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Routines and Disruptions

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WTMC SERIES

ON TEACHING &
LEARNING STS

Routines and Disruptions

Issue 1

2025



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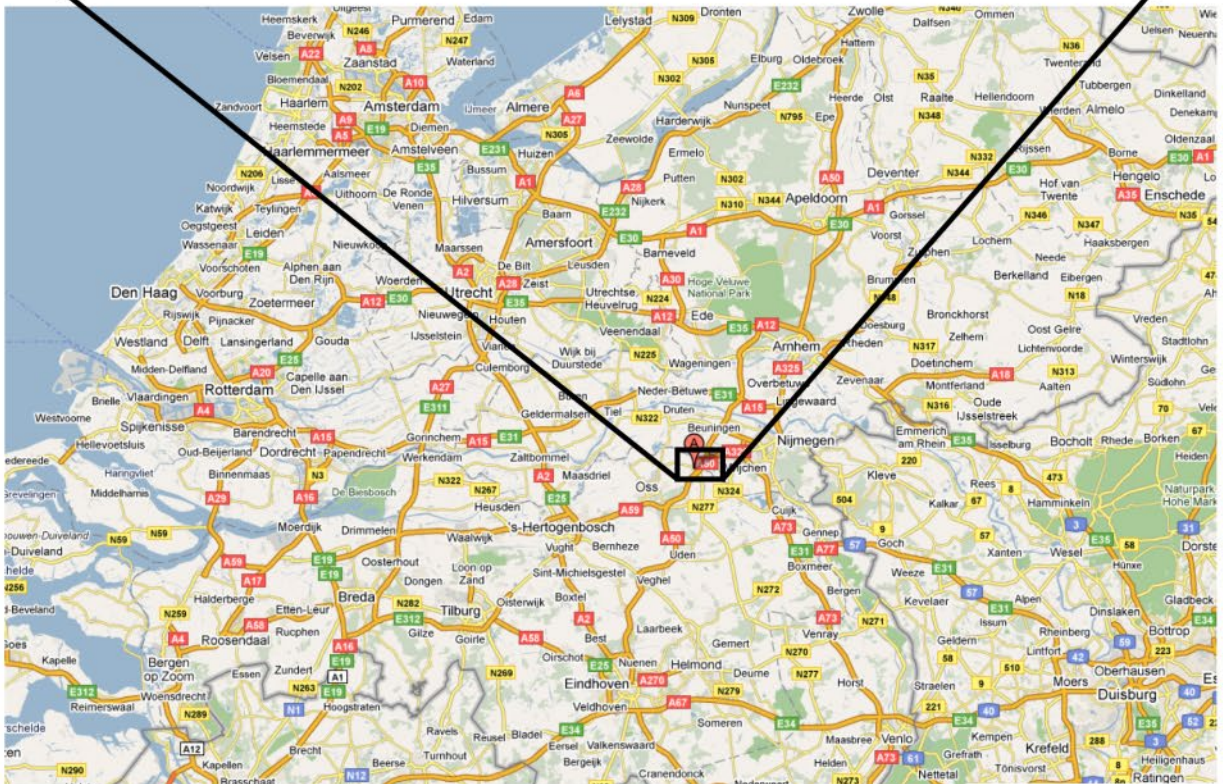
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Maps



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

<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.

Parking information

For participants arriving by car, a limited number of parking spaces are available on the premises, including accessible parking spaces and charging stations for electric cars.

Practical notes

To do before the Workshop

The compulsory literature consists of roughly 300 pages. At 8 pages per hour, this takes about 37 hours. We expect you to spend about 3 more hours on additional preparation, for instance reflecting on the connections between different readings and your work. This amounts to 40 hours, 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 do so once we're at Soeterbeek. 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. Soeterbeek provides a ping-pong-table, bats & balls, and (usually) some bicycles. Running addicts: bring your running gear! Card games or board games for the evenings are also welcome.

Attendance and cancellation

- *The workshop is residential:* you are expected to check in at Soeterbeek on Monday morning, and check out on Wednesday. The programme will be rather intense, extending into the evenings, but we will make sure to provide a variety of different forms of interaction to keep things varied and interesting.
- All accommodation is in single-occupancy rooms, so you will have a room to yourself. However, please note that only some of the rooms come with their own bathroom; so be prepared to make use of shared toilet and shower facilities. Rooms are assigned at the reception upon arrival. In principle, they are first-come, first-serve. However, please be mindful of the fact that not everyone has the same chance to arrive early to claim one of the "good" rooms, e.g. because travel distance varies. So if you've gotten a room with a bathroom at multiple previous events already, or if it's your very first time at Soeterbeek, please be mindful of this as you sign for your room, so that it's not always the same people getting the en-suite rooms (unless medical circumstances require it).
- In order to receive credit for attending the workshop, *you are required to be present throughout*

the entire event. Exceptions are possible only in case of calamities. 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 (wtmc@vu.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, fees and any other costs that have been incurred by WTMC will not be refunded.

