal relations, and how recent efforts at (transboundary) conservation are leading to policy reform, shifting disease geographies, and a restructuring of disease ecologies.
Nina	de Bakker	Vrije Universiteit Amsterdam	Athena Institute	Reducing health inequalities in Amsterdam Southeast from a neighbourhood perspective (ethnographic fieldwork). This includes looking at local initiatives and communities and topics like health, food, well-being and social justice.
Efe	Cengiz	University of Groningen	Knowledge Infrastructures	The production, application and critique of olive-knowledges, olive-knowing-not-merely-human-subjects and olive-ecosystems; the differing imaginings of their futures, the struggles within and over olive-landscapes, with a focus on the workings on

				knowledge-infrastructures and local, more-than-just-human knowledge practices, in the Aegean region of Turkey. I am currently setting up a fieldwork to track changes in landscapes to map.
Sophie	van der Does	Radboud University	Institute for Science in Society	reseraching trans-and interdisciplinary research in practice and theory.
Windson	Lin	University of Groningen	History	history of psychiatry; history of science
Margot	Kersing	Erasmus University	DPAS- ESSB and HCG ESHPM	The use of big data in the local social domain. Municipalities are experimenting with big data tools. I focus on how it affects the work of street-level bureaucrats and their interactions with citizens.
Karin	van Vuuren	Erasmus University	ESHPM/HCG	Floods and Health care
Jacqueline (Jackie)	Ashkin	Leiden University	Centre for Science & Technology Studies (CWTS)	Numerical models play an increasing role in what is known about the ocean and consequently how it is managed. My research explores the social and epistemic relations that make small-scale and coastal models of the ocean possible. I look at the tensions between the governance of the contemporary science system (e.g. funding constraints) and impending climate breakdown, as experienced by ocean modelers themselves. My research is part of the ERC project FluidKnowledge.
Jelena	Stankovic	Maastricht University, FASoS	History	I am researching history of oil companies engagement in developing solar energy.

PhD Presentation guidelines

For presenters

- Send the title & summary of your presentation to the discussant assigned to you at least 1 week before the workshop.
- A projector and PC are available. Copy your presentation onto the PC in advance. You may want to use your own laptop, which usually works fine, but mind that it poses an extra risk of technical issues. Also, if you have video material, make sure you have it downloaded locally. There is internet, but relying on YouTube etc. is risky.
- The duration of your presentation should be **15 minutes**. Then there is another 15 minutes for the discussant and plenary discussion. We keep time very strictly.
- Try to make a sophisticated choice on what you want to present. One typical pitfall is wanting to give an overview of your whole PhD project, which leads to an unfocused and overloaded presentation. Rather select an interesting aspect of your research and discuss it in-depth.

For discussants

- Make sure you receive the title & summary of the presentation at least 1 week before the workshop. Contact the presenter if needed.
- After the presentation: join the presenter in the front of the room
- Present your comments in **5 minutes** max.
- Mind that being a discussant is not about pointing out all the flaws in the presenter's argument, but about setting the stage for a constructive discussion. Offering critique is good, but also try to bring out what the potentials of the argument are for improvement, and to identify some questions for the speaker or the group as a whole.
- You may want to get in touch with the presenter to prepare some comments. Feedback should address the quality of the presentation itself (slides, clarity, focus) as well as its content.

