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LIST OF CONTENTS

EDITORIAL

- 3** STS in Grants and CVs:
Dealing with Differences.
Josefine Raasch

STS MULTIPLE

- 6** A very brief story of the
Department of Science
and Technology Studies at
Vienna University
Ulrike Felt, Maximilian Fochler
- 13** Investigating obesity as
a complex socio-medical
phenomenon
Ulrike Felt, Kay Felder, Michael
Penkler

CHERISH, NOT PERISH

- 16** Science & Technology
Studies

EVENT REPORTS

- 21** Science in society: from
elite media to mass and
entertainment culture
Conference report of
#POPSCI2015:
Science, Research and
Popular Culture.
Joachim Allgaier, Hauke Riesch
- 24** AsSIST-UK: Report on
Launch Event
Andrew Webster

NEWS

- 32** News from EASST
Council
Fred Steward
- 33** EASST/4S Conference.
Barcelona 2016
- 35** EASST Conference Call
2018
- 36** The 2016 EASST Awards
Call for nominations

Editorial – STS in Grants and CVs: Dealing with Differences.

Recently, at a meeting of an early career researchers network with an interest in STS in Berlin, we discussed if we want to promote the network at a summer school conducted at a Department for the History of Science. Listening to the discussion, my thoughts moved to the question of how to engage researchers from the field of History of Science in STS scholarship. What would they need to do to become engaged in STS? I was then reminded of a discussion we had at EASST Review about how to compose a new editorial board (more on this next year). Talking about one potential candidate, we discussed the fact that ‘there isn’t very much STS in this CV’. Certainly, if someone wants to work with EASST Review, showing some STS activities, topics, or approaches were helpful. Yet, only a few of the STS researchers I know hold positions in STS departments. More often they are affiliated with other departments and publish in sociological, philosophical or educational journals. They might even teach courses, write articles, give talks and organize workshops that might not primarily be concerned with STS questions or issues, and seldom apply for grants that promote perspectives exclusively taken by Science and Technology Studies. However, I often feel inspired by their work in the field of STS and ‘not very much STS’ in a CV does not necessarily give information about the researcher’s position towards or in the field of STS. What then would new researchers have to do to become engaged in STS activities? Is there something like a STS comfort zone or even a STS safety zone?

I understand STS as a set of literature, research fields, methodologies/theories, situated material-semiotic practices and networked communication among researchers who travel to and organise conferences. I frame it as a specifically ordered/ordering microworld (Verran 2001, 159) from which



Josefine Raasch

generalizations emerge through collective practices. It contributes to academic discourses by pointing to particular research areas, providing certain analytical research tools and providing means to re-enact disciplinary boundaries, particularly in interdisciplinary research. Understanding STS this way, its own boundaries are enacted as fluid and the practices that generate STS scholarship are interconnecting and intertwined with those of other researchers, not only the ones directly engaged in STS. Openness to other broad streams of scholarship and a willingness to engage with their issues, methods, methodologies/theories, research areas and researchers co-constitute STS activities.

In order to engage with this ordered/ordering microworld, emerging STS scholars would have to engage in the material arrangements and collective activities through which STS emerges. This, however, is becoming a major challenge when considering that in the international STS community some scholars hold positions in STS departments and others in a variety of other departments. What researcher can do or cannot do is shaped by the institutionalization of STS in their countries.

One key challenge is related to the politics of research funding and the lack of funding for STS inspired projects. I'll include one example from Germany, where disciplinary boundaries are rather distinct: the German Research Council (Deutsche Forschungsgemeinschaft, DFG) had a budget of 2.7 billion euro in 2014 and so is one of the most influential funding bodies in Germany. When revising the criteria for the funding of interdisciplinary research, I noticed that engaging in STS activities might not be sufficient for a successful grant application. Any grant application is reviewed by one of 48

Assessment Review Boards. Each has between two and five board members who are responsible for reviewing, sending out to review and assessing reviewers' reports. STS is not among the 48 research areas, so researchers from different research areas, who may be aware of STS approaches or not, eventually assess grant applications that promote the scope and the tools provided by STS scholarship.

This has consequences for German researchers who want to engage in the ordered/ordering practices of STS scholarship. When applying at sociological theory, empirical social research or other fields of scholarship, researchers need to link their research to at least one of the 48 the research areas. Researchers who employ STS approaches in grant applications at the DFG enact certainly the openness to other broad streams of scholarship and a willingness to engage with them. Yet, these researchers – and particularly early career researchers with an interest in STS in Germany – might face the challenge of situating themselves in more than one discipline.

When the engagement of possible new researchers in STS requires an interdisciplinary positioning in Germany, and when researchers in other European countries might face different challenges, how then do we deal with the requirements for STS in CVs? One way of responding to this issue is probably by understanding how CVs are situated as well and to acknowledge disruptions and interstices.

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STS Multiple offers a public platform for presenting and learning about the heterogeneous ways in which STS is practiced in and across Europe. University departments, research centers, local networks and other groups engaging with STS can present themselves in this space. If interested, please contact us.



A very brief story of the Department of Science and Technology Studies at Vienna University

Ulrike Felt and Maximilian Fochler

As we know in STS, understanding a place of knowledge production requires awareness of its situatedness and history. And STS in Vienna has quite some history. In 1987, the University of Vienna established a Department for the Theory and Social Studies of Science. Headed by Helga Nowotny, and assembling a rather diverse group of STSers and philosophers of science (in a rather wide sense), this department was part of a faculty carrying the interesting label “basic and integrative sciences”, and had the liberty to act in ways that seem rather inconceivable in today’s managerial universities. It quite successfully taught courses without a formal relation to specific curricula, and it did not worry too much about the fact that a coherent departmental profile integrating STS and philosophy of science was not precisely forthcoming. In STS, it did research on the development of new scientific and technological fields such as high-temperature superconductivity, on the changing conceptions of time, on new forms of knowledge production, on contemporary and historical (early 20th century Vienna) forms of science communication, and produced an introduction to STS that became the standard book in the German speaking world in the late 1990s and early 2000s. Already in the 1990s, the Vienna group was an active part of the international STS scene, and part of several European research and teaching networks. International STS scholars such as Bettina Heintz, Hilary Rose and Judy Wajcman, visited the department as guest professors for a semester or more. Viennese STSers in turn contributed to international STS associations, with Ulrike Felt being first the organisational secretary on the EASST council (1995-1999) and then council member of 4S (2002-2004).

Summary

This article gives a brief introduction to the Department of Science and Technology Studies at the University of Vienna. It starts by tracing the institutional transformations of the department in a changing university environment. We give an account of the development of the department’s main areas of research and the way they are organized today. Then, we sketch the departments’ approach in offering strongly international and interdisciplinary teaching. Finally, we describe how both reaching out to wider society and reaching in to change the culture of our own institution has been a main agenda in department work, and offer some recent examples.

Building an international research group - VIRUSSS

In 1997, Helga Nowotny retired from the University of Vienna, and Ulrike Felt, who had been part of the department since 1988, took over the chair for the social studies of science two years later. Also institutionally, change was on the horizon. Internationalization and the acquisition of project funding for research slowly became priorities of the university also in the social sciences. For the STS group in Vienna, the 2000 4S/EASST meeting “worlds in transition”, which gathered more than a thousand STSers in the historical halls of Vienna’s main university building, was a clear statement of its international orientation.

At the same time, Ulrike Felt founded VIRUSSS – the Vienna International Research Unit for the Study of Science and Society – with the agenda of building a highly visible project-funded research group within the existing department. VIRUSSS was more than just a catchy acronym and a template for a logo – a red icosahedron mimicking the basic structure of a virus. It was a programmatic statement of STS’ ability to “infect” others with its ideas, concerns and ways of analysing the technoscientific worlds we live in. For VIRUSSS, this had a double perspective – both to spread STS approaches to policy makers and wider Austrian society and to affect the university as an institution more deeply than a single largely isolated department would usually do. VIRUSSS gathered a group of young researchers, and in its early years mainly studied the rising tide of science communication and public participation events in Austria, as well as the institutional transformation of institutions of research and higher education.

Institutionalisation and the development of a research profile

In 2004, in the wake of a new university law, the University of Vienna radically re-organized its structure, leaving little room for peculiar interdisciplinary constellations like the Department for the Theory and Social Studies of Science. Splitting the department, the philosophers of science moved to the Department of Philosophy, while VIRUSSS became a small Department of Social Studies of Science within the newly established Faculty of Social Sciences.

In the decade after 2004, the new department grew by attracting considerable project funds from national and international funders. In this process, the new department both deepened and extended its research focus to comprise four interlinked areas¹:

1. (Techno)sciences and society: communicating and interacting

The department studies how public understandings of and engagements with sciences and technologies are embedded in particular technological cultures. So far, projects² have investigated a variety of issues relating to biomedical knowledge and technologies, the life sciences and nanotechnology (e.g. valuation practices around nano-food). A



Ulrike Felt is Professor of Science and Technology Studies and currently Dean of the Faculty of Social Sciences at the University of Vienna. Her research focuses on issues of governance, democracy and public participation in technoscience, changing research cultures, as well as the role of time in science and society issues. Her work has covered the life sciences, biomedicine, nanotechnologies and sustainability research. She has been invited professor at numerous universities and has been involved in policy advice to the European Commission as well as to national bodies. From 2002 to 2007 she was editor-in-chief of *Science, Technology, & Human Values*.

considerable part of this research focused on citizens' perspectives, be it on how they deal with knowledge in informed consent practices or on how they perceive their role in public engagement contexts.

2. *Governing technoscience and society:*

In different projects, department research addresses issues of governance³. It did so in contributions on public participation and its role in wider governance processes, in work on the making and functions of technoscientific futures in governing societies, in examining specific technologies of surveillance and classification, in analysing processes of individual self-governance and its relation to knowledge, particularly related to health (e.g. also in connection to the internet), and in studying research & innovation policies and their impact on research cultures.