Programme

| Monday: Crafting Routines and Disruptions | | |
|--|-----|---|
| 10.30 – 11.00 | | Coffee & arrival |
| 11.00 – 12.00 | 1.1 | Introductions |
| 12.00 – 13:30 | | Lunch and settling in |
| 13.30 – 15.30 | 1.2 | Susan van Hees, <i>Could our stories be otherwise? Rethinking routines and disruptions through co-creation</i> |
| 15.30 – 16.00 | | Break |
| 16.00 – 17.30 | 1.3 | Annapurna Mamidipudi, <i>Continuity and disruption in knowledge ownership of natural dyes in South India: Disappearing Mordants</i> |
| 17.30 – 19.00 | | Dinner |
| 19.00 – 21.00 | 1.4 | Walk & Talk: <i>Sharing Unwritten Routines and Helpful Disruptions when doing a PhD</i> |
| Tuesday: Barriers to Disruptions | | |
| 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 | Joeri Bruyninckx, <i>Deskbound. A century of shaping and disrupting sedentary work in the office.</i> |
| 15.30 – 16.00 | | Break |
| 16.00 – 17.30 | 2.4 | Lea Beiermann, <i>Flexible Technologies: Navigating Open Source Adoption for Digital Sovereignty in the Public Sector</i> |
| 17.30 – 19.00 | | Dinner |
| 19.00 – 21.00 | 2.5 | Pub Quiz |
| Wednesday: Disrupting Thoughts | | |
| 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 | Esther Miedema, <i>On creative disruptions and disruptive creations?: Gloria Anzaldúa, Ursula le Guin & Nawal El-Sadaawi</i> |
| 12.45 – 13.45 | | Lunch |
| 13.45 – 15.15 | 3.3 | Jonas van der Straeten, <i>Reusing the past, disrupting the future? The tensions of 'quiet sustainabilities'</i> |
| 15:15 – 16.00 | 3.4 | Farewells & group photo |

Introduction to the Workshop

Welcome to the 2025 Spring Workshop of WTMC! We look forward to convening in Soeterbeeck at the end of May. To make sure that we can make the most of our time together, please make sure to set aside sufficient time for preparations.

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, and how much time will be required for the preparation of different sessions. Also make sure to check whether you are assigned the role of discussant (or even speaker) for one of the sessions in which participants give presentations about their PhD projects.

For each of you, the ideas, concepts and practices 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. WTMC workshops are not intended to directly support to your specific PhD project, but rather to provide a diverse training in the scholarship of STS, broadly defined. Getting the most out of the workshops therefore does require work on your part, both before and during the event. 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. The ‘what kept you awake’ sessions that we have put on the agenda each morning (from day 2 onwards) serve as a collective check-in moment to reflect on how things are going, and to see how we should steer to keep on track.

* * *

On the first morning of our workshop, most of you will disembark from a train at Ravenstein station. This is a familiar, long-standing, and for most of us well-loved routine of WTMC workshops – even more so if you meet a friendly WTMCer, or spot a cute donkey on your way to Soeterbeeck. But Ravenstein station is also a particularly apt place for a workshop on Routines and Disruptions. Over the last year, this rather small station has featured prominently in the communication and promotional activities of ProRail, the company responsible for maintenance of the Dutch railway network. The reason for this is that badgers had been undermining the structural integrity of the train tracks. In an elaborate building project, ProRail countered this disruption of train routines by in turn disrupting the badgers’ habitat, and constructing an artificial burrow in which the badgers could live and develop new, less disruptive routines. What an appropriate place for a workshop on Routines and Disruptions!

Over the three days of our workshop, together we will explore (everyday) routines and their disruptions, and the myriad ways in which they interact with each other in relation to the design, use and experience of technology. Thus, we are interested both in disruptions to routine and in

routines' ability to disrupt. With regard to the latter, i.e. routines' ability to disrupt, you may for example think of day-to-day gardening practices to grow one's own food, and the way in which rendering these practices more visible may disrupt widespread innovation-based and market-based sustainability discourses; or the ways in which daily office use practices may silently challenge floor plan designers' notions of productivity and worker well-being. With regard to the former, i.e. the disruptions to routine, you could for example think of individual patients' needs disrupting routinized health workers' practices; or the ways in which everyday routines can be disrupted when the technologies that support them fall into disrepair, and how this in turn can give rise to new routines, through for instance the tinkering with technologies or repurposing of everyday objects.

Through a variety of empirical cases, the main thrust of this workshop is to delve into notions of routines and practices, visibility and invisibility/silence, continuity and disruption. Making use of a variety of different formats of discussions and lectures, we want to explore such questions in terms of their conceptual, methodological, as well as political implications.

* * *

Monday focusses on Crafting Routines and Disruptions, starting with a hands-on exploration of how co-creation practices may bring both routines and potential disruptions into (and out of) view with Susan van Hees. We then shift our attention to the development and use of natural dyes among handloom weavers in South India as a long-standing routine disrupting mainstream understandings of technological progress.

