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## Endangered Futures

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# WTMC SERIES

ON TEACHING &  
LEARNING STS

## Endangered Futures

Workshop

2024(1)



WTMC

*of Science, Technology and Modern Culture*

WTMC Series on Teaching and Learning STS  
Publication of the Netherlands Graduate Research School  
of Science, Technology and Modern Culture (WTMC)

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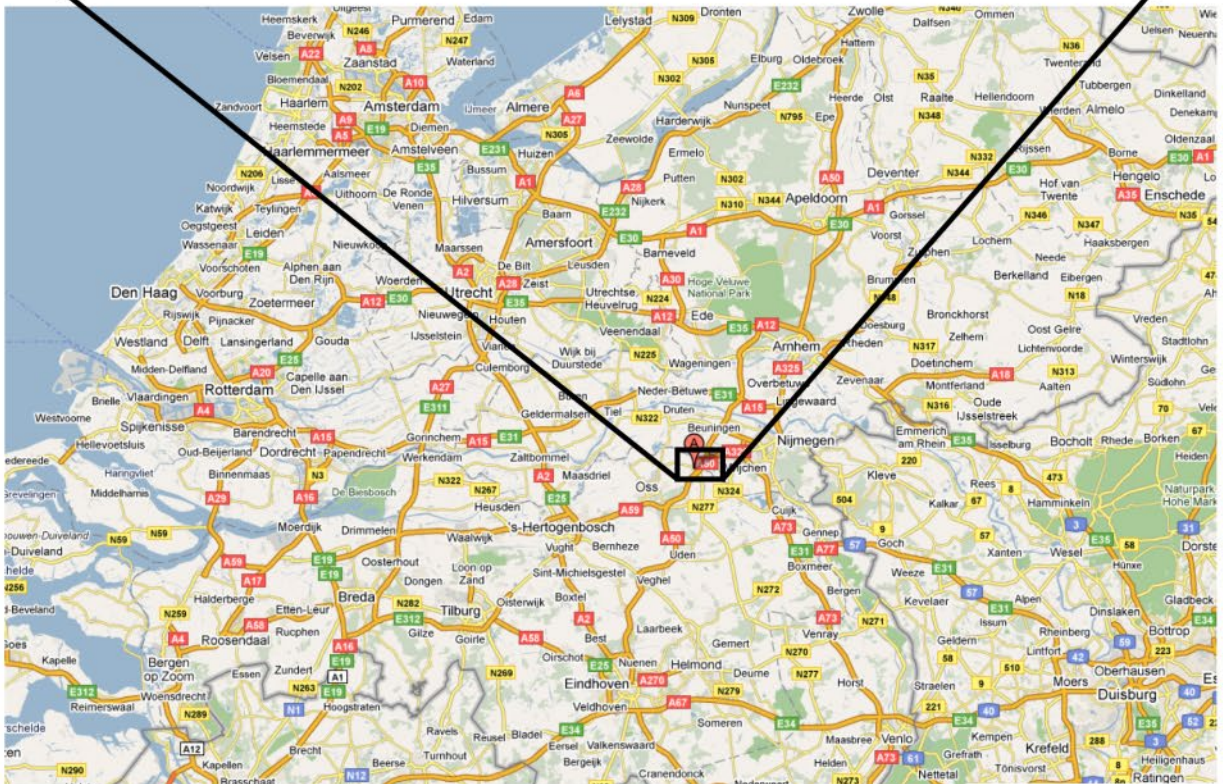
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# Maps



Thank you, Google maps

## Directions

### Address

Studiecentrum Soeterbeeck / Study and Conference Centre Soeterbeeck  
Elleboogstraat 2  
5352 LP Deursen-Dennenburg  
Phone: +31-24-36 15 999  
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](http://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.

## 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 7 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.
- 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.
- Debit card or credit card. In the evenings, there are informal drinks, which you have to pay on the last day upon check out. Cash is not accepted.
- **Earplugs:** we reside in an old convent, so corridors and doors may be noisy at night.
- Bring proper **footwear** and **rainproof clothes** (you never know) for outdoor activities. Depending on the season, it can get very hot or cold (indoors and out), and there may be mosquitos, so come prepared!
- To get moving during breaks: bring footballs, badminton gear, frisbees etc. Soeterbeeck provides a ping-pong-table, bats & balls, and (usually) some bicycles. Running addicts: bring your running gear!

### Attendance and cancellation

- *The workshop is residential:* you are expected to check in at Soeterbeeck on Monday at lunch time, and check out on Wednesday after lunch. On Monday and Tuesday, the programme extends 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 let the WTMC Office ([wttmc@utwente.nl](mailto:wttmc@utwente.nl)) know **as soon as you can**. We may be able to offer your place to someone on the waiting list if we know soon enough. 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.