3. *Knowledge and technology cultures*

The department develops innovative approaches to study ways of knowing and living in research⁴, both in more traditional academic fields such as the life sciences or sociology, as well as in more hybrid contexts such as trans-disciplinary sustainability research or hybrid spaces between academia and business. In doing so, it aims to empirically contribute to debates on the temporalisation of research, on (e)valuation practices in the sciences, or on the role of new information and communication technologies for knowledge production (e.g. in the dissemination of research results).

4. *New Methods*

As a fourth focus, department researchers are engaged in developing new methods, including, novel interview methods, methods to evaluate science communication as well participatory engagement settings.

Internationalisation Continued

A number of regular international conferences in the framework of the department's research projects continued the internationalisation efforts, as did Ulrike Felt's editorship of ST&HV between 2002 and 2007 and the establishing of an annual summer school for PhD students with international commentators in 2001. While research flourished during this time, the Bologna reforms and the resulting incessant disciplinary closure of curricula threatened the new department's teaching offer, rendering it harder and harder to spread the "STS virus" in the institution. But the Bologna reforms also opened up new possibilities, in particular for non-strictly disciplinary master programs. As one of the first at the University of Vienna to take up this opportunity, the Department of Social Studies of Sciences launched a master programme in Science-Technology-Society in 2009, in English language to attract both an international student audience as well as to be able to include international STS scholars in teaching.

Recently, the department has been renamed Department of Science and Technology Studies, and only the red icosahedron remains as a visual reminder of VIRUSSS and its story and legacy. We remain dedicated to internationality, both through a vibrant international guest professor program and increasingly also as a temporary intellectual home for



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Figure 1: STS Summer School 2015
Department staff and PhD students
with international guest commentators
Wiebe Bijker and John Law.



visiting junior and senior scholars. Ulrike Felt is part of the team of editors responsible for the new STS Handbook aiming at contributing not only to the field as such but to a conversation with newly incoming students and researchers from neighbouring fields. Still rather small and with the spirit of the virus, we keep searching for opportunities to infect our university with STS in ever new ways – be it in a regular STS lecture series, or by proposing new institutional forms to reflect the challenges of responsible research and innovation in research and teaching.

Interdisciplinarity, internationality and their challenges. On Vienna STS teaching philosophy and practice

The Department of Science and Technology Studies at Vienna university offers teaching in an STS PhD curriculum, in an English language Science-Technology-Society master programme, and in an STS minor that can be chosen by students of Vienna university as part of their respective bachelor. In all of these programs, we are committed to attracting an as interdisciplinary audience as possible, and to providing students with knowledge and tools to apply STS insights/perspectives in their own academic and future professional practice.

The Science-Technology-Society master programme is best suited to explain our teaching philosophy and the challenges it faces. Established in 2009 and taught exclusively in English language, the four semester research-oriented program selects a cohort of 25 students each academic year. Owing not least to the attractiveness of Vienna as a city, and possibly also of our teaching program, the program recruits students from all over the world – roughly seventy per cent of our students come from outside Austria, and about one third from outside Europe. In a deliberate policy, we accept students from all disciplinary backgrounds, not just from the social sciences. Each resulting cohort hence brings with it a wealth of heterogeneous cultural and disciplinary experiences, which are an enormous resource. At the same time, this heterogeneity poses considerable challenges in teaching. In a two-year programme, time to create a solid common grounding in STS is short, particularly if this common grounding is to enable students to apply STS approaches and methods in first experiences in doing research.

Our answer to this challenge is an introductory semester which engages students in intense case-based learning. They receive a lecture introducing them to basic questions in STS and seminars on STS theories, methods and the basics of scientific practice and literature research. Most importantly however, accompanied by senior student tutors, students draw together the knowledge acquired in these classes to work on one four “real-world” STS cases, such as for example the debates about scientific expertise after the L’Aquila earthquake disaster or the controversies around the introduction of the HPV vaccines in different countries. Over the semester, they research information about their case and develop and present an expose for a research project to produce new knowledge about the case. This didactic approach has proven to be surprisingly efficient in allowing students to internalize basic STS tenets and approaches. We are proud to say that this concept also won both the University of Vienna teaching award in 2014 and the Austrian national teaching award “Ars docendi” for the social sciences and humanities in 2015.



Figure 2: MA Student group working on one of the case studies “HPV vaccine controversy”

From the second semester onwards, students are exposed to a new kind of internationality. In choosing two out of three research specialisations (corresponding to the department’s research foci), they take courses largely offered by international guest teachers and professors. In the year 2015, we were excited to welcome Regula Burri, Kim Fortun, Alan Irwin, Hedwig te Molder, Monika Kurath, Sarah de Rijcke, Sergio Sismondo and Brian Wynne as international guest professors. The mix of an international student body and guest professors creates an exciting blend of different academic cultures and a highly interesting intellectual discourse. Of course, aligning different cultural perspectives on academic learning also generates frictions. But these are by far outweighed by the fun of gathering STSers and students from all over the world in a seminar room in Vienna.

Figure 3: National Teaching Award “Ars Docendi” 2015 for the social sciences and humanities. Team from left to right: Maximilian Fochler, Ulrike Felt, Dorothea Born, Anna Pichelstorfer



Reaching out and reaching in – on the societal and institutional impact of Vienna University’s STS department

One of the specificities of the department has been its long standing commitment to not only produce STS analysis and insights for the international research community, but also both to reach “out” to audiences beyond academia and to contribute to public and policy debates, as well as to reach “in” to engage other disciplinary audiences and higher education institutions with STS knowledge. The tradition started with Helga Nowotny who was never solely an academic throughout her career, but always also busy in building institutions across Europe, most recently by being a key actor in bringing to life the European Research Council. In this spirit, expertise of the department was brought into the early phase of Austrian experiments with science-society activities from the 1990s onwards. We were engaged in evaluations of the Austrian Science Weeks and of communication activities in the framework of the Genome Austria initiative. In this, we have more broadly speaking been active as advocates of more participatory approaches in the governance of science and technology, in an environment where the linear model of science communication still looms large. Next to science communication, the reflection of changes in contemporary institutions of research and higher education has been a second core concern, for example in a long-term collaboration (2001 to 2006) with the European University Association on the topic of university autonomy and its impact on practices of research and teaching. The result of this collaboration was a series of workshops for European rectors and a set of publications addressing some issues of this shift.

Internationally Ulrike Felt was very active in the European policy arena. Among other activities she was expert in the Advisory Group of the European Commission for the Science and Society priority of the 6th framework programme (2003-2006), member of the European Research Advisory Board (EURAB; 2006/07), rapporteur of the expert group on Science and Governance and most recently leader of the European Science Foundation team on the future of science in society. This involved also the production of widely ready reports such as “Taking European Knowledge Society Seriously” (2007⁷ and „Science in Society - Caring for our Futures in Turbulent Times“ (see <https://sts.univie.ac.at/en/science-in-society/>). The latter was rewarded with EASST’s John Ziman award for significant innovative cooperation in a venture to promote the public understanding of the social dimensions of science.

Since 2015 the department is experimenting with new forms of reaching out and reaching in. On the one hand, it has started a blog called “reflections” (<http://blog.sts.univie.ac.at/about/>) This blog wants to open up a space to engage with the multiple articulations of contemporary technoscientific and societal developments. Nourished by STS debates, it is meant to be a locus of critical reflection of the technoscientific realities we live in and by. Featuring contributions on department research, but also by guest researchers and students, the blog aims to be a showcase of the liveliness of our wider department community.



Figure 4: Publication,
»Science in Society: caring for our
futures in turbulent times«



On the other hand, the department has a leading role in the establishment of a university research platform on “responsible research and innovation in academic practice”, headed by Ulrike Felt in cooperation with several researchers from the life sciences.

This platform ties into numerous international debates around practicing responsibility in contemporary research as well as into Responsible Research and Innovation (RRI) which has been established as cross cutting theme for the EC Horizon 2020 programme. Building on earlier debates around science-society relations and the ethical, legal and social aspects of research, RRI aims to make research more reactive to societal actors, values and concerns. It stresses the mutual responsibility of science and society in shaping our common future.

As a new concept however, RRI is still very much a buzzword waiting to be filled with concrete meaning. Research so far has concentrated predominantly on the impact of innovation activities on society and how the integration of societal actors might produce new roads to innovation. Less effort has been devoted to looking into more mundane research practices, into the research environments into which these are embedded and what responsibility may mean in them.

This is essential, as the boundary conditions under which research is performed have changed considerably over recent decades, often in ways which may be argued to hinder rather than foster engagements with society, i.e. not offering adequate “responsibility conditions”. Universities are key institutions of the knowledge society, and they should thus take a leading role in giving meaning to the concept of RRI. This however needs to build on knowledge and reflection about the meaning and practices of responsibility in research contexts.

Research platforms at the University of Vienna are funded based on a competitive procedure and have the aim to establish new forms of interdisciplinarity. The proposed platform aims to do so by establishing new forms of collaboration between Science and Technology Studies (STS) and life science researchers. The platform’s central objective will be to gain an understanding of the ways in which contemporary research conditions foster or inhibit different practices of responsibility issues. To do so, it will (1) map which conceptions of responsibility circulate and are practiced in different areas of the life sciences; (2) focus on six key areas of research practices to study where and how responsibility issues gain importance; (3) discuss how practices and conditions could be adapted to better align societal values with cutting-edge research. One of the first events taking place in the framework of the platform in February 2016 will address the growing importance of metrics in academic institutions and in researchers’ lives.