Tuesday focusses on Barriers to Disruptions, i.e. that which, possibly for good reason, hinders disruptions that are arguably much-needed. We do so through an examination of changing sedentary office work practices by Joeri Bruyninckx and of increasing use of Open Source technologies in the public sector to enhance digital sovereignty. During the latter session, we will also explore writing policy briefs.

Wednesday focusses on Disrupting Thoughts, i.e. we will start the day by consider when and how pleasure and rest may be(come) disruptive forces with Esther Miedema. We will end the workshop with Jonas van der Straeten, exploring how taking long-standing, overlooked yet arguably sustainable routines ('quiet sustainabilities') may disrupt dominant notions on 'transitioning' towards 'sustainability'.

See you in late spring at Soeterbeeck!

Alexandra and Evelien

Detailed Overview

Monday, 26 May: Crafting Routines and Disruptions

1.1 Opening and introduction

We look forward to getting to know each other in our introductory session!

1.2 Susan van Hees, *Could our stories be otherwise? Rethinking routines and disruptions through co-creation*

During this session, organized as a workshop activity, we will practice with co-creation, to critically re-think our own (academic) routines and disruptions.

This workshop aims to familiarize you with the use of co-creation in research and to highlight the relevance of such practices as places of social knowledge re- and co-creation. Using our own experiences as a starting point, we will practice with the following strategies for rethinking routines and disruption: storytelling, mapping and rethinking disruptions. After an introduction to co-creation as an approach, we will use our everyday STS practices, the temporalities, situatedness and relationalities that characterize our own work as our starting point. We will work together to map, configure and reconfigure these routines, building on an open approach in which we are open for surprise, meaning that we do not start with a sharp, predefined goal in mind, other than finding out what playing with our own build routines may help reveal.

For this aim, drawing inspiration from the STS making and doing tradition (Downey and Zuiderent-Jerak 2021) and many STS scholars working on co-creation and co-design (e.g. Guggenheim 2013; Manchester 2021), we will put together assemblages, using everyday objects, (infra)structures, and our own human hands. By visualising our own thinking we can rethink how little shifts in the assemblages may paint a different picture of our routines, the opportunities to disrupt and change. This exercise will open up opportunities to further discuss questions around what is not included in our assemblages, and why? This workshop will help you understand the use of co-creation in research practices, as places of social knowledge re-and co-creation while it may also enrich our understanding of what binds us and what renders us unique.

Preparation:

Please choose 2-3 of the texts from the literature list for this session to read (see below). Additionally, reserve 30 minutes in the week prior to the workshop to prepare a story or visual to map your STS journey so far, with attentiveness to the routines and / or disruptions that characterize it. Don't overthink it; there is no way to do this wrongly; just approach this as a short exercise, a way to warm-up our thinking about this topic. Bring what you prepared (text, drawing, visual, anything, feel welcome to be creative) to the activity and be prepared to say a few words about it. if you go for a text, try to stick to one page max. If you find it difficult to start, it may be helpful to start with a list or mindmap of what you consider to be routines and disruptions.

Readings:

Please read **2-3 texts** from the following options.

- Guggenheim, M., Kraeftner, B., & Kroell, J. (2013). 'I don't know whether I need a further level of disaster': shifting media of sociology in the sandbox. *Distinktion: Scandinavian Journal of Social Theory*, 14(3), 284-304.

- Manchester, H. (2021). Co-designing technologies for care: Spaces of co-habitation. In *Socio-gerontechnology* (pp. 213-227). Routledge.
- Markham, A. (2021). The limits of the imaginary: Challenges to intervening in future speculations of memory, data, and algorithms. *New media & society*, 23(2), 382-405.
- van Hees, S., Horstman, K., Jansen, M., & Ruwaard, D. (2017). Photovoicing the neighbourhood: Understanding the situated meaning of intangible places for ageing-in-place. *Health & place*, 48, 11-19.
- van Hees, S., Janssen, M., & Luijkx, K. (2019, October). 'Build your story': A research game that includes older adults' perspectives. In *Dementia Lab Conference* (pp. 35-47). Cham: Springer International Publishing. (conference proceedings)

1.3 Annapurna Mamidipudi, *Continuity and disruption in knowledge ownership of natural dyes in South India: Disappearing Mordants*

Using the case of the recipes in natural dyeing documented in colonial texts, this session will look at how routines of natural dyeing technologies in Indian hand weaving that had been disrupted by the introduction of chemical dyes in colonial times come to be resumed in the 90s. The case will examine knowledge captured by the recipes and the gaps in the knowledge had to be filled, in order that the dye recipes could be of use to the dyers in this time. This was aided through a reprisal of routines of daily life that had been retained within community memory, even when the materials and techniques themselves were not in use. Empirically, the case looks at the use of mordants, adjunct materials that are essential to the process of fixing natural dye to the textiles; the performance of routines by natural dyers when mordanting; and how these techniques and materials appear and disappear in the recipes when attempting to document this technology and grasp it in text. Analytically, the case shows how the revival of the routines of natural dye technology in the present disrupts current understandings of how technologies progress when knowledge is owned through performing bodies, and transmitted through routines, rather than through a focus on text and recipes. As method, the case raises questions about how we as scholars intervene in disrupting and transmitting knowledge and its ownership through our routines of producing academic texts.