## Programme

<b>Monday: Alternative Futures</b>		
10.30 – 11.00		Coffee & arrival
11.00 – 12.30	1.1	Introductions
12.30 – 14:00		Lunch and settling in
14.00 – 15.30	1.2	Josie Chambers, <i>Utopia as critical and creative method</i>
15.30 – 16.00		Break
16.00 – 17.30	1.3.	Corelia Baibarac-Duignan, <i>Affective 'rurban' encounters: Gluing alternative imaginaries of sustainable futures</i>
17.30 – 19.00		Dinner
19.00 – 20.30	1.4.	Skills session
<b>Tuesday: Political Imaginations</b>		
9.00 – 9.15		What kept you awake?
9.15 – 10.45	2.1	Core reading
10.45 – 11.15		Break
11.15 – 12.45	2.2	PhD presentations (1)
12.45 – 14.00		Lunch
14.00 – 15.30	2.3	Kim Hendrickx, <i>Another realism is possible: imagination in science &amp; politics</i>
15.30 – 16.00		Break
16.00 – 17.30	2.4	Joppe van Driel, <i>Circular Cities: Bridging Science and Practice</i>
17.30 – 19.00		Dinner buffet, followed by free evening
<b>Wednesday: Pasts &amp; Futures</b>		
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	Vincent Lagendijk, <i>The futures of radioactive waste</i>
12.45 – 13.45		Lunch
13.45 – 15.15	3.3.	Evelien de Hoop, <i>Re-writing pasts to open up futures</i>
15:15 – 16.00	3.4	Farewells & group photo

## Introduction to the Workshop

Welcome to the Workshop. Together with a number of guest lecturers, we will explore the topic Endangered Futures. The exploration starts here, well before you arrive at our beautiful convent Soeterbeeck. This reader, together with the readings as well as a writing assignment, provides the luggage for your journey. Travel well prepared!

It is advisable that you first carefully study the whole programme, before embarking on the actual reading. This should help you get a sense of the themes and how they connect, and how specific texts fit in those themes. Also, the skills session requires preparation prior to the workshop. And finally, we will have a number of participant presentations. Be sure to check whether you are scheduled as a discussant for one of them.

For each of you, the ideas and concepts discussed during the workshop will have different kinds of relevance. This depends on your research topic and method, the phase you are currently in, and your personal interest. The workshop is not a “one size fits nobody” event, and getting the most out of it does require some work. Make sure that you have in mind what you would like to learn, and how that can be achieved. In general, it is good practice to prepare one or more written questions about the reading material for each session. This helps focus your attention during lectures, and it ensures that you have something to contribute to the discussion, especially if you are not that eager by nature to join discussions. Of course, going with the flow and welcoming things the way they happen to come to you, is also an important mode of learning.

So here we go.

Currently, societies all over the world grapple with a number of crises triggered by climate change, the loss of biodiversity, geopolitical tensions and societal polarization. Some even speak of an age of ‘polycrisis’ in which human presence on planet Earth is seriously endangered. Instead of simply adopting such a cataclysmic rhetoric, this workshop invites you to take one step back and look at the topic of ‘endangered futures’ from an STS perspective.

As you will notice over the three days, studying the creation, evolution and reception of ‘futures’ and ‘crises’ in different societal domains have been vital topics of STS research for decades. Together with colleagues who have developed different takes on the issue, we will take stock of rich past and ongoing research in the field. Moreover, we will use the workshop as a platform to engage participants and lecturers in a critical discussion on how STS scholarship on ‘futures’ can function as a productive intermediary or means of intervention in a world full of tensions.

On Monday, right after the introductions, we will set the stage with Josie Chambers’ session on Utopia as critical and creative method. In her session, Josie will discuss with us the potential of utopian artistic practice to compel real world shifts towards justice and sustainability. In the next interactive session with Corelia Baibarac-Duignan, we will continue reflecting on artistic practice but now with a specific focus on rural-urban, or more precisely ‘rurban’ settings. By zooming in on the concept of ‘glueing’, Cora invites us to think about how to link situated ‘rurban’ encounters (which might lead to concrete local interventions) with more systemic transformations. At the end of the day, we will have our skills session in which you are invited to train and/or reflect upon action research as one of the core STS methods. Please have a close look at the instructions which ask you to prepare a short reflection (max. 2 pages) which needs to be sent to your group members on 3<sup>rd</sup> of April at the latest. Also make sure to read your peers’ reflections beforehand, as during the session you will be asked to dive straight into developing your ideas further into a creative format that you can demonstrate to other workshop participants.