References

- ¹ For a more detailed presentation, see <http://sts.univie.ac.at/en/research/research-focus/>
For an overview of department publications, see <http://sts.univie.ac.at/en/publications/>
- ² For example Ulrike Felt’s „Making Futures Present. On the Co-production of Nano and Society in the Austrian Context“ (<http://sts.univie.ac.at/en/research/completed-projects/making-futures-present-nano-and-society/>) or „Let’s talk about GOLD: Analysing the interactions between genome-research(ers) and the public as a learning process“ (<http://sts.univie.ac.at/en/research/completed-projects/lets-talk-about-gold/>)
- ³ For example „Challenges of Biomedicine: Socio-Cultural Contexts, European Governance and Bioethics“ (<http://sts.univie.ac.at/en/research/completed-projects/cob/>) or Erik Aarden’s work on the production of the collective benefits through science and technology (<http://sts.univie.ac.at/mitarbeiterinnen/erik-aarden/>)
- ⁴ For example in Max Fochler’s work on hybrid research spaces between academia and business (<http://sts.univie.ac.at/forschung/abgeschlossene-projekte/hothouses-of-innovation/>) or in Ulrike Felt’s „Transdisciplinarity as Culture & Practice. Analysing Transdisciplinary Sustainability Research Projects in the Program proVISION“ (<http://sts.univie.ac.at/forschung/abgeschlossene-projekte/transdisciplinarity-as-culture-and-practice/>)
- ⁵ <http://sts.univie.ac.at/en/teaching/master-sts/>
- ⁶ <http://sts.univie.ac.at/en/teaching/master-sts/>
- ⁷ <http://bookshop.europa.eu/en/taking-european-knowledge-society-seriously-pbKINA22700/>

Ulrike Felt
Kay Felder
Michael Penkler

Investigating obesity as a complex socio-medical phenomenon

Summary

From an STS perspective, obesity is a particularly interesting case to study. This paper describes two consecutive projects on this issue at Vienna University's Department of Science and Technology Studies, and their main results. These include how issues of obesity are intertwined with questions of moral orders and the temporal tissue of contemporary societies, as well as how obesity becomes a vehicle to perform moral-political diagnoses of 'modern' life and technologized societies. Further, we discuss questions of classification of human bodies and human diversity in addressing obesity. We argue that an STS approach is especially suited to showing how the classification of human difference in medical practice is co-produced with normative, social, and political orders.

Figure 1: "Women in Bronze", Art museum (Konsthallen), Växjö
Its display of one anorectic and one obese woman is a demonstration against modern society's obsession with how we look.

From an STS perspective, obesity is a particularly interesting case to study as it is situated at the cross road of debates around life style issues, cultures of eating and consumption, body ideals, the normalisation and standardization of human bodies as well as broader aspects of biomedicalisation. The shaping of the perceptions and understandings of this phenomenon happens in many different arenas, from everyday life and media, over clinics and research labs to policy-making and prevention programs. We can therefore follow obesity through these different arenas, see the multiple translation processes at work and study the diverse assemblages of "problem-solution packages" and the power relations performed through them.



As a long-term consequence of a participatory project with genomic researchers and Austrian citizens over the ethical and social questions of genomics of fat metabolism disorders (2004-2007), our department started to develop an interest in investigating the phenomenon of obesity in societal, clinical and research contexts. This interest was realized through two major consecutive research projects (the core team consists of Ulrike Felt as PI and Kay Felder and Michael Penkler as project researchers), one of which "From Lab to Intervention and Back: Doing and Undoing Diversity in Obesity Research, Treatment and Prevention" funded by the Vienna Science and Technology Fund is still running until mid-2016.

This research was performed on the basis of a mix of qualitative methods, i.e., focus group discussions, interviews with different protagonists, the study of media narratives and policy documents, ethnographic research and the engagement with prevention activities. This allowed us to show how issues of obesity are deeply intertwined with questions of moral orders, appropriate ways of living, and collective life, thus how a problem conceptualised as

global gets translated into a specific local context. In doing so we managed to open up innovative dimensions, for example through elaborating on the key role the temporal tissue of contemporary society has for constructing both obesity as a problem, but also to show our (non)capacity to address it in an adequate manner (Felt, Felder, Öhler, & Penkler, 2014). Or we showed how obesity becomes a vehicle to perform moral-political diagnoses of ‘modern’ life and technologized societies and to link them to the biomedical sphere. This in turn grants a specific form of authority to such „diagnostic narratives“ and creates a space in which otherwise contestable moral calls to return to traditional orders can be articulated (Penkler, Felder & Felt, 2015).

More recently questions of classification of human bodies and human diversity in addressing obesity has moved to the core of our interest. We reckoned obesity to be a good case for studying how understandings of biological, cultural, and social differences shape understandings of what relevant forms of diversity are and how they should be best approached in health care and research. There has been a lot of talk about ‘diversity’ in health care and policy in the past decades. Scholars, activists, and policy makers alike have criticized standardized approaches that treat human bodies and lives as essentially the same. Everyone seems to agree that humans have different dispositions and health needs that need to be taken into account. But how best to do so? Should health care approach every patient as a unique individual? Or should it cater to different kinds of groups? How to identify relevant categories and characteristics? These were the questions that guided our research.

To address these questions, we did comprehensive ethnographic research at an obesity outpatient clinic; we investigated a health promotion program for obese clients at a public health centre; we revisited media narratives and we tracked obesity research in Austria, visiting conferences and speaking to scientists and medical doctors from different specialties.

Gaining a comparative perspective, we could not only see how diversity gets performed, but also how it comes to matter in diverging ways in the different sites. Different fields of health care have their own material, semiotic, and social infrastructures for catering to and addressing human differences: E.g., while health promotion is often organized around a perspective that categorizes target populations into distinct groups (for example populations with migration backgrounds), the highly biomedicalized setting of pre- and aftercare in bariatric surgery much more revolves around a technical fix model that addresses human diversity as individual idiosyncrasies that do not substantially affect care outcomes. We also traced how very different politics are attached to diverging ways of addressing differences: While an approach towards diversity in terms of group differences enables to approach questions of injustice and disadvantage, it also carries the danger of reproducing and reifying the stereotypes at the basis of such differences. On the other hand, an approach towards diversity that frames it predominantly as a question of ‘everybody’s different’ threatens to lose its political edge in approaching structural health disparities (Felt, Felder, Penkler, forthcoming).



Ulrike Felt is Professor of Science and Technology Studies and currently Dean of the Faculty of Social Sciences at the University of Vienna. Her research focuses on issues of governance, democracy and public participation in technoscience, changing research cultures, as well as the role of time in science and society issues. Her work has covered the life sciences, biomedicine, nanotechnologies and sustainability research. She has been invited professor at numerous universities and has been involved in policy advice to the European Commission as well as to national bodies. From 2002 to 2007 she was editor-in-chief of *Science, Technology, & Human Values*.



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Footnotes

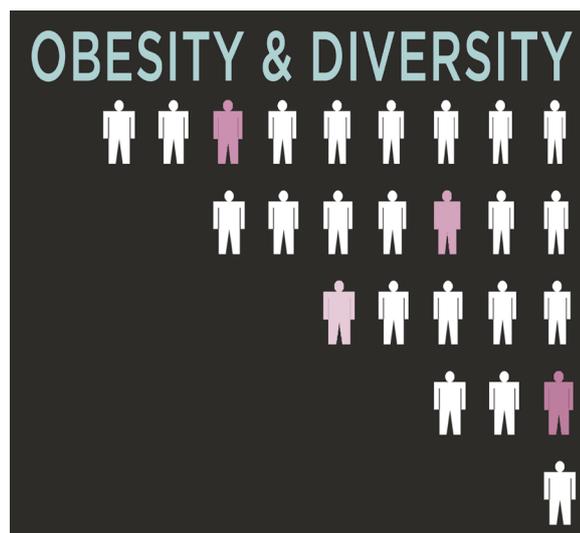
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Health professionals themselves are often quite aware of the difficulties inherent to approaching issues of diversity. For example, the psychologists who conducted the health promotion project for obese clients struggled with how to address the perceived ‘special needs’ of vulnerable groups like members of low-income or migrant communities, being aware that this might re-produce paternalistic approaches towards imagined ‘others.’ They not only operated with multiple and partly divergent normative commitments, but also had to cope with the constraints of the highly projectified and temporalized organization of contemporary Austrian health promotion.



While being sensitive towards diversity is often perceived as an unquestioned good, we further encountered situations in which not all actors perceive it that way. In the obesity outpatient clinic we studied, the health professionals were very keen on approaching individual needs and in delivering personalized care. However, many patients we spoke to appeared to be less intent on receiving this form of diversity-sensitive care. Prior experiences of stigmatization have left them highly invested into a biomedical approach that does not put the responsibility on them. They cherish a highly standardized approach that makes their problem appear purely medical and technical and not an individual shortcoming rooted in their own behaviour (Felder, Felt, & Penkler, 2015).

Finally, we are also investigating broader cultural classificatory practices performed in mass media through the selection of specific sets of anecdotes, i.e. micro-narratives about a personal history, to “illustrate” issues at stake. This research should point at the power of “anecdotal evidence” once they form the narrative infrastructure of contemporary accounts on bodies, their weight and form and the moral economy they are part of.

We thus try to show how the politics of diversity in biomedicine and health care are highly situational, and that there is not one ‘right’ way to approach issues of human differences. An STS approach is especially suited in showing how these issues are co-produced with normative, social, and political orders. We need not to take one approach as best practice, but to stay open and rethink in different situations what a focus on diversity entails, what its dangers are, and what its possible benefits.

Cherish, not Perish aims at increasing the visibility of STS journals and other publications projects based in Europe and beyond. The publications presented are invited to design the following pages as they wish. If interested, please contact us.

Science & Technology Studies

Science & Technology Studies is an international peer-reviewed journal dedicated to the advancement of scholarly studies of science and technology as socio-material phenomena, including their historical and contemporary production and their associated forms of knowledge, expertise, social organization and controversy. This includes interest in developing Science and Technology Studies' own knowledge production techniques, methodology and interventions. The journal welcomes all high quality contributions that are based on substantial theoretical or empirical engagement within the multidisciplinary field of science and technology studies, including contributions from anthropology, sociology, history, philosophy, political science, educational science and communication studies. *Science & Technology Studies* is published four times a year from the beginning of 2016. And the most recent special issues have concerned politics of innovation and energy systems and infrastructures in society, and upcoming special issues include: university society relations; global health; numbers and numbering; and knowledge infrastructures.

Science & Technology Studies is the official journal of the European Association for the Study of Science and Technology (EASST) and the Finnish Association for Science and Technology Studies (FSTS). The journal is open access and available electronically around the world, after a four month embargo on its latest issue, which is available only to subscribers and members of its host organizations.