Readings:

- Bol, M. (2023) Imitating Crackles: Material Mimesis in Stones and Textiles. In: *Ownership of Knowledge: Beyond Intellectual Property*, edited by Schäfer, D., Mamidipudi, A., Buning, M. Massachusetts: MIT Press. doi: 10.7551/mitpress/14648.001.0001
- Oak, V.S., Oeder, J., and Mamidipudi, A. A Reader's Guide to Ownership of Knowledge: Diagrammatic Chapter. In: *Ownership of Knowledge: Beyond Intellectual Property*, edited by Schäfer, D., Mamidipudi, A., Buning, M. Massachusetts: MIT Press. doi: 10.7551/mitpress/14648.001.0001

1.4 *Walk & Talk: Sharing Unwritten Routines and Helpful Disruptions when doing a PhD*

In this informal knowledge exchange session, we invite you to go for walks in small groups to share knowledge that usually remains implicit about important challenges and struggles that you may encounter (or have encountered during your PhD). While preparing for your workshop, please give some thought to what issues you would like to raise or think along with on the basis of your experiences and/or expectations of the PhD. Potential topics for discussion include:

Supervision struggles

- Could you name one thing you wished you asked your supervisor during the first year? (for more experienced PhDs)
- Could you name something you would like to ask your supervisor which you haven't felt comfortable to raise yet? (for more junior PhDs)

Field site struggles

- How have you been (un)able to gain access to sensitive field sites?
- What are your strategies to stay physically and mentally healthy in your fields?

We will form small groups on the basis of shared interests. At the end of the session, we will briefly meet again in plenary, giving you the chance to report back about some of the issues that have been raised and advice that has been shared within the groups.

Tuesday, 27 May: Barriers to Disruption

2.1 Core reading

For this workshop, we selected a classic STS text that, through its focus on routines, seeks to disrupt hitherto dominant foci in research on innovation, as Lie and Sørensen write in the introduction to the book ‘Making Technology Our Own’. We combine this text with a recent, more recalcitrant piece of work, namely the second chapter from Malm’s manifesto on ‘How to Blow up a Pipeline’.

We are reading these texts for their difference in content (i.e. conceptual/analytical and empirical focus), in form (a classic book introduction vs a manifesto) and in performativity (i.e. their different engagements with societal developments, one could say). We will discuss each of these during the core reading session. In preparation, please bring notes on the following questions:

- 1) Content – On what conceptual lineages do these texts build? What, in turn, do they say about routines and disruptions? What are ‘routines’ and ‘disruptions’ according to each text, and where do they place agency when it comes to both (the maintenance of) routines and disruptions? How and why would either or both of these texts be helpful for your own work?
- 2) Form - How does each of these texts build up their argument? And how do they mobilize existing literature and empirical material therein? Which of the two do you find more attractive, and why?
- 3) Performativity - How do these authors (implicitly) articulate their own agency or role (i.e. as a person), and the agency of their text? And how would you articulate your role/the role of your work in the worlds in which we work and live?

Readings:

- Lie, M. & Sørensen, K. H. (1996). Chapter 1: Making Technology Our Own? Domesticating Technology into Everyday Life?. In: M. Lie & K.H. Sørensen (eds.). *Making Technology Our Own: Domesticating Technology into Everyday Life*. Copenhagen: Scandinavian University Press. **It is fine if you read only pp. 1-21, the remainder of the chapter presents an overview of the book.**
- Malm, A. (2021). *How to Blow up a Pipeline: Learning to Fight in a World on Fire*. London: Verso. **Please read chapter 2, “Breaking the Spell”.**

2.2 PhD presentations

1. Presenter: [name redacted], Discussant: Sevgi Fruytier
2. Presenter: Jessica Coetzer, Discussant: Karin van Vuuren
3. Presenter: Lenn Gorissen, Discussant: Nina de Bakker

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

2.3 Joeri Bruyninckx, *Deskbound. A century of shaping and disrupting sedentary work in the office.*

We spend much of our daily lives seated—and perhaps nowhere more so than in the office. Over the past decade, such sedentary habits have been reframed as a public health crisis, linking prolonged sitting to a range of physiological and psychological health risks. This shift has

spurred health professionals, ergonomists, and designers to rethink the routines that make up deskbound work. Yet disrupting these routines requires disentangling a complex and longstanding socio-material network keeping office workers immobile and still.