On Tuesday, we'll start with the core reading session. Next to a STS handbook chapter, we will also read parts of the book *Future Matters: Action, Knowledge, Ethics* by Barbara Adams and Chris Groves. In combination with the input which we got on day one, this should lead to a productive discussion on the relationship between STS, 'futures' and 'crises'. After the PhD presentations, we will continue the day with a session by Kim Hendrickx. Kim will focus on the question how different analysts within and outside of academia make 'lifeworlds' intelligible and the role imagination and politics plays in this. Our next speaker, Joppe van Driel who works at the Amsterdam Metropolitan Institute (AMS) offers us his take on real world (crises) scenarios. By reflecting upon his work at AMS, Joppe will introduce us to research and interventions which are currently underway to transform Amsterdam into a fully circular economy by 2050.

On the last day of the workshop, we have – next to the PhD presentations – two speakers on the menu: Vincent Lagendijk will discuss with us past and present futures of radioactive waste. In particular in the context of the energy transition, reliance on nuclear power is a topic which has sparked quite some societal and academic (also within STS) controversies over the last seventy years. In the final part of the workshop, Evelien de Hoop will continue this line of reasoning by focusing on extractivism approached from a critical and long-term historical perspective. Her talk centers around a recently awarded research project which brings scholars in Amsterdam and Mozambique in a productive conversation on the exploitation of natural resources in the past, present and future.

In short, as you can see we have an exciting program ahead! We hope you will enjoy preparing for this workshop and look forward to meeting you (again) in a few weeks.

Andreas Weber and Alexandra Supper



# Monday

## 1.1 Introductions

### 1.2 Josie Chambers: *Utopia as critical and creative method*

This session will explore how our expectations and framing of the future shape possibilities for action in the present. Utopia is a particularly interesting concept due to its invitation to push the boundaries of our imagination of what is possible, about ourselves and society as a whole. We will take a critical perspective of how ‘utopia’ is has often been used historically, and explore its radical potential to compel real world shifts towards justice and sustainability. In this interactive session, we will discuss several examples of utopian artistic practice related to dramaturgy, images, storytelling and music, and examine the kinds of politics they enable.

*Readings:*

- Ruth Levitas. 2017. Where there is no vision, the people perish: a utopian ethic for a transformed future. URL: <https://cusp.ac.uk/themes/m/m1-5/>.
- Josie Chambers. 2024. An experiment in musical dreaming. Utopian Pulses (blog). URL: <https://www.uu.nl/en/opinion/an-experiment-in-musical-dreaming>  
*NB: Don't forget to watch the videos on the website!*

### 1.3 Corelia Baibarac-Duignan: *“Affective ‘rurban’ encounters: Gluing alternative imaginaries of sustainable futures”*

In this interactive session, I will employ the concept of ‘rurban’ to explore how collective imaginaries around sustainable futures might be shifted through artistic practices. This reflection is empirically grounded in two recent workshops about (re)imagining rurban futures in the Netherlands, which involved co-created artistic methods by researchers and creative practitioners. Rather than aiming for the resolution of “wicked problems” (Irwin, 2018), this approach echoes Donna Haraway’s call of “staying with the trouble” (2016). It does so by creating conditions for affective rurban encounters that critically engage with the rural-urban dichotomy and related human-nature disconnections, which arguably materialise in diverse socio-ecological crises, like climate change. These encounters are situated in specific rurban contexts, reflecting local needs and forms of knowledge; they use technology and material making to mediate different ways of relating to the socio-ecological realm, while increasing attention to more-than-human values; and foster networks and long-term relationships through creative crossings between knowledges and ways of knowing. While the future visions and meanings produced in this way cannot neatly scale up to systemic change, they can be analytically ‘glued’ together as part of open-ended design processes to inspire place-based transformations.

*Suggested readings:*

- Baibarac-Duignan, C. and Medeşan, S. (2023). ‘Gluing’ alternative imaginaries of sustainable urban futures: When commoning and design met in the post-socialist neighbourhood of Mănăştur, Romania. *Futures*, 153:1-19. <https://doi.org/10.1016/j.futures.2023.103233>
- Fitzgerald, L. M., & Davies, A. R. (2022). Creating fairer futures for sustainability transitions. *Geography Compass*, 16(10):1-13. <https://doi.org/10.1111/gec3.12662>.
- García, C. G., & Gaziulusoy, I. (2021). Designing future experiences of the everyday: Pointers for methodical expansion of sustainability transitions research. *Futures*, 127: 1-12. <https://doi.org/10.1016/j.futures.2021.102702>.