History

In 2012, *Science & Technology Studies* was launched as an e-journal (<http://www.sciencetechnologystudies.org>). It was built on the long running journal *Science Studies* which was first published in 1988 by the Finnish Society for Science Studies (later re-named as The Finnish Society for Science and Technology Studies). Originally the journal sought to promote a Scandinavian perspective in science and technology studies, but in 1994 it re-oriented itself to become more global. Since 2013, *Science & Technology Studies* has been the house journal of the European Association for the Study of Science and Technology (EASST).

Science & Technology Studies is published with the help of a grant from the Academy of Finland, subscription fees, and a fee from EASST to offer the journal as its membership benefit journal also to EASST members. The international scope of the journal was reflected in the changes that were made to its editorial board in 2012, which sought to reflect the global nature of STS. The journal has been headed by five chief editors: Veronica Stolte-Heiskanen (1988-1989), Marja Häyrynen-Alestalo (1990-2004), Henrik Bruun (2005-2006), Tarja Knuuttila and Sampsa Hyysalo (2007-2009). The post was then re-designated as that of coordinating editor, and has been then held by Sampsa Hyysalo (2010-2016). Salla

Sariola will take over in January 2016. Since its launch over 20 years ago, the journal has expanded its scope to become an important international journal addressing a broad range of interdisciplinary issues in science and technology studies. Today the journal is available in over 700 institutions in more than 80 countries around the world. EASST, FSTS and the journal are non-profit organizations. The journal is currently undergoing a trial period for inclusion in the Social Science Citation Index for an 'impact factor'.

Editors

Antti Silvast



Dr Antti Silvast is Research Fellow in European Energy Policy and Markets at the University of Edinburgh. Previously, he was post-doctoral researcher in Princeton University's

Princeton Institute for International and Regional Studies. His PhD in Sociology is from the University of Helsinki. He has been an editor of Science & Technology Studies since 2014 and a member of the EASST since 2008. He is less known as an amateur programmer and his facility of the assembly syntax of various obsolete microprocessors.

Estrid Sørensen



Estrid Sørensen is a Professor of cultural psychology and anthropological knowledge at the Ruhr-University in Bochum, Germany. She did her PhD in Copenhagen on the

enactment of materiality and knowledge in educational practices and is currently digging into studies of large-scale interna-

tional educational assessments and their displacement into non-European cultures. Estrid is also engaged in doing social studies of social psychology along with comparative work on how computer games in different cultural practices come to be enacted as harmful. Estrid did her PhD in psychology and has taught in departments of sociology and social anthropology. She feels most at home in the social anthropology provinces of STS. Estrid has been a member of the EASST Council since 2008. Estrid less known for her home made red current jam and plum butter (though she should be!).

Franc Mali



Franc Mali is professor of sociology and epistemology of science at Faculty of Social Sciences, University of Ljubljana. He is currently focusing mostly in three research areas:

social networks in science, R&D evaluation, social and ethical regulation of new emerging technologies. From 1999 – 2008 he was the board member of The Sociology of Science and Technology Research Network at the European Sociological Association. In seldom free times from academic obligations he likes mountain tours.

Martina Merz



Martina Merz is a Professor of Science Studies at Alpen-Adria-University Klagenfurt, Wien, Graz, Austria (since 2014) and visiting scholar at TINT Centre of Excellence in

the Philosophy of the Social Sciences, University of Helsinki, Finland. Her recent research focuses on the local configuration of new research fields, on the scien-

tific practice of modeling, simulation, and imaging, and on comparison as an epistemic strategy. She explores interdisciplinary science not only as a study object but also in action, cooperating time and again with social scientists, philosophers, historians, and, occasionally, physicists. In her leisure time she enjoys the challenge of learning languages, even those impossible to master.

Jörg Niewöhner



Jörg Niewöhner is professor of urban anthropology at the Institute of European Ethnology, Humboldt-Universität zu Berlin, and deputy director of

the Integrative Research Institute THESys (www.iri-thesys.org). He holds a PhD in environmental sciences from the University of East Anglia (UK). His ethnographic research develops the intersections of social anthropology with the life and environmental sciences with a particular focus on the role of markets and infrastructures in transforming social-ecological systems.

Salla Sariola



Having worked for 15 years in the UK in departments of anthropology, sociology and bioethics, Salla is now a Senior Lecturer at University of Turku, Finland. Salla is also a Senior Research at Ethox Centre, University of Oxford.

She has two intertwining research interests on social studies of science, biomedicine and bioethics, and feminist technoscience, gender and sexuality. Most recently she has conducted research on clinical trials in India, Sri Lanka and Kenya and LGBTIQ+ and women's rights activism around medical research. When in need of

a break from academia, she heads to her allotment which she is growing according to permaculture principles.

Sampsa Hyysalo



Sampsa Hyysalo is associate professor in co-design in Aalto University Helsinki, Finland. He has researched for close to twenty years how new technologies

are developed and used, typically studying longitudinally the biography of a technology and related work/everyday practices. His first degree is in cultural history; PhD in cultural psychology, work research and S&TS; doctorate in informatics and he has worked also in innovation management and design. With this consistent background his work has typically focused most on new health care technologies, IT systems, media and renewable energy technologies. Less known is that at birth Sampsa probably had a near miss reincarnation as an otter, judging from the constant craving he has for going sailing, kayaking, swimming or surfing.

Torben Elgaard Jensen



Professor in Techno-anthropology and STS at Aalborg University Copenhagen. His research has engaged with many – probably too many areas of STS – but he is currently focusing two areas:

The study of users and innovation, and the use of digital methods in STS. He has been the chairman of the Danish Association of STS for 9 years.

Brit Ross Withereik and Helen Verran; Book review editors



Brit Winthereik and Helen Verran are joint book review editors for Science & Technology Studies. Brit is Associate Professor in the Technologies in Practice Group at IT University of Copenhagen, Helen is Professor II at the Norwegian University of the Arctic at Tromsø and Professorial Fellow at Charles Darwin University in Northern Australia. Being book review editors brings joy when young scholars approach us asking to review books and when books and people are successfully paired. Helen is less known for growing organic bumper garlic crop on a hillside garden. Brit is less known for being lead singer in a woman's band that keeps striving for rhythm and punctuality.

Louna Hakkarainen; Assistant Editor



Louna is a doctoral student in Aalto ARTS in the department of design. In her research she wants to find out how to create better technologies and ser-

vices by involving users in the development process. Louna's research focuses on learning between users and developers in collaborative design projects in elderly care and library fields. Her background is in social sciences, and she holds a licentiate degree from the University of Helsinki. In her spare time, Louna studies music theory to accomplish her lifelong dream of singing in a choir.

Scope and publications

Science & Technology Studies publishes editorials, research papers, discussion papers and book reviews. Research papers should be no longer than 10,000 words, excluding references..

Research papers

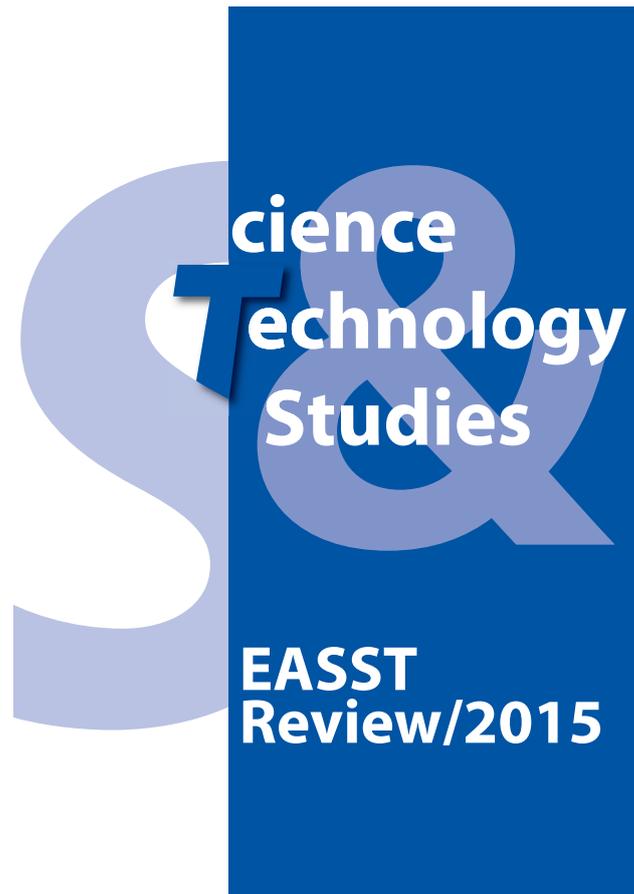
Research papers should present results that are novel and relevant for the community of researchers who study social dimensions of science and technology. Research papers can be empirical, theoretical, methods-oriented, or a mixture of these three categories. Research papers need to be scientifically sound and follow the rules of scientific publication.

Generally this means that...

- the reported research uses methods and empirical material in a way that is accepted by the scientific community
- the argumentation is clear and consistent
- the sources are adequately cited
- the text has not been published before in a refereed publication
- authorship is adequately represented
- the authors have followed relevant legislation and ethical norms in their work

Discussion papers

Discussion papers should raise issues that are somehow new for the community of researchers studying social dimensions of Science and technology. They could bring up a new topic, revive an old or neglected topic, argue for a new standpoint, or comment upon recent research in the field. Discussion papers are thus not meant to support one or the other well-known standpoint in a debate, or to discuss a topic that



has already been much discussed. Neither should they be reports from conferences or similar events. Discussion papers should follow academic convention when it comes to manner of argumentation and citation, and they should be no longer than 4,000 words, including references.

Book reviews

Science & Technology Studies welcomes reviews that summarize, critically assess, and provide context of topical and important books (or other scientific materials, e.g. CD-ROMs, thematic issues of a journal) in the field of science and technology studies. It should provide an overview of the contents of the book, and an evaluation of its potential contribution to relevant fields of research. A review should not be a chapter-by-chapter description of

the book, but rather a presentation of its main themes and arguments and a stimulation of debate on its key issues. Both the strengths and weaknesses of the book should be addressed. Relevant questions to be addressed in the review include: What is the book about? Who should read it? What are the main arguments or conclusions of the author(s)? Why are these new/surprising/trivial/problematic? How does the work relate to existing discourse within STS?