Using the lens of routines/disruptions, I examine how such networks have stabilized and defined the scope of ergonomic intervention over time. Drawing on scientific publications, trade journals, patents standards, catalogues and public discourse, I focus on three key episodes. First, I trace how, since the early 1900s, social and material reordering of office work required prolonged sitting, and a shifting coalition of scientists, manufacturers and office managers promoted optimal productivity through sitting comfort. Next, I explore how in the 1970s and 80s, changes in the office environment sparked resistance against routine sitting, fueling ergonomic interventions aimed at repairing—not replacing—such practices. Finally, I analyze the post-2010 push to redefine seated work as an addictive and harmful habit to disrupt. This led to a whole range of new health-driven office interventions, such as standing desks and posture-monitoring wearables. Few of these, however, have so far been successful at changing sedentary habits at scale. By taking this long-term perspective, I invite you to consider how socio-technical networks structure embodied habits, and how these can be sites of resistance, adaptation and change in turn.

Readings:

- Nooney, L. (2022). “Have Any Remedies for Tired Eyes?”: Computer Pain as Computer History. In: J. Abbate & S. Dick (eds.). *Abstractions and Embodiments: New Histories of Computing and Society*. (pp. 416-433).
- Kaufmann-Buhler, J. (2020). The Politics and Logistics of Ergonomic Design. In: Elizabeth Guffey & Bess Williamson (eds.) *Making Disability Modern. Design Histories*. (p. 177-193). Bloomsbury.

Optional further readings:

- Bissell, D. (2008). Comfortable bodies: sedentary affects. *Environment and Planning A* 40(1): 1697-1712. (15 pages).
- Bruyninckx, J. (2023). Tuning the Office. Sound Masking and the Architectonics of Office Work. *Sound Studies* 9(1): 64-84. (20 pages).

2.4 Lea Beiermann, *Flexible Technologies: Navigating Open Source Adoption for Digital Sovereignty in the Public Sector*

As geopolitical tensions intensify, European governments are increasingly prioritising digital sovereignty, seeking to reduce their dependence on individual, predominantly US-based, IT providers. The concept of a sovereign European tech stack, or "EuroStack," is gaining momentum. To achieve this vision, government agencies are encouraged to adopt open source technologies, which reduce their dependence on individual IT companies but can disrupt established work routines. We will discuss the opportunities and obstacles associated with open source adoption in the public sector, and formulate policy recommendations to navigate this transition.

Readings:

- Bria, F. (2024, October 15). The quest for European technological sovereignty: Building the EuroStack. *TechPolicy*. <https://www.techpolicy.press/the-quest-for-european-technological-sovereignty-building-the-eurostack/>

- Leonardi, P. M. (2011). When flexible routines meet flexible technologies: Affordance, constraint, and the imbrication of human and material agencies. *MIS Quarterly*, 35(1), 147-167.
- Shaikh, M. (2016). Negotiating open source software adoption in the UK public sector. *Government Information Quarterly*, 33(1), 115-132.

Extra resources:

- WHO Policy brief template: How to write an effective policy brief (please make sure to look over this template in preparation for the session!)
- La Suite numérique. (2024). Docs [Software]. GitHub. <https://github.com/suitenumerique/docs> (optional resource, if you are curious about some of the open-source software being co-developed by Lea's team)

2.5 Pub Quiz

Hosted by Jessica Coetzer.

Wednesday, 28 May: Disrupting Thoughts

3.1 PhD Presentations

1. Presenter: Karin van Vuuren, Discussant: Ana Parrón Cabañero
2. Presenter: Cassy Juhasz
3. Presenter: Anestis Amanatidis, Discussant: Nada Akhrou

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

3.2 Esther Miedema, *On creative disruptions and disruptive creations?: Gloria Anzaldúa, Ursula le Guin & Naval El-Sadaawi*

During this session, we will turn to the work of, among other people, Anzaldúa, Le Guin and El Sadaawi. In different ways, these authors and speakers creatively dislodge thinking, reading and listening. We will explore the ways in which these and other thinkers/do-ers can feed our disruptive and creative impulses, including in our academic pursuits. We will explore how pleasure and rest are/can be (politically) disruptive, and how pleasure and rest have been, so to speak, put to practical ‘use.’ Time permitting, we will develop mini zines in pairs, reflecting on the themes of the day and how they might pertain to our specific research endeavours and projects.