*Works cited in abstract (not required):*

- Haraway, D. J. (2016). *Staying with the Trouble: Making Kin in the Chthulucene*. Duke University Press.
- Irwin, T. (2018). The Emerging Transition Design Approach, in Storni, C., Leahy, K., McMahan, M., Lloyd, P. and Bohemia, E. (eds.), *Design as a catalyst for change - DRS International Conference 2018*, 25-28 June, Limerick, Ireland. <https://doi.org/10.21606/drs.2018.210>

#### 1.4 Skills: Action Research



Cartoon taken from: Teun Zuiderent-Jerak & Casper Bruun Jensen (2007) Editorial Introduction: Unpacking ‘Intervention’ in Science and Technology Studies, *Science as Culture*, 16:3, 227-235, DOI: [10.1080/09505430701568552](https://doi.org/10.1080/09505430701568552). The cartoon is adapted from Kneebone, S. and Wadsworth, Y (1998) What is participatory action research? in *Action Research International*.

The question of how STS research should position itself in relation to the practices that it studies, and the extent to which it should intervene in them, has a long history within the field of science and technology studies – no wonder, considering the roots of STS in not only social science research, but also social movements (see, for instance the chapter on ‘STS and Social Movements’ by Breyan et al. (2016) in the latest edition of the STS handbook). It has become all the more pressing in relation to the multiple crises and tensions that we are facing in the twenty-first century. In the course of our workshop, we will encounter any number of different ways in which STS researchers interact with the world, encountering notions such as utopias, imaginaries, and situated interventions.

In our skills session, however, we want to turn our attention to the method of ‘action research’. Bradbury (2015) introduces action research as “a democratic and participative orientation to knowledge creation”, which brings together action and reflection, theory and practice.

Begin by reading the introductory chapter of Bradbury (2015). Then, write a short reflection (max. 2 pages) in preparation for the workshop and circulate it no **later than April 3rd, 2023** via e-mail to the members of your skills group (see below; e-mail addresses can be found in the participants list at the end of this programme), as well as to the WITMC coordinators Alexandra and Andreas. In your reflection, make sure to do the following:

- Reflect on the way in which the authors draw the boundary between action research, conventional and applied research (see table I.1). Does this way of drawing a distinction ring true for you? Are there are other methods or approaches of doing research that could be fruitfully contrasted with action research? Does this categorisation offer a useful reference point for situating the contributions of different STS scholars, e.g. those you have read in preparation for this workshop?
- How would you situate your own PhD research in relation to action research as it is being described here, and what potential do you see for developing it further into the direction of action research? Are you (explicitly or implicitly) already doing something that partially or fully fits with this approach?
  - o If your current research is relatively far removed, describe what it might mean to take an action research approach to your topic: what objectives could you formulate, what partners and stakeholders would you involve, what practical solutions could you potentially offer by doing action research?
  - o If your current PhD research *already* fits the bill of action research, please describe what a substantially different approach to doing action research might look like, compared to what you are currently doing, e.g. by bringing in a different set of stakeholders, developing different solutions, etc.

Please read the reflections of the other members of your skills group carefully before the workshop, and take note of interesting similarities and differences. During the skills session, you will use them as a starting point for discussion within your group, and jointly develop one of the ideas for potential action research (or a combination of different ideas) into a more elaborate and (hopefully) creative demonstration for other workshop participants.

The group composition will be as follows:

group 1	group 2	group 3	group 4	group 5	group 6
Justien Dingelstad	Sevgi Fruytier	Gianna Marsman	Jasper van Dijk	Hidde Boonstra	Gigi Vissers
Léon Feenstra	Candida Sánchez Burmester	Daniella Pauly Jensen	Shashi Moashi	Esther Blokbergen	Wisse van Engelen
Talitha Wilmsen	Lenn Gorissen	Martijn van der Meer	Maud Oostindie	Jelena Stankovic	Marta Sienkiewicz
Vera Kools	Efe Cengiz	Windson Lin	Hugo Peeters	Jill van der Kamp	Sophie van der Does
Wyske Hepkema	Reinhard Rebernig				

**Mandatory reading in preparation:**

Bradbury, H. (2015). Introduction: How to Situate and Define Action Research. In: *The SAGE handbook of action research* (third edition). SAGE Publications Ltd, <https://doi.org/10.4135/9781473921290>

**References (not compulsory reading):**

Breyman, Steve, Nancy Campbell, Virginia Eubanks, and Abby Kinchy. 2016. "STS and Social Movements: Pasts and Futures." In *The Handbook of Science and Technology Studies*, edited by Ulrike Felt, Rayvon Fouche, Clark A. Miller, and Laurel Smith Doerr with Kelly Moore, Fourth Edition, 289–318. Cambridge, MA: The MIT Press.