Editorials

Editorials are written by members of the editorial board or, in the case of special issues, also guest editors. Instructions about the format and contents of an editorial can be received from the assistant editors.

Science in society: from elite media to mass and entertainment culture

Conference report of #POPSCI2015: Science, Research and Popular Culture.

Joachim Allgaier and Hauke Riesch

Research on science communication and public engagement with science so far has strongly focused on science content in journalistic news media and so far only a few studies have seriously examined other products of media and popular culture. However, scholars such as Görke and Ruhrmann (2003) or Maio (2006) stress that entertainment media also influence public perceptions of science, research and technology, such as genetic risks and beliefs and prejudices about biotechnology, and should therefore be studied accordingly.

Science education and science journalism will, of course, still be important sources of information for many people. However, the historian A. Bowdoin Van Riper (2003: 1104) asserts: “Popular culture probably does more than formal science education to shape most people’s understanding of science and scientists. It is more pervasive, more eye-catching, and (with rare exceptions) more memorable.” Recent research has confirmed this view. For instance, a study by Tan et al. (2015) found that popular culture and media strongly influence and shape how young children view scientists.

To address the issue how popular culture and science and research interact, our conference sought to bring together various perspectives and disciplines, including various scholars, scientists and researchers, artists, and media professionals. The aim was to collect various international perspectives on this so far relatively under-researched topical complex concerning the interactions between science, research and popular culture. The conference in Klagenfurt featured around thirty presentations and contributions from speakers from thirteen different countries and therefore also perspectives on science and popular culture from various cultural traditions (including Taiwan, Philippines, Brazil, USA, Europe). For the organization of the conference it was of special interest, that the speakers followed different approaches and addressed various formats, genres and issues of popular culture, science and research.

At the conference we heard about how science and research are presented and represented in variety of different formats: in fictional movies (Kirby, Winter), TV series (Colatrella, Pillipets) and documentaries (Hahn, Weik von Mossner), in comic books and cartoons (Cunningham, dela Cruz et al.), in music and music videos (Huang, Seidel), on social media sites (Marsh, Geipel, Muñoz Morcillo et al.), in artistic and theatrical performances (Weitkamp), science slams (Hill), popular satire (Bankes), Brazilian carnival (de Castro Moreira), and in science as a leisure activity and adventure on holidays (Javault). We learned how popularisation of physics (Yeh, Sava) and Mathematics (Groeschl) become part of popular culture, and the role arts and the visual play in popularisation of science and research (Hommrich, Nielsen, Wang), as well as the presentation of science both in science fiction (Åberg, Nowak, Rieder and Völker) and other popular film and literary genres (Svalastog, Stengler).

Summary

What are the connections and interactions between entertainment and popular culture, and science and research? The #POPSCI2015 Conference taking place September 17-18, 2015 in Klagenfurt, Austria, approached this question from various perspectives and disciplinary viewpoints. Among other topics 30 presenters from thirteen different countries explored various representations of science and research in popular formats such as fiction movies and documentaries, TV series, comics and music and various sites on the internet, but also in science slams or holiday expeditions. The conference showed that the interactions between science and popular culture are still under-researched. A surprisingly complex picture of science and research in entertainment and popular culture was exposed, which can also be a fruitful area of research for science and technology studies.

For more information on the [#POPSCI2015 conference \(programme and abstracts\)](#)

The keynote talks and a collection of conference presentations have been recorded and can be watched [online here](#)

Among other issues and topics, the speakers examined the role humour and aesthetics play in the popular representation of science and research and how they are being used for public science communication. Questions that the contributors asked with their research included how specific disciplines of science and research were depicted in various formats of popular culture and how various audiences perceive science and research in various popular cultural formats. Another interesting question also concerned the reach of various popular depictions and representations of science and research, from comparatively small local audiences in theatre performances and science slams to global mass audiences in blockbuster Hollywood movies (see also Weitkamp 2015). Various speakers also pondered the role of science and technology studies perspectives on popular culture, as well as those of cultural studies, media studies, literary theory and arts perspectives among others on science and research.

It was also of interest how scientists and researchers themselves relate to issues, themes, topics and channels of popular culture as well. An interesting perspective was added here by the ecologist Bernhard Seidel, who is an expert on the ecology and migration patterns of mosquitos and other animals and insects, and winner of various arts awards. In his presentation Seidel outlined how he became increasingly concerned about ecological problems caused by hydropower based on his research findings and consequently how he turned from being a neutral scientist to becoming a science and eco activist.

Seidel's strategy to reach out to the public, media and policy makers was to make use of popular culture, particularly popular music. As a musician he wrote and performed various songs about ecological problems and also recorded various Audio-CDs in order to make his voice heard. As a special treat Seidel performed several of his songs live at the conference venue after giving an evening lecture on his research. The scientist-singer-songwriter assumes that it is much easier to gain the interest of a significant audience with an emotional and catchy song, than with sober research results alone.

Another route was taken by cartoon artist Darry Cunningham, who used a biographical approach in his keynote talk to expound how he ended up drawing cartoons about psychiatry and mental illnesses (*Psychiatric Tales: Eleven Graphic Stories About Mental Illness*) and public controversies about science (*Science Tales: Lies, Hoaxes and Scams*).

In an informal session and atmosphere Global Young Academy member and conference delegate Thomas Edison Dela Cruz from Manila played the inquiry-based science education game *Expedition Mundus* with the conference participants. The open source game *Expedition Mundus* was created by the Dutch Young Academy as an entertaining and playful tool to capture the interest of young people for scientific thinking and research by simulating an expedition to an alien planet. Apart from getting to know each other this event also was an interesting practical example on how playful entertainment can foster scientific thinking and understanding.

It is not possible to easily sum up the many different perspectives heard and



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seen at the conference. However, we think many of the delegates seem to agree that when we are interested in the study of science and society we need to go where the people are and need to study what people consume happily and voluntarily in their everyday life, also in terms of cultural products, if we want to get a better understanding of how science and research are represented in public and what their public perception is. As mentioned before research on science communication has so far strongly focused on elite media (such as the New York Times etc.) and popular and entertainment media got comparatively little attention so far, despite being very influential as well.

Various scientific institutions – such as the National Academy of Sciences in the United States or the Wellcome Trust in the UK – have recognized the importance of popular cultural formats for the public image and understanding of science, and science and technology scholars and other researchers interested in science and society interactions are well advised not to underestimate the impact and influence of popular culture in society, but also in science and research.

Back in the days interest in science and research was often associated with high levels of education and often also with higher classes and strata of society. However, we notice that in the popularisation of science and research and also with various attempts to recruit young people for scientific careers and scientific subject choices, many science and research institutions and communicators must now engage with popular culture and try to cultivate an image of science and research being cool. Here they are to some degree dependent on popular and mass culture (e.g. Kohlenberger 2015).

However, much has happened in the depiction of science and research in popular culture, in the last couple of decades. Gone are the days when most researchers were depicted as mad scientists, and with societies becoming more and more science-, knowledge- and technology-based the popular depictions of scientists and researchers are becoming more complex and colourful as well, also in terms of gender and sex roles. The great variety of conference presentations also showed that popular culture provides members of the public with a rich reservoir of ideas, topics, images and framings how science and research can be perceived and understood.

The diffusion and success of the internet, social media and digital games will probably also lead to science and research and science communication being increasingly blended and mixed up with various popular and entertainment formats. These are just some reasons why we think that not only STS scholars but researchers from various backgrounds should investigate the interactions between science, research and popular culture more systematically and we hope that our conference made a contribution by sparking a network of interested scholars and researchers, which will hopefully lead to further events and publications addressing this relevant and exciting topic.



Hauke Riesch is a lecturer in sociology at the department of Social Sciences, Media and Communications at Brunel University London. With a PhD in sociology of science from UCL, he has previously been working on the public understanding of uncertainty, risk and energy policy at the University of Cambridge and on scientists' perspectives of working in citizen science at the OPAL project at Imperial College London. Current research interests include science in popular culture, science comedy and interdisciplinary relationships between philosophy, history and sociology of science.

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AsSIST-UK: Report on Launch Event, August 25 2015

Andrew Webster

1. Background

The launch event was the culmination of many months of planning and discussion by the Development Group (DG). The STIS community has many strong and long-standing informal links and makes a major contribution to the intellectual agenda within UK, as seen for example through the high quality of REF returns and impact case studies associated with the field.

The growth of the field has created the opportunity and the need for a more inclusive and more proactive organisation today when the apparatuses for research training and research funding are being transformed. For example, the next round of the ESRC Doctoral Training Centres will include Calls for 'Centres for Doctoral Training' which will not be discipline-based (as most DTCs are) but be thematic and require cross-disciplinary work on themes that bridge the social/natural sciences and Arts/Humanities.

The DG hope that the new national association will build on these links in a more formal way and in particular provide an important platform through which we can influence debate at national level, feed into and respond to research council initiatives, and support the new generation of STIS scholars – especially PhDs and postdocs - as well as engage with national and international bodies, such as EASST.

Summary

The proposal to establish the Association for Studies in Innovation, Science and Technology-UK (AsSIST-UK) received full support from almost 100 delegates attending the launch event at the University of Sussex, which was kindly hosted by SPRU, and supported by a number of sponsors. Delegates represented over 30 academic organisations and included senior staff from Nature, ESRC, the Wellcome Trust, Palgrave Macmillan and BSHS. The meeting received the Statement of Foundational Principles which establishes the aims, organisation and broad values of the Association. Four break-out sessions discussed core themes that inform the broad interdisciplinary field of Science, Technology and Innovation Studies (STIS), and how these help define the priorities and practice – including policy goals – of the Association. A closing plenary session captured the principal ideas emerging from the sessions and provided an opportunity to suggest and agree on strategy and practical steps for the future.