All others

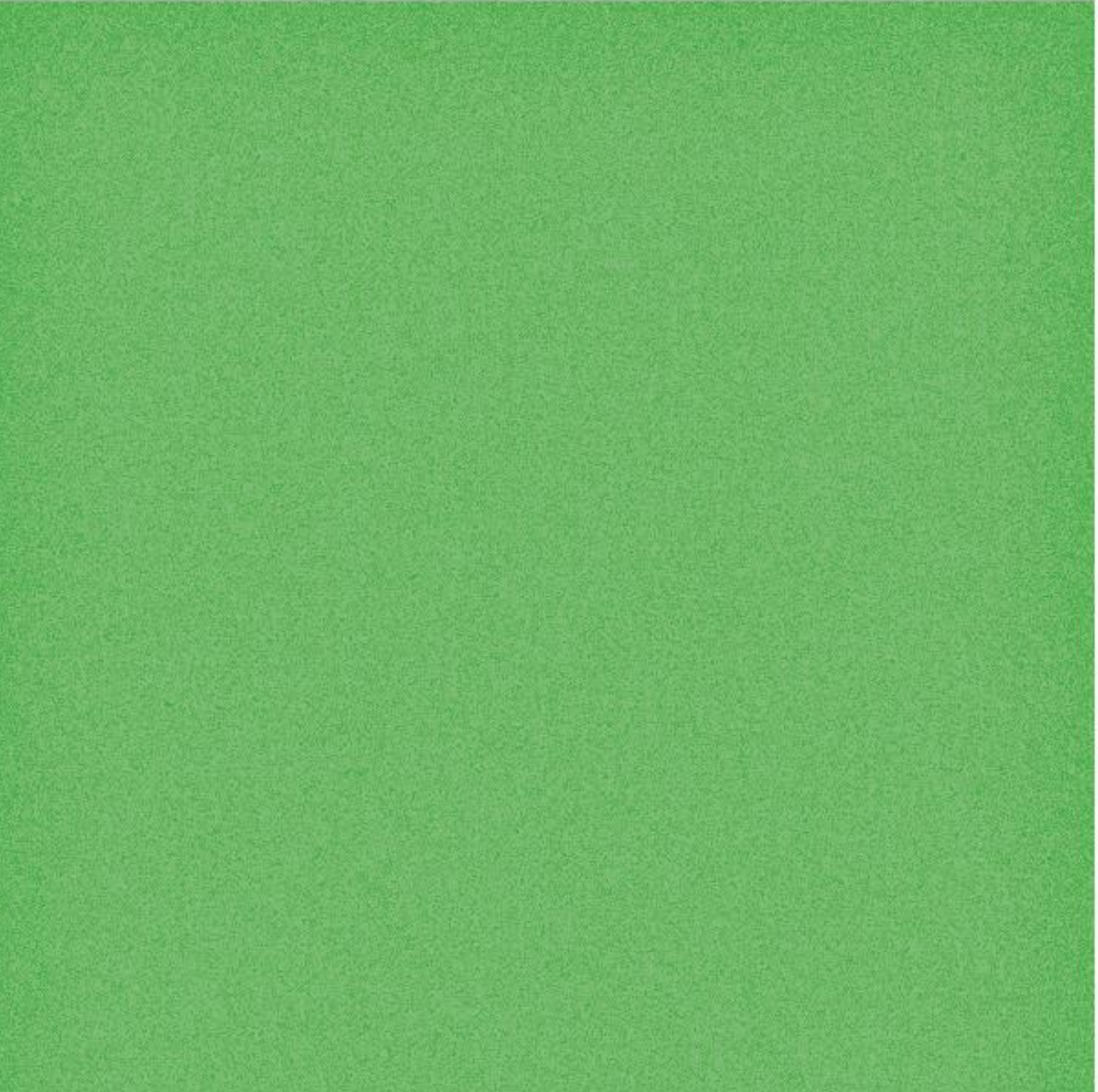
- Listen carefully and attentively to the presentation.
- Please fill in a **feedback form** for each presentation. They can be found at the end of the reader. They will be collected and given to the presenter. We will bring spare copies for people who don't print out the reader.
- Join the discussion after the discussant has given their feedback.

- Chances are that there is not enough time to discuss all questions from the audience. Please write them down on the feedback form. Even without discussion, your questions might be very valuable for the presenter!

Feedback on Presentations

This is to help you give feedback to your fellow participants, some of whom will be presenting their research during this event. Feedback forms will be available at Soeterbeeck. Use a separate sheet for each presentation, put your name and that of the presenter at the top of a piece of paper. That way, if something isn't clear, the presenter knows whom to ask. Write your comments during or immediately after the presentation and give them to the presenter during the next break.

Points to consider when preparing feedback (you don't need to cover everything):

- Attractiveness of title and opening
- Usefulness of summary provided in the reader
- Clarity and significance of problem definition, research questions and aims (refinement of, addition to, clarification or rejection of an existing thesis)
- Use of theory and/or historiography (concepts, interpretations, etc.)
- Embeddedness in fields relevant to WTMC
- Clarity of structure
- Presentation of the method(s) employed
- Validity and reliability of the method(s) employed
- Accessibility of the research data to the audience
- Use of (intriguing and relevant) details and examples
- Clarity of argument
- Relation to the nature and level of expertise of audience
- Use of PowerPoint and other audio-visual resources
- Contact with audience and audibility of speech
- Clarity and significance of conclusions
- Response to questions and comments

- Time management