# Tuesday

## 2.1 Core reading

The core reading of this workshop is the monograph *Future Matters: Action, Knowledge, Ethics* (2007) by Barbara Adam and Chris Groves. As preparation we ask you to read the prologue, chapter 5 and 9, and the epilogue. The book is very accessible, so we don't assume that it will be difficult to engage in a discussion in particular since we already had one workshop day of thematic input. However, in order to set you up, here is a little bit of an overview of the book. Basically the book invites us to challenge, as a reviewer put it in 2008, "contemporary ways of presenting the future as open, decontextualized, and emptied content"<sup>1</sup>. In order to make this point, the book is split in nine chapters. While the first chapters are more historical in character, the final chapters of the book aim at giving readers the tools at hand to engage in a world in which our actions matter and in which we as readers, academics and citizens carry responsibility and an obligation. We are, as the authors put, indeed responsible for the "outcomes of our future creating actions" (164) since our daily lives are inextricably linked with the future. In the ninth chapter which we also asked you to read the authors reflect on new and less destructive ways of relating to the future. We are curious and hope to discuss with you what you make of this in the context of the workshop. In order to prepare the session, we ask you to do two things:

1. Note one comment or question which you would like to have addressed during the discussion.

Moreover, we would like to discuss with you the following two questions:

2. To what extent is the main point of the book which has been written in the late 2000s still valid?
3. To what extent can present-day discussions about 'crises' be related to the more general notion of 'futures' as it is developed in Adam's and Grove's book and in similar work in STS?

## 2.2 PhD Presentations

Please be sure to consult the instructions to presenters and the instructions on feedback in this programme.

1. *Presenter:* Marta Sienkiewicz *Discussant:* Jasper van Dijk
2. *Presenter:* Jill van der Kamp *Discussant:* Gianna Marsman
3. *Presenter:* Efe Cengiz *Discussant:* Lenn Gorissen

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<sup>1</sup> <https://orbilu.uni.lu/handle/10993/7397>

### **2.3 Kim Hendrickx: *Another realism is possible: imagination in science & politics***

In this workshop, Kim will address a theme that runs through his current work: how do we make the places and lifeworlds we inhabit intelligible, taking into account that they are changing under the pressure of climate change and what some ecologists call ‘global weirding’: ecological processes that run awry? Crafting modes of intelligibility implies not only techniques (measuring, making the unseen visible, the interpretation of traces, ...) but also forms of narration and imagination. In what sense is the imagination ‘political’? In what sense are claims to ‘reality’ often authoritarian? How are realism and imagination political stakes, crucial in the face of today’s environmental challenges?

#### *Readings:*

- Hendrickx, K. (2022). 'On monsters and other matters of housekeeping. Reading Jeff VanderMeer with Donna Haraway and Ursula K. Le Guin.' In M. Oziewicz, B. Attebery, T. Dedinova (Eds.), *Fantasy and Myth in the Anthropocene: Imagining Futures and Dreaming Hope in Literature and Media*. London: Bloomsbury.
- Hendrickx, K. (2022). 'Keep biology weird'. *EMBO Reports*.
- Le Guin, U. K. (2019) 'Making up Stories'. In: U. Le Guin, *Words Are My Matter*. New York: Mariner Books.

### **2.4 Joppe van Driel: *Circular Cities: Bridging science and practice***

The Netherlands wants to become “a fully circular economy” by 2050. The City of Amsterdam follows suit, aiming for 50% circularity in 2030 and a 100% circular city in 2050. We only have 6 years left before the first targets are due. So what is happening? What does concrete circular policy look like? What projects arise, what tangible results do we achieve? Are we on track? (Spoiler: no we are not). And how can we mobilize science, to get stuff done - faster and more transformative? Or has the concept of “the circular economy” lost its edge?

#### *Readings:*

- City of Amsterdam, *Implementation Agenda for a Circular Amsterdam, 2023-2026*.
- Federico Savini, “Futures of the social metabolism: Degrowth, circular economy and the value of waste”, *Futures 150* (2023).

## Wednesday

### 3.1 PhD Presentations

1. Presenter: Hidde Boonstra, Discussant: Jasper van Dijk
2. Presenter: Jasper van Dijk, Discussant: Jelena Stankovic
3. Presenter: Maud Oostindie, Discussant: Vera Kools

### 3.2 Vincent Lagendijk, *The Futures of Radioactive Waste*

During the 1950s, expectations surrounding nuclear technologies ran high, and even the future of radioactive waste looked bright. As massive reuse did not materialize, societies started to stock and partially dump this waste into the ocean. Since then, methods of safely managing and/or disposing of radioactive waste – some of which need to remain isolated from the biosphere up to hundred-thousands of years – have been developed. European countries currently are taking decisions on implementing such management and disposal methods. The safety and interests of future generations play an important part in this. During this lecture, we will explore the Dutch situation while tapping into various European context as well.