2. Statement of Foundational Principles

The meeting was opened by Andrew Webster and Robin Williams and delegates received and adopted the Association's core principles which are:

- to represent our emerging field in discussions with academic communities, with research and education institutions and funding and policy bodies, and with wider publics
- to support the development of research and scholarship and related activities and bring this work to the attention of interested audiences
- to support trans-disciplinary collaboration and engagement with scientists, engineers, government, public and industry
- to support education and training and capacity development
- to explore mutually beneficial interaction and collaboration with other bodies in the field with cognate purposes

3. STIS Themes and Issues

Four themes were discussed in two parallel sessions. The main points raised in each were:

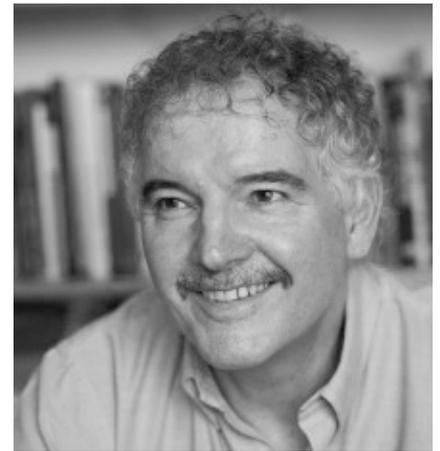
The process and practice of innovation

Chair: Anne-Marie Coles, Leader of the Sustainability, Technology & Innovation Research Group, University of Greenwich; Rapporteur Athena Piterou, University of Greenwich

The Chair raised the issue of whether STIS (or perhaps more specifically Science and Technology Studies [STS]) constitutes a unique scientific paradigm in the study of innovation considering the innovation studies field is also very diverse with most areas of business and management studies having something to contribute to the study of innovation.

One distinction may be that Innovation studies tend to focus at the firm level unlike STS which focuses on socio-technologies. This focus could mean that STS is better positioned to identify emerging technologies earlier. STS explores the nexuses between firms-technologies-users.

STS also addresses technology adoption and reconfiguration rather than solely technology generation (examples given by participants included technologies for the disabled, technology and ageing, and the commercialisation of medical technologies). Innovation is often perceived as the process through which the commercialisation of inventions occurs: there is a need to broaden the term and it might be that theoretical constructs specific to STS such as social constructionism, ANT and critical realism can make a contribution to the study of innovation.



Professor Andrew Webster is Director of the Science and Technology Studies Unit (SATSU), at the University of York, which he established in 1988. He has been national Director of 2 ESRC programmes in the health field and is currently PI on a £1.5m ESRC-funded project on regenerative medicine, 'REGenableMED'. He was Head of the Department of Sociology 2005-9 and Dean of Social Sciences, 2009-13 at York.

What are the main contributions of STIS in the understanding of innovation?

- An emphasis on bottom-up processes and practices and an avoidance of technological determinism, asking why socio-technical developments take different paths?
- An understanding that innovation processes and structures might be found in diverse fields including domains such as art.
- Innovation entails circulation and use: following a technology from inception to use is a central interest of the field, especially in regard to context of use (and it was suggested that there is a trend away from non-consumer facing technologies such as military technologies towards consumer oriented technologies)
- Factors inhibiting innovation are also addressed by the field (for example, see studies relating to nuclear power and past innovation and practices)
- STIS explicitly deals with social processes and politics (for example in regard to debates over sustainability and fracking technology)

In regard to policy, there are increasing expectations that social science can facilitate the path to innovation, but how and whether the community plays this role is a matter for debate. It was recognised however that closer interaction between innovators and STS researchers would be beneficial.



Governance and policy for STI

Chair: Johan Schot, Director, SPRU, University of Sussex; Rapporteur: Kieron Flanagan, Manchester Institute of Innovation Research, Manchester Business School

The Chair introduced the session, summarising the historical contexts within which governance has emerged, from early days relating to fostering R&D capacity, the development of national systems of innovation approach, the formalisation of technology appraisal and assessment and societal concerns, through to today's move to 'Responsible research and innovation' and a model that presumes a role for civil society in STI policy. He suggested there is a pressing need for a new governance model where civil society is more active in shaping innovation, where there is a need for a more global and more collective range of solutions to the challenges of STI, especially where the nation-state is less powerful in managing STI. AsSIST-UK should provide a platform where the governance challenges of today are understood and guidance on them provided.

Discussion focused on the need for developing a robust understanding of the political economy of STI and the different options and choices that exist but only some of which are chosen. Of equal significance however is that policy circles do not take on the repertoire/findings of STIS research, so some core questions for AsSIST-UK are:

- Why aren't ideas that members take for granted not adopted or even known in policy circles?
- What can we learn from the economics of innovation which does have generally good links to policy?
- What is distinctive about STIS in the UK, including the UK as a site of study? What do we offer as a UK network?
- How can we encourage the meaningful participation of stakeholders and practitioners into AsSIST-UK, including by mobilising our own contacts and alumni?
- What should be the relationship between the STIS and the STEM communities, given that conversations about the governance of ST&I tend to (and will likely continue to) be dominated by STEM actors? How can we work in partnership with them rather than antagonistically?
- Are the dangers to the STIS community of a more policy/politically engaged stance, such as becoming identified with particular ideological positions
- Discussion centred around whether the STIS community have really engaged with policy actors and debates or rather tended to criticise from the outside, taking a disparaging view of policy makers rather than seeing them as actors embedded in complex systems which constrain them in many ways. Indeed it was felt that a good starting point for AsSIST-UK would be to recognise that both STIS people and policy people are very diverse groups and that we need a much better picture of the governance relations discussed above.

Values and valuation

Chair: Vicky Singleton, Director of Women's Studies/Director of the Centre for Science Studies, University of Lancaster; Rapporteur Ruth McNally, Anglia Ruskin University

The Chair introduced the session with the issue that all of the work of STIS has value embedded in it and as an Association a key question is how do we engage with the notion of values?

- What particular issues or values (e.g. such as 'open access') would we as an association want to attend to or uphold?
- How might AsSIST-UK evaluate different values?
- Should AsSIST-UK attempt to manage different normative positions and become engaged in conflict resolution (e.g. that which is possible between sustainability and economic competitiveness)?
- What unique contribution does STIS make to the concept of values and what should we as an Association do with that?

It was noted that STIS may have already lost the initiative with regard to certain key core values, specifically, that 'participation' and 'openness' that were originally championed by STIS have since been taken up by a wide range of organisations and interpreted in various ways. This posed the question – should AsSIST-UK presume to define these terms in public discourse?

STIS has historically been engaged in values in another way, namely, through critical analysis of evaluation processes – of the processes for setting acceptable levels of safety or quality, decision-making power over which has typically been given to an elite group. STIS case studies have challenged the presumption that such decisions about acceptable safety or quality levels are neutral and objective and based solely on scientific evidence. Instead, STIS studies have articulated how such decisions are, in practice, always value-laden, and argued for opening up the power to decide to a more representative group – a call for the democratisation of decision-making. Indeed, the 'democratisation of technoscientific decision-making' is another value associated with STIS – should this be championed by AsSIST-UK?

However, it was pointed out that even within STIS there is divergence : not all values are shared across STIS. Moreover, adopting a strong value position could get in the way of our research practices. However, one of the hallmarks of STIS is recognition that our research can never be value-free, and in the spirit of transparency it was suggested that we flag up our own values and bring these to the fore when we engage in research

Aside from particular values that STIS studies champion, STIS makes a unique analytical and methodological contribution to the concept of values through its empirical work. From these studies, STIS articulates how,

rather than being abstract, values are realised and enacted through material practices, and that they are emergent and relational and co-produced in specific contexts.

We are also experts at exposing the value laden-ness of situations and decisions – the value positions that are often hidden and not recognised – both our own and those of whom we study.

But if we take this expertise forward as an Association, what difference would that make? Providing expert opinion on the concept of values could bring us into conflict with older disciplines, e.g. philosophy, who feel that this is their territory. However, speaking out on our perspective on values could, perhaps, challenge the idea that values are something that are abstract and can be applied with an alternative conceptualisation of how they are socio-material and relational; and it might also raise awareness of hidden values and the extent to which they affect all of our lives.

Engagement and civil society

Chair: Theo Papaioannou, Head of Development Policy and Practice, Open University; Rapporteur: Stevie de Saille, Sociological Studies, University of Sheffield

The Chair introduced the session raising a number of broad themes for debate. For example, engaging citizens and ensuring inclusivity in science has been promoted by some as a solution to a crisis of trust, but is it? Can engagement be more genuinely democratic, more successful in directing innovation towards inclusivity? How does the world of science communication frame the notion of citizen science? What are the benefits and political challenges of engagement with civil society and what can AsSIST-UK do to promote engagement, if indeed that might be one of its roles?

A conventional model of engagement focuses on dialogue – “getting people round the table” - which is seen as the gold standard. But engagement happens in many different ways, via protest for example, patient groups, people calling for access to knowledge, and using or designing socio-technologies so as to be more beneficial for the community. We should not fall into trap of equating engagement merely with dialogue. In this regard it is especially useful to have a new national Association to study how forms of engagement are or can be embedded in this particular political economy at this time. Crucially, the new Association should not in itself take specific positions – instead addressing how society/policy provides access to information is a key priority. Engagement is in this sense contingent on access to relevant information, and the need for the progressive transparency of information.

There are useful developments within government and the Research Councils here. The Association might, for example, work with devolved governments in the four UK nations, who are experimenting with policy at the local level, and who are yet to become path-dependent in the ways in which they define and practice engagement, while the turn towards open



policymaking in the Cabinet Office is another opportunity to explore. Eventually AsSIST-UK could have colleagues who take up that task in a more regionally-based way.

There was also a need to engage with diverse publics and individuals, as well as with academic communities outside of STIS – especially Science, Technology, Engineering & Mathematics (STEM) disciplines – and with schools (as for example the RGS does through its engagement with teaching programmes in schools).