Readings (and listening):

- Anzaldúa, G. (2012) ‘The Homeland, Aztlán/El otro México’, In: Anzaldúa, G. *La Frontera. The New Mestiza, 4th ed.*, San Francisco: Aunt Lute Books, pp. 23-35.
- Bhavani Kunjulakshmi (2022) Can You Hear the Subaltern Speak? At: <https://freshedpodcast.com/flux-kunjulakshmi/>
- Khalili, L. (2016). “The Politics of Pleasure: Promenading on the Corniche and Beachgoing.” *Environment and Planning D: Society and Space* 34 (4): 583–600. doi:10.1177/0263775815623538
- Le Guin, U. (1988/2019) *The Carrier Bag Theory of Fiction*. Ignota. (6 pages)

3.3 Jonas van der Straeten, *Reusing the past, disrupting the future? The tensions of ‘quiet sustainabilities’*

Scholars from history of technology and science and technology studies (STS), among others, have criticized mainstream discourses on sustainability as eco-modernist. Sustainability, they argue, is not only about novelty, about replacing unsustainable technology of the present with what is framed as innovative ‘green’ technology of the future. There is also considerable sustainability potential in the maintenance, re-use and evolution of technological and infrastructural legacies. Not only are these legacies highly diverse, but so are the pathways to more sustainable futures around the globe. Still, the current sustainability debate oftentimes attaches universal value to a particular developmental trajectory that is deeply embedded in Western European and North American histories.

In its Western-centric preoccupation with ways of transitioning from a deficient present to a sustainable future, sustainability research has tended to overlook existing, long-established resource-efficient practices, especially if they occur outside or at the fringes of formal markets. Oftentimes, actors themselves do not associate these practices with sustainability, but with

pragmatic reactions to a relative scarcity of resources and capital (typically framed as “poverty”). Some authors refer to them as ‘quiet sustainabilities’.

In this session, we will explore such practices of maintaining, reusing or repurposing through the lens of routines and disruptions, based on two case studies from Bangladesh and Czech republic. How can we study such practices of maintaining, reusing, or repurposing in terms of their situatedness and on their own terms? How do they disrupt eco-modernist discourses and politics of sustainable development and when do they become their silent enablers? What is the position of these practices in narratives of change and can a reframing of these practices stimulate the imagination of more heterodox futures of sustainability.

Readings:

- Mašek, P. (2022): Grey greening: quiet sustainability at auto salvage yards. *Geografie*, 127, 1, 55-73. <https://doi.org/10.37040/geografie2022127010055>
- van der Straeten, Jonas. 2022. Sustainability’s “Other”: Coming to Terms with the Electric Rickshaw in Bangladesh. *Historical Social Research* 47(4), 139-167. doi: 10.12759/hsr.47.2022.42

3.4 Closing Session

We wrap up our workshop with announcements, evaluations, closing comments.

About the speakers

Susan van Hees is assistant professor in the Innovation Studies section of the Copernicus Institute of Sustainable Development at Utrecht University. She was trained in Public Administration at Tilburg University (BA and MA) and she got a PhD at Maastricht University (and is a graduate of WTMC). Her research interests include learning from co-creation as important tools in responsible innovation practices and working with and on different meanings given to innovations and the everyday practices they are supposed to alter. Project she works on have different contexts, from small-scale local case to large international projects, but have in common that they are related to health and ageing technologies and innovations. Susan likes to use and develop (co)creative methods next to more traditional qualitative methods, aiming to make visible untold stories and facilitate needed dialogues on tensions these stories reveal, as well as working on pathways and scenarios to overcome such tensions.

Annapurna Mamidipudi is a scholar of science, technology, and society studies (STS). She has been awarded a DFG project titled “Epistemologies of Craft: The Role of Material Innovation in Making Color Expertise” at Technische Universität Berlin. She was previously a postdoctoral researcher at Deutsches Museum working on an ERC project on weaving knowledge in ancient Greece, and at the Max Planck Institute for the History of Science in Berlin, <https://www.mpiwg-berlin.mpg.de/de/people/amamidipudi> where she co-edited a book on Ownership of Knowledge: Beyond IP, published by MIT Press. <https://direct.mit.edu/books/oa-edited-volume/5609/Ownership-of-KnowledgeBeyond-Intellectual-Property> She is a trustee of the Handloom Futures Trust, which works at the intersection of knowledge and livelihood support for traditional craftspeople in India. <https://www.handloomfutures.in>. Her research interests focus on how crafts- people innovate their material practices and how they make knowledge claims to build value for their work in past and contemporary society.

Joeri Bruyninckx is Assistant Professor in Science and Technology Studies at Maastricht University. Previously, he was a research scholar at the Max Planck Institute for History of Science in Berlin, visiting researcher at Massachusetts Institute of Technology, Cornell University and the Royal Institute of Technology in Stockholm. His research explores how scientific practices and new technologies give shape to everyday sensory/bodily experiences of the environment through a combination of historical and ethnographic methods. His book *Listening in the Field: Recording and the Science of Birdsong* (MIT Press, 2018) traces how sound recording technologies came to be used for the scientific study of birdsong and how listening has been negotiated historically as a scientific practice. His current research focuses on the interplay between science and design in the history of the office.

Lea Beiermann is Ecosystem Coordinator at the German Centre for Digital Sovereignty (ZenDiS), where she fosters strategic partnerships between the public sector and open source ecosystem to promote digital sovereignty through secure and adaptable open source software solutions. With an academic background in STS and the history of technology, Lea brings a deep understanding of the social implications of technological transition, informing her current work at the intersection of software and digital policy.