#### *Readings:*

- Dekker, Romy, Vincent Lagendijk, Roos Walstock, and Rinie Van Est. “Long-Term Radioactive Waste Management in the Netherlands: Seeking Guidance for Decision-Making.” In *The Future of Radioactive Waste Governance: Lessons from Europe*, edited by Maarten Arentsen and Rinie Van Est, 25–49. Springer, 2023.
- Kermisch, Céline, and Christophe Depaus. “Radioactive Waste and Responsibility toward Future Generations.” In *Risk and Responsibility in Context*, edited by Adriana Placani and Stearns Broadhead, 214–28. New York: Routledge, 2023.

### 3.3 Evelien de Hoop, *Re-writing pasts to open up futures*

This lecture explores various intertwinements and their performativities: between studying pasts and envisioning futures; between the “here” and the “elsewhere”; between various kinds of knowledge producers and knowledge production; and between extractivisms and its alternatives. To do so, the lecture will draw upon two lines of work that are still in early stages, one in the context of a slowly-moving collective with scholars in Mozambique and Amsterdam called alternatives2extractivism, and the other in the context of an NWO-funded project called Soy Stories.

Please note: As preparation for this session, it would be great if you could take a moment to articulate for yourself how ‘the past’ or ‘pasts’ feature in your own work, and how those pasts relate to what we may call ‘presents’ and ‘futures’.

*Readings:*

- Zuiderent-Jerak, T. (2015) Introduction. *Situated Intervention*. The MIT Press
- Van der Vleuten, E. and de Hoop, E. 2022. Crisis Narratives from the Dutch Soyacene: Regional Sustainability Hi/Stories At Sites of Soy Consumption. *The Age of the Soybean*. <https://www.jstor.org/stable/j.ctv309h1fx.19>

*Recommended readings:*

- If you have additional time, please have a look in the kitchen of the world of proposal writing by going through the Soy Stories project proposal: [https://www.researchgate.net/publication/371043794\\_SOY\\_STORIES\\_Connected\\_sustainability\\_histories\\_and\\_futures\\_of\\_the\\_global\\_Soyacene#fullTextFileContent](https://www.researchgate.net/publication/371043794_SOY_STORIES_Connected_sustainability_histories_and_futures_of_the_global_Soyacene#fullTextFileContent)
- Also, feel free to go through the blog posts on the website [www.alternatives2extractivism.org](http://www.alternatives2extractivism.org)

## Lecturers

**Josie Chambers** is an Assistant Professor at the Urban Futures Studio, Utrecht University. She is a transdisciplinary social scientist interested in how we can question so called ‘inevitable’ unjust futures and foster collective imagination and agency towards more just and sustainable societies. She weaves together artistic, participatory, imaginative, decolonial, and political concepts and approaches to collaboratively explore possibilities for transformative changes with diverse societal groups. You can find out more here.

**Corelia Baibarac-Duignan** is an Assistant Professor in Regional Knowledge and Innovation Ecosystems at the University of Twente and co-initiator of the RUrban Futures Collective. Originally trained as an architect, she is a transdisciplinary researcher and educator working at the intersection between sustainable futures, commons, and creative approaches to civic engagement. Her current work is aimed at co-creating context-appropriate methods and tools for widening civic engagement in inclusive transformations towards sustainable futures.

**Kim Hendrickx** is a permanent Research Fellow of the Fund for Scientific Research (FNRS) and Associate Professor at the University of Liège, Belgium. He was visiting scholar to the *Science & Justice Research Centre* at the University of California, Santa Cruz in 2017-18 and in 2021-22. Working across the social sciences, humanities and life sciences, he is interested in how we know and craft relations between bodies/organisms and environments through epigenetics, model organisms, food, botanicals and biomonitoring.

He has published in journals of different fields, such as *Configurations*, *Frontiers in Genetics*, *Science as Culture*, *Health*, *Social Anthropology*, *Frontiers in Pharmacology* and *EMBO Reports*. His book *Health Without Bodies: Health Claims and Scientific Evidence on the European Market* (Palgrave Macmillan) was published in November 2023 with an afterword by Isabelle Stengers. He is currently working on a new book manuscript for the University of California Press, under the provisional title “Keep Biology Weird”.