There was also a suggestion that AsSIST-UK members should review their projects and impact case studies conducted for the recent Research Excellence Framework (REF) to see how they have actually engaged the community, and to share good practice on this. The Science in Public network is also a useful vehicle through which this might be done, reflecting on how we communicate our ideas, articulating in ways that make sense to people who are not specialists in our area, and thinking about how to present ideas in a mixed audience: communication training as a goal not just for postdocs but for all of us. It was also argued that it was equally important for AsSIST-UK to listen and respond to ideas from diverse publics – especially marginalised groups – about how they make sense of technologies in their everyday lives, and what they see as valuable forms of engagement and what spaces there are for critical engagement.

The role of social media was discussed and the role of different forms through which engagement with AsSIST-UK might be enabled, especially through Twitter which attracts more interests than websites (though we will need the latter too). Whatever routes are used, these need to be chosen in light of a proper communications strategy.

It was suggested that an AsSIST-UK workshop could be developed that would discuss how impact is generated, how different publics understand science and technology and how, and through what media tools, we can communicate STIS ideas to them.

4. Next steps

The meeting discussed a number of priorities for the immediate future: the Development Group should

- Move towards a formal public announcement of the establishing of the Association and its specific aims, role and values
- Establish an interim national email list of contacts which would include all delegates and others unable to attend
- Subsequently, establish a formal register of members and website
- Liaise with other cognate associations, such as BSHS, and networks, such as Science In Public and establish working relations with them
- Build links between STIS and the STEM communities drawing on known links members have already
- Contact our former postgraduate students now working in STI policy settings as a way of broadening contacts/ideas between AsSIST-UK and diverse communities
- Support the establishment of the proposed Postgraduate Forum on Science in Society and make this a semi-independent PGR group attached to AsSIST-UK
- Liaise with the ESRC, Wellcome Trust and other key research funding agencies to discuss how the Association might secure funding for specific initiatives (such as a Summer School)
- Undertake some preliminary work mining the REF returns and impact case studies as well as the ESRC database on research bids funded in the STIS field in order to build a more informed and up-to-date picture of the STIS research base
- Identify timing and location for a national Conference in 2016
- Take forward the proposal for a 'Controversies in STIS' text with Routledge and facilitate Palgrave Macmillan in developing links with prospective STIS authors.

AsSIST-UK: Current Development Group Members (2015)

Professor Brian Balmer, Professor in Science Policy Studies, Department of STS, UCL London.

Dr Anne-Marie Coles, Director of the Sustainability, Technology & Innovation Research Group, University of Greenwich

Farzana Dudhwala, Doctoral Candidate, Institute for Science, Innovation and Society, University of Oxford

Professor Jakob Edler, Professor of Innovation Policy and Strategy, and Executive Director, Manchester Institute of Innovation Research, Manchester Business School

Dr Kieron Flanagan, Senior Lecturer in Science and Technology Policy, Manchester Institute of Innovation Research, Manchester Business School

Dr Dawn Goodwin, Centre for Science Studies and Medical School, University of Lancaster

Professor Reiner Grundmann, Professor of Science and Technology Studies, University of Nottingham

Professor Adam Hedgecoe, Director of Cesagene, School of Social Sciences, Cardiff University

Professor Anne Kerr, Head of School, Sociology and Social Policy, University of Leeds

Dr Javier Lezaun, Deputy Director, Institute for Science, Innovation and Society, University of Oxford

Professor Paul Martin, Head of Department of Sociological Studies, University of Sheffield

Dr Theo Papaioannou, Reader in Politics of Innovation and Development, Faculty of Maths, Computing and Technology, The Open University

Dr Stevienna de Saille, Postdoctoral Research Fellow, Department of Sociological Studies, University of Sheffield

Professor Johan Schot, Director, SPRU, University of Sussex.

Dr Vicky Singleton, Co-Director of Lancaster Centre for Science Studies and Co-Director of Centre for Gender and Women's Studies.

Professor Fred Steward, Professor of Innovation and Sustainability, PSI, University of Westminster/President EASST

Dr Jack Stilgoe, Department of STS, UCL London.

Julia Swallow, Doctoral Candidate, Sociology and Social Policy, University of Leeds

Professor Andrew Webster, Director SATSU, University of York

Professor Robin Williams, Director, ISSTI, University of Edinburgh

NEWS FROM EASST COUNCIL

Fred Steward – EASST President

EASST Council meets twice a year to discuss on-going business. We normally rotate around the cities / institutions of Council members and in October we were at the recently founded Munich Centre for Technology in Society which is part of the Technical University of Munich. We were hosted by Ignacio Farias, EASST Council member and EASST Review Editor.

Some of the things we discussed extensively – including the forthcoming EASST / 4S Conference in Barcelona in 2016 and a new round of EASST Awards for Collaborative Activity – are reported elsewhere in the Review. We also discussed conferences more generally. This is part of on-going discussions about whether EASST should have conference more frequently. If you have views on this we would be pleased to hear them.

We had an extensive discussion about publications. Science & Technology Studies our peer reviewed, online journal is doing very well in terms of submissions and readership. There will be exciting developments to be announced in the New Year. Council is very pleased with the development of EASST Review and discussed plans for a group of people to support the editor, to

generate more copy, and to make it more readable via the website. More widely we are upgrading our website so that it is more suited to tablets and mobiles.

Council discussed a range of initiatives in the field that we feel it is important to link to in various ways. One of them is the International Panel on Social Progress, a global initiative with a strong cross-cutting presence of STS colleagues which will produce a draft report in the middle of 2016. EASST will seek to facilitate dialogue around this. Another is our discussions with ESST on initiatives to promote and extend collaborative Masters level activities and knowledge exchange in Europe. These and others will be discussed in future issues of the Review. We are also planning a further meeting with National STS associations in the New Year where these and other issues will be addressed. If you are part of such an association and haven't been involved in previous meetings, then please do get in touch.

There was also discussion of the way EASST business is progressed between meetings. Council members took on different areas of responsibility to try to ensure that all the good ideas that come up when we meet lead to tangible outcomes in the months ahead!

EASST/4S CONFERENCE. BARCELONA 2016 “SCIENCE AND TECHNOLOGY BY OTHER MEANS”

Barcelona, August 31 - September 3

Less than a year for the next EASST/4S joint conference!

The call for tracks has been a real success. The deadline for open track submissions is over and the link to the submission system has been removed. The organization has received 179 proposals.

Conference Abstracts Submissions

After the work of the Scientific Committee 100 tracks have been accepted, a few of them with suggestions. Besides that, 12 more tracks have been accepted with alternative formats.

The call for abstracts is almost ready. It will appear very soon in the web of the conference (<http://www.sts2016bcn.org>). There you will find the details of the procedure to follow and the list of tracks accepted.

For the Joint EASST/4S conference 2016 we encourage to propose papers that broadly address the meeting's theme 'Science and Technology by Other Means'.

Abstracts can be submitted to open tracks, but you are also able to submit closed session proposals. These are proposed sessions submitted with a number of papers with a shared focus. Session proposals should be based on the assumption of one-and-half hour time slots with fifteen minutes per presentation. A typical session may have four papers, one discussant, and open discussion slot. The program chair may assign additional papers to proposed sessions to meet the typical session composition. The call for paper abstracts will include instructions on the way to submit such closed sessions.

We welcome your participation.

Conference Motto

Some decades ago several STS scholars defended that science and technology could be considered as 'politics by other means'. Many years have gone through, and STS researchers are increasingly turning their attention towards proposals and experiences where science and technology are increasingly performed 'by other means': in a variety of exploratory activities that include the articulation of collectives that do not fit with the traditional actors in science and technology, or in ways that problematize the established value systems involved in the production

of knowledge and technologies –e.g. fostering the creation of open science, DIY design and commons-based p2p projects, citizen science and maker communities, feminist and environmentalist technoscience projects, and many other platforms seeking to create alternatives to public/private technoscientific arrangements-.

Emerging science and technology practices show how public and private actors are being re-assembled along routes that do not follow once established divides: science and technology are increasingly produced by private not-for-profit

Contacts for further information

You can email any enquiries related to the track submission to program@sts2016bcn.org, for any other issue please contact to general@sts2016bcn.org

actors, such as CSOs, patient organizations and new citizens' collectives, whilst traditional public institutions once entrusted with the mission of 'producing' science and technology for the common good, like universities and research centers, are being transformed into for-profit organizations subjected to productivity bonus, austerity measures and new public management accounting principles. These emerging and consolidating phenomena destabilise and re-signify existing public and private spaces, whilst generating new ones. In turn, new technoscientific communities and unexpected political mobilizations are ongoingly opening up, incessantly engendering other contested options, as well as forging routes to explore more democratic and hospitable futures in the times of care, housing, food, financial and environmental crisis. The joint 2016 4S/EASST conference in Barcelona will be

an opportunity to share reflections, ideas, findings and projects on a variety of aspects characterizing these alternative ways to do science and technology: (a) such as the fact that, for instance, all of these transformations usually take place in blurred everyday spaces and not in those enclosed established spaces for science and technology development, such as laboratories or industrial R&D departments; (b) or, in a similar way, the fact that research and innovation processes are increasingly organized in networked, horizontal assemblages where the traditional hierarchies in science are put into question and where science and technology are being co-produced by different actors in different, sometimes antagonistic, ways; (c) and, finally, the fact that traditional boundaries between the public and the private are no longer confined to state and for-profit actors, care practices taking a preminent presence in most of these everyday situations.

Important Dates

- 2016, February 21** Deadline for abstract submissions to open tracks and for closed sessions proposals
- 2016, March 13** Convenors' deadline for abstracts acceptances/rejections/relocations;
- 2016, April 17** Communication of acceptance/rejection of abstracts to authors, ranking/ordering and opening of online registrations;
- 2016, May 9** First draft of the organization of each thematic session;
- 2016, June 1** Final draft of the organization of each thematic session (to be sent by the convenors to the Scientific and Local Committee);
- 2016, June 15** Early registrations deadline;
- 2016, July 1** All presenters must register to be included in the program. For papers with more than one author, one presenter must register to be included in the final program.
- 2016, July 15** Publication on the website of the final Conference program.
- 2016, July 30** Closing of online registration.