Dr. Esther Miedema is a feminist scholar, focusing on the field of health promotion, and particularly questions of reproductive and sexual health and justice. Overarching interests in her research and teaching relate to questions of representation, belonging and the (un)making of

imaginaries of development and the 'good life.' In so doing, she examines how different actors subvert and/or (inadvertently) entrench gendered, classed and racialised norms and violence that shape their own and others' possible lives. Esther is a senior lecturer in the International Development Studies MSc programmes at the Department of Geography, Planning and International Development at the University of Amsterdam. She serves as co-director of the UvA Centre for Social Science and Global health ([SSGH](#)), and is affiliated as Research Fellow with the Amsterdam Institute for Global Health and Development and the Eduardo Mondlane University, Mozambique.

Jonas van der Straeten is an Assistant Professor in the Technology, Innovation and Society Group. In his research, he studies cultures of making and maintaining—primarily in East Africa, Central and South Asia—and their implications for wider socio-technical change. He has conducted research on energy in Tanzania and Kenya, housing in Uzbekistan, and, more recently, electric mobility in Bangladesh. Trained as a historian, he takes particular interest in the historical situatedness, temporality, and material dimensions of his research objects, as well as their embeddedness in narratives spanning past, present, and future. He explores ways of making historical knowledge actionable for addressing current sustainability challenges. Jonas also has a track record as a consultant on energy access projects in countries of the Global South.

About the coordinators

Evelien de Hoop is an assistant professor at the Athena Institute, Vrije Universiteit Amsterdam. Her research interests span across a variety of themes including but not limited to practices and politics of agriculture, landscape change, (digital) knowledge politics, health and healthcare, etc.. Evelien holds an MPhil degree in Geography and the Environment from Oxford University, and did her PhD at the Technology, Innovation and Society group at Eindhoven University of Technology. Her transdisciplinary research and education are rooted in STS, critical geography, post- and decolonial studies and (connected) history. She also coordinates the CLUE+ interfaculty research institute's Inclusive Landscape Transformations programme.

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, the dynamics of (inter)disciplinary communities, as well as the role of sound technologies in popular music. 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).

List of Participants

| Name | PhD Topic |
|-----------------------|---|
| Aisha So | I study how the social, conceptual and material tools of scientists fit together with - and enable or constrain - the approaches and goals in their work as well as their collaborations. I am interested in finding out how this research could help plant scientists to diversify their approaches, and how we could stimulate transformative collaboration in plant science and plant breeding. |
| Amna Pottarath | I am a PhD candidate for the Disapeer Project(The reconfiguration of peers in editorial review) at Radboud University. My research will mainly include looking into the impact of transformative developments in academic publishing and mapping the diverse roles and identities of multiple stakeholders involved at various stages in the peer review and editorial processes. |
| Ana Parrón Cabañero | My research aims to contribute to the discussions around Open Science at Leiden University, provide evidence regarding the effectiveness of the policies and support in place, and explore the practices across various university settings. Through this research, it is expected that I will be able to provide a series of recommendations on how to better incorporate bottom-up OS initiatives into the organisation and reduce the policy-practice gap regarding open research. |
| Anestis Amanatidis | In view of an ‘opening up’ of science, I set out to understand how different modes of public participation, such as experimental test sites, living labs, transdisciplinary research arrangements, but also ‘unprompted’ forms of participation, like protests, bear on dominant enactments of technoscience and what new configurations of knowledge production become emerge through such interventions. On the long term, I want to relate these observations in questions concerning democracy, where controversies seem to not only spring from science-backed policies and interventions, but also bear on contemporary political landscapes. |
| Ayush Shukla | As part of the Horizon Europe MSCA Doctoral Network MELOMANES, my PhD research examines the R&D of novel cancer therapies in Europe, focusing on the socio-ethical dimensions of cellular immunotherapy. Positioned as an embedded STS researcher, I explore how visions, values, and socio-ethical considerations shape this emerging innovation landscape. Through interdisciplinary engagement, my work critically analyzes the co-production of science, technology, and society in the development of emerging cancer treatments. |
| Cassy Juhasz | The ethical, and responsible development of data science and Artificial Intelligence in the public sector, with a particular focus on poverty and debt alleviation and prevention. Specific attention is paid to overcoming barriers to practices of interdisciplinarity and societal inclusion through the Social Lab methodology as informed by Dewey's pragmatism. |
| Celine Rooze | Resilience of healthcare systems in times of crisis and disasters. The first research is about the disruptions brought about by COVID-19 and the role of independent regulatory agencies in stimulating healthcare system resilience. |
| Ching-Han Kuo | Using quantitative methods such as social network analysis and text mining to understand the effect of recent developments in scholarly communication (e.g. interdisciplinarity, open science, AI) on journal peer review content and editorial decisions. |
| Daniella Pauly Jensen | Diversity and Bias in Artificial Intelligence Systems for Media |
| Ena Vojvodic | My research explores the role of science in energy projects, focusing on Groningen's gas extraction. Following the shutdown of the Groningen gas field due to safety concerns, my research investigates how trust in science was damaged and what is needed to restore it. |