**Joppe van Driel** is Program Developer Circularity in Urban Regions at the Amsterdam Institute for Advanced Metropolitan Solutions (AMS Institute). Joppe builds collaborations between public organisations, businesses and researchers, across disciplines. Having a background in physics and political philosophy and a PhD in the history of science, Joppe loves connecting the complex world of technology with the even-more-complex world of humans. With professional experience in science and in creative writing, theater and museum design he cares about reaching people, finding solutions that stick and creating value for everyone involved.

**Vincent Legendijk** studied economic history (Leiden, '03) and received a PhD in History of Technology and Science and Technology Studies (Eindhoven, '08). He received a NWO Veni grant in 2009. Vincent has worked on the history of electricity networks, the global dimensions of dam projects, and the intertwinement of roads and racism in Baltimore. He is senior researcher at the Rathenau Instituut and assistant professor at Maastricht University (one day per week). He is involved in preparing an advice on the decision-making process for the long-term radioactive waste management in the Netherlands.

**Evelien de Hoop** is a teacher and transdisciplinary researcher with roots in STS, geography, post- and decolonial studies and connected history. Empirical foci include e.g. landscape conservation and transformation, multi-sited socio-ecological change connected by trade in major commodities such as soy and palm oil, food systems (including food self-provisioning), biofuels, smart urbanism, policy evaluation, and more. She is involved in both small- and large-scale projects in which she collaborates with a wide variety of societal stakeholders, in which she aims to co-produce transformative knowledge for more just futures across the world.

## About the coordinators

**Alexandra Supper** is an assistant professor at the Faculty of Arts and Social Sciences, Maastricht University. Her research interests include the 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 associate 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.

## Participants

No.	First name	Surname	University/Organisation	What is the topic of your research (5 lines)?
1	Wytske	Hepkema	Radboud University	For many things we rely on scientific knowledge, and science was often thought to be self-correcting. However, currently there is doubt whether or not this is actually the case. Therefore, in my research I aim to find out more about scientific error correction practices. To do so, I use a case study in nanobiology where there is disagreement if and under what circumstance nanoparticles reach the cytosol of a cell.
2	Sophie	van der Does	Radboud Universiteit	my topic is societal impact in transdisciplinary research settings
3	Lenn	Gorissen	University of Twente	My work aims to study expectations and imaginaries and explore possible transition pathways related to the new concept of 'Technology-4-Ecology-based farming' (T4E). The PhD project is part of the Synergia project that aims to develop ecological forms of arable, dairy and horticulture farming and new types of technological and socio-technical systems that challenge current forms of agriculture.
4	Wisse	Van Engelen	Universiteit Twente	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.
5	Maud	Oostindie	Maastricht University	I ethnographically investigate communication and conflict in online public spaces, with a focus on (content/conflict) moderation and the online-offline nexus. I focus specifically on climate and sustainability discussions in a Dutch context. Conceptually, my research builds on political/deliberative theory and STS.
6	Gianna	Marsman	Vrije Universiteit	My research explores how structurally embedding reflexivity practices in the institutions of the healthcare system and in the habits of its individuals, can contribute to the long-term adaptability (sustainability) of that system.

7	Hugo	Peeters	Erasmus University Rotterdam	I study the production of knowledge and instruments targeting vulnerable pregnancy
8	Sevgi	Fruytier	VU University	In my research, I study the meanings, practices and consequences of interactions between research professionals and patients by combining both observational and experimental research approaches. First, I will look at the construction of networks and infrastructures that support these initiatives and investigate a specific case of patient involvement in depth. Second, I will experiment with situated intervention in patient involvement practice, by infusing this practice with our reflexive understandings.
9	Marta	Sienkiewicz	Leiden University	I study evaluative situations and new tools used in research assessment, particularly those which aim to implement 'Recognition & Rewards' ('Erkennen en Waarden') and broaden what is visible and valuable in academic assessments. I am interested in what new approaches to assessment do to the notions of research quality. I aim to understand how the dominant valuation regime of excellence is being modified and with what effects.
10	Candida	Sánchez Burmester	Maastricht University	I employ ethnographic and historical methods to contribute to the NanoBubbles ( <a href="https://nanobubbles.hypotheses.org/">https://nanobubbles.hypotheses.org/</a> ) project's sub-group that is focusing on the controversy about how nanoparticles enter and behave inside mammalian cells. On the one hand, I do participant observation at labs and conferences with a team of scientists who try to replicate experiments with nanoparticles in the cytosol. On the hand, I use historical methods to trace continuities from toxicology to nanotoxicology.
11	Jill	van der Kamp	Radboud University	My PhD projects explores the social and ethical implications of digital home-based testing for heart disease, kidney disease and type 2 diabetes.
12	Efe	Cengiz	Univesity of Groningen	I find and connect stories of multispecies entanglements and their interactions with economics, politics, environmental, social and epistemic justice, in and around the Aegean olive landscapes of Turkey. I focus especially on olives as complex actors, whose capacities for action result in their becoming of both guardians of local ecologies and lackeys partaking in their devastation; both companion species and antagonists.
13	Jasper	van Dijk	Eindhoven University of Technology	My work focuses on the governance of regional energy transitions and the role of learning in relation to transition governance in particular. I specifically research how governance actors learn in the