EASST CONFERENCE CALL 2018

The next EASST-only conference will take place in 2018. Council is interested in hearing from any group who would be interested in hosting this conference.

On the basis of recent evidence the conference is likely to involve between 600 and 800 participants. Conferences are usually organised by a local organising committee supported by a wider programme committee and the EASST Council. EASST is in the process of developing its administrative systems and may be able to provide more support in this regard than it has been able to do in the past.

EASST Council would particularly welcome expressions of interest from a location, or an approach to organising, that will be likely to further develop participation from those coming from parts of Europe currently under-represented within EASST (this particularly applies to Southern and Eastern Europe).

A successful conference requires a strong local organisation. Traditionally conferences have been organised from one academic organisation. However Council would also be interested in receiving proposals from groups who could achieve this strength via a different kind of network – say those within different institutions in the same location or as a partnership between institutions in different locations.

Conferences work well when they provide good opportunities for informal interaction as well as the more formal parts of the programme. This can be achieved in a small compact location but EASST has also had successful conferences in large cities. Council would be interested in hearing how organisers would achieve this objective in their proposed location. EASST's preference is for a conference held in an academic location, organised by STS scholars keen to give the event a local character in terms of a theme and activities. The location and the approach to organising the conference needs to provide a range of accommodation which is affordable for participants in different circumstances and makes possible an overall conference fee that will allow wide participation. Expressions of interest should include an outline budget and give an indication of available dates. It is difficult to find a date that suits teaching periods in all countries but early July or September seem to be most acceptable.

Council is happy to answer any further questions from interested parties and would expect to have further informal discussions before reaching a firm decision. Please send any proposals to admin@easst.net by 1st April 2016.

THE 2016 EASST AWARDS CALL FOR NOMINATIONS

Since our 2012 conference in Copenhagen, EASST has been celebrating collaboration and cooperation in our field through a set of awards. In 2016 the awards will be presented at the joint EASST/4S conference in Barcelona. The call of nominations is open and this document describes the rationale for the awards as well as the process and conditions for nomination.

Rationale

The tension between the recognition of individual achievement and the appreciation of collective contribution is a long observed dilemma of the academic endeavour. Although there is some evidence in the wider knowledge system of a shift toward team efforts and greater collaboration, the institutional career reward system has increasingly favoured individually authored publication outputs as the prime measure of performance. This is accompanied by a growing tendency toward competitive point-scoring between institutions.

As an organisation representing a broad collection of professional scholars and researchers, the EASST Council believes there is a need to restore a healthier balance within the reward system between individual achievement and collective contribution. There is a need to recognise more explicitly significant types of collaboration or leadership that has contributed

to the cohesion of, and community within, our field. In order to do this a new range of EASST awards was launched in 2012 designed to reward outstanding activities, which have significantly developed interactions between individuals and resulted in novel and influential collaborative results. There is a significant potential of STS scholarship in Europe for influencing politics and public dialogue, which is not sufficiently exploited. The creation of awards can help to remedy this by creating more visibility of STS insights.

The three awards were named in the honour of individuals who are no longer with us, yet have left an enduring imprint on our distinctive European scholarly identity over the last 30 years. The awards, however, are not exclusively intended for single individuals but can also be given to an organization, a community or a group of people.

Ziman award

The Ziman award will be made for a significant innovative collaborative activity to promote public interaction with science and technology.

This could involve, for example, a forum or discussion community, or an interface with non-academic users. Selection will be based on originality and influence alongside collaboration and / or wider participation.

John Ziman had a distinguished career as a theoretical physicist and was elected a Fellow of the Royal Society in 1967. He died in 2005 at the age of 79. His book on the social dimensions of science – *Public Knowledge*, was published in 1967

and marked the first of a series of influential studies of science as a collective human endeavour. In the mid 1980s he joined the Department of Social and Economic Studies at Imperial College, London and set up the Science Policy Support Group for the Economic and Social Research Council. He was actively involved in a variety of initiatives concerning the social responsibility of science. John Ziman was a key figure in the formation of EASST and was its President from 1983 – 1986. He was an avid promoter of initiatives at the public interface of science and was an eloquent and witty commentator on the popular understanding of science.

Amsterdamska award

The Amsterdamska award will be made for a significant creative collaboration in an edited book or special issue in the broad field of science and technology studies.

Selection will be based on an anthology in the broad field of STS, that through its publication process (such as series of meetings, collective work, etc.) and due to the quality of the volume makes a substantive contribution to the field in terms of originality or impact; the quality of the editing, as reflected in the quality of the volume as a whole; interdisciplinarity, while not a requirement, will be valued; inclusiveness across career stages will also be valued.

Olga Amsterdamska was lecturer in Science & Technology Studies at the University of Amsterdam for 25 years. She died in 2009 at

the age of 55. Following a study of schools of thought in linguistics she focused her personal work on epistemology in biomedicine. She was editor of *Science, Technology & Human Values* between 1994 and 1998. During Olga's editorship of the journal, the STS community benefitted from all of her core traits as an academic – her open mind and broad vision of the field and dedication to its development, her warm-heartedness and inclusiveness, and her incisive critical thinking and high standards of quality. These were also qualities that Olga brought with her to EASST and 4S meetings through the years and that helped make those meetings the community-building enterprises they have become. She was one of the editors of the third edition of the *Handbook of Science and Technology Studies* (2007).

Freeman award

The Freeman award will be made for a publication which is a significant collective contribution to the interaction of science and technology studies with the study of innovation

Selection will be based on the successful development of social approaches to the dynamics of innovation, originality, and better understanding of the pursuit of innovation for societal and environmental goals. Consideration will be given to the publication process (such as series of meetings, collective work, etc.) as well as the publication itself.

Chris Freeman was Professor of Science Policy at the University of Sussex for over 20 years and also with the University of Limburg for many years. He died in 2010 at the age of 88. An economist by

background, he produced many highly influential works addressing the dynamics of innovation and the Schumpeterian analysis of long waves of technological change. He also wrote on the social and political aspects of science. He was a founder of the major research centres SPRU and MERIT and was the founder and long standing editor of the journal Research Policy. An internationalist in outlook he was a key promoter of PAREX, a European collaboration in the history and social studies of science that was the direct forerunner of EASST. A modest yet inspiring figure he was renowned for his warm enthusiasm and supportiveness for all who shared a genuine interest in science, technology and society, whatever their background. He was deeply committed to social change for a more just and sustainable world.

General conditions for the awards

2016, February 1

The awards are presented at the 2016 EASST/4S conference in Barcelona. For each award a € 1000 prize will be associated.

The deadline for nominations.

Nominations should be sent to to awards@easst.net using the nomination form available from the EASST website (www.easst.net)

- For the Amsterdamska and Freeman awards, contributions must have been published in 2014 or later. For the Ziman award, current impact / influence should be demonstrated .
- An underlying criteria for all awards is evidence of collaboration
- Collaborations should have a distinctive European dimension

For all awards the following conditions also apply:

- The award process will be managed by the EASST Council
- Self-nominations are accepted
- Submissions for one award may be considered for another if deemed appropriate
- Council members are not eligible as leaders of collaborative awards during the time of their service

The list of winners of previous awards can be found on the EASST website homepage (www.easst.net)

Procedure for nomination

Submissions will only be accepted if they include a completed nomination form.

Submissions must include a copy of all materials, which the nominator wishes to be considered. If possible these should be in electronic form (pdfs). Otherwise printed copies can be sent. Please do not specify web links as part of the submission unless the achievement is a website or similar.

Submissions must be emailed to awards@easst.net by **1st February 2016**. Any material which needs to be sent in printed form should be posted to:

Professor Maja Horst
Department of Media, Cognition and Communication, University of
Copenhagen
Karen Blixens Vej 4
DK-2300 Copenhagen S
Denmark.

Please retain proof of posting on or before 1st February 2016.

For any enquiries please contact awards@easst.net.



European Association for the Study
of Science and Technology

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EASST Review on the Web:
<http://easst.net/easst-review/>

Past Editors: Ann Rudinow Sætnan, 2006 - 2014; Chunglin Kwa, 1991 - 2006; Arie Rip, 1982-1991; Georg Kamphausen, 1982.

The Association's journal was called the EASST Newsletter through 1994.

President:

Fred Steward (University of Westminster)

Council of the European Association for the Study of Science and Technology:

Elected members:

Attila Bruni (University of Trento)

Marton Fabok (University of Liverpool, Student representative)

Ignacio Fariás (Technische Universität München)

Maja Horst (Department of Media, Cognition and Communication, University of Copenhagen)

Pierre-Benoit Joly (National Institute of Agronomic Research, Paris)

Vicky Singleton (Lancaster University)

Fred Steward, President (Westminster University)

Estrid Sørensen (Ruhr-Universität, Bochum)

Harro van Lente (University of Utrecht)

Co-opted members:

Samsa Hyysalo (editor of Science & Technology Studies)

Ingmar Lippert (manager EASST Eurograd list)

Miquel Domenech (co-organizer 2016 4S/EASST conference)

Lucy Suchman (President of the Society for Social Studies of Science, ex-officio)

EASST's Past Presidents:

Christine Hine, 2005-2008; Sally Wyatt, 2000-2004; Rob Hagendijk, 1997-2000; Aant Elzinga, 1991-1997; Stuart Blume, 1987-1991; John Ziman, 1983-1986; Peter Weingart, 1982.

Member benefits:

EASST organizes a biennial conference and supports a number of "off-year" events such as workshops, PhD summer schools and national/regional STS meetings. Members are offered reduced registration rates for the biennial EASST conference and many other EASST events. EASST funds and awards three biennial academic prizes for excellence in various aspects of community-building – the **Olga Amsterdamska award** for a creative collaboration in an edited book in the broad field of science and technology studies, the **Chris Freeman award** for a significant contribution to the interaction of science and technology studies with the study of innovation, and the **John Ziman award** for an innovative venture to promote the public understanding of the social dimensions of science.

EASST publishes the EASST Review and offers member access to the journal Science & Technology Studies.