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| Filip Rozborski | My dissertation explores gaps in studying imagined futures, focusing on expectations and imaginaries within transitions. Using hydrogen technologies as a case study, it examines discursive relationships and governance, highlighting how imagined futures can drive or hinder progress toward sustainable change. |
| Gianna Marsman | This research explores how structurally embedding learning practices in the institutions of health systems and in the habits of its individuals, can contribute to the long-term adaptability (sustainability) of those systems. This topic will be explored in three complementary case studies. |
| Hanneke de Boer | The medical and cultural conceptions and attitudes towards menopause since the 1950s in the Netherlands. The project has a strong historical component, as well as a population based study component. It deals with themes of scientific authority, medicalization, healthism, and the interactions between medicine and culture. |
| Jessica Coetzer | Inclusive digital care and health systems transformation in the Netherlands. I explore the establishment of practices of “Doing eHealth Right” whilst co-creating interventions for “Preventing eHealth Done Wrong”. Our researching draws on (feminist) theories of technology, systems change theories and STS Making and Doing approaches to look towards creating a Dutch Healthcare system where everyone can participate - digitally or not. |
| Jonathan Arentoft | The needs and concerns of small-scale farmers in the Global South are often overlooked or misrepresented in science and technology. One key reason is the tendency to homogenize and depoliticize small-scale farmers in both scientific and public discussions. My research examines how science and technology institutions navigate the challenge of representing smallholders' needs and concerns as diverse, evolving, and actively shaped in the context of developing and regulating crop genome editing. |
| Karin van Vuuren | Governance of the health system during floods |
| Lenn Gorissen | I examine the potential role of agricultural monitoring sensors in advancing the transition to ecology-based farming systems, as well as the socio-techno-ecological imaginaries shaping their development and the expectations of their users. |
| Marcus van Toor | My PhD-project aims to study under which conditions (e.g. social, political, epistemological) scientific research takes place that substantiates government policy. With this question, the PhD-project aims to study three interconnected problems. First, some scientific facts seem to have a hard time entering policies, for example regulating chemical substances. Second, the way in which politicians and policymakers use science to depoliticize decisions can threaten democratic legitimacy. Thirdly, criticizing the use of science in policies by deconstructing notions like 'absolute truth' can result in relativism. |
| Marije Miedema | Long-term valuation of personal digital heritage in a world suffering from the long-term socio-ecological impact of the climate crisis. |
| Nada Akrouh | My PhD project is about researching novel ways for analyzing patient stories, for which different methods (citizen science, computational methods and qualitative methods) are being integrated. As part of this research, I also analyze the epistemic value of the experiential knowledge extracted and explore what the healthcare system can learn from patients' experiences of illness |
| Nando Katoele | Investigating the intricate and (micro) political landscape of healthcare access and support within a transitioning welfare state, and accordingly, to develop new empirical and theoretical insights that capture the social consequences of structural workforce shortages for both healthcare professionals and patients in healthcare practice. |
| Nina De Bakker | Bottom-up sustainable transitions: ethnographic research on how grassroots initiatives try to reduce health inequities in Amsterdam Southeast. |
| Paola Altomonte | My project focuses on several case studies that see women researchers active in biological fieldwork in Africa during the second part of the 20th century. Using archival research and interviews, I will add to the history of science, STS, and |

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| | postcolonial history literature on the impact of women researchers on the fields of animal behaviour and conservation studies. In doing so, I aim to take an intersectional perspective on the topic and centre the experiences of women and local communities in fields typically dominated by male Western actors |
| Sevgi Fruytier | In my research, I study the meanings, practices and consequences of patient involvement interactions. 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 interventions in patient involvement practice, by infusing this practice with our reflexive understandings. I am interested in how actors give meaning to these collaborations and what underlying assumptions and systemic structures hinder them from realizing their expectations. |
| Vivek Oak | Symmetrical Studies of Symbolic and Material Algorithmic Modes of Indian Handloom Weaving |
| | and six additional, anonymous participants. |

PhD Presentation guidelines

For presenters

- Send the title & summary of your presentation to the discussant assigned to you at least 1 week before the event.
- 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.
- Make an informed 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 that you would like to receive feedback on at this moment, and discuss it in-depth.

For discussants

- Make sure you receive the title & summary of the presentation at least 1 week before the event. Contact the presenter if needed to remind them of this.
- 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 sheet** for each presentation, clearly stating your name so that the presenter has the chance to ask follow-up questions or clarifications. These sheets will be collected and given to the presenter. Make sure to keep your feedback constructive and helpful - see next page for possible points of attention.
- 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. Blank paper on which to write your feedback 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
- 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

Regardless of what aspects you decide to focus on in your feedback, make sure to keep the tone of your feedback constructive and supportive!