				process of collectively intervening in regional energy transition and how it changes governance structures.
14	Martijn	van der Meer	Erasmus University Rotterdam, Erasmus Medical Center	I investigate how preventive child health care shaped Dutch society in the twentieth century - both on the macro-level of the welfare state and on the micro-level of daily social interaction. In the first part of my project, I have examined the emergence of child health clinics in response to the public problem of infant mortality. Currently, I am investigating the history of the National Immunization Programme in the Netherlands.
15	Justien	Dingelstad	Erasmus University Rotterdam	I study how Artificial Intelligence (AI) technologies change the work of nurses and physicians. I focus on how bringing the future and alternative realities into the present changes work practices in hospitals, using insights from STS and Organization Science. Using qualitative methods such as ethnography, multimodal analysis and photo voice, I aim to show how norms, roles, and values of medical work are reshaped in day-to-day practices.
16	Jelena	Stankovic	Maastricht University	In my research I am looking at the role of oil firms in developing solar energy during 'long age of scarcity' from roughly 1968 to 1986. Therefore, I am looking at multiple oil firms (big, medium, small) and their engagement (e.g investments) with solar PV. Addressing the outset of the oil relationship, as the dominant energy regime carrier, with renewable energy ,such as solar, offers the potential to better understand the current energy transition.
17	Gigi	Vissers	Erasmus University Rotterdam	I study the digital transformation of healthcare and the work required by various actors to embed technological and digital innovations in the broader healthcare system. The focus will be on the social, professional, and organizational changes necessary to develop and embed data and IT-infrastructures that facilitate care at a distance (thereby displacing care from the hospital to patients' own homes).
18	Esther	Blokbergen	Vrije Universiteit Amsterdam	Transdisciplinary boundary crossing and competencies for boundary navigation
19	Vera	Kools	Eindhoven University of Technology	I am interested in sustainable energy transitions. Key topics in my research are public participation and energy literacy. I am curious about questions like: what do we expect from people when we ask them to participate? When is this empowering, and when a burden? What do we expect people to know when we ask to participate?

20	Talitha	Wilmsen	Maastricht University	The topic of my research is societal engagement with sustainable energy transitions in the chemical industry. Specifically, the research focusses on the development of a new safe and sustainable-by-design plasma process for acrylonitrile production at Chemelot. It explores the following research question: How do socio-cultural and regulatory factors influence the dynamics of the ISPA project as a sustainable energy initiative in the chemical industry, and what are the pre-conditions for effective, sustainable and inclusive outcomes?
21	Daniella	Pauly Jensen	Maastricht University	My research is about how AI systems for media are designed and implemented by data scientists, and how they deal with issues of diversity and bias. This study is part of the Trustworthy AI for Media (TAIM) lab, and in collaboration with Radio Television Luxemburg (RTL) . The study uses an ethnographic approach, particularly participant-observation of, and interviews with, data scientists in their work environment, and analysis of their practices, documents, and artifacts.
22	Léon	Feenstra	Vrije Universiteit	My research revolves around the transformation of city-regional food systems, particularly in the city region of Amsterdam. Here, I study the theory and practice of researchers, entrepreneurs, policymakers and residents who engage in experimentation for transformation. How do inter- and transdisciplinary theories shape this experimentation and how does the monitoring of a transformation process open and close directions towards desired futures?
23	Shachi	Mokashi	Vrije Universiteit Amsterdam	In my PhD research, I study the entanglements between citizen science initiatives and formal institutions. I will map the emergence of environmental and public health citizen science initiatives, practices, and technologies. Moreover, I analyse how citizen science initiatives challenge formal governance policies and programs and how formal institutions respond to these challenges
24	Hidde	Boonstra	Vrije Universiteit Amsterdam	The topic of my research is how civil servants can reflexively explore their role in sustainability transformations. At the heart of the regime, civil servants have leverage to enact system change but are also more strongly bound by its' structures. I explore how civil servants that intrinsically seek sustainable system change navigate this challenge and imagine different futures through participation in reflexive evaluations.
25	Reinhard	Rebernig	Vrije Universiteit Amsterdam	Inclusive knowledge and innovation networks for food system transformation
26	Windson	Lin	University of Groningen	History of Psychiatry

# 